



Cheltenham Girls' High School Annual School Report



2011



Our school at a glance

Students

In February 1244 students were enrolled and Cheltenham continues to be one of the largest single sex government schools in the state. Students who come from language background other than English comprises 64.31% of these enrollments.

Staff

In 2011 there were 78 teachers at the school, 1% of which are Early Career Teachers. The staff is generally highly experienced and committed to the values of the school. An exceptional number of extra-curricula activities are provided by the staff, often in their own time.

Significant programs and initiatives

Student Achievement in 2011

Literacy – NAPLAN Year 7

Student results in the area of literacy assessed performed significantly above the state average. The writing results indicated in the table ahead do not display a school average because Persuasive writing was assessed in 2011 and cannot be compared to Narrative writing, assessed in previous years.

Numeracy – NAPLAN Year 7

Student results in the area of numeracy assessed performed significantly above the state average.

Literacy – NAPLAN Year 9

Student results in the area of literacy assessed performed significantly above the state average. The writing results indicated in the table ahead do not display a school average because Persuasive writing was assessed in 2011 and cannot be compared to Narrative writing, assessed in previous years.

Numeracy – NAPLAN Year 9

Student results in the area of numeracy assessed performed significantly above the state average.

School Certificate

2011 School Certificate results showed a consistent achievement across all Key Learning

Areas. Each area assessed was significantly higher than the state and like school averages.

Higher School Certificate

The schools HSC results were outstanding with 218 band 6 placements and a further 540 Band 5 placements in a cohort of 208 students.

Eight students earned Band 6 in 10 units and were presented with a Premiers All Rounder Awards for Excellence. Six students were placed in the top 10 in the state in the following courses Aboriginal Studies, Food Technology, Design and Technology, General Mathematics and Community and Family Studies.

Over 23% received an ATAR of 90 and over 55% received an ATAR of 80%

Principal's message

In 2011 the school continued to record outstanding achievement in girls' education across a broad range of educational pursuits. The school provides a quality learning environment which promotes the best possible educational, social, cultural and civic development of each student. To that end a number of programs and initiatives focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community. The school enjoys strong positive community relations.

In 2011 the school actively participated in the Premier's Volunteering Awards program, the Premier's Sporting Challenge and the Premier's Reading Challenge. Student leadership programs included Prefects, Student Representative Council, the Green Team, Social Justice Action Group, and Sports House Captains: junior and senior.

The annual highlight of school life is the school's Presentation Day held, since 1973, in the Sydney Opera House. The whole school joins in the singing of the chorus of Handel's 'Messiah' at the conclusion of the program. In 2011 this impressive occasion commemorated the 50th consecutive year of the school's choral singing.

Mrs. Susan M. Bridge, Principal

Parents & Citizens Association

2011 has been another busy and eventful year at Cheltenham for the P&C.

During the year, we had a range of interesting meetings. Some of these meetings had guest speakers from the school and wider community. These interesting discussions included Head Teachers from various Faculties explaining their curriculums and answering parent questions. Parent contributions, the uniform shop and catering contribute funds to the many activities the P&C fund throughout the year.

One of the main goals of the P&C is to provide a forum for discussion and input into the school through parent representation. This parent representation is very evident at Cheltenham and strengthens the links between students, parents and teachers. Regular working bees throughout the year have greatly improved the grounds. Our appreciation goes to all those parents who have assisted at the school and represented the P&C on the various School Committees during 2011.

During 2011 the P&C has continued its active Major Capital Works Building Program. However, we continue to be stymied by red tape and the promised 1100 seat COLA is yet to be built. A lot of hours have been spent trying to bring this longed for project to fruition. It is important to provide a sun safe area for the entire school to hold assemblies and for other creative learning classes.

The P&C funded new sewing machines and overlockers for use during Design and Technology classes. The old ones were costing too much in maintenance and were becoming unreliable for the girls to use. This was also supplemented with a laser cutter for the girls to use when participating in Industrial Technology.

The P&C have supplemented the entire school computer network, with additional new computers, as well as providing network hardware upgrades. These upgrades support all faculties including specialist subjects in Visual Arts, Animation and Movie Making, and Graphic Design classes. P&C has ensured all classrooms are fitted with a Smartboard or a Data Projector setup.

I invite all parents to come along to the CHGS P&C meetings, to have input into important

decisions that affect our school and our daughters. There are many ways that we can all help make a difference and I encourage all parents to join in.

I would like to thank all those parents, teachers and students who have supported me as P&C President 2011. It has been a privilege to be part of such a dedicated team. I particularly thank my P&C Executive for their support, encouragement and continuing commitment to making our P&C such an integral part of the School. I would also like to thank our Principal Mrs. Susan Bridge and the School Executive for their contributions at our meetings and for enabling parents to be so involved with the school.

Mrs Stephanie Davison, CGHS P&C President

Student representative's message

The Student Representative Council comprises of students across the school who have a common passion for leadership and serving the school. The combined efforts of these students results each year in spectacular, spirit-filled events and this year has been no exception.

Our newly formed, energised SRC team was inducted in Term 2 and immediately began planning a mufti day fundraiser supporting Shades for Aids and Jeans for Genes for which the school came for a day in their jeans and favourite sunnies! The day raised over \$900 for these charities and was a great way to start off!

40-Hour famine then came around in August and, as usual, the school responded amazingly to the challenge of giving something important up for 40 hours. This year, we introduced a new method of collecting, managing and tracking the amount of money raised by encouraging the students to donate online. Online donations allowed the students to create their own profile page about what they're giving up as well as how much they had raised which added an extra dimension to the famine experience! The 40 hour famine fundraiser is held every year and each year, Cheltenham demonstrates our wonderful passion for helping those less fortunate.

As the last day for Year 12's approached, the SRC were busy making 'survival kits' for them which included symbolic items that represented their identity as Cheltenham girls. These were handed

out to the year 12's on their last day along with a pink elephant 'stress toy' as per Cheltenham SRC tradition. These kits never fail to lift spirits and draw emotional but delighted smiles from the year 12's.

The SRC then ended 2011 with a bang by organising a huge event involving both students and teachers which was vaguely based on the show "Talking 'Bout your Generation". 3 juniors, 3 seniors and 3 teachers battled it out with Berocca, water guns and wrapping paper as they fought to win their represented groups a free sausage sizzle as well as an engraving on the "SRC Challenge Champion" trophy. It was the first year that the SRC introduced such a trophy and the even became a huge success raising over \$1000!

2012 is also set to be a great year with Spirit Week happening in Week 7. We are organising a photo booth, fairy floss stall, roll call raffles, treasure hunts and other fun activities to help raised school spirit and end off our Term in SRC on a high note.

Many thanks go to Ms McLachlan who has gone over and above to help SRC deliver its goals. Thanks must also go to Vice- President- Saloni Misra, Senior Secretary- Fran Looby, Junior Secretary- Zoe Argent as well as all the SRC girls who have dedicated so much of their time to the success of the SRC and without which, I would not be sane enough to write this article.

This has been a most wonderful, exciting and extraordinary year for 2011-2012 SRC and as it draws to a close, I can only look forward to the years to come for the SRC; the spirit we will incite, the lives we will change and most of all, the leaders that we will raise.

Angela Gock- SRC President

Prefects Message

The prefect body at Cheltenham Girls' High School consists of 25 girls who were elected by peers and teachers in June 2011. From the prefects, a School Captain, Vice Captain and Senior Prefect are elected.

The prefects are an enthusiastic and passionate group of girls who are committed to serving the school. Some of the duties of prefects include assisting at the annual Art Exhibition and Parent Teacher Interview nights, hosting MADD night,

coordinating Yr. 6 Orientation Day and conducting weekly assemblies.

The prefects also hold a number of events and fundraising activities throughout the school year. The "Truth Project 2011-Just The Way You Are" involved coloured markers, sticky notes and a massive pin-up board set up in the quad for an entire week. As a unique and quirky initiative, it attracted the participation of students from all grades. 2011's Cheltenham Idol was also a huge success in boosting school spirit. Funds raised went towards supplying 9 Cambodian schools with clean water through OXFAM. Smaller-scale fundraisers include selling merchandise and cakes for Pink Ribbon Day, yellow buttered popcorn for Daffodil Day and love heart lollipops and chocolates for the Heart Foundation on Valentine's Day.

Special thanks must go to our dedicated Prefect Coordinator Mrs. Govan, Vice-Captain, Grace Grierson and Senior Prefect, Michelle Chen. Thanks also to the amazing prefects who each exemplify what it means to be a Cheltenham Girl.

Sharfah Mohamed - School Captain 2011 – 12

Social Justice

The Social Justice group at Cheltenham Girls High School continues to thrive and 2011 was again, an exceptional year.

We began the year supporting our local 'Harbour to Hawkesbury' Lifeline organisation. The whole school came on board for our "loose change for lifeline campaign" and raising over \$2000 we were the 2nd highest fundraiser the organisation had ever had.

In Term 2 our members sold badges for Legacy and door-knocked for the Red Shield appeal.

Our greatest initiative for 2011 was "Eyefest". Supporting the Fred Hollows Foundation, the group organised a 'Tropfest' style competition. Students entered films and drama performances based on the theme "eyes". The films were moving and evocative and the foundation asked for copies for their files. Although we raised only \$900 in profit, the day was invaluable in raising awareness about the 'gift of sight.'

We had a very active Year 7 group who with a cake stall in Term 4 raised \$400 for Tabitha

Ministries – an orphanage for aids orphans in South Africa and we also – in a ‘blue mufti day’ celebrated and raised money for UNICEF.

In addition to these fundraising campaigns we had many awareness raising meetings and activities.

These included International Women’s Day, the Crisis in Darfur, and attending the youth conference for Amnesty International.

Two of our students were acknowledged at the highest level for their work in the Social Justice area.

In August our newly appointed school captain, Sharfah Mohamed, was awarded the Marie Bashir Peace award at Parliament house, primarily for her work in promoting Islamic tolerance in our schools, and in November at Government House, Stephanie Donaldson Yr. 11 was presented with the Order of Australia association’s Certificate of Commendation for service to the community, for her combined volunteering and social justice work in both the school and the community

Mrs. R. Gibbs, Social Justice Coordinator

School context

Student information

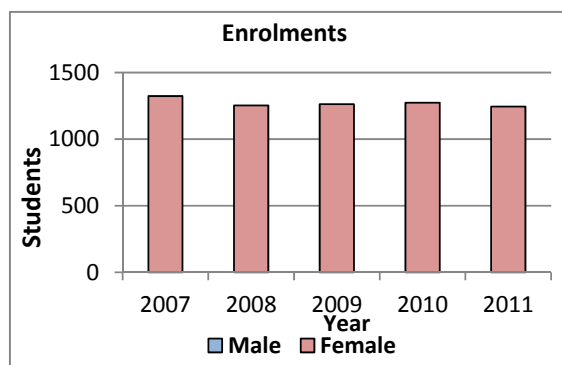
Enrolment numbers have been stable for well over a decade at circa 1200. In 2011 the school was among the largest single sex schools in the state with an enrolment of 1244. Approximately 64.31% of total enrolments in 2011 were from language backgrounds other than English.

The school has a very high retention rate, well above the state and district patterns. This indicates a highly stable student population, which in turn allows for long term planning and development. There are waiting lists for both local and non-local applicants for enrolment in year Years 7 - 12.

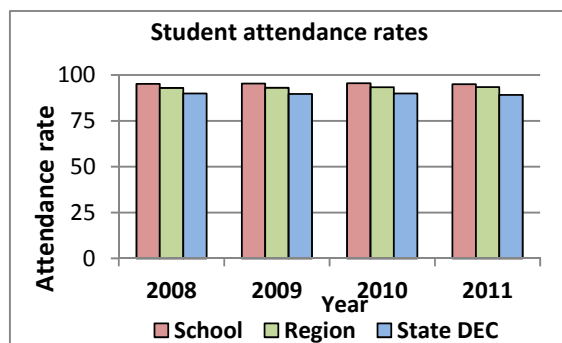
Student attendance patterns are higher than regional and state averages. The comprehensive curriculum options available in the senior years, the schools consistent record of outstanding HSC results, and parent support for their daughters continuing into senior years are some of the probable reasons for the high retention rates. Enrolment at Cheltenham draws almost

exclusively from the local area, which also contributes to high retention rates.

Student Enrolment Profile



Student Attendance Profile



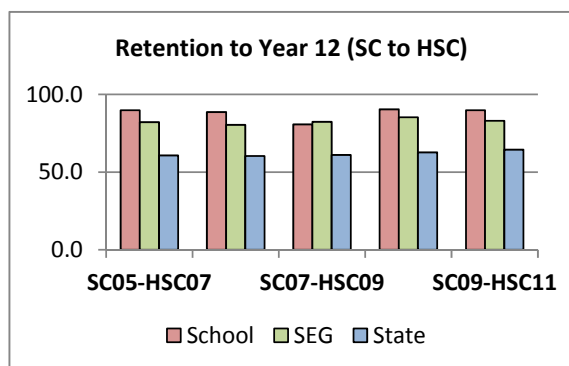
Attendance rates in Year 7 – 10 are significantly above state and regional means and currently exceed 95%. Student attendance is closely monitored and regular contact with parents and caregivers is maintained. The school policy of posting home attendance reports twice per term and SMS absence messaging has maintained attendance improvements made in previous years. Attendance rates in Year 11 – 12 are consistently above state and regional means. In 2011 the attendance rate was 94.3%.

Management of non-attendance

Students who experience difficulty in maintaining attendance are supported by extensive welfare and counseling programs together with appropriate regional student welfare support where necessary.

Retention to Year 12

Of the year 10 students enrolled in 2009, 89.8% continued on to complete the HSC in 2011. This figure is approximately 25.4% higher than the state average and further supports the high degree of satisfaction amongst parents and students with the quality of learning opportunities provided at the school. The vast majority of these students had been enrolled at Cheltenham since Year 7.



Post-school destinations

177 out of 208 or 85% of students in the Year 12 cohort received acceptance to university courses in the early and main rounds.

Year 12 students undertaking vocational or trade training

29 students in Year 11 and 31 students in Year 12 undertook Vocational Education Training with 31 students completing their training in 2011. The courses studied were Accounting Baking, Beauty Therapy, Community Services, Design Studies, Horse Industry Studies, Hospitality Information Technology, Media News Journalism, Retail and Health Services.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained their HSC or Vocational Educational qualification in 2011. Two pathways students completed their HSC in 2011.

Staff information

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	13
Classroom Teachers	60.9
Support Teacher Learning Assistance	0.2
Teacher Librarian	1.4
Teacher of ESL	1.8
Counsellor	1
School Administrative & Support Staff	14.2
Total	95.5

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has 1 teacher of indigenous background.

Staff retention

There was a high retention of staff at the school in 2011 with minor changes due to some staff retirements.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	86
Postgraduate	14

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	1147545.11
Global funds	669717.09
Tied funds	163178.56
School & community sources	955717.43
Interest	63346.81
Trust receipts	281723.73
Canteen	0.00
Total income	<u>3281228.73</u>
Expenditure	
Teaching & learning	
Key learning areas	249238.30
Excursions	425009.70
Extracurricular dissections	104236.59
Library	31097.01
Training & development	1680.74
Tied funds	170214.88
Casual relief teachers	109145.29
Administration & office	410271.08
School-operated canteen	0.00
Utilities	136078.52
Maintenance	76741.41
Trust accounts	294425.96
Capital programs	226512.35
Total expenditure	<u>2234651.83</u>
Balance carried forward	<u><u>1046576.90</u></u>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the parent and citizens association. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Visual Arts

2012 was again for Cheltenham, a year of achievements in the Visual Arts. Tess Tavener Hanks in Year 10 was to achieve the ultimate photographic prize when she was awarded the National Moran Prize for Photography, middle secondary division. Tess has been a finalist in this competition for the last three years but this year she had success with her digital photograph "Milk Thistle" and was presented with her prestigious award at the NSW State Library in May.

The Epping Fair competition was well supported and Cheltenham was awarded the top four major prizes; the recipients being Rachel Power Yr. 10, Rebecca Faggion Yr. 12, Mikala Tavener Hanks

Yr11 and Faith Mrljak Yr9. Numerous other students received certificates of commendation for their entries.

We had 4 students selected for the annual Operation Art exhibition and of these 4 Tracy Leung Yr. 8 was one of 50 selected from 800 state wide, for exhibition in the Art Gallery of NSW. Her work was acknowledged by Director Edmund Capon and her painting continues to travel the state, before taking up permanent residence in Westmead Children's hospital

Our major event for the year – our annual art exhibition was again an outstanding success. The main feature of this exhibition is the display of very competent Body of Works by our HSC students. Also a feature is our increasing focus on photographic and digital artworks, especially those from the newly created Yr. 11 digital stream.



Tess Tavener Hanks with her photograph "Milk Thistle"

Sport

Sport- 2011

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. This year our guest speaker was Kristy Durham. Kristy is a current member of the Sydney Swifts netball team. She spoke passionately about her experiences in sport and the barriers she has faced. She motivated and inspired students to set goals and achieve them and to make the most of all opportunities in life.

Students from Cheltenham Girls' achieved some outstanding individual results at Zone level. The school finished in second place at the Zone Athletics Carnival, fourth at Zone Swimming and fifth at Zone cross Country. Students then went

on to represent at regional level and CHS in swimming, cross country and athletics.

Students were selected for representative teams for a variety of team and individual sports including swimming, athletics, cross country, gymnastics, football, softball, tennis and netball. Students competed in all school carnivals up to and including National level- one student in National Athletics and one student in National Softball.



On the Move

In 2011 Cheltenham had 23 different representative teams across 11 different sports. Students competed enthusiastically at all times and the school achieved some fantastic results this year. Two knockout teams in the CHS Knockout competition, Open Football and Open Softball were regional finalists which allowed them to go on to represent the region at the CHS final series. The Open Football team was runners up in the CHS Knockout Finals series. Unfortunately for the Softball team, their event was washed out twice. The U19s Futsal team were State Champions. The Aerobics team competed at a National competition where they won a bronze medal.

Students in Year 7 and 8 continued to participate in integrated sport on a weekly basis. Throughout the year they participated in a range of team sports such as korfbal, woodcrick, sofcrosse, basketball, netball, touch football, tennis and softball. They also participated in a Sport Skills Day and received specialised coaching in a variety of sports and team work sessions. Year 7 participated in a week long swimming program at Cherrybrook and Year 8 participated in a program at Epping during their double sport lessons.

This year saw the continuation of the Year 9 integrated sport. Each class rotated through six

activities during the year. This program enabled the girls to benefit from the use of the facilities at Homebush for Golf and Commando and the expertise of external instructors for AFL and Yoga. The program also included Games at Cheltenham Oval and the opportunity to participate in circuit classes in the new gym facilities in I block.

Students in Years 10 and 11 participated in Tuesday afternoon sport. They participated in a variety of sports both on and off school campus and had access to professional coaches. These sports included gymnastics, self defence, yoga, indoor soccer, aerobics, cycle class, basketball, tennis and badminton.

This year saw the continuation of the Premier's Sporting Challenge at Cheltenham Girls. Year 7 and 8 students were involved in the Challenge over a 10 week period. The school was awarded a gold award, with individual teams being awarded both gold and diamond awards.

This year we had our first opportunity to make use of the new school oval and the multi purpose courts. Students have enjoyed using these new facilities for PE lessons, sport, lunchtime sport, trials and training sessions.



Open Football Team, Runner's Up in CHS Knockout Final Series

Performing Arts

The scope and standard of work in the Performing Arts faculty continues to strengthen. Higher School Certificate results were outstanding with 2 students from Music 2 being nominated for their performance work for Encore, the state's showcase of top achieving students. This result is from a candidature of 4 students.

Our school ensembles grew in popularity and number in 2011. We are one of the few public schools in the state with a full orchestra. This provides a unique opportunity for our girls to perform repertoire from a very broad spectrum of symphonic movements to the more contemporary pieces. Concert Band provided the opportunity for many students from Years 7 to 12 to perform a wide variety of repertoire.

Our Junior choir has continued to provide a wonderfully opportunity for over 100 Year 7, 8 and 9 students to work on the development of their vocal talents as does our Senior Choir which grew to 60 Year 10, 11 and 12 students.

Each of these ensembles rehearses at least once a week and performs at the two school performing arts showcases, now known as MADD 1 (Music and Dance Drama) and MADD 2. Both these evenings were extremely well attended and parents and fellow students had the opportunity to hear and see the wonderful work that results from the hard work of students and staff.

2011 was a year when many of our students were selected as members of various NSW Performing Ensembles. These girls attend weekly rehearsals and represent New South Wales Department of Education and Training at high profile local and national events. The ensembles included NSW Public Schools Millennium Marching Band, Schools Symphonic Wind Orchestra, and NSW Public Schools Symphonic Wind Ensemble. Girls were also successful in being selected as members of the State Drama Ensemble.

Presentation Day at the Sydney Opera House in 2011 was a very special celebration of music. Mrs. Jessie Murray was first appointed to Cheltenham Girls High as a music teacher in 1961. It was in that year that she introduced the idea of having the whole school sing the Hallelujah Chorus from Handel's Messiah. Sadly Mrs. Murray OBE passed away in 2011 but left behind her a history of excellence in music at Cheltenham Girls. It was therefore as a tribute to her that 50 years later, we were again able to sing the Hallelujah Chorus in a very splendid and moving rendition. This occasion also provided a wonderful opportunity to showcase the exceptionally high standard of musical talent of each of our ensembles and the unique performances by the whole school.

Other Achievements

The Marie Bashir Peace Awards 2011

School Captain Sharfah Mohamed was presented with the Marie Bashir Peace Award in 2011 for her significant contribution to harmony and social justice and her leadership in fostering harmonious relationships and peace within local communities. This is one of only 7 awards given annually, statewide. The Peace Award was presented to Sharfah by Her Excellency the Governor, Marie Bashir in September 2011.

The Order of Australia Youth Community Awards 2011

Stephanie Donaldson was selected at the Order of Australia Youth Community Awards as the recipient of the Certificate of Commendation for her service to the community. Stephanie was the only student to receive this certificate out of 21 nominations statewide. The certificate of commendation was awarded to Stephanie by Her Excellency the Governor, Marie Bashir, in November 2011.



Stephanie Donaldson with her Excellency the Governor, Marie Bashir.

Ice Skating

Chantelle Kerry in Year 9 was selected to represent Australia at the inaugural 2012 Winter Youth Olympic Games In Innsbruck in January. She is the current NSW and Australian and Junior ladies Figure Skating Champion.

Debating

Debating And Public speaking were very busy and involved activities in 2011. Junior and Senior Debating teams participated in the Premier's Debating Challenge with the results of Regional Semi finalists for the Year 12 Hume Barbour

trophy team, Zone Finalists for the Year 11 Karl Kramp Competition, State semifinalists for the Year 10 Teasdale Cup team. The Year 8 team also reached Regional Final level. Students skills were enhanced through workshops conducted this year run by Mrs. Fowell, Mrs. Smith and coaches from the Master's Academy Debating Coaching College.

Public Speaking competitions included The Sydney Morning Herald Plain English Speaking Award and the Legacy Junior Public Speaking Award. Georgine McDaniel of Year 8 reached the State Semi Final of this competition. Cheltenham students also participated in various charity public speaking evenings this year including V.I.E.W Club of Epping (Views, Interests and Education of Women) and Rotary 'Voice of Youth'.



Georgine McDaniel and Mrs. Fowell

History

In 2011 one Year 10 student won the 2012 Premiers' ANZAC Memorial Scholarship. She will represent NSW schools in ANZAC commemorations in France in April and then travel to Korea with the student group. She was selected as a result of her commitment to the study of Australian history and to maintaining the ANZAC spirit

Design and Technology

In 2011, 7 students from the HSC Design and Technology class had their Major Design Projects selected for exhibition at the Powerhouse Museum in February 2012. Of the 4 awards presented at this exhibition, 3 were awarded Cheltenham students. Tory Wicks with her project PegAssist project won the Alan Brody Award and the Powerhouse Museum Award and Georgia McDonald won the Shelston IP award.

Textiles and Design

Lauren Black and Haidee Vogel, two of our HSC Textiles and Design students, had their Major Textile Projects selected for the state wide Textstyle Exhibition to be held at the "Muse" Sydney Institute in February 2012. These two projects were selected as part of 34 items on display in a field of 2,333 candidates for Textiles and Design in 2011.

Mikala and Tess Tavener-Hanks took part in the Finals for the Apex Young Designer of the year awards. Both students competed in the State finals and won 3 out of the 4 categories. At National level Tess won the Wearable Art section and Mikala won the Society and Environment award. Tess also took out the prized **Apex Young Designer of the year 2011 Award**.



Tess Tavener Hanks in her winning Wearable Art.

Callback Nomination for Dance

Dance student, Kimberley Errey, was nominated for Callback for her outstanding HSC Dance performance.

Fundraising

Cheltenham students regularly initiate and participate in a variety for fundraising events for local and international organisations. In 2011 funds were raised for Hamlin Fistula Relief and Aid, Hope for Cambodian Children's Fund, Breast Cancer and Daffodil Day, Fred Hollows Foundation, The Salvation Army Read Shield Appeal and The Leukaemia Foundation World's Greatest Shave where two students shaved their heads to raise funds.



Vanessa Tent and Donna Akbari with shaved heads under the banner showing the amount raised for "Shave for A Cure"

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr. 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

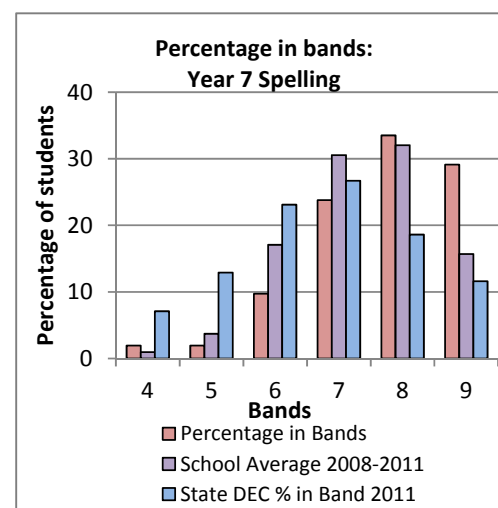
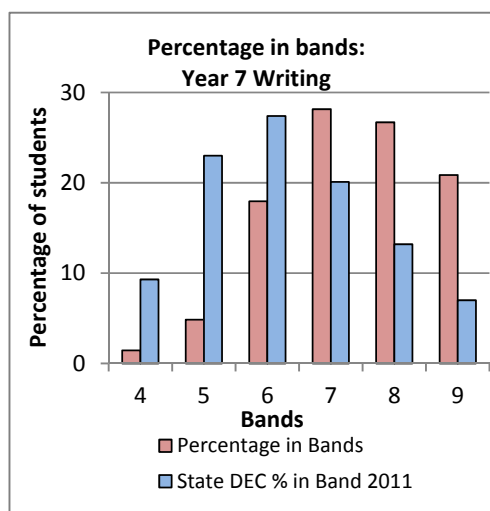
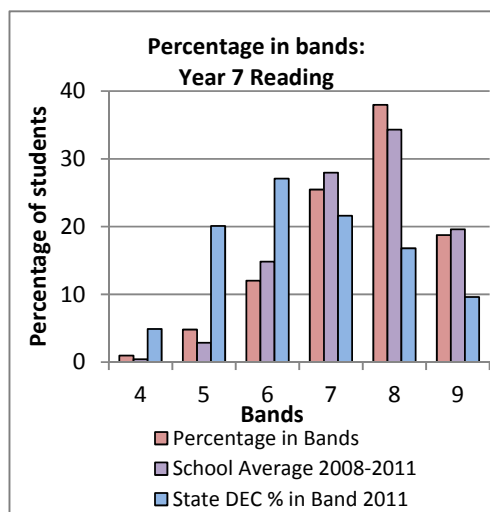
Yr. 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

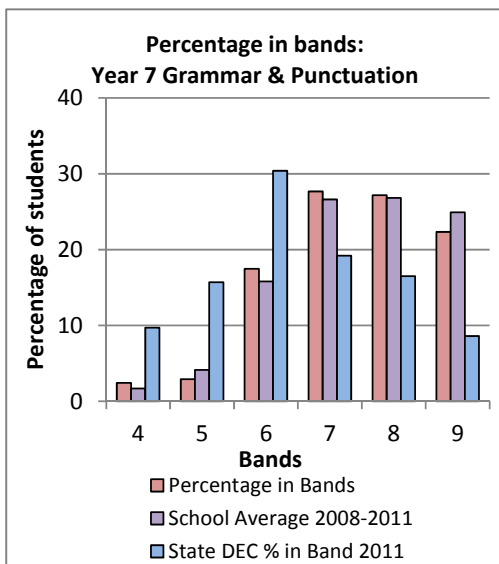
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Interpreting Graphs and Statistical Information

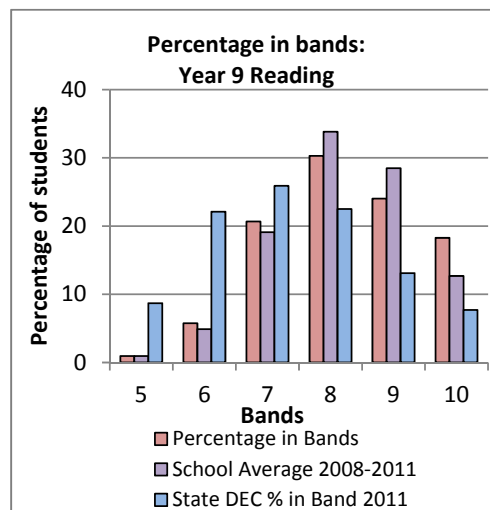
On the following pages are several informative and comprehensive graphs which detail Cheltenham Girls' High School academic performance for the 2011 cohort. These include a comparison of CGHS with state performances.

Literacy – NAPLAN Year 7

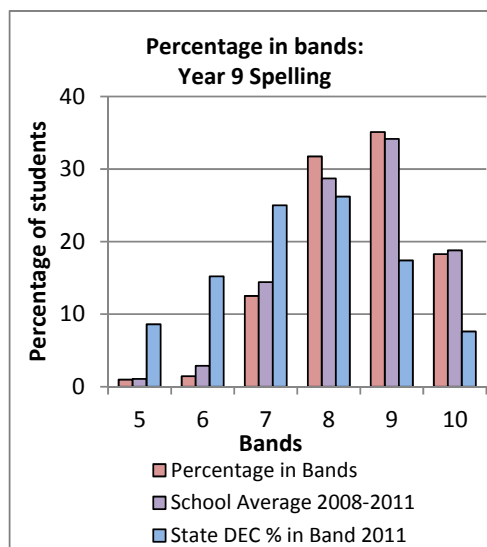
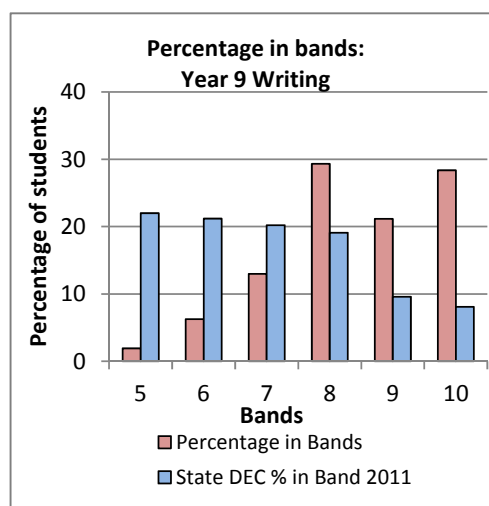
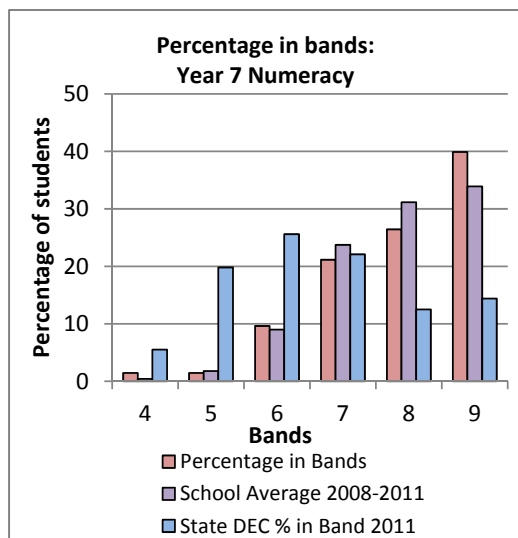


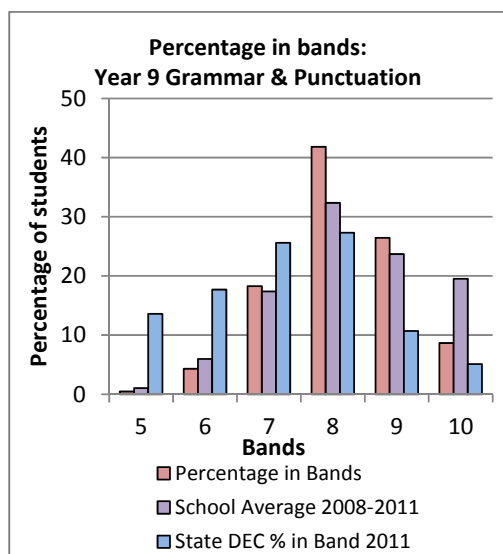


Literacy –NAPLAN Year 9



Numeracy - NAPLAN Year 7





Progress in numeracy

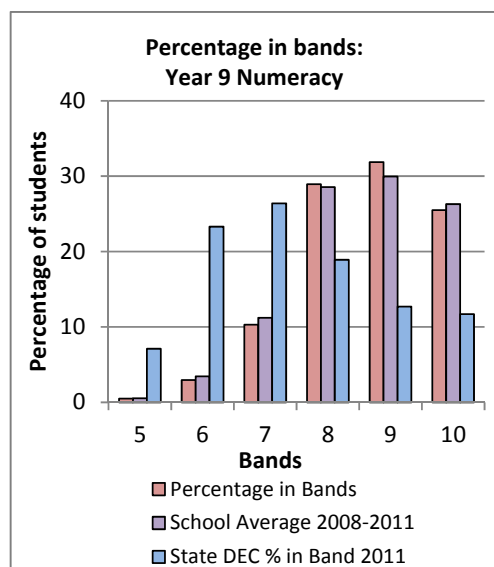
Student results in the area of numeracy assessed performed significantly above the state average.

Cheltenham Girls High School continues to focus on numeracy strategies embedded in programming particularly for the middles years.

School Certificate

2011 will be the last time that the School Certificate will be examined externally. From 2012 students will receive a Record of Student Achievement (ROSA). Details about testing will be confirmed in 2012.

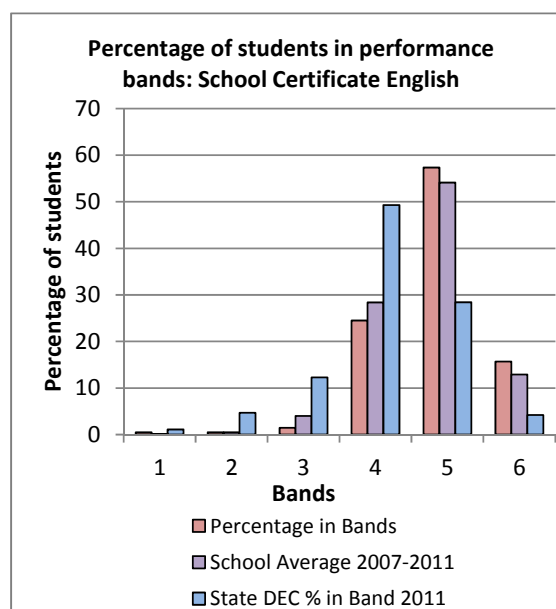
Numeracy - NAPLAN Year 9



Progress in literacy

Student results assessed in the area of Literacy in both Year 7 and Year 9, performed significantly above the state average. The writing results indicated in the table below do not display a school average because Persuasive writing was assessed in 2011 and cannot be compared to Narrative writing, assessed in previous years.

Cheltenham Girls High School continues to focus on the explicit teaching of literacy, particularly in the middle years.



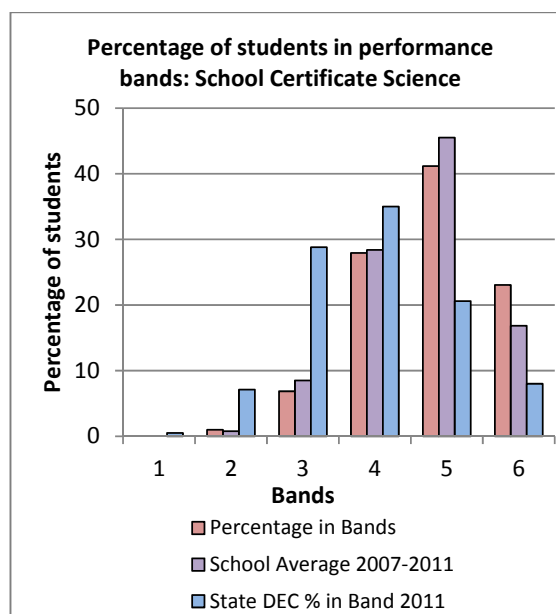
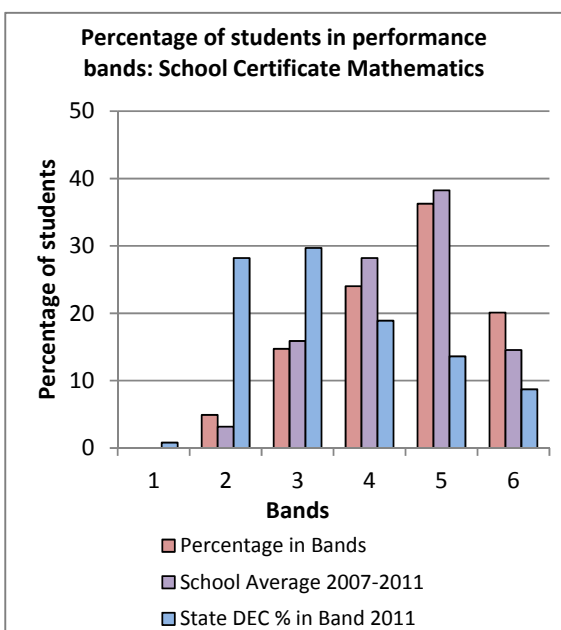
204 students attempted the **English** Literacy Test for Year 10. Of these, 58% of students achieved results in Bands 5 and 6. The percentage of Cheltenham students in Bands 5 and 6 exceeded the State average by 30 %. This result also exceeds the school average for the past 3 years by 5%.

In the **Mathematics** external School Certificate tests the 2011 cohort performance in Band 6 was significantly better than previous years, The number of Band 6's had increased from 2010 with 20% of students receiving Band 6.

There was significant value added. The effect size was greater than 1.

Mathematics Competitions

In 2011 just fewer than 400 students competed in the Australian Mathematics Competition with 1 receiving a High Distinction, 32 students receiving Distinction Certificates and 158 Credits. Students from Year 8 competed in the Have Sum Fun Online competitions and were placed 4th and 6th nationally. Year 9 students participated in the Australian Statistics Poster Competition and students from the school won Junior Secondary National Prize, the NSW Prize and received a Highly Commended in the same division. Students from Year 7 to 10 also competed in the Maths Challenge competition. Two Year 7 students received High Distinctions with 4 distinctions and 10 credits being awarded to the participants.



The candidature for School Certificate **Science** was 207. Results achieved were:

Band 6: 22.7% (8.9%); Band 5: 40.6% (24.7%).

Band 4 or better was achieved by 90.8% of the candidates. (State results in brackets)

ESSA

The candidature for the 2010 Year 8 Essential Secondary Science Assessment (ESSA) was 203. Results achieved for overall science were:

Achievement level 6: 3% (1%); Achievement level 5: 31% (11%). Achievement level 4 or better was achieved by 94% of the students (61%). (State results in brackets)

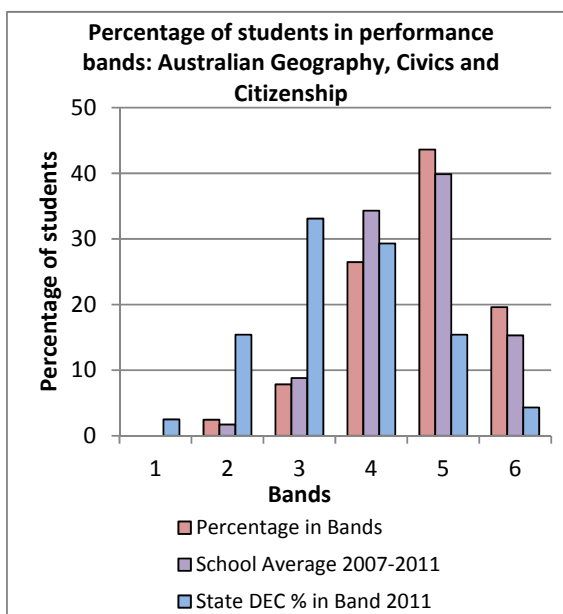
The school offers students the opportunity to sit both the Australian National Chemistry Quiz and ICAS International Science Competition as extracurricular activities.

Chemistry Quiz

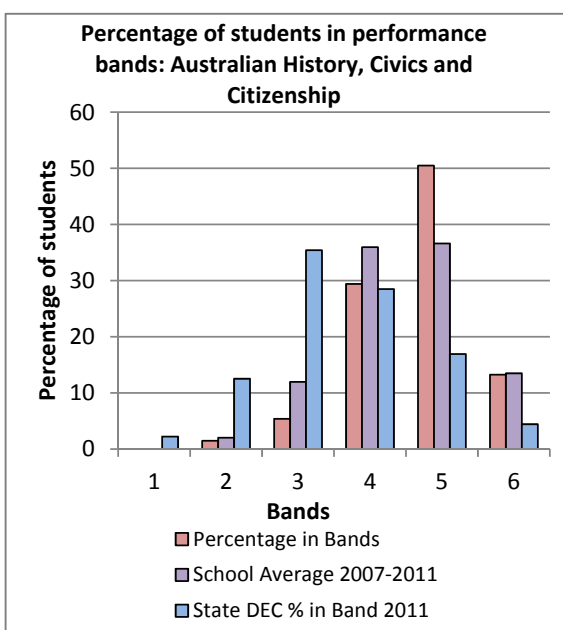
The candidature for the Chemistry Quiz was 27. 3.7% achieved High Distinction level. 25.9% achieved Distinction level.

ICAS Science Competition

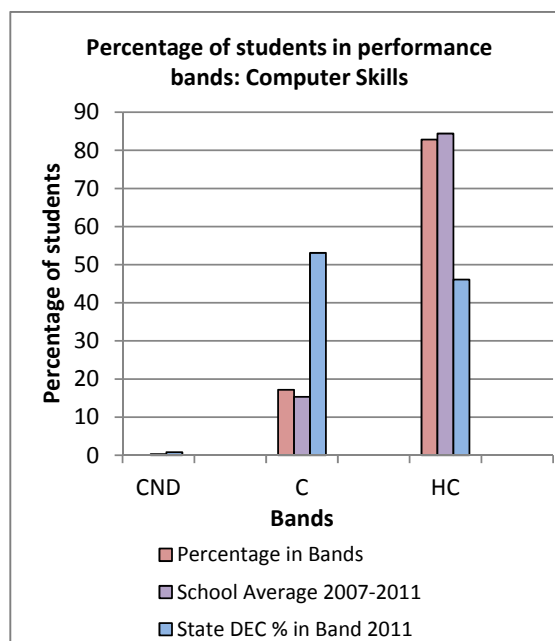
The candidature for the Science Competition was 245. 7.7% achieved Distinction level and 42.9% achieved Credit level.



Students presenting for the 2011 School Certificate in **Australian Geography, Civics & Citizenship** achieved results significantly above state average, as they have for a number of years. 19.32% of candidates achieved a Band 6 result (State = 5.29%). A further 43% of candidates achieved Band 5 results (State = 20%). 88% of candidates achieved Bands 4-6 results compared to the state average of only 57%.



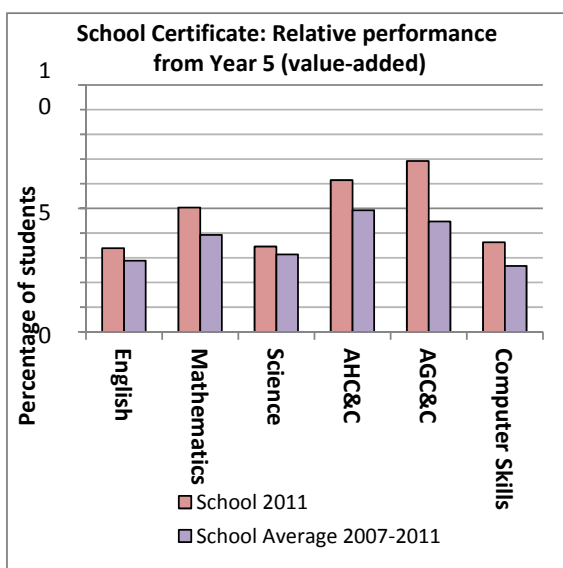
In 2011 School Certificate results in Bands 5 and 6 **History** were significantly above the state average, with approximately 63% of candidates scoring results in these Bands compared to 22% across the state. Student results in Band 6 met averages set in previous years, while there were more students in Band 5 compared to 2007-2011 averages, indicating a general upward shift across Bands 4, 5 and 6 from 2007-2010 results.



204 out of 207 students sat for the **Computer Skills Test**. From the assessment, 169 were deemed to be Highly Competent and 34 as Competent. In comparison to the rest of the state 82% of Cheltenham's students were Highly Competent (state 52%) and 19% Competent (state 43%)

School Certificate relative performance comparison to Year 5 (value-adding)

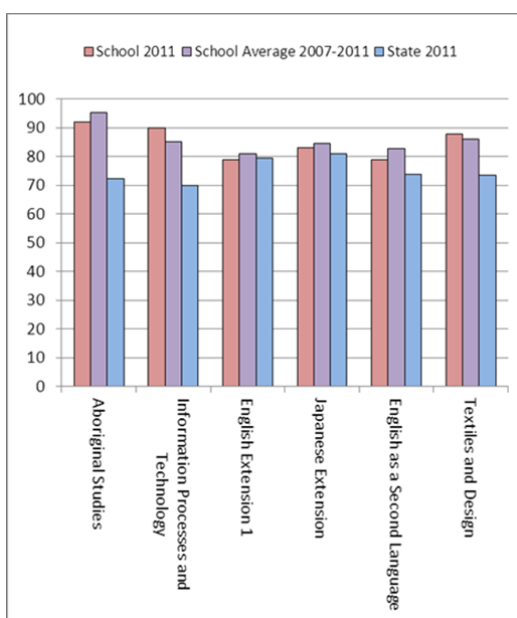
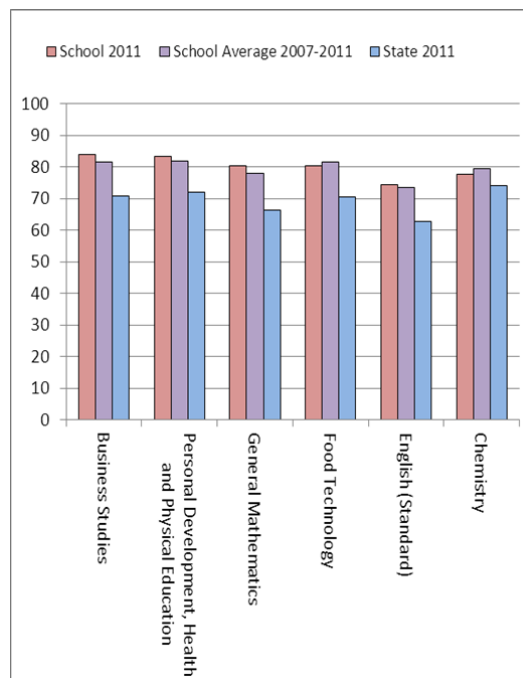
This graph shows a consistent increase in the numbers of students value adding in most subjects when compared to the average over 5 years.



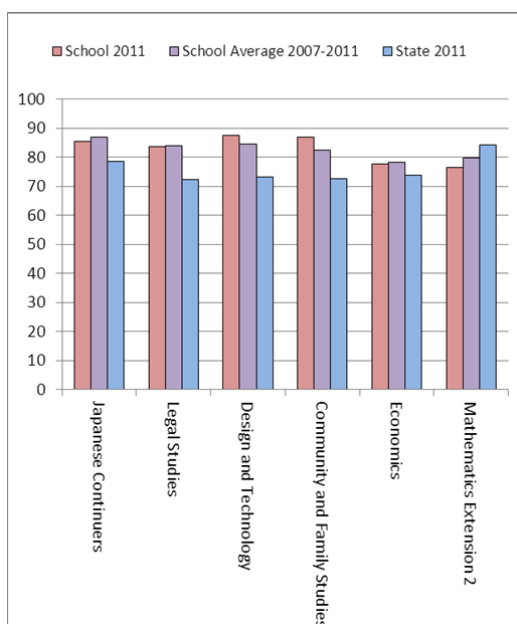
The **English** results reflected a sound performance by candidates in each course with improvements being noted in all courses. Increases in Band 5 results in English Standard were noted. Students continue to excel in English Advanced and English as a Second Language. 82% of students scored Bands 5 and 6 in 2 unit Advanced English. 73% of the 2 unit Standard

Higher School Certificate

Year 11 students undertook the **Aboriginal Studies** HSC course in an accelerated delivery structure. Seven of the ten candidates were placed in the top band of results compared with a state average of 7%, while all students were placed in bands 5 and 6 versus state statistics for these bands of 33% total.



English students gained results in Bands 4. Band 5 results being significantly above the state average. Close to 80% of English as a Second Language students gained results in Bands 5 and 6. 100% of Extension 1 and Extension 2 students gained Bands E3 and E4.



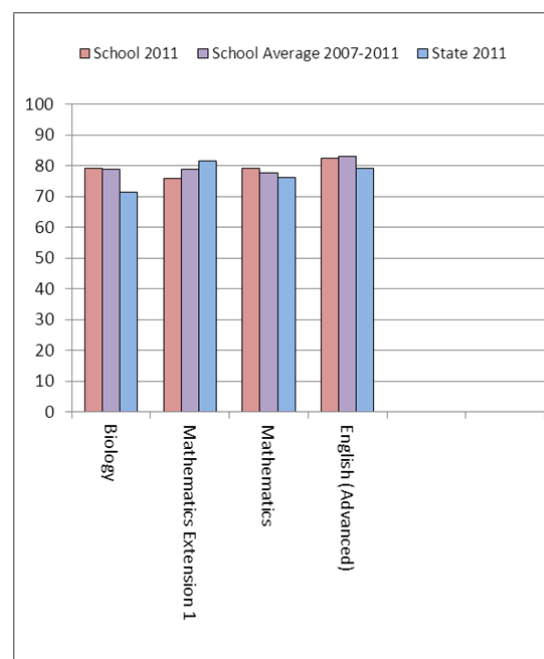
Results for the TAS faculty were well above the state average. **Design and Technology** registered a mean 14.1 above the state and 91% of all students achieved bands 5 or 6 (state 38%). **Textiles and Design** was 14.3 above the state mean with 88% of students placed in the top two bands (state 38%). The mean for **Food Technology** was 10.0 above the state with 57% of all students being placed in bands 5 or 6 (state 26%). **Information Processes and Technology** registered a mean 20.0 above the state and 90% of all students achieved bands 5 or 6 (state 32%). Two students achieved 4th position in the state for Food Technology and Design and Technology.

In **Business Studies** 39 candidates completed examination in 2011. Students in Business Studies gained results significantly above state average in Band 6 (18% versus 7%). A further 54% of candidates achieved Band 5 results (State = 25%). Band 6 results were slightly lower than the 2010 cohort however Band 5 results were significantly higher. 92% of candidates achieved Band 4-6 results (State = 65%). No Business Studies candidates were placed in the lowest two achievement bands.

25 candidates completed the **Economics** examination in 2011. Band 6 results were just below state average (8% versus 10%) and below the 2010 cohort results, however Band 5 results were significantly above state average (52%

verses 33%) and also significantly above 2010 cohort results. 80% of candidates achieved Band 4-6 results (State = 70%). Additionally only one Economics candidate was placed in the lowest two achievement bands.

19 candidates completed the **Legal Studies** examination in 2011. Students in Legal Studies gained results significantly higher than state average in both Bands 6 (26% versus 10%) and Band 5 (58% versus 29%). Band 6 results were higher than the 2010 cohort but an improvement in Band 5 results was also noted. 89% of candidates achieved Band 4-6 results (State = 68%). Additionally no Legal Studies candidates were placed in the lowest two achievement Bands.



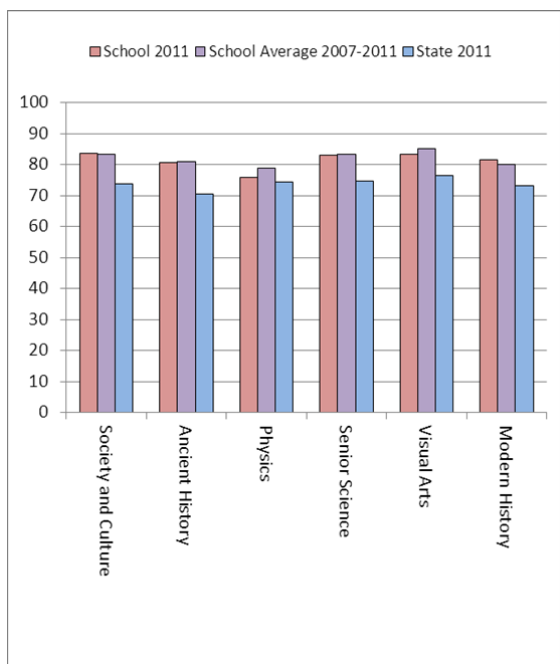
In 2011 the **Personal Development, Health and Physical Education (PDHPE)** course were well above the state average. The mean for PDHPE HSC marks was 9% above the state average with 73.33% of all students achieving Bands 5 or 6, compared to 34.4% of the state.

In the **Community and Family Studies** course the result was well above state average. The mean for Community and Family Studies was 13.07% above the state with 83.33% of all students achieving band 5 or 6, compared to 31.97% of the state.

The trend for **General Mathematics** students to score above state average has continued with 25% receiving a Band 6. One student placed 3rd in the state in this course. In **Mathematics** almost 9% of students received a Band 6 with 54% receiving either a Band 5 or 6. Twenty one percent of **Extension 1** students receive an E4 band with a further 52% receiving an E3. **Extension 2 Mathematics** students performed comparably with 21% receiving an E4 and almost 76% of the cohort receiving either an E4 or E3.

Music results for the 2011 HSC were again excellent with 3 of the 4 Music students achieving Band 5 or 6. **Music Extension** results were outstanding with all candidates in the top band for extension (E4) compared to a state average of 60%. In Music 1, 80% of students achieved Band 6 against a state average of 15.17%. The other 20% of candidates achieved Band 5. For 89% of students, the band achieved in Music was their highest, or equal to their highest band, when compared to their other subjects.

Drama results were strong with 33% of candidates achieving Band 6, 20% above state average while the remaining candidates all achieved a high Band 4 or Band 5 with this being their highest, or equal to their highest band for 50% of the students.



Science courses continue to be an important component of the pattern of study of a majority of students. Many students choose two, and often three, of the Science courses available in Stage 6. The results in external examinations continue to be strong.

The total HSC candidature for all Science courses in 2011 was 211, an increase of 36 on 2010.

Over 13% of candidates achieved Band 6. 37% of candidates achieved Band 5.

Biology and Chemistry attracted the most number of candidates.

Biology Band 6: 17.3% (7.9%); Band 5: 34.7% (23.0%), **Chemistry** Band 6: 8.7% (11.0%); Band 5: 33.3% (28.9%), **Physics** Band 6: 6.0% (8.9%); Band 5: 30.3% (27.3%), **Senior Science** Band 6: 20.6% (8.0%); Band 5: 58.8% (30.7%)

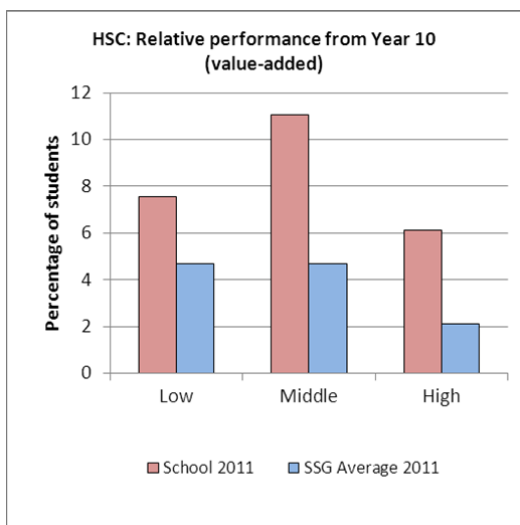
All courses showed strong performances in comparison to the State. (State results in brackets)

The HSC results for the 2011 **Japanese Continuers course** were slightly lower than in previous years at Cheltenham Girls'. However, in relation to the state average for the year we again performed very well, achieving a high average of Band 5 for the cohort.

Unlike previous years the 2011 cohort of **Japanese Extension** was relatively large with 13 candidates. Although the average for the 2011 cohort was down slightly on previous years, we again achieved higher than the state average.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

This graph shows a significant increase in the numbers of student's value adding from Year 10. This comparison has been made with Similar School Groups.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	99.0
Writing	98.5
Spelling	98.1
Grammar & Punctuation	97.6
Numeracy	98.6

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	99.0
Writing	98.1
Spelling	99.0
Grammar & Punctuation	99.5
Numeracy	99.5

There were no students exempt from Year 7 or Year 9 Reading Tests

Significant programs and initiatives

Aboriginal education

In 2011 students of Aboriginal studies and all Cheltenham students were involved in several activities to recognise, celebrate and educate about Aboriginal peoples and their culture. Students fundraised for the National Indigenous Literacy initiative. NAIDOC week was celebrated across the school with awareness raising assembly items, public displays of research about historical and contemporary experiences, the commemoration of Sorry Day, participation in community celebrations through Hornsby Council (Children's Voices for Reconciliation) and Hornsby Area Residents for Reconciliation book launch, forums and meetings. Students also attended the NAIDOC week Guringai community dinner.

Aboriginal Studies students attended excursions to West Head, the Museum of Sydney, Aboriginal Servicemen's commemoration service in Hyde Park and Aboriginal servicemen were guests at the school ANZAC Day ceremony. Years 9, 10 and 11 Aboriginal Studies students worked with the ACLO and Aboriginal Project Officer on HSC content, major projects, heritage and identity, Land and kinship topics.

HSC Aboriginal Studies students completed Major Projects, engaging in extensive consultation with Aboriginal communities on such topics as otitis media, the Freeman family tree, bush foods and the massacre of Kalkadoon Aboriginal peoples. These projects were accepted by the Board of Studies for accessioning to the State Library. 2011 Students were also invited to speak at the Aboriginal Education Reference Group annual conference.

In 2011 the famous Australian tennis champion Evonne Goolagong Cawley visited Cheltenham Girls and met with years 9, 10, and 11 Aboriginal Studies students and the HSC class from the previous year. She had requested the opportunity to visit and to meet with the Year 12 students as a result of their HSC success. Evonne spoke of her tennis successes, winning the women's singles title at the Australian Open four times. She also spoke of her experiences as an Aboriginal woman and her experiences reconnecting with and learning more about her Wiradjuri culture. She was accompanied by her husband, Roger Cawley.



Evonne Goolagong-Cawley with Aboriginal Studies students

Welfare

Cheltenham's Welfare team has engaged in a proactive approach to welfare, aiming to support students and utilise early intervention and prevention measures. Our Anti bullying policy and programs such as Brainstorm productions, Respect days, Police liaison talks, Peer support and Peer mediation, all support students throughout the year. Students have many avenues to report instances of bullying which are then dealt with in the most appropriate manner.

We had the Police Youth Liaison Officer speak to Yr8 regarding wise use of the Internet, protection of identity and how to avoid identity theft. Year 7 worked through Cyber safety in their Technology classes. Years 9 and 10 participated in the production of Verbal Combat.

In September, Year 11 and a number of staff were involved in the NSW University Study of Omega 3 and health. This involved in a large group study of the effects of Omega 3 and 6 on adolescent health and mood disorders such as depression. The results will be available in 2012. The large number of volunteer students was encouraging and students develop their understanding of good mental and physical health.

Pinkies Café has continued to provide a daily service of coffee in the morning to staff, which enables the training Barista's to practice their skills. Over the course of the year students were trained and received a certificate called "Prepare and Serve Coffee." These students also ran a fortnightly café at recess allowing them to complete the required hours. It is hoped that this

course will assist students in gaining part time jobs by providing work-based skills.

The High Resolves program has run again for the 2 years and will run again next year in 2012. This has proved popular with the students allowing them to examine and develop their leadership skills through meaningful projects. The students this year ran a project called "You're Amazing, just the way you are." Involving the whole school, the High Resolves team, organised many activities such as a butterfly hunt and competitions to promote self-awareness and acceptance. In 2012, Year 10 will be working on a community action project.

The annual Senior Leadership Retreat for 10 of our student leaders which are drawn from the Prefect body, the SRC and Social Justice Group will be held in early February 2012 due to accommodation availability. The leadership camp is held at Taracoonee on the Hawkesbury River. Taracoonee is a river side home that belongs to the extended Vicars family who were the original owners of the land on which the school is built. Being able to share this beautiful old heritage listed home has continued to link our ties with the Vicars decedents. The senior student leaders are able to develop and extend their leadership capabilities and enjoy the opportunity to share this time together.

National Schools Chaplaincy Program

In 2011, with the support of the P&C, the School continued to participate in the Federal Government National School Chaplaincy Program. Our School Youth Worker is employed two days per week under this funding and the local church community provides the remaining 3 days per week.

This is a service that staff, students and parents can access at their own discretion. The School Youth Worker is part of the student welfare team and reports directly to the Head Teacher Welfare.

Progress on 2011 targets

Target 1

Engage students in Stage 5 through the implementation of DER laptops

Our achievements include:

- Successful implementation of DER laptops in Stage 5 educational programs
- Enhanced use of Moodle and information technologies to engage student learning
- Developing teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources

Target 2

Implement high quality transition programs to support students and their families throughout schooling.

Our achievements include:

- The successful implementation of a Transition program from Year 6 to Year 7
- The successful implement of Year 7 homerooms to improve student ease during transition
- The development of welfare strategies and student databases to identify students in need.

Key evaluations

Educational and management practice

Stage Meetings for Staff

Background

In late 2010 the “Leadership for School Improvement Team” comprising 1 Deputy Principals, Head Teacher Welfare, Head Teacher Teaching and Learning, and Head Teacher English attended regional professional development to examine school improvement initiatives. This team surveyed staff in early 2011 in the area of educational and management practice, to target building teacher capacity and developing sustainable leadership. This survey identified areas that adversely impacted on teaching and learning. One area of concern that was nominated by staff as needing improvement was

the purpose and value of Middle School Team Meetings.

Findings and conclusions

While MST meeting were a valuable way of sharing and communicating information about Year7 and 8 they had in many ways served their purpose and staff indicated that they felt the meetings could be used in more productive ways. As part of evaluating the full range of school meetings, it was suggested and supported by staff that we establish a stage meeting in place of the old middle school meetings. The stage meeting has been designed to stimulate cross faculty discussion and sharing of resources. Staff have met to discuss the range and type of assessment tasks, differentiation and common area of focus and outcomes. The meetings have been positive and teachers can elect to attend the stage they feel will best supplement teaching and learning for their classes.

Future directions

Stage meetings are expected to continue into 2012. These will focus on differentiation, professional discussion about student needs, strategies for improved teaching and learning and sharing of resources. Teacher professional learning within these meetings will assist to build teacher capacity to facilitate leadership within their classrooms and the whole school.

Curriculum

Differentiating the Curriculum

Background

At various School Development Days and Teacher Professional Learning workshops there was detailed analysis of several forms of school SMART data including NAPLAN Literacy and Numeracy, SC and HSC data. While most of the results in general, meet expectations when compared to state averages, it was evident that there was a trend where some high achieving students are were not meeting the expected growth.

Findings and conclusions

The executive formulated a list of characteristics that would be expected in a senior student at

CGHS. Some significant characteristics identified were; students as independent learners and good communicators and students as critical thinkers and problem solvers. Based on the characteristics that we would like our Year 12 students to exhibit and the trend in SMART data for high achieving students demonstrating negative growth, the decision was made to focus on further differentiation in the middle years in preparation for the senior learning. After professional discussions and Teacher Professional Learning workshops, strategies were developed to address this trend and to extend our high achieving students. Much of these discussions centred on Project Based Learning as a means of supporting differentiated learning within the classroom. Professional development included benefits and types of PBL as a differentiation tool.

Future directions

Further differentiation of the curriculum is indicated for our high achieving students. It is anticipated that PBL will be implemented as a pilot project in 2012. It is expected that implementation of Project Based Learning within the middle years as one strategy for differentiated learning will support improved learning and performance in students.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent, student and teacher feedback remains supportive of Cheltenham Girls' High. In a recent survey some areas of staff frustration were identified and measures were implemented to successfully address these areas. Staff rated their teaching experiences at school positively and many teachers regarded their relationship with other staff and students a significant factor in their job satisfaction.

Professional learning

Throughout 2011 staff at Cheltenham Girls' High School participated in professional learning in the areas of literacy, numeracy, syllabus implementation, career development, quality teaching and learning. The DER laptop roll out has continued into its 3 year and building skills in

the use of laptops and software have remained a priority. Additional laptops computers were issued to staff to support classroom teaching and learning.

- Aboriginal Education - Dave Lardner
- Differentiating the curriculum
- Webtools for collaboration and Edmodo, Prezi, Khan Academy
- CPR and e-emergency Care
- Super Staff workshop (anti-bullying) – Brett Murray
- Improving our school website
- Project Based Learning
- SMART data Analysis
- Maintaining Professional Competencies
- Preventing Teen Suicide using the SALT strategy

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Differentiated Learning

2012 Targets to achieve this outcome include:

- Increase differentiation via classroom practice and learning experiences.
- Increased numbers of students achieving bands 8, 9 and 10 in literacy and numeracy.
- All CGHS students achieve their expected growth.
- To increase the number of teachers and students using ICT in a blended environment to support teaching and learning.

Strategies to achieve these targets include:

- Further develop faculties current strategies used in curriculum differentiation via professional learning

- Improved classroom teacher ability to collect and analyse data about individual student performance
- Implement LST and NAPLAN strategies provided to improve literacy results for under achieving students.
- Extend learning opportunities for students and teachers across communities of schools using the Connected Classroom facilities.

School priority 2

Outcome for 2012–2014

Increasing Leadership Capacity

2012 Targets to achieve this outcome include:

- Leadership and management effectiveness is enhanced through targeted professional learning, including the provision of formal leadership development opportunities.
- National curriculum monitoring of directions from BOS and DEC as necessary
- All Faculties to address NAPLAN Criteria
- CGHS Connected Classroom use is expended to provide additional curriculum opportunities

Strategies to achieve these targets include:

- Provide greater opportunities for feedback/implementation of Professional Learning findings
- Professional learning resources support the implementation of the National Curriculum.
- Improved classroom teacher ability to collect and analyse data about individual student performance
- Provide a clear vision for staff and students that will drive blended and connected learning at CGHS.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and

analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Susan Bridge, Principal

Stephanie Davison, P & C President

Sharfah Mohamed – School Captain

Angela Gock - SRC President

Suellen Lawrence, Karen Doyle and Staff Representatives.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>