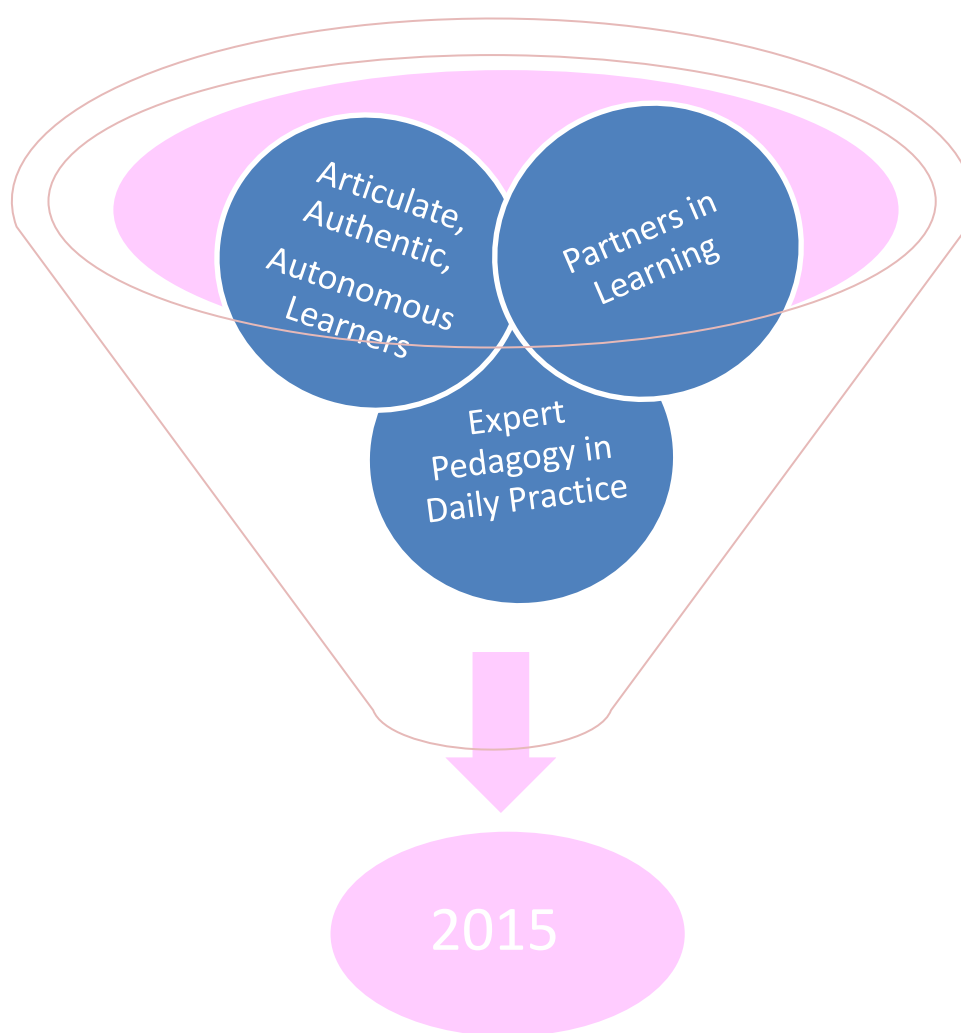


# Cheltenham Girls' High School Annual Report

8208



The Annual Report for 2015 is provided to the community of Cheltenham Girls' High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Susan M. Bridge  
Principal

### **School contact details:**

Cheltenham Girls' High School

The Promenade, Beecroft 2119

Ph.: 02 9876 4481

Fax: 02 9869 8521

Email: [Cheltenham-h.school@det.nsw.edu.au](mailto:Cheltenham-h.school@det.nsw.edu.au)

Web: [www.cheltenham-h.school.nsw.edu.au](http://www.cheltenham-h.school.nsw.edu.au)

**School Code: 8208**

## **School vision statement**

Cheltenham Girls' High School is committed to providing a variety of quality learning experiences in a caring, cooperative and challenging environment.

We strive to develop self-awareness, esteem and confidence. We promote positive relationships built on respect and concern for others.

We encourage creative and critical thinking, and foster personal excellence and satisfaction. We increase life's opportunities.

## **School context**

Cheltenham Girls' High School was established as a local comprehensive high school in 1957. The school is located on the magnificent former residential estate of the Vicars family, a family linked to the early history of Parramatta. The school oval was recently named 'The Vicars Oval' in recognition of the on-going relationship the school has with Vicars' family descendants.

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results over many years in external examinations such as the Higher School Certificate.

The school provides a quality learning environment which promotes the best possible educational, social, cultural and recreational development of the individual.

Based on the Family Occupation and Education Index, 61% of our students' parental backgrounds are in the highest quarter of economic advantage with only 2% in the lowest quarter. 59% of our parents have indicated that they have a Bachelor degree or above with only 12% of parents having obtained less than a Year 12 level of education.

Given this socio-economic context, it is no surprise that the school enjoys strong positive community relations. The school is committed to the development of social responsibility within all students.

The school has 66% students from a language background other than English.

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.

Student leadership programs include Prefects, Student Representative Council, Social Justice Action Group,

the Green Team, Cloud 9 (a group committed to raising understanding and awareness of adolescent mental health issues), Sports' House Captains: junior and senior.

The school offers gifted and talented students the opportunity to accelerate their HSC by completing 2 Unit Aboriginal Studies or 2 Unit Information Processes Technology for the HSC in Year 11.

The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances.

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 February 2015 1245 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state.

Demand for enrolment is very high, with strong demand from within the indicative enrolment area. Waiting lists for enrolment in Years 7 – 10 exist due to the enrolment numbers being capped by the NSW Department of Education. In Years 11 and 12 additional enrolments are permitted, subject to meeting curriculum patterns available at the school.

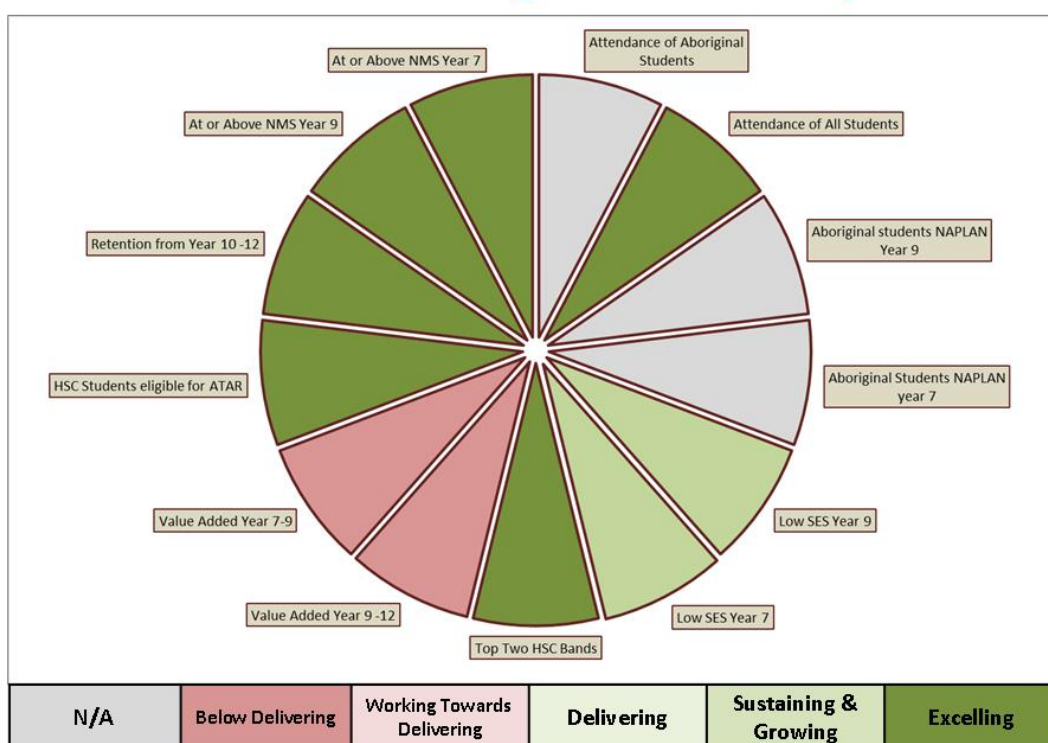
## Self-assessment and School Achievements

### Self-assessment using the School Excellence Framework

In 2015 new planning and reporting requirements were provided to schools. These requirements were supported by the provision of the 'School Excellence Framework', a detailed document outlining the three domains of Learning, Teaching and Leading and fourteen auxiliary elements which have been identified through current educational research as key pre-requisites for achieving maximised learning opportunities for students in NSW Government schools.

At Cheltenham Girls' High School we undertook self-assessment using these elements as a means of identifying priority areas for our new strategic plan. Informing this self-assessment was data provided by the Department of Education specific to our context, the SEF Report, as well as three DEC surveys undertaken by the major shareholders in the education at Cheltenham Girls' High School. These were the 'Tell Them From Me' teacher, student and parent surveys.

### Cheltenham Girls' High School SEF Report 2014

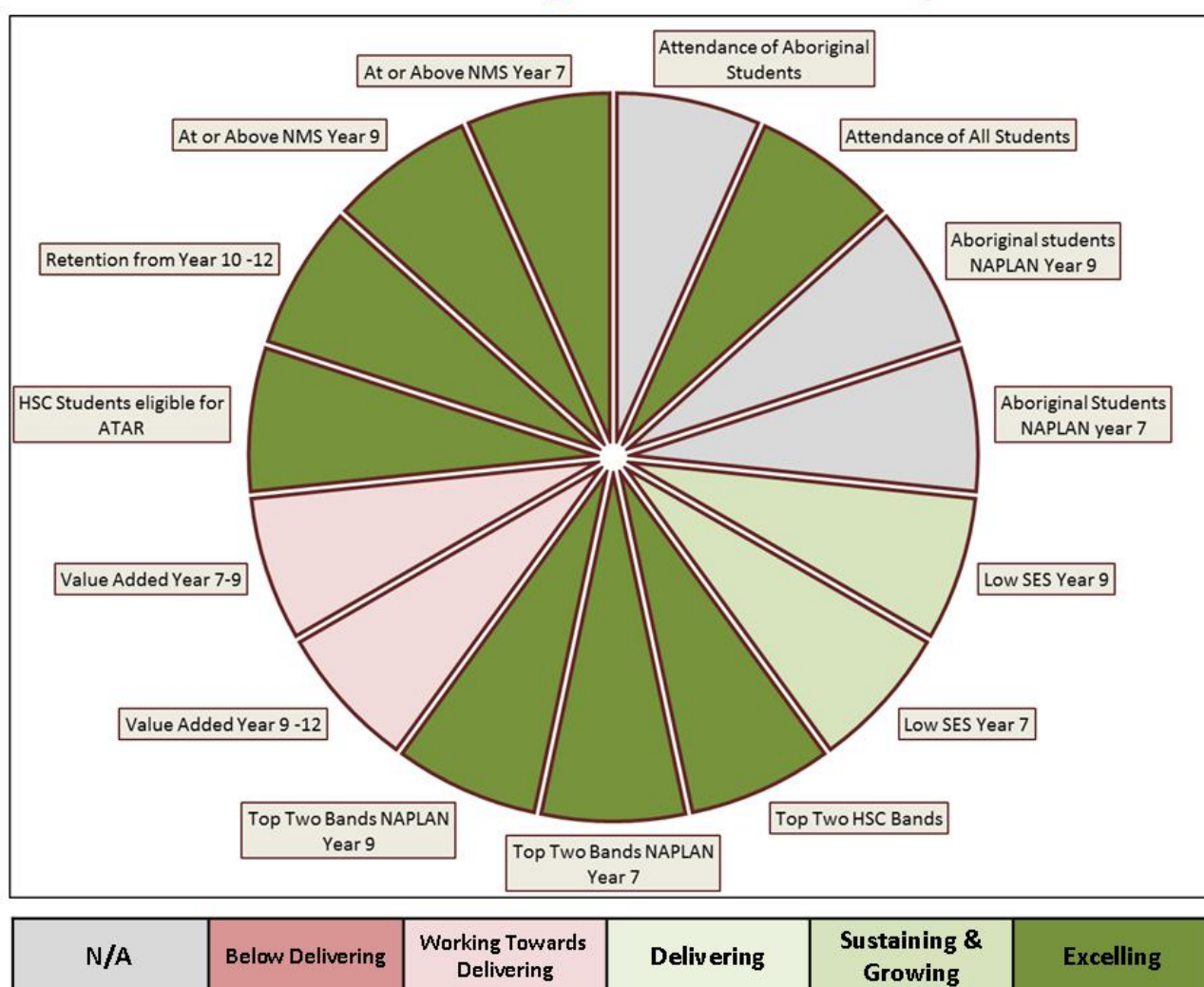


Consequently three strategic areas for whole school improvement over the next three years were identified and adopted following extensive consultation with all stakeholders: *Articulate, Authentic, Autonomous Learners; Partners in Learning; and Expert Pedagogy in Daily Practice.*

These strategic directions focus on students, parents and teachers working collaboratively to deliver excellence in learning, in teaching and in leading. These directions are underpinned by discrete programs which will be delivered throughout the course of the three year strategic plan.

Progress towards achieving excellence in these has been significant with 2015 achievements including: the establishment of a weekly after hours Homework Centre which is staffed by volunteer teachers across all KLAs and is well-attended by students from Years 7-12; the collection and sharing of student data for the Nationally Consistent Collection of Data on School Students with Disability, together with evidence as to how these students are supported in Cheltenham classrooms; the expansion of project-based learning across all KLAs in Stage 5 of learning utilising recognised school based 'experts' in this area; the increased use of social media through the creation of the Cheltenham Girls' High School Facebook page; the rollout across the school from Years 7 -12 of the Bring Your Own

## Cheltenham Girls' High School SEF Report 2015



Device ICT model; and the development of a parent skills database so as to facilitate access by the school to parental workforce expertise.

The 2015 School Excellence Framework Report indicates that we have maintained excellence in eight of the twelve measurement areas where we have data, with a significant improvement in the value-adding to Year 7 and Year 9 students' academic performance. The majority of students arrive at Cheltenham Girls' High School with a high skills base, thus making the challenge of further value-adding difficult. Improving the performance of students from a low socio-economic background, representing 10% of the total school population, continues to be a challenge. See chart above.

Our self-assessment processes will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of excellent education to our students.

## Strategic Direction 1

# Articulate, Authentic, Autonomous Learners

### Purpose

The purpose is to develop and deliver high quality teaching and learning programs which empower student to be intrinsically driven and good communicators. This will increase their academic achievement and facilitate lifelong learners.

### Overall summary of progress

In 2015 1098 students completed the Tell Them From Me student survey which measures 38 indicators based on the most recent research on school and classroom effectiveness. Data from this survey informed our planning in this strategic direction.

The survey identified the following strengths: students at Cheltenham Girls' High School have a high sense of belonging with 72% of the survey responses indicating this. The State norm for NSW government schools is 63%. Similarly strong is the result for positive homework behaviours where 66% of students at this school indicated that they valued this element of learning compared with 42% across the State. Students also indicated a very strong identification with high academic achievement. Most students indicated that they felt academically challenged in class. Students overwhelmingly indicated that they felt safe at school with 9% reporting some degree of bullying whereas the State norm for this is 24%.

Areas of the survey which indicated strategic action by the school included: students in Years 11 and 12 indicated that they felt they needed a higher degree of advocacy and support in these crucial final years of secondary schooling. This was indicated through the survey responses which dealt with degrees of engagement with schooling at Cheltenham Girls' High School.

As a result of this survey data a number of whole-school initiatives aimed at increasing the academic and socio-emotional assets of students were implemented. These included the extension of the BYOD program to all students from Years 7 – 12 and the development and implementation of key terms and scaffolds to create a common understanding across all classrooms of programming and assessment for learning rather than of learning. Supporting both initiatives was specific professional learning and collaboration with presentations and workshops on school development days in 2015.

A key focus of programming for all staff was on increasing student engagement and autonomy of learning in all classrooms.

Also as a result of this survey the extension of personalised learning plans to include students beyond those identified with specific learning needs was developed.

By the end of 2015 98% of students were regularly bringing their laptops to school and using them in classrooms.

The HSC results for 2015 indicated a 24% increase in the highest band of achievement, a result it is felt which can be directly attributable to the implementation of the common taxonomy for programming and assessment.

The use of student learning profiles, including the implementation of personalised learning plans was widespread, especially in Years 7 – 10.

A weekly after school Homework Centre was established staffed by volunteer teachers across all faculties. This centre has been well attended by students who report improved learning outcomes as a result.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All faculties in Stage 4 and 5 have a minimum of one unit of work written around Project Based Learning.	This measure was implemented by the end of 2015	Faculty based funding
Expansion of BYOD access and tools including 2.4GHz, printing, equity scheme and staff Professional Learning	Work on this expansion was completed by the end of 2015. The laptop equity scheme is supported by donations from graduating students	Donations from graduating students
Engagement of additional learning support teachers	Additional learning support teachers were employed to support the development and implementation of personalised learning plans	Learning and Support Flexible funding of \$41,760
50% of students achieve Band 6 or equivalent by the end of Year 12 in at least one HSC course. 60% of students achieve Band 5 in at least one HSC course.	71% of the 2015 HSC cohort achieved at least two results in the top two performance bands (Bands 5 & 6).  This exceeds the goal set for 2015 and compares most favourably to the results for similar schools where the percentage is only 52%	Year 12 teachers

## Next steps

In 2016 the Tell Them From Me Student Survey will again be administered and the results evaluated against the previous data collected in last year's survey.

Also in 2016 we are implementing a targeted mentor program for all Year 11 students. This program is called the Learn to Learn Year 11 Mentor Program and is directed at developing pre-HSC students' personal growth and development as well as unpacking study skills for success.

There are 14 modules in the program to be delivered. Areas to be covered include: goal-setting, unpacking assessment tasks and language, and decoding texts as well as developing good mental health and emotional resilience.

This program draws significantly on school resources as there is a ratio of 1 teacher to 15 students. Additionally expert speakers and presenters will be engaged to augment classroom based activities. The program is student driven with student selection of teacher mentors.

By implementing this program we aim to address student needs as identified in the Tell Them From me survey. A second survey will be undertaken in 2016.

A further initiative for 2016 will focus on expanding the implementation of project-based learning so as to include all key learning areas. This is supported by a team of expert teachers who will work collaboratively on the programming, delivery and assessment of units of work in each key learning area.

Another 2016 initiative will be the implementation of individual interviews with Year 10 students where their proposed pattern of study for HSC 2018 will be discussed in the light of their career aspirations. Parents of Year 10 students will also be invited to attend these interviews. These interviews will be conducted by the Year 10 Year Advising team, the Careers Advisers and the relevant Deputy Principal.



## Strategic Direction 2

# Partners in Learning

### Purpose

The purpose is to develop quality relationships between students, staff, parents and our community. This builds mutual understanding, develops connected communities that propel teaching and learning in our school to benefit our school and our wider communities.

### Overall summary of progress

In 2015 144 parents completed the Tell Them From Me parent survey which covers several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Data from this survey informed our planning in this strategic direction.

The survey identified the following strengths: parents at Cheltenham Girls' High School feel welcome with a particular strength in the ease of written communications between school and home which is in clear, plain language. Additionally parents felt that their daughters were safe at school and that the school has effective measures in place to deal with student welfare, including preventing bullying. Parents also appreciate the support for learning at the school, including the value of teachers having high expectations for all students to succeed.

The survey identified one particular area of concern, that of parental support at home for student learning. Less than half of the respondents indicated that they regularly discuss schoolwork at home with their daughters and less than half indicated that they regularly praise their daughter for academic progress.

As a result of this survey data a number of whole-school initiatives aimed at increasing parental engagement and involvement with the school were initiated.

Following discussion with the school's parents and citizens association it was agreed to collect data from our parent body which identified areas of expertise where parents felt comfortable with volunteering or mentoring. This database has now been established.

The use of social media to connect with parents was also a focus of 2015 with research undertaken in the use by other schools of these communication tools as well as close examination of the Department of education's social media policy and rules of engagement. A team of teachers undertook this research and by 4<sup>th</sup> term 2015 the school created a Facebook page and undertook to deliver professional learning in this area to at least one representative from each faculty in the school as well as teacher leaders of student initiatives across the school. The page is regularly updated by each faculty.

Additionally a re-write was undertaken of our school's assessment policies so that booklets providing information to parents about the expectations for each academic year were developed, published and distributed to parents. This will become an annual task and be followed by presentations to the parents and citizens association on ways parents can increase their understanding and involvement in their daughters' learning. Several key school documents have been translated into common community languages.

In November 2015 an inaugural Parent Information Evening was held for Year 12/2016 parents and students. In conjunction with this after hours meeting a parent support booklet was written and distributed to parents.

Steps were taken to identify a process whereby a community liaison officer role statement could be developed and the position created.

## Progress towards achieving improvement measures

## Resources (annual)

### Improvement measure

(to be achieved over 3 years)

### Progress achieved this year

- |                                                                                                                                           |                                                                                                                                                        |                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <ul style="list-style-type: none"><li>• Number of parents and guest speakers addressing classes/courses increases over 3 years.</li></ul> | Parents have attended the school to give guest presentations to students                                                                               |                                                     |
| <ul style="list-style-type: none"><li>• Expansion of the use of online tools to engage with parents and community</li></ul>               | Staff social media team has provided up-to-date activities and news to inform the school community of current events. Facebook page has been published |                                                     |
| <ul style="list-style-type: none"><li>• Families supported by the CLO demonstrate greater engagement and attendance.</li></ul>            | A role statement for a CLO has been developed. Interview process has been held. CLO to commence in 2016                                                | English Language Proficiency flexible funding \$516 |

## Next steps

In 2016 the Tell Them From Me Parent Survey will again be administered and the results evaluated against the previous data collected in last year's survey.

In 2016 a Community Liaison Officer will commence duties two days per week. Consequently outreach to parents will be improved through a combination of direct contact and the provision of a number of school documents in community languages.

Through support from the Department of Education Communications and Engagement Directorate professional learning will be undertaken in strategically planning a second alumni association that focuses on recent graduates and provide advice on how to work with local media to promote this association.

Further, an officer from the Communications and Engagement directorate will attend the school to deliver a workshop with students interested in communication/engagement/media/PR to assist the school to integrate some student-lead content into our social media presence.

A spreadsheet will be established to track and record visits to the school by parents and allied professionals.



## Strategic Direction 3

### Expert Pedagogy in Daily Practice

#### Purpose

The purpose is to develop expertise in pedagogical practices. To shift from an external provider outsourcing professional development to an internal school colleague partnership that will develop a common language and a shared understanding to build teacher capacity to deliver quality teaching pedagogy across the school.

#### Overall summary of progress

In November 2014 81 teachers completed the Tell Them From Me Survey which is a self-evaluation tool for teachers and schools. The survey assesses eight of the most important drivers of student learning as well as four dimensions of classroom and school practices. Data from the survey informed our planning in this strategic direction.

From this survey it was identified that 86.2% of the respondents had five years or more teaching experience which indicates a high degree of familiarity with school practices and expectations. 50% of respondents indicated a strong commitment to professional learning which improves classroom teaching practice, with 42.5% indicating a commitment to improving classroom practice.

For seven of the drivers of student learning the survey indicated that teachers at Cheltenham Girls' high School held views which were more positive than state norms. For the eighth, parental involvement, teachers indicated a lack of understanding of the value parental engagement has in improving student learning outcomes. This is addressed in Strategic Area 2.

With the advent of the implementation of the Australian Teaching Standards in 2015 and the implementation also in 2015 by the Department of Education of individual teacher professional learning plans a renewed whole-school focus on pedagogy was considered a high priority.

Consequently a number of whole school initiatives were developed and implemented. These include the provision of support for teachers seeking accreditation not only at proficiency but also at higher levels of accreditation. Beginning teacher support was provided to both permanent and temporary teachers. A school-wide approach to collaborative lesson observations was developed and implemented.

Professional support to executive teachers was provided through the engagement of professional consultants in the area of growth coaching. This coaching has as its purpose the building of relationships of professional trust with improvement in pedagogy as its goal.

School development day professional learning sessions were led by in-school professionals who are recognized within the school for their pedagogical practices.

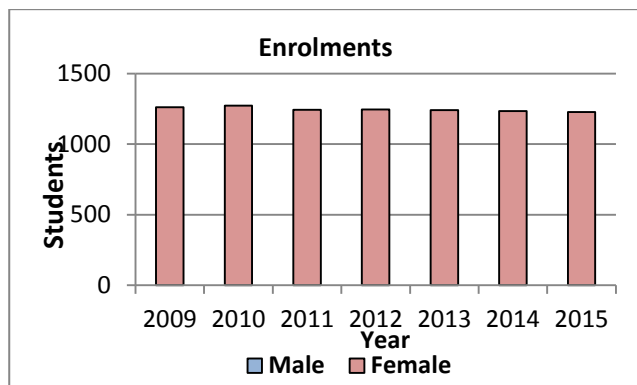
Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none"> <li>The school provides opportunities for career growth in a supportive and professional environment including higher accreditation.</li> </ul>	Support group established for teachers seeking higher accreditation. Peer feedback template developed and implemented. Videoing of classroom practices for collaborative discussion implemented. Mentor support for beginning teachers included specific use of the 'Strong Start, Great Teachers, resources implemented. Coaching sessions run with executive and implemented in faculties.	\$54,720.24 Professional learning allocation
<ul style="list-style-type: none"> <li>All teaching staff will participate in four sessions of observer/observee of professional dialogue using GROWTH coaching techniques per year.</li> </ul>	All teachers participated in classroom observations of other teachers' practices as well as being observed within their own classrooms. The Growth feedback model used to structure collegial discussions with a focus on increasing student engagement in classrooms	\$12,060.15 Beginning teacher support allocation
<b>Next steps</b> <p>In 2016 the Tell Them From Me Teacher Survey will again be administered and the results evaluated against the previous data collected in last year's survey.</p> <p>In 2016 support for teachers seeking higher accreditation will continue. A formal position will be created for the overarching responsibility of providing professional support and mentoring to beginning and early career teachers. Pre-service teachers will be better supported by supervising teachers through the completion of professional learning provided by AITSL.</p> <p>The Growth coaching model will be further developed and implanted across the school through the completion of targeted professional learning for classroom teachers as well as executive members.</p>		

## Key initiatives and other school focus areas

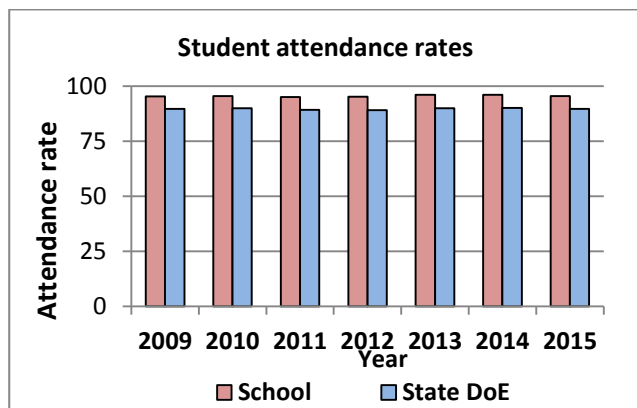
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b> 2 Aboriginal Students	Aboriginal students were supported to access equitable opportunities to participate in class excursions	\$1,350
<b>English language proficiency funding</b> Funding for two teachers of ESL Flexible Funding \$516	ESL teachers continue to support students through classroom interventions. The school has received this support for many years.  Flexible funding used to investigate the employment in 2016 of a community liaison officer	\$201,518
<b>Socio-economic funding</b> Previously noted in Chart of Accounts as Student Assistance Funds	These funds were previously provided under the title of 'student Assistance Funds' and have now been re-badged as 'socio-economic funding' These funds are used to support the approximately 10% of the student population at Cheltenham Girls' High school who require additional funding so as to ensure equity of participation in school life. They are accessed by application to the Head Teacher Welfare.	\$14,208
<b>Low level adjustment for disability funding</b> Includes salary for 0.5 Support teacher (\$50,251) Flexible funding of \$41,760	Flexible funding was used to employ an additional learning support teacher for two days per week.	\$92,011
Support for beginning teachers	Three beginning teachers were in their second year of support in 2015. These funds were used to reduce teaching allocations by the equivalent of one hour per week.	\$12,060.15

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile



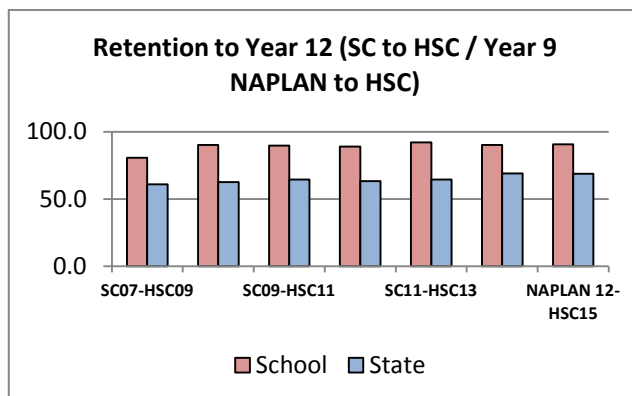
### Structure of classes

An accelerated pathway of study is offered to students who have demonstrated the necessary skills and independent learning strategies.

In Aboriginal Studies and Information Processes and Technology students in Years 9 & 10 complete the Preliminary HSC course. In Year 11 students complete and sit for their HSC meaning that they can carry fewer units into Year 12 or accumulate extra Units.

Students in Year 10 accelerated Mathematics attend Year 11 Mathematics and Extension 1. When these students progress to Year 11 they then sit for their HSC in Mathematics and Extension 1 or Mathematics Extension 1 & 2.

### Retention Year 10 to Year 12



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment		0.5	
TAFE entry	1.5		5
university entry			89
other			
unknown			6

There were 195 students in the Year 12 cohort at Cheltenham Girls High School in 2015. 89% of students received at least one offer to a participating institution. This data was released to school by University Admission Centre (UAC) in February. Cheltenham Girls High School received 245 offers to a range of institutions. Several students have travelled overseas or enrolled in TAFE or private colleges for 2016.

Most offers (159) were made in the Main Round on 20 January 2016. Three students gained early entry into Macquarie University to commence a Bachelor of Commerce degree under the Global Entry Program or UAC School Recommendation Scheme. Forty four students received a late offer in the February rounds. Popular under-graduate courses include Business, Health Sciences, Pharmacy, Music, Nursing, Education, Engineering, Speech, Commerce and Arts.

Three Year 10 students left school to enter a traineeship in childcare, an apprenticeship in hairdressing and to study full time at TAFE while working part time.

## Year 12 students undertaking vocational or trade training

7% of Year 12 students studied a TAFE Vocational Education and Training (TVET) Course in 2015. 100% of students completed their TVET course successfully at Bradfield, Hornsby, Ryde, Meadowbank or Ultimo TAFE. The board developed courses were Financial Services, Hospitality, Human Services – Health Services Assistance, Information and Digital Technology and Tourism, Travel and Events. The board endorsed courses were Floristry and Animal Studies. No student completed a school-based apprenticeship or trade training in 2015.

## Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students achieved their Higher School certificate in 2015.

## School Based Vocational Training

Cheltenham Girls High School received DoE **'School to Work'** funding to assist with Vocational Training. **Year 10** students participated in a Typequick Typing Program and a careers incursion to help students understand what is expected in the workplace. Elective Child Studies students completed a First Aid course to assist with finding part time employment. Year 10 students participate in timetabled career lessons to learn about work experience, job choices, applying for jobs, the UAC process and post school options.

**Year 11** students and parents were invited to attend a 'Surviving the HSC Evening' were Macquarie University and staff members spoke about strategies for Higher School Certificate. **Year 12** students and parents were invited to the Combined Tertiary Career Option night at Cherrybrook High School. Students also attended OPEN Days and EXPOS to look at their many post school options.

Forty five Year 10 – 11 students participated in workplace learning through the optional **work experience** program at CGHS. Students spent up to 5 days at a wide range of employers including Taronga Zoo, Concord Hospital, Ryde Library, UNSW, MQ, KU Cheltenham and Epping Veterinary.

## Workforce composition (mandatory)

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	61
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	2
School Counsellor	1
School Administrative & Support Staff	13
Total	94.7

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was 1% Aboriginal Torres Strait Islander representation in the staff in 2015.

## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	<b>83</b>
Postgraduate degree	<b>17</b>

## Professional learning and teacher accreditation Professional Learning and Teacher Accreditation

Staff development takes place on school professional learning days, staff and faculty meetings and additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year.

Sixty six teachers participated in Professional Learning activities in 2015 comprising courses based on school welfare, ICT, faculty specific, leadership and literacy. Staff focused on undertaking relevant professional development that enabled them to meet their teaching and learning goals as identified at the start of the year in

their PDPs. These PDPs were also used to identify key areas of need in relation meeting the individual needs of our teachers. As a result, our staff development days feature a wide range of planned workshops designed to target and develop teaching skills. The average expenditure per teacher was approximately \$718. The total school expenditure on professional learning in 2015 was \$47,412.

## Financial information

### Financial summary

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

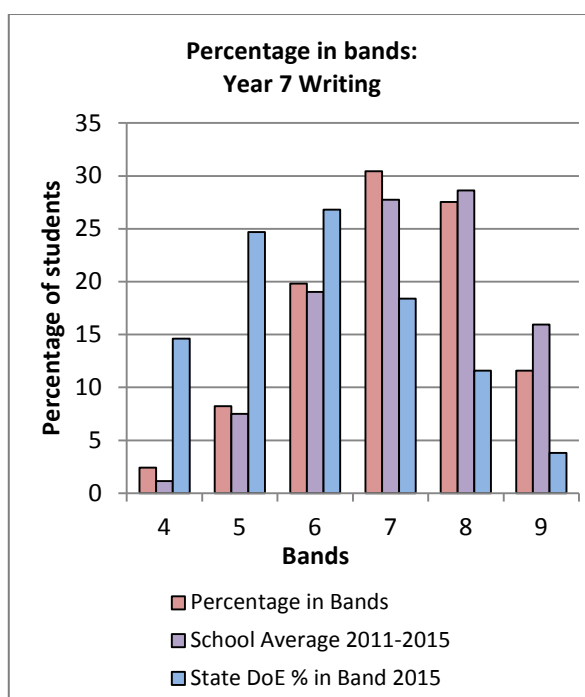
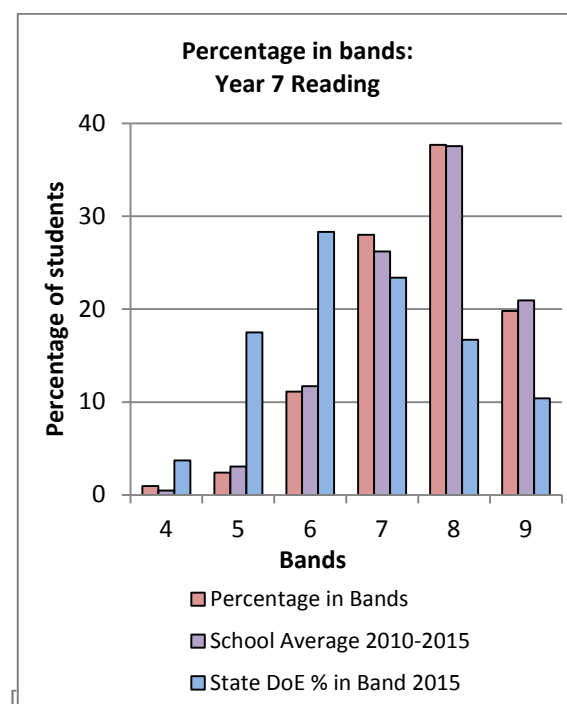
A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	993596.74
Global funds	789618.25
Tied funds	232550.27
School & community sources	1489520.76
Interest	28434.24
Trust receipts	343670.45
Canteen	0.00
Total income	3877390.71
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	267662.71
Excursions	505984.13
Extracurricular dissections	89625.36
Library	24828.76
Training & development	3246.95
Tied funds	197713.89
Casual relief teachers	184724.64
Administration & office	539960.93
School-operated canteen	0.00
Utilities	133273.51
Maintenance	111572.66
Trust accounts	293687.02
Capital programs	457442.80
Total expenditure	2809723.36
<b>Balance carried forward</b>	1067667.35

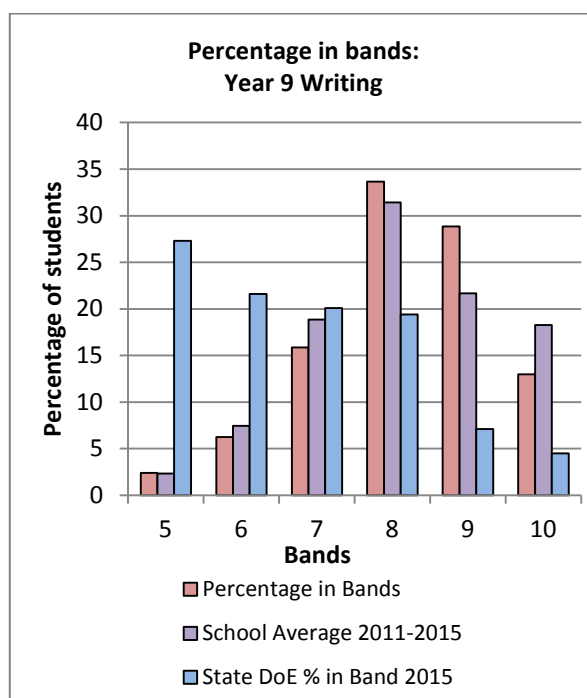
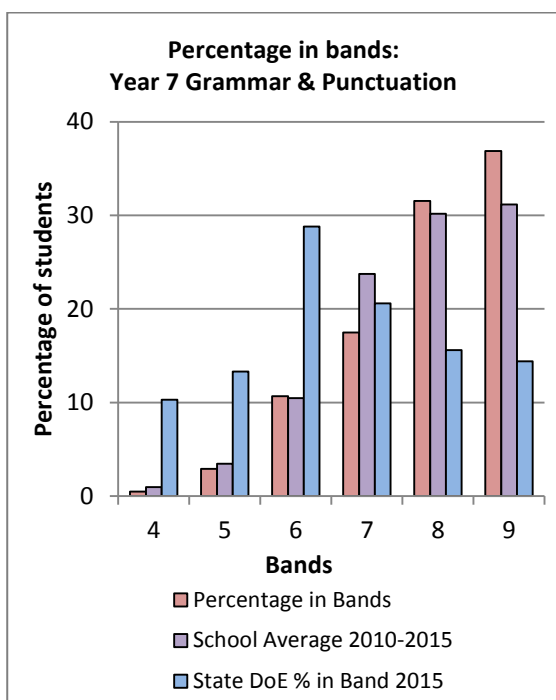
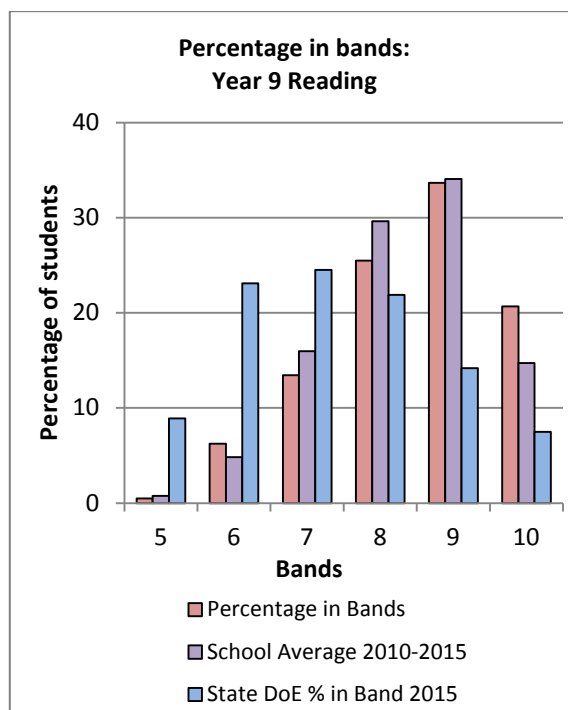
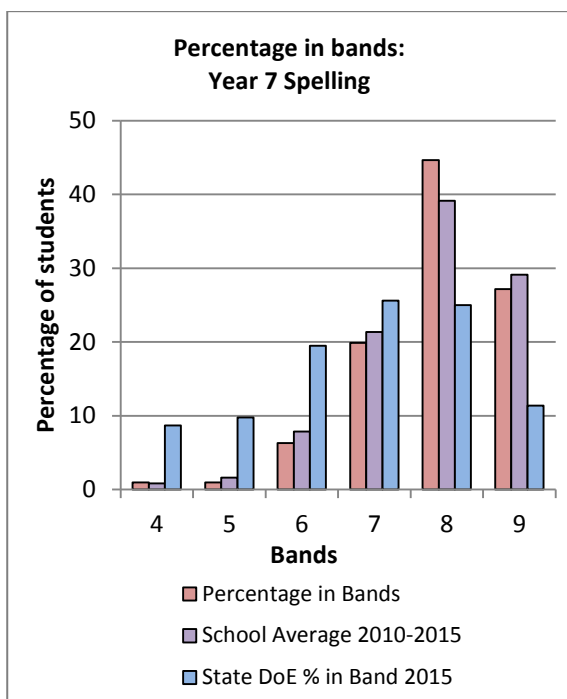
## NAPLAN

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.

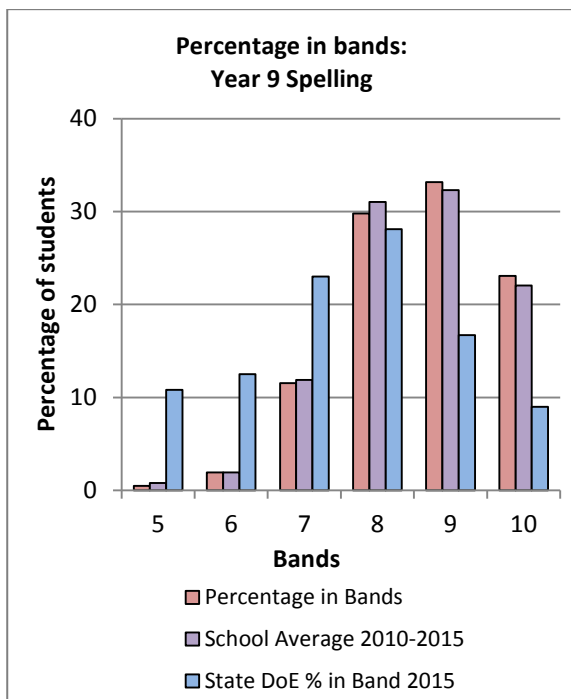
**NAPLAN – Year 7 Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



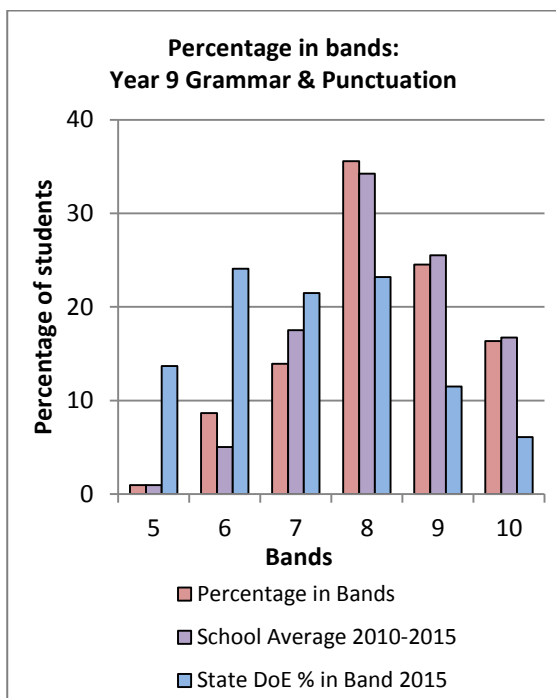
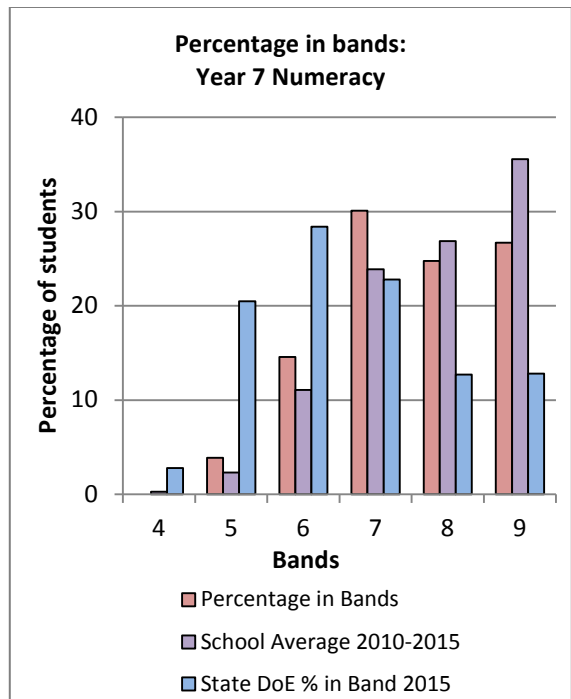




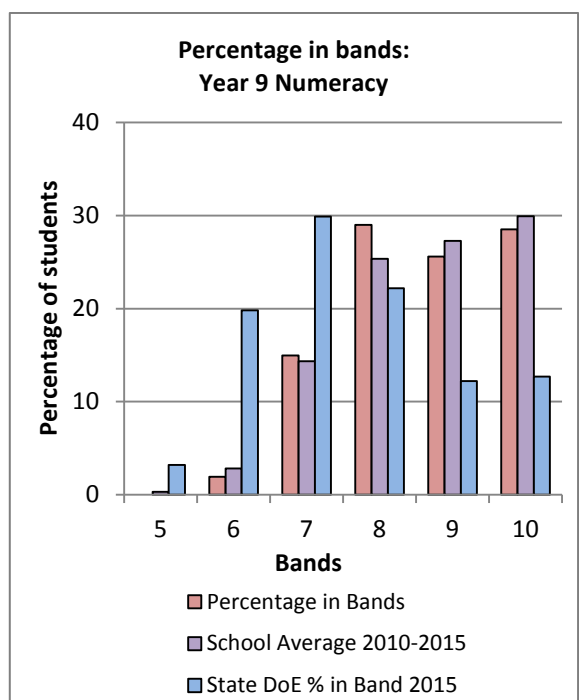
**NAPLAN – Year 9 Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



## NAPLAN – Year 7 Numeracy

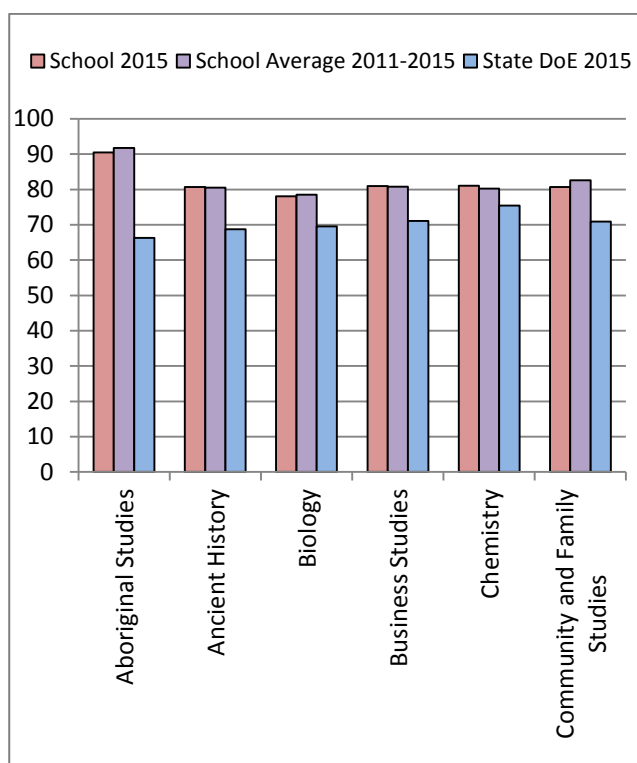


## NAPLAN – Year 9 Numeracy



## Higher School Certificate (HSC)

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



In 2015 20 students completed the accelerated **Aboriginal Studies** course. 65% of Cheltenham students achieved a Band 6 compared to 6% of the state. 35% of Cheltenham students achieved a Band 5 compared to 18% of the state. The school has achieved well state average from 2009-2015. Students were placed 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> in the state merit list for Aboriginal Studies in 2015.

In 2015 **Ancient History** 36 students completed the HSC exam. The results were above state average. 19% of candidates achieved a Band 6 compared to 8% of the state. 33% of candidates achieved a Band 5 compared to 25% of the state. One student was placed 3<sup>rd</sup> on the state merit list for Ancient History.

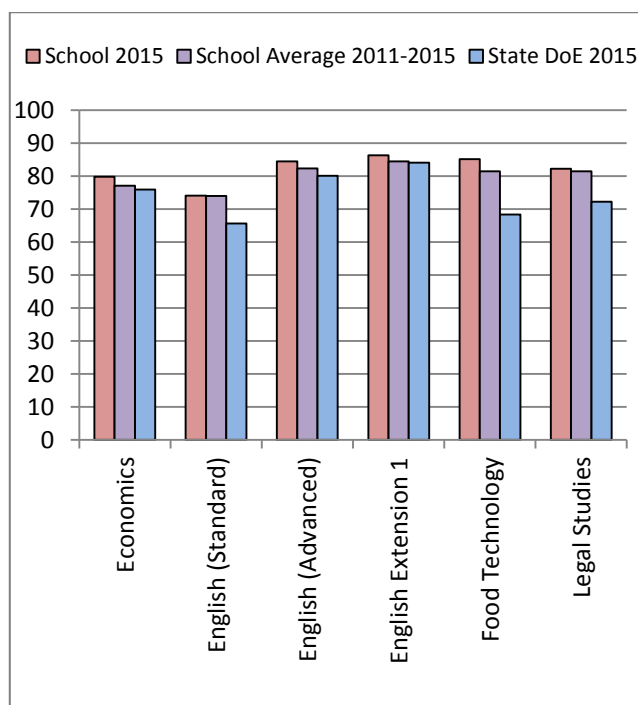
In **Biology** 85 students completed the HSC exam. 48% of students achieving Band 5 or 6. 8% achieved Band 6 compared to 6% of the state and 40% achieved Band 5 compared to 22% of the state.

In **Business Studies** 56 students completed the HSC in 2015. Students in Business Studies achieved results above the state average with 55% of students achieving Band 6 or Band 5. 21% of students achieved Band 6 compared to 8% of the state and 34% of students achieved Band 5 compared to 28% of the state.

In **Chemistry** 56 students completed the HSC exam in 2015. 63% of the students achieved Band 5 or 6. 16% of the students achieved Band 6 compared to 11% of the state and 46% of students achieved Band 5 compared to 30% of the state.

In 2015, 17 students completed the **Community and Family Studies** HSC exam. 66% of candidates achieved a Band 5 or 6. 22% of students achieved a Band 6 compared to 6% of the state and 44% of candidates achieved a Band 5 compared to 26% of the state.

In 2015 all 5 candidates of **Design and Technology** achieved a Band 6 compared to 11% of the state. This is an outstanding achievement by all students and their teachers. Two students were placed on the state merit list achieving 5<sup>th</sup> and 7<sup>th</sup> positions.



25 candidates completed the **Economics** HSC examination in 2015. 12% of Economics students achieved a Band 6 compared to 11% of the state and 43% of the students achieved a Band 5 compared to 34% of the state.

**English Standard** had 72 students completed the 2015 HSC. 3% of students achieved a Band 6 compared to 0.4% of the state. 11% of students achieved a Band 5 compared to 8% of the state.

Of the 119 students completing the **English Advanced** course in 2015 resulted in 22% of students achieving a Band 6 compared to 15% of the state and 57% of students achieved a Band 5 compared to 42% of the state.

8 students completed the **English as a Second Language** course for the 2015 HSC. 25% achieved a

Band 6 compared to 4% of the state and 37% achieved a Band 5 compared to 22% of the state.

**English Extension 1** had 12 students complete the 2015 HSC. The students achieved pleasing results with 100% of students achieving Band E3 or E4 33% achieved Band E4 compared to 34% of the state and 67% achieved Band E3 compared to 60% of the state.

**English Extension 2** had a small candidature of 3 students. No students achieved a Band E4 compared to 26% of the state and 100% of the students achieved Band E3 compared to 56% of the state.

**Food Technology** had 17 candidates complete the 2015 HSC. 76% of students achieved a Band 5 or 6 compared to 29% of the state. 23% achieved a Band 6 compared to 8% of the state and 53% achieved a Band 5 compared to 21% of the state.

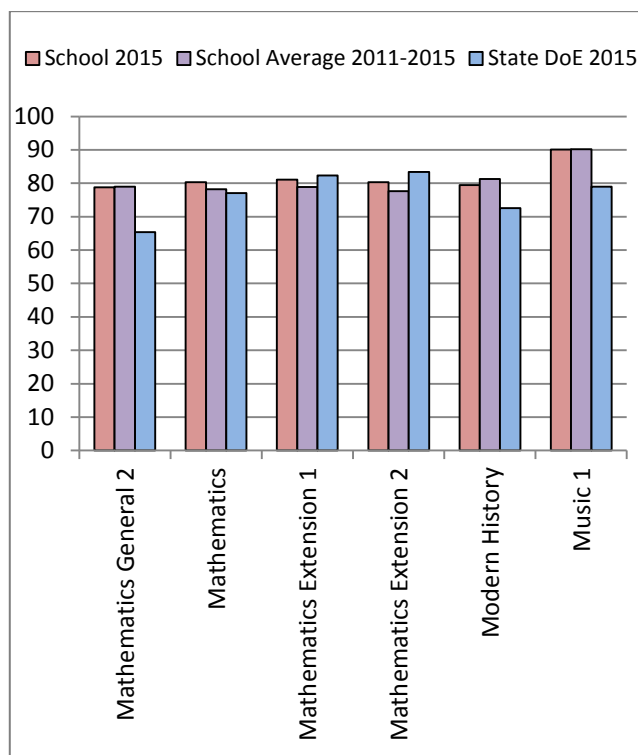
In **History Extension** 8 students completed the HSC course. 100% of students achieved either a Band E3 or E4 compared to 78% of the state. 13% of students achieved a Band 4 compared to 22% of the state while 87% achieved a Band 3 compared to 56% of the state.

8 students completed the **Japanese Continuers** course in 2015. 87% of students achieved a Band 5 or 6. 37% of students achieved a Band 6 compared to 19% of the state and 50% achieved a Band 5 compared to 36% of the state.

8 students completed the **Japanese Extension** course in 2015. 87% of students achieved a Band E3 or E4. 12% achieved and Band E4 compared to 33% of the state and 75% achieved a Band E3 compared to 55% of the state.

18 students completed the 2015 HSC in **Legal Studies**. 61% of candidates achieved a Band 5 or 6 in the 2015 HSC. 11% of students achieved a Band 6 equalling that of the state and 50% of students achieved a Band 5 compared to 30% of the state.

**General Mathematics 2** had 52 students completed the 2015 HSC. They continued to achieve pleasing results. 48% of students achieved a Band 5 or 6 compared to 26% of the state. 12% of students achieved a Band 6 compared to 5% of the state and 36% of students achieved a Band 5 compared to 20% of the state.



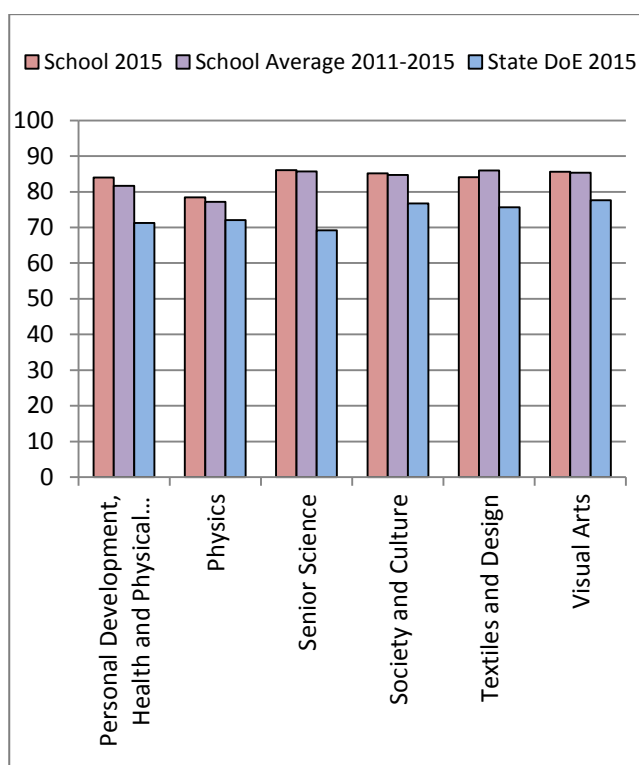
There were 94 **Mathematics** candidates in the 2015 HSC. 55% of students achieving a Band 5 or 6 compared to 53% of the state. 17% of students achieved a Band 6 compared to 20% of the state and 38% of students achieved a Band 5 compared to 33% of the state.

Of the 71 **Mathematics Extension 1** students 80% received a Band E3 or E4 compared to 83% of the state. 31% achieved an E4 compared to 34% of the state and 49% achieved an E3 equalling that of the state.

Results in **Mathematics Extension 2** saw 82% of students achieving a Band E3 or E4. 29% achieved a Band E4 compared to 36% of the state. 53% of students achieved a Band E3 compared to 50% of the state.

52 students completed the 2015 HSC in **Modern History**. 10% of students scored Band 6 compared to 12% of the state and 44% of the students scored a Band 5 compared to 32% of the state.

100% of **Music 1** students scored a Band 5 or 6 compared to 62% of the state. 59% of students scored a Band 6, compared to 17% of the state, whilst the other 42% scored a Band 5 compared to 45% of the state.



32 students completed the **Personal Development Health and Physical Education** HSC course. 68% of students achieved either a Band 5 or 6. 34% achieved a Band 6 compared to 9% of the state and 34% achieved a Band 5 compared to 21% of the state.

In **Physics** 35 students completed the 2015 HSC course. 33% of students achieved a Band 5 or 6. 11% achieved a Band 6 compared to 8% in the state and 31% achieved a Band 5 compared to 20% of the state.

In 2015 32 students completed the **Senior Science** course. 84% of students achieved either a Band 5 or 6. 37% achieved a Band 6 compared to 8% of the state and 46% achieved a band 5 compared to 21% of the state. One student was placed 2<sup>nd</sup> on the state merit list.

In **Society and Culture** 33 students completed the 2015 HSC course. 76% of students achieved a Band 5 or 6 in the HSC compared to 47% of the state. 36% achieved a Band 6 compared to 12% of the state, while 39% of students achieved a Band 5 compared to 35% of the state.

6 students completed **Studies of Religion 1 Unit** HSC course. No students achieved a Band 6 compared to 13% of the state and 17% of students achieved a Band 5 compared to 38% of the state.

16 students completed the HSC **Textiles and Design** course. 69% of students achieved either a Band 5 or 6 compared to 48% of the state. 44% of students achieved a Band 6 compared to 15% of the state

and 25% of students achieving a Band 5 compared to 32% of the state.

In **Visual Arts** in the 2015 HSC 40 students completed the course. 82% of students achieved a Band 5 or 6 compared to 54% of the state. 27% achieved a Band 6 compared to 13% of the state and 55% achieved a Band 5 compared to 41% of the state.

## VALID (Validation of Assessment 4 Learning & Individual Development)

The Validation of Assessment 4 Learning & Individual Development (VALID) is a state wide mandatory assessment for Year 8 students based on the stage 4 syllabuses. This year 198 students participated in the VALID test at Cheltenham Girls High School. The Achievement Levels for Science overall were (State results in brackets):

Level 6: 2.0% (0.7%)  
 Level 5: 39% (15%)  
 Level 4: 53% (47%)  
 Level 3: 6% (29%)  
 Level 2: 0% (7%)  
 Level 1: 0% (1%)

These results show strong school performance compared to the State in 2015.

## Tell Them From Me Surveys

In 2015 CGHS participated in the DoE's Tell Them from Me Surveys (TTFM) of staff, students and parents.

Staff: 85% of staff participated in the TTFM survey which showed CGHS above state average in the areas of Leadership, Collaboration, Learning culture, Data Informs Practice, Teaching strategies and technology. Inclusive schools were equal to state average whilst parent involvement was slightly below.

Students: 88% of CGHS students participated in the TTFM survey. CGHS had almost doubled the state average for participation in extracurricular activities. Some of the areas CGHS was above state average included; Positive behaviours towards homework and school, Positive learning climate, and expectations for success.

Unexplained absences and also anti-social behaviour were less than half the state average.

Parents: approximately 13% of parents completed the survey so it was difficult to draw conclusive results.

The TTFM survey has provided important data to develop Products and Practices in our School Plan. Areas being investigated included; senior mentoring program, greater community engagement in student learning and a common literacy language across the school requirements

## Aboriginal education

Personalised Learning Plans are conducted and reviewed annually to provide students and teachers with clear educational goals. This involves collaboration between the school, parents, students and the Aboriginal Community Liaison Officer.

We recognise Aboriginal Peoples as the original custodians of the land at formal functions by beginning with a Welcome to Country.

We provide Aboriginal and Torres Strait Islander students with the opportunity to take up leadership roles.

We provide the opportunity for Aboriginal and Torres Strait Islander students to gain experience in the workforce through the work experience program.

We offer Aboriginal Studies as an accelerated course in Years 9, 10 and 11.

The Learning Support Team provides in class support to students who require extra assistance with their work.

We offer cultural activities relevant to Aboriginal and Torres Strait Islander students so they have the opportunity to connect at a deeper level to their culture.

## Multicultural Education and Anti-racism

We offer cultural activities to promote multicultural education and anti-racism strategies are embedded into our wellbeing policy.

Language classes work across KLAS to provide an inclusive curriculum and school culture that promotes understanding of, and respect for, histories, cultures and languages, and culturally and linguistically diverse communities

## Learning Support Team

The role of the Learning Support Team (LST) is to implement strategies to assist those students who may require extra help to reach their learning potential.

The LST consists of its core members, but it is a whole school program that requires the input of all teachers. The LST's core members include the Head Teacher Secondary Studies/Learning and Support Teacher (LAST), Deputy Principal, Head Teacher Welfare, Careers Advisors and School Counsellors. Any teacher or parents are also welcome to attend when their child is being discussed. Classroom teachers are able to notify the LST regarding students who may require extra support through the use of the electronic learning support referral. This referral is then discussed at the LST meeting and strategies are implemented to assist the teacher and student to meet the learning needs of the student.

Some of the strategies/initiatives that have been put in place by the LST include:

Learning Profiles and Student Adjustment Guides – these are distributed at the start of each year to the relevant teachers that have students in their class who have learning support needs. The documents contain background information on the student's learning difficulties and recommends strategies that the teacher can use to assist the student to reach their potential.

Literacy group – a group of targeted students are selected to participate in the literacy group during roll call each morning. They receive extra tutoring to improve their literacy skills, including, reading, comprehension and spelling and are assisted by Year 10 mentors.

In class support – some students are allocated the support with one of three Learning and Support Teachers to assist them in class.

Personalised Learning Plans (PLPs) – The Department of Education and Communities requires some students to have PLPs completed annually. This requires collaboration with the student, caregivers and teachers to provide the best learning environment and support for the student.

Disability Provisions – students may require some provisions for many reasons including, learning difficulties, medical conditions and hearing impairments which assist them in completing exams to the best of their ability. Some of these provisions include separate supervision, extra time,



rest breaks and the provision of a reader and/or writer. The school determines the provisions for Years 7-11 and BOSTES determines them for Year 12.

**Homework Centre** – The Homework Centre is open one afternoon a week from 3:10-4:30 pm. Students who attend can receive assistance with homework and assessments across all Key Learning Areas from a range of teachers. Students may also just use the facility to access a quiet space with computers to complete their own work/study.

**TAFE** – occasionally Year 9/10 students become disengaged in school and are provided with the opportunity to attend TAFE to find a course that interests them. Examples of the Stage 5 TAFE courses that some of our students have attended include Baking, Beauty Therapy and Hair and Beauty. Students can also participate in Stage 6 TAFE courses to assist them with their career. Popular TAFE subjects are Human Services, Hospitality Operations, Business Services, Information and Digital Technology, Tourism, Travel and Events, Entertainment and Financial Services.

**School to Work Transition** – The school provides several opportunities for students to develop employment related skills. This includes training and experience as a barista, food handling and café operations at Pinkies café and cash handling skills at various fund raising events.

All of these strategies/initiatives combine to provide assistance to those students who might not otherwise be able to cope with the demands of high school.

## Student Well-being

The welfare of students is paramount at Cheltenham and this is reflected in the inclusive learning community of the school. The care of all students is a responsibility of all staff and the welfare team works to support this aim.

The Welfare programs from Yr7 through to Yr12 address issues through early intervention and restorative practice. Welfare initiatives start early in Yr7 with a range of programs such as Yr. 7 camp, Friendship Day, Peer Support, RUOK day and Police Liaison talks. Programs continue throughout the years 8 to 12 to assist in addressing issues which arise in year groups. Through participation in these events students can feel empowered to speak up in situations where they feel uncomfortable. The year advisors have a planning time to share what best works for each year and the fortnightly meetings allow for collaborative practices to be shared within

the group and then passed to other staff members and then to the students, ensuring that welfare concerns are addressed

Having the camps in Years 7, 9 and 11 allows students to form and bond friendships while at the same time challenging themselves to work at their best in team situations. These camps are placed in the school calendar to allow students time to reflect and set personal goals to work towards.

The Pinkies café which trains a number of students each year gives these students valuable work skills. There are two Pinkies cafés running and the students get to do a placement in each Café widening their skill base. The café are open to students and staff each morning before school.

The High Resolves program has been run again in 2015 and it is another excellent way for students to develop and refine their leadership skills. The flow on effect from this program has been seen in the high number of student leaders in the school.

The Prefects this year went again for a 2 day leaders program held at the Naamaroo Centre. This time allows the Prefect body which has been newly elected time to get to know each other and bond as a group.

The annual school leaders retreat was held at Taracoonee on the Hawkesbury River, this is the river home of the Vicars/Laurie family who were the original owners of the school site. This time and place assists our student's gain an appreciation of connections over time in regard to the school. The work commenced at this retreat is called into effect when the students return. This time away allows students to engage in a deeper understanding of the role of a leader.

The socio-economic funding that is allocated to the school goes to families who qualify to assist in paying for subject based excursions and fees so that students are not disadvantaged. All records are kept confidential.

Student exchanges are promoted for students through Rotary Clubs, Lions club and Southern Cross Cultural Exchange. Several students took advantage of these offers for this year.

Effective communication between families and school is an important goal to work towards improving each year. This year saw the first HSC survival night which was designed to build stronger connections between family and school in preparation for the HSC.

This year also saw the employment of a Community Liaison Person to start for 2016 to assist in the communication between home and school.

## Student leadership

### ▪ Debating and Public Speaking

2015 was another year of success for our students in Debating and Public Speaking.

Regular competition with other schools in the Region allows the students to further develop their skills. The very strong Year 12 team was competitive at Zone level while the Year 11 team reached the Regional Semi Final against Manly Selective.

Students also competed in The Macquarie Schools Cup, which allows all students (Years 7-12) to engage in high level debates and training workshops.

In Public Speaking, Cheltenham competed in the Plain English Speaking Award, Rostrum 'Voice of Youth' Public Speaking Competition, the Legacy Junior Public Speaking Award and Speakersbank Public Speaking. All these competitions provide our students with opportunities to gain confidence in speaking and skills in the composition and delivery of speeches.

### ▪ Cloud 9

The momentum from the two previous years have enabled Cloud 9 to not only raise its profile within the school but engage in more initiatives which help build on the well-being, sense of wellness and mental health within the school community. Each year, the group strives to meet its commitment to making Cheltenham Girls' High school an environment that is safe, free from bullying and fosters a positive psychology through raising awareness of mental health issues. In 2015 Cloud 9 engaged with students, once again helping with sessions in the Year 7 Friendship Day. The girls worked with the Year 7 on issues such as being more resilient, what makes a true friend and coping with bullying. Students in Cloud 9 take on many initiatives which they feel strongly about which ranged from such Sock it to Suicide day to Colouring campaigns for the Anti-bullying day. One initiative that appears as an annual event on the Cloud 9 calendar is the Childhood Mental Health Day. This gives all students an opportunity to revisit the games and activities of their childhood. A day embraced by all at Cheltenham. The biggest event is R U OK? Day. This year was celebrated with the appointment of our own R U OK? Day bench, a prize

won by Cloud 9. This day is a reminder of the importance of entering into a dialogue with others and asking important and meaningful questions with friends, parents and colleagues about whether they are OK. Cloud 9 have raised money for many worthy causes and some of this Year's funds will go to install display folders in the toilets to promote images which support the worthwhile and meaningful work done by the girls in Cloud 9.



### ▪ Prefect School Report 2016

The Prefect Body of Cheltenham Girls' High School consists of 24 girls who were elected at the end of Term 2 2015. From these 24 girls, our executive body was elected; School Captain (Kimberly La), Vice-Captain (Emily Goldsmith) and Senior Prefect (Ella Gillespie).

The Prefect body of 2014-2015, led by Zoe Argent, Priyanka Sinha and Alannah Daly left us large shoes to fill. Their Malala Project involved community activities and visiting schools in order to raise awareness and educate the younger generation about the importance of women's education. Their project endeavoured to address the inequalities facing women. This has inspired the current prefect group and thus our upcoming project is aimed at addressing feminism.

In June 2015, the 2015/16 Prefects went on a two-day leadership retreat. We were able to get to know each other as a group and brainstorm exciting ideas for the year ahead. After the retreat it was time to choreograph our dance in preparation for the Prefect induction. It was the first opportunity to see how we worked together as a team. We had loads of fun and our 'Hairspray' medley went off without a hitch on the day!

Another successful event for the Prefects has been our annual Cheltenham's Got Talent. With over 10 acts, the student body showed off their amazing singing, dancing and musical abilities to the school. The performers all received a large amount of support from the audience, with the whole hall filled. The Prefect body was also able to exhibit

their dancing skills with our Katy Perry Mash-up, which got the whole crowd singing along. We were also very fortunate to have David Taylor perform for us as a special guest.

The 2015/16 Prefects have also had the pleasure of helping in other school events throughout the year. These included the parent teacher meetings, Art exhibition, hosting the Performing Arts festival and On The Move, working as tour guides for Year 5 and 6 orientation day and the year 7 Parent's meet and greet evening. It has also been wonderful to attend many other prefect afternoon teas hosted by other schools, helping to build connections between schools.



#### ▪ SRC

The Student Representative Council (SRC) 2015-2016 comprised of 26 enthusiastic students from Years 7 to 11. Being elected by their fellow peers, these students held great responsibilities in the representations of students in CGHS. This was achieved through countless initiatives such as conducting the School Survey, compiling gift bags for year 12 students, hand making Christmas cards for teachers and helping in the Year 7 Orientation Day. The objectives of the SRC also include keeping a lively school spirit with the organisation of fun fundraising events. This includes taking part in the 40 Hour Famine and running the Winter Wonderland and Sugar Bar, holding the Annual Spirit Week and the anticipated yearly highlight of Faculty Face Off. The SRC worked together and productively as a strong team, creating unforgettable memories for both themselves and the school community.

The following are some snapshots of the accomplishments of the SRC 2015-2016.

#### **40 Hour Famine Campaign**

After the formation of the newly elected group of SRC girls, the 40 Hour Famine Campaign became their first major event. Six SRC girls attended the World Vision Youth Conference at Luna Park to gain an understanding of world hunger and brought back inspirations which helped with the success of the fundraiser. In all, 132 students from across all grades participated by giving up vital daily needs for a 40 hour period. As a thank you gesture, these students were awarded with an experience in the "Sugar Bar", created by the SRC. They were given a free entry into the buffet full of popular sweet and sour confectioneries which made decision making exceptionally hard. This campaign was ended off with the whole school event, Winter Wonderland. Students were invited to come to school in their comfortable pyjamas to watch a free screening of "Charlie and the Chocolate Factory" with a bake sale, lollies and hot chocolates sold throughout the day. The campaign was a great success, beating the initial fundraising target by achieving over \$16 000 of donation to World Vision.

#### **Assistance in Year 7 Orientation Day**

Every year the SRC plays an important role in accompanying many excited Year 6 students throughout their Orientation Day. It is a day filled with fun and exciting activities. They organised and distributed stationery packs, helped introduce the school system with roll call teachers and cooked a delicious free sausage sizzle. The SRC were busy the whole day making the new Cheltenham Girls feel comfortable by providing a positive, happy environment.

#### **Faculty Face-Off**

The most anticipated of SRC events, will definitely be the unforgettable scenes of teachers battling it out on stage to win the Prestigious Faculty Face-Off Trophy. This event sees the whole school united inside the hall, watching in laughter and cheers, as the comedy and tension unfolded onstage. The 2015's show had the premier appearance of a "Lip Sync Battle", consisting of teachers from each faculty dancing or acting to a song of their choice. Other challenges included "make the shape", "squeeze the toothpaste", "box of lies" and many Reality TV Show inspired activities. Talks of this hilarious show persisted until the last days of school in 2015.

#### ▪ **Project Based Learning**

Project based Learning in 2015 took a new direction and offered opportunities for teachers to take the



platform initiated in 2012-2013 and build the program into their Key Learning Areas. Project Based Learning focuses on students within groups engaging in real world problems that require them to develop and define skills which are essential in the 21<sup>st</sup> Century. Skills developed and refined include; communication, team work, digital citizenship, creativity, critical thinking, problem solving and time management. Students are encouraged to become more multi literate in a diverse range of technological mediums which challenge how they arrive at an answer to their real world problem.

In 2015 faculties such as Math, Science, Social Science, PDHPE and Visual Arts all embraced the project based learning initiative. In Math, Year 9 students devised new ways to develop young people's understanding of financial literacy. The topic of Human Rights was addressed in Year 10 Geography. The students in Year 10 PASS set up a trade display to highlight the various ways people could engage in an active and healthy lifestyle; both personally and professionally. Year 8 engaged in resources and what would the world do without them in Science and in Visual Arts through the photography and digital mediums they explored the concept of memory. The girls engaged with these projects and came up with creatively and unique ways to communicate their ideas which were either shared in class, delivered to another year group or to parents of prospective students.

### ▪ Social Justice

The Social justice group at CGHS continues to thrive with about 80 students on its roll, attending meetings and managing events. The first part of the year was spent responding to immediate disaster – the cyclone in Vanuatu and the earthquake in Nepal. Our Flash Tattoo stand at the Election Day market and at school raised over \$900 for Un Women's relief operations in both areas. We also responded very quickly to the local Nepalese Community's request for a blanket and bedding drive. Students and staff donated blankets, sleeping bags and doonas for the appeal.

Our biannual Justfest was held in June with students entering Films and Drama performances based on the word 'Ouch'. Students paid to watch the show and \$900 was raised for 'Medecins Sans Frontieres' (Doctors without Borders).

In Term 3 our Blue Balloon day raised \$400 for UNHCR for the European refugee crisis and in Term 4 Year 9 girls organised a rainbow stall to generate

funds for the rainbow club, an organisation that provides swimming lessons for disabled children.

As well as these school fundraising events the girls were involved in a number of forums, conferences and camps outside the school including the Salvation Army Conference, Amnesty International School's conference, Mount St benedict Social justice forum, International women's day breakfast and our annual leadership camp at Taracoonee.

At school we continued our program of guest speakers, including our own 'Staff Stories' program. Over the year a number of staff told their stories of Social Justice and Charity work they do outside school.

### ▪ IRIS

IRIS is a group of project-based activities designed to extend and broaden the Year 7 Science experience. Year 7 girls volunteer themselves for IRIS and the projects are done in their own time and initiative.

The photos show one of the IRIS meetings where the girls have brought in their projects and they had a lot of fun looking at each other's work. The work done by the students get showcased around the school and that gives them a great sense of pride.

I have enjoyed being the teacher in charge in guiding the girls with their projects and getting to know other Year 7 girls that I do not teach. The girls had the opportunity to make new friends through IRIS and have fun doing projects that were of personal interest.



### Environmental education and sustainability

#### ▪ Green Team

2015 saw the Green Team's, Cheltenham's environmental group, 5<sup>th</sup> birthday!

The Green Team decided this year to change the structure of WEW (World Environment Week). Instead, the team held a series of events throughout Term 3 every Wednesday, and aptly named it World Environment Wednesday. They kicked it off with a cake decorating competition followed by a recycled item swap in the COLA.

World Environment Wednesdays culminated with the biggest event of the year, The Trashion Show. The whole team was on board, making it the biggest and best yet! Much like everything else this year, the team put a new spin on all things Trashion. The annual green team show was a huge success, everyone looked fabulous in their animal themes costumes as both students and teachers strutted their stuff down the run way. The Green Team invited prefects and SRC from Epping Boys High as well as some Year 6 students from Epping Heights Public School. All proceeds from the event were donated to the charity Wildlife Witness, an organisation run by Taronga Zoo which aims to raise awareness and putting a stop to illegal animal trade.

The chilled water refill station officially opened in May during a special morning tea. The group were joined by Cheltenham's P & C President, Mr. Kalotheos, Mrs. Bridge, Mrs. Lawrence and a Cheltenham old girl; Green Team founder, Zoe Hillig. The aim was to reduce the amount of disposable water bottles being used in our school community and the results could not be better. With the counter of many water bottles saved steadily rising, it was quickly apparent that the water refilled station was a most welcome addition to our great school. Due to the popular demand, another chilled water refill station for our school is one of many of the team's future goals.

This year has been a packed year for the Green Team, with numerous other events like Earth Hour and Clean Up Australia Day held throughout the year. All of the Green Team members worked tirelessly to make Cheltenham Girls High School and our community more environmentally friendly. The Green Team is looking forward to continuing the momentum into 2016.

### ▪ Gardening Club

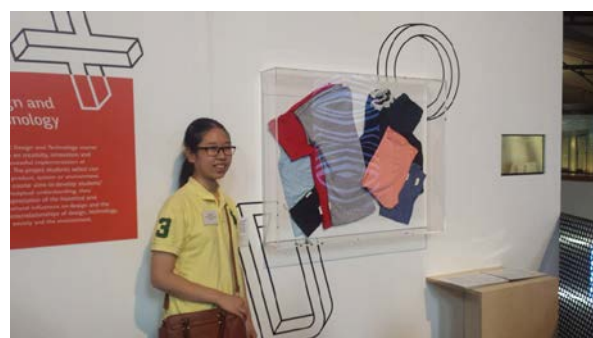
The Gardening Club is formed by 40 girls from Years 7 to 9. This year began with the preparation of the garden beds, weeding composting and fertilising to set them up for a rich harvest at the end of season. The girls will choose from a wide variety of fruits and vegetables like lettuce, mint, basil, capsicum, tomato and strawberry to plant. The focus this year

is to train students to set up their business in the horticultural sector. The visit to the Easter show on 24 March will provide them with an opportunity to meet people in field and gather firsthand information on raising animals and growing crops on a commercial scale. We aim to enable students with skills that will ease their transition from school to work place

## Achievements in Design & Technology, Performing Arts and Sport

### ▪ Design and Technology

Design and Technology candidates performed well above the stage average and the results for this small cohort of five students were outstanding, in what is a very rigorous and demanding course. 100% of the students achieved Band 6 with two students being placed 5<sup>th</sup> and 8<sup>th</sup> in the state. Eighty percent of the students attained the maximum marks of 60/60 in the MDP. Students also performed exceptionally well in the written examination with all students scoring marks above 90%. Four students Major Design Projects were identified as outstanding and as a result were nominated for possible inclusion in the inaugural SHAPE 2015 exhibition at the Powerhouse Museum. Susie Boo's project was selected and is now being exhibited at the museum along with eleven other Design and Technology projects from around NSW. The enthusiasm, dedication and collaboration of this small cohort contributed greatly to their success.



**Above** Susie Boo (5<sup>th</sup> in the State) with her design project *StyleAID* at the Powerhouse Museum.

– *StyleAID* is a tactile label designed for the vision impaired. Raised shapes and dots as well as the sides of a tiny, lightweight tag are used to symbolise information about the colour, type and washing instructions for each garment. Wearers can

independently identify, choose and match items of clothing.

Textile and Design students once again excelled with their Major Textile Projects. Students completed many different and exciting projects based around their personal inspirations. Some of the garments included:

Hannah Tavener Hanks hand painted and digitally printed Monet's Garden culottes and top

Jennifer Packs Disney themed dress

Alannah Daley's spectacular Pandora's Box

Layla Hessar-Amiri designed and made a beautiful silk shirt and jacket with a handmade felt scarf.

Angela Wong created a dress combining the best of the east and west in her semi traditional wedding Qipao showcase a beautiful red chiffon skirt.

### ▪ Performing Arts

Performing Arts at Cheltenham Girls' High school continues to thrive with multiple extra curricula ensembles providing many opportunities for our students to participate and perform. Our newest ensemble is the combined Epping Boys and Cheltenham Girls Wind Ensemble- a joint venture aimed at building a bridge between the brother and sister schools and also providing extended opportunities for students.

The combined Ensemble performed in their first Eisteddfod on Friday 22 May and Saturday 23rd May in Canberra at the Australian National Eisteddfod. They performed in 2 sections and received 1st in both. Open Concert Band Grade B - First Place, 18 years and under A Grade - Gold Award and Platinum Award. On the 2nd of June, the ensemble competed again in the Sydney Eisteddfod and was awarded first place in Intermediate Concert Band Section. They also performed in the International Music Festival at the Town Hall in June, taking out a gold award.

Our other ensembles – Junior and Senior Choir, CGHS Wind Ensemble and Orchestra rehearse every week preparing for our 2 Performing Arts evenings in Terms 2 and 3. These evenings also showcased HSC performances and from both Drama and Dance.

In Drama the subject is successfully building with two junior extra curricula Drama ensembles that meet after school. Elective Drama Years 9-11 performed pieces at the biannual Performing Arts Festival. In addition, Year 9 Drama hosted an open night for their friends and family where they

performed a sample of their body of work from the year.

Presentation day in 2015 is always the highlight of our Performing Arts year. This year the whole school song – a medley from Les Miserables was supported by dancers on stage. Individual items from our ensembles support the grand finale – our Hallelujah Chorus. The music staff is to be commended on another superb and highly polished mass performance.

### ▪ Visual Arts

Visual Arts continued its ongoing high standard in 2015, especially in the Senior Years. Again we had 7 students preselected for the Art Express exhibition and of these five students were selected for inclusion in exhibitions across the state. These included:-

Tracey Leung -The Armory, Sydney Olympic Park

Jasmine Fang – ACU

Yvonne Chen - Margaret Whitlam Gallery UWS

Dana Darmalingan – Blue Mountains Cultural Centre

Nikita Chaudhary – Travelling Regional Exhibition

Camilla Seldon-Carroll in Year 12 entered the Junior Moran Prize for photography and was short listed for selection as a semi – finalist which series "Poetry in the streets".

A number of Year 11 Students participated in the National Art School's Intensive Studio Practice courses in the July and October holidays. These workshops encourage extension of practical skills in key areas such as drawing, painting and sculpture.

Our annual exhibition held in August was a huge success with extended viewing hours across the three days. Parents, teachers, students and members of the public once again enjoyed a display of exceptional standard, not only the Year 12 Bodies of Work, but also works from Year 11 and the different elective strands in Stage 5- Visual Arts, Photographic and Digital Media and Design. For the first time we encouraged participation of Year 7 and 8 students with inclusion of artwork but also our first Cheltenham Archibald Prize. Year 7 and 8 students entered portraits of a teacher at the school and were judged First Prize, Highly Commended and a people's choice award.

### ▪ Sport

2015 was another successful year in sport at Cheltenham Girls' High School. Once again,



students achieved some outstanding individual results at all levels of competition in swimming, cross country and athletics. Some students progressed through to represent CHS at the NSW All Schools Carnivals.

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly. Awards were presented to over 250 students. This year our guest speaker was Sarah Rose who is a Paralympic athlete, representing Australia in international swimming competitions. She encouraged the girls to continue to combat adversity, set goals and pursue these in order to achieve at higher levels.

School Sporting Blues were awarded to 14 students in Year 12 in 2015 with two students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. Emily Read achieved the Pierre de Coubertin Olympic Award. This award recognises senior secondary students who demonstrate attributes consistent with the values of the Olympic Games, through participation and commendable behaviour in sporting events.

During 2015, three students were awarded Zone Blues for excellence in their chosen sport of football, swimming and athletics. A number of individuals and teams have represented at CHS level as part of school teams and Sydney North teams.

In 2015, Cheltenham Girls' had outstanding results in swimming both from individuals and relay teams. Students who achieved success at our School Swim Carnival went on to represent at the North West Metropolitan Zone Carnival. The school finished 5<sup>th</sup>, with another powerful performance across all age groups. We had two age championships at this carnival.

Our school cross country carnival was again held at Macquarie University Sports Fields in March. Mirrabooka House were the winners of their third consecutive cross country House Shield. 51 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. Cheltenham came second overall. Many girls went on to win medals in the regional teams event.

The school athletics carnival was held in May, at school and Pennant Hills park in two separate carnivals following the rain cancellation of the initial date. Mirrabooka House won their fourth consecutive athletics shield. Sixty-seven students represented the school at the Zone Athletics

Carnival at Homebush in June. In conjunction with the administration of the zone athletics carnival, our Year 9 PASS students also assisted and helped with the running of the carnival. Cheltenham finished second overall at this event. Cheltenham had four students selected to compete in the Champion of the Zone event with two of our athletes finishing second and third. 26 girls were selected to represent the zone at the Regional Carnival in July.

11 girls were selected to represent Sydney North region at the CHS carnival at Homebush. Cheltenham won a number of gold, silver and bronze awards at the zone carnival.

In 2015 our Targeted Sport Program grew in strength and numbers. Four sports were on offer for students to trail for – dance, sport aerobics, football and netball. This extracurricular program offers students with a particular talent and interest to further develop their skills in their sport of choice.

The TSP Netball squad had success in the Netball NSW Schools Cup, as well as the Sydney North Netball Championships at Gosford. A team selected from our Senior TSP Netball squad entered the Ryde Women's Netball Winter Competition. This team played on Monday nights throughout the season and won the B Grade grand final.

Cheltenham experienced outstanding success in 2015 with continued growth and popularity within the TSP Dance and Aerobics Program. The program ran for 180 athletes. The program has become well established in the wider community, with Cheltenham as the largest school represented at the Schoolaerobics and Dance Star NSW State competitions.

This year our School teams have been very successful in the Combined High Schools Knockout Competition, competing against other school teams from the Region. Cheltenham entered a number of CHS Knockout competitions, including softball, basketball, football, water polo, touch football, tennis and netball.

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 softcrosse, basketball, athletics, netball, touch football and cricket. They also receive specialist coaching in backyard league, basketball and tennis. They also participated in a Sport Skills Day and received specialised coaching a variety of sports and team work sessions. Year 7 participated in a weeklong swimming program at Cherrybrook

and Year 8 participated in a successful program at Macquarie University and Epping during their double sport lessons.

Students in Years 9, 10 and 11 participated in Tuesday afternoon sport. Each class in Years 9 and 10 rotated through a variety of activities during the year. They participated in a variety of sports both on and off school campus and had access to professional coaches. Sports included gymnastics, yoga, indoor soccer, aerobics, cycle class, basketball, tennis and badminton. Year 11 selected their sports for Terms 1-3 as did Years 9 and 10 in Term 4.

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

The Sports Council continued to support the school sports program. They developed leadership skills throughout the year and started the year by painting new house banners. They helped with weekly sport, school carnivals and weekly assembly. The Sports Council organised McGrath Pink Stumps Day. The event raised money for cancer and breast care nurses, through a mufti day, selling merchandise and holding a staff v student cricket match. They also lead Year 7 in house cheers at the swimming carnival.