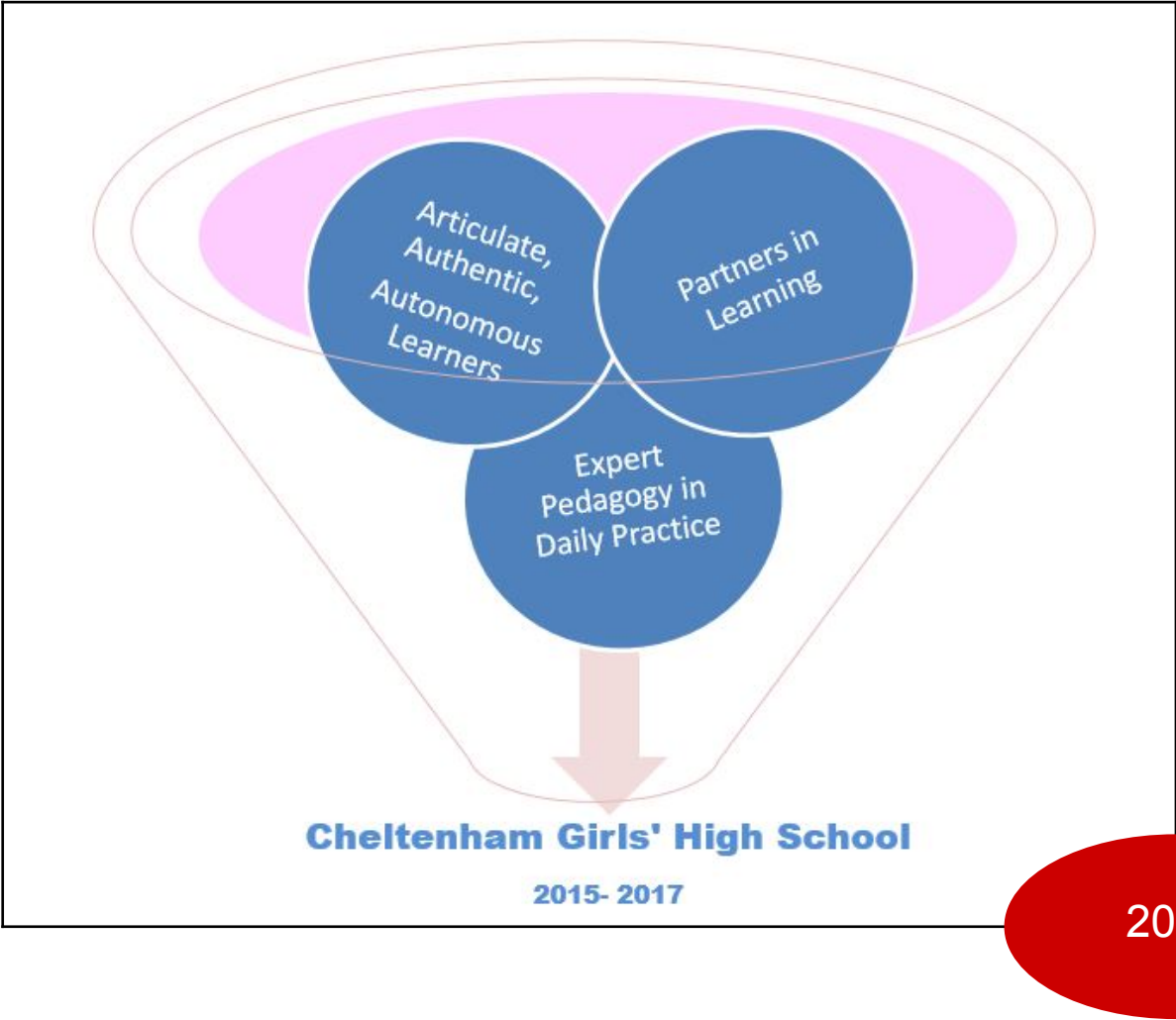


# Cheltenham Girls High School

## Annual Report



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## Introduction

The Annual Report for **2016** 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.

Susan Bridge

Principal

### School contact details

Cheltenham Girls High School

Beecroft Rd & The Promenade

Beecroft, 2119

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

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

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## School background

### 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.

52% of our parents have indicated that they have a Bachelor degree or above with only 19% of parents having obtained less than a Year 12 level of education.

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 2016 1246 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 achievement

## Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the SEF data indicated areas of excelling identified by student attainment in the top 2 NAPLAN bands at Year 7 and Year 9 and the proportion of Year 7 and 9 students at or above National Minimum standards; the proportion of students with at least two Band 5-6 results; student attendance rates; retention of students from Year 10 to Year 12; and a 99% eligibility for an ATAR of HSC students.

Areas where the school was described as working towards delivering included value-adding in Years 7 and 9.

Areas where the school was described as delivering were the performances of low SES students in NAPLAN in Years 7 and 9.

There were no areas that the school was identified as below delivering.

9 pieces of evidence were presented to the validation panel where the schools' on balanced judgement indicated that:

- \* In the Domain of Learning the school was Sustaining and Growing,
- \* In the Domain of Teaching the school was Sustaining and Growing and
- \* In the Domain of Leading the school was Excelling.

The external validation panels comments stated:

- \* In the Domain of Learning the school's self-assessment is consistent with the evidence presented
- \* In the Domain of Teaching the school's self-assessment is consistent with the evidence presented. In the element of Collaborative Practice the evidence presented indicates the school is operating at the Excelling stage and in the element of Learning and Development the evidence presented indicates the school is operating at the Delivering stage.
- \* In the Domain of Leading the school's self-assessment is consistent with the evidence presented. In the element of School Resources the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. In the Domain of Learning the school will continue to utilise the Community Liaison Officer (CLO) to engage parents in the life of the school and will establish the CGHS Alumni, so as to make effective use of community resources. In the Domain of Teaching CGHS will expand on the Growth Coaching approach within the school and a review of the assessment practices within the school to allow for consistency and improvement in school performance. In the Domain of Leadership the school will continue to foster collaboration with key stakeholders to promote learning and innovation.

## 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

#### What has been achieved in 2016?

11 PBL units of work were delivered across 7 KLA's.

Students were provided with continued It support for their BYOD to ensure they have access to the school network and Wi-Fi. All students had access to a device either their own or a school loan laptop.

In 2016 there was 5% improvement in Band 6 results in the HSC

Key term Scaffolds for each stage (4,5 and 6), with annotated responses were made available to students via the school Moodle site. Explicit teaching began in class incorporating the writing of extended responses and essays.

Year 11 took part in the inaugural L2L program which included the Crossroads program, well-being and Study skills. This was a 3 period allocation in the timetable were they met in a mentor group. Student and teachers were surveyed at the end of the program which provided very positive feedback about the program and suggestions for improvement.

In August 2016 an inaugural parent/student/teacher interview were held for Year 10 into 11. This enabled students and parents to ask personal questions, discuss Stage 6 course selection in relation to academic ability, career choice and student interest. These interviews enabled students to make the best subject selections for Year 11 and 12.

In 2016 students identified in NAPLAN with low level skills in writing were invited to take part in the Literacy Booster withdrawal program to work on their writing, sentence structure, spelling and paragraphing. This program had 100% uptake by the students and their parents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All faculties in Stage 4 and 5 have a minimum of one unit of work written around Project Based Learning. 2016 – PDHPE, ENG, HIS, VAR GEO, MAT SCI 2017 – LOTE, TAS, MUS</li><li>Use of BYOD in the classroom and maintenance of hardware</li><li>10% improvement from 2015 HSC results of students achieving Band 6 or equivalent by the end of Year 12 in at least one HSC course.</li><li>Key areas for improvement from TTFM survey in relation to rigour, relevance and challenge.</li></ul>	<p>Project based Learning - A new team of teachers mentored and trained in delivery of PBL. Year 10 PASS and ENG, Year 9 CST, VAR, FRE, MAT and HIS and Year 8 GEO, SCI all completed a unit in 2016.</p> <p>BYOD devices for planned purposeful and innovative learning- Analyse how many students have accessed the KTS on Moodle delayed to 2018</p> <p>HSC results -An improvement in HSC results Band 6 was achieved in 2016</p> <p>Student Driven Learning - Further improvements were made to the format of the homework centre, such as additional staff volunteered to be available as tutors. The TTFM student, staff and parent surveys were completed and unpacked. Discussion of key areas and areas of improvement required.</p>	<p>Period concessions provided to the PBL team equaling 0.4 staffing</p> <p>Laptops donated to the school were provided to students who did not have their own device</p> <p>Year 12 Teachers</p> <p>RAM equity for Socio Economic Background was used for resources and consumables</p>

### Next Steps

## **Where to in 2017?**

Strengthen PBL in the school through the design, development and implementation of a cross faculty STEM unit of work for Stage 4. This will include professional and collegial discussion with the Maths, Science and Technology staff to establish an engaging unit of work for staff and students, incorporating the syllabus outcomes of the 3 subjects.

Continue use of BYOD devices within the school. Students without their own device will be provided with a loan laptop from the donated DER laptop pool.

The continued use of the Key Term Scaffolds across Year 7-12, with explicit teaching of examination response writing, rigorous assessment tasks and quality informative feedback, will enable the school to continue to improve the results for Band 6 in 2017 HSC.

Cheltenham Girls High School will continue to use the data provided from the TTFM survey to monitor student enjoyment and well-being at school and continue to implement strategies to improve the day to day engagement at school. Information gathered from staff and parents will continue to shape the organisation of the school to promote well-being for all.

The L2L program continued in 2017 with teachers volunteering to be part of the program as a mentor. The program was evaluated and the study skills component was taken out and made into a unique program on its own where students have 1 lesson a cycle with a mentor teacher developing their study and research skills.

In 2017 students will continue to be supported with SLSO and LAST support within the classroom, the Literacy Booster program and the school Homework Centre to enable students access to support with work and assessments.

## 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

##### What has been achieved in 2016?

In 2016 48 parents volunteered to be part of the partners in learning program. Offering a range of in class support as well as in the work place support to students within the school. A school database was established and made available to all staff and the P&C.

2016 saw the expansion of the school Facebook site as the main source of up to date information on day to day life at school. Photos and stories were uploaded throughout the year providing parents and the community with relevant news and events.

In 2016 documents relating to assessment and enrolment were translated into Cantonese and Mandarin and uploaded onto the school website to enable parents and the community to engage with the school and understand school policies and procedures. Parents were supported with a translating service at parent information evenings and interviews.

In 2016 2 staff completed the ATSIL course enabling them to mentor pre-service teacher.

The first connection with past students to enable establishment of the CGHS Alumni group. An CGHS Alumni Facebook group was established as part of the first steps in connecting ex-students who were willing to participate in a mentoring program.

2016 saw the first Year 6 coordinator. This position, in conjunction with the Transition Coordinator, worked with local primary schools in the identification of students with learning or behavioral issues to provide support for the transition from primary school to high school for both parents and students. An additional Orientation Day was organised for these students and parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Number of parents and guest speakers addressing classes/courses increases over time</li><li>Expansion of the use of online tools to engage with parents and community</li><li>Families supported by the CLO demonstrate greater understanding of school and DoE and BOSTES policies and procedures</li><li>Survey data shows that students made more informative decisions on their mix and levels of subjects.</li><li>15% of staff will complete AITSL course to assist in</li></ul>	<p>A data base was established of parents willing to do presentation in classrooms and have students attend work experience.</p> <p>The school Facebook page was utilised to keep parents and the community up to date with events and news about the school</p> <p>Documents relating to assessment, enrolment and school policies translated and uploaded to the school website in Mandarin and Cantonese.</p> <p>Mentoring opportunities provided for pre-service teachers at the school throughout the year. Teachers assisting with pre service teachers completed the online training course from AITSL</p> <p>Beginning foundations were established for the Alumni group through teacher contact with a past student</p> <p>Students enrolling in Year 7 2017 with</p>	<p>Letter distributed in Orientation Day pack</p> <p>Team of teachers worked together to establish the Facebook page and have trained other staff members to publish to the page.</p> <p>CLO - employed on a temporary contract for 2 days per week. Transition coordinator - 0.1 staffing entitlement</p> <p>Teachers volunteer for supervision of pre-service teachers</p> <p>Teacher volunteer</p> <p>Year 6 coordinator provided</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
mentoring of pre-service teachers <ul style="list-style-type: none"><li>• Formation of CGHS alumni group through social media</li><li>• 10% of new 2017 Yr. 7 parents attend a personalised interview with YA as part of pre-enrolment process</li></ul>	medical, learning or behavioral needs attend a second orientation day to enable them to transition into high school with more confidence.	with 2 period staffing entitlement for the year.

## Next Steps

### Where to in 2017?

Continue to gather parent contacts for inclusion in the partners in learning data base. Presentation at a staff meeting to promote the use of parents in learning data base for in the classroom or students in the workforce

Continue to promote the use of Facebook and the school Website as the main sources of information for parents and the community.

In 2017 we will be looking at expanding the role of the CLO within the school with the inclusion of an additional Korean CLO to work with the school and our Korean community.

In 2017 staff will be trained in VET course delivery in Entertainment Industry Curriculum Framework. This will enable CGHS students a wider range of subject selection for Stage 6 and enable CGHS to cater to all learning abilities.

In 2017 staff will continue to support pre-service teachers. Staff who did not complete the ATSIL course in 2016 will have the opportunity to complete in 2017.

Discussion as to how the Alumni group would be best implemented. This will include staff and Alumni members meeting to discuss who would be best supported and what platforms this may take such as before school meetings, during school lectures, careers expo, Skype or video conferencing as possible options.



## 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

##### What has been achieved in 2016?

Staff were provided with support relating to their accreditation with NESAs. This was in the form of a mentor teacher for beginning teachers, PD days to develop supporting documentation and annotations and report writing for Proficient level. Staff working towards higher accreditation were provided with support during after school meetings to work on gathering supporting documentation and annotating this evidence.

The ongoing implementation of the GROWTH coaching model enabled all teachers to be trained in the observee and observer roles. As part of the PDP for 2016 each staff member participated in 1 observee and observer session throughout the year. This enabled all staff to be able to reflect on their own teaching methods and delivery and the impact on student learning and engagement. Head Teachers were provided with TPL days to conduct the annual PDP observation reviews of their faculty members. Staff engaged in the process and logged their session as the observee and observer on the school data base.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>The school provides opportunities for career growth in a supportive and professional environment including higher accreditation.</li><li>All teaching staff participate in four sessions of observer/observee of professional dialogue using GROWTH coaching techniques per year.</li></ul>	<p>Higher Accreditation Support 1. 1st submission of HAT teacher was promoted to another school</p> <p>As part of the implementation of PDP in 2016 all teaching staff were trained in the GROWTH Coaching method. During 2016 each staff member must have participated in 1 observer and 1 observee with another colleague as well as 1 observee from the Head Teacher.</p>	<p>0.1 staffing entitlement for Proficient Support and Higher Accreditation support</p> <p>TPL support in relief days was provided for Head Teachers do all of their observations for the yearly PDP annual review.</p>

#### Next Steps

##### Where to in 2017?

All Head Teachers will be providing the support to the beginning teachers within the faculty in 2017. Enabling new teachers to collect evidence and supporting them with professional discussions as to the process of annotating and report writing.

In 2017 staff will participate in one observee and one observer lesson each semester cross faculty. This enables staff to extend their collegial support and knowledge across the school.

Continue with the development of Key Term Scaffolds and annotated work samples to increase the resources provided on the school Moodle site.

TTFM survey to be completed and compared to 2016 data for improvement measures and identifying areas requiring attention

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>RAM Equity Loading for salaries - students did not want additional teachers in the classroom. Money returned in 2017</p> <p>Aboriginal Education Grant- Our Year 12 student did not want to complete tutoring out of school hours. This money was returned in 2017</p>	<p>\$1761</p> <p>\$4500.00</p>
<b>English language proficiency</b>	<p>CLO employed for 2 days per week. The school population was looked at and the main languages spoken by our parent body, after english, was Cantonese and Mandarin. A CLO was employed to translate documents into Cantonese and Mandarin for our parents, to attend parent information nights and interviews.</p> <p>EAL/D teachers support students within the classroom through a variety of techniques.</p>	<p>Salaries - \$183,638</p> <p>Flexible funding - \$32,977</p>
<b>Low level adjustment for disability</b>	<p>Additional LAST and SLSO in class support was provided as well as additional teacher support for the Literacy Booster withdrawal program</p>	<p>Salaries - \$51,010</p> <p>Flexible funding - \$44,960</p>
<b>Socio-economic background</b>	<p>The weekly Homework Center assists students with tutoring and assistance afterschool. This program has increase in student numbers with up to 60 students some weeks seeking assistance.</p> <p>Student assistance is provided to families of lower SES to assist them with school fees, carnivals, uniforms, camps etc</p>	<p>\$16,661</p>
<b>Support for beginning teachers</b>	<p>Mentoring and relief salary support. Beginning Teachers are provided with a weekly relief allocation and a mentoring period</p> <p>TPL Course fees</p>	<p>\$26,755</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	1244	1236	1230	1236

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.1	97.3	96.7	97.5
8	96.8	96.5	95.7	95.6
9	95.6	96.4	95.9	94.8
10	95	95.9	95	95
11	95.5	94.7	94.9	95.5
12	96.2	95.5	94.3	95.1
All Years	96	96.1	95.4	95.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment		1	0.5
TAFE entry	1	0.5	0.5
University Entry			88
Other			
Unknown			

## Year 12 students undertaking vocational or trade training

9 Year 12 students completed a VET course as part of the HSC in 2016. Students completed courses at either Bradfield, Meadowbank, Hornsby or Ryde TAFE or Whitehouse Institute of Design.

Course completed in 2016 included Entertainment, Dance, Design Fundamentals, Beauty, Tourism, Human Services, Information and Digital Technology and Hospitality.

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

There were 199 students in Year 12 at Cheltenham Girls' High School in 2016. This was a 93% retention from Year 10 to Year 12.

100% of Year 12 students achieved their Higher School Certificate in 2016.

99% of Year 12 2016 students were eligible to receive an ATAR in 2016.

88% of Year 12 2016 students received at least one offer from a University for entry in 2017. On the 20th February 2017, 176 students received offers from the following universities:

- \* 41 students for UNSW,
- \*38 students for University of Sydney,
- \*36 students for Macquarie University,
- \*26 students for University of Technology Sydney,
- \*13 students for Western Sydney University,
- \*10 students for Australian Catholic University,
- \*3 students for University of Newcastle,
- \*2 students for Australian National University,
- \*2 students for CQ University,
- \*2 students for University of Wollongong,
- \*1 student for La Trobe University,
- \*1 student for University of Canberra and
- \*1 student for University of New England.

Courses included Commerce, Science, Bachelor of Arts, Nursing, Engineering, Communication, Education, Design, Human Sciences, Physiotherapy, Economics and Veterinary Science.

10 Year 10 students left Cheltenham Girls High School at the end of 2016 to attend alternate schools to finish their education.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	13.77
Other Positions	1

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

### Professional learning and teacher accreditation

In 2016, teachers accessed professional learning through school development days, faculty planning days, regular faculty and professional learning meetings. Professional learning was also accessed by teachers attending courses run off-site.

Mandatory training was provided to meet Department of Education and legislative requirements in areas such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis.

Approved professional learning was in line with 2015 – 2017 School Plan strategic directions and targets, building staff faculty specific knowledge and skills and supporting staff Professional Learning Plans. All staff participated in and completed Professional Development Plans that outlined individual professional learning goals and provided the means as to how they planned to reach those goals. As a result, a range of professional learning workshop were designed and delivered throughout the year along with staff participating in faculty based TPL days.

Faculty days enabled staff to develop focus on scope and sequencing, developing new teaching resources, reviewing NAPLAN results and focusing on the Performance and Development Framework.

A range of technology sessions continue to be offered to staff throughout the year so as to maintain currency

with a range of software applications. Targeted professional learning was provided throughout the course of the year by utilising 'in-house' staff expertise. By utilising the experience of our staff we were able to provide opportunities for individual staff members to develop their leadership capacity within the school.

The introduction of GROWTH Coaching as a model for peer review was a major undertaking. In 2016, CGHS reached the goal of having trained every teacher how to implement GROWTH as part of our schools cross faculty, peer based lesson observations.

Teacher professional learning was targeted to meet the needs as identified by individual teachers in their PDPs. This information was used in consultation to prepare and plan TPL workshops which were delivered to staff throughout to the course of the year. These targeted sessions included / focused on:

\*GROWTH Coaching for Teacher Improvement

\*Know your Students and How They Learn

\*Formative / Summative Assessment Strategies

\*Engaging low achieving students

\*Using Social Media to Engage Students

\*Developing subject specific Key Term Scaffolds

\*ICT Related - Google Apps in the Classroom / Kahoot! / Socrative / Edmodo / Google Apps Certified Users

\*Partners in Learning

\*AITSL Supervising Preservice Teachers modules

## Financial information (for schools using OASIS for the whole year)

### Financial information

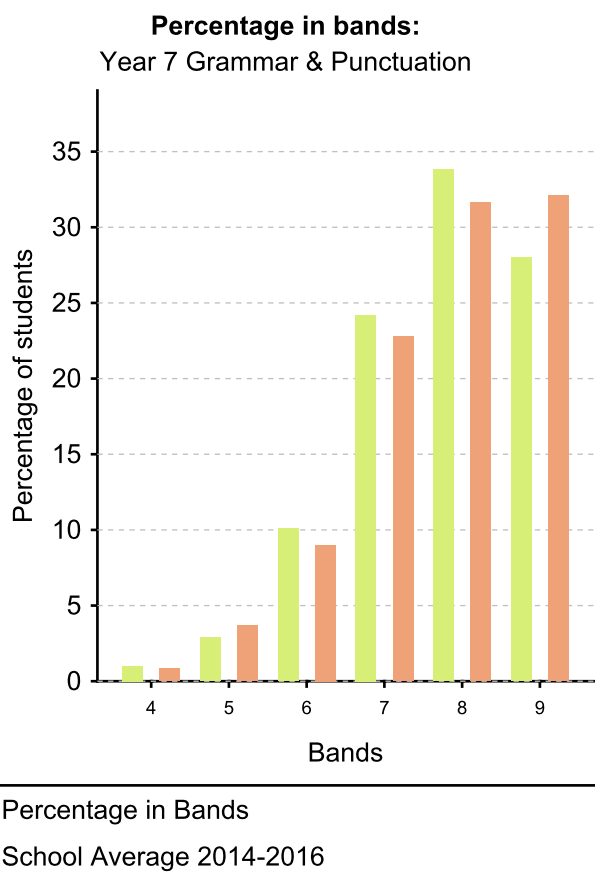
This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 067 667.00</b>
Global funds	829 840.00
Tied funds	313 678.00
School & community sources	1 374 185.00
Interest	24 284.00
Trust receipts	303 619.00
Canteen	0.00
<b>Total income</b>	<b>3 913 275.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	250 291.00
Excursions	676 974.00
Extracurricular dissections	144 861.00
Library	18 005.00
Training & development	1 475.00
Tied funds	293 016.00
Short term relief	189 292.00
Administration & office	506 248.00
School-operated canteen	0.00
Utilities	147 251.00
Maintenance	93 409.00
Trust accounts	297 958.00
Capital programs	273 663.00
<b>Total expenditure</b>	<b>2 892 447.00</b>
<b>Balance carried forward</b>	<b>1 020 827.00</b>

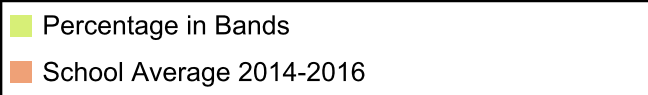
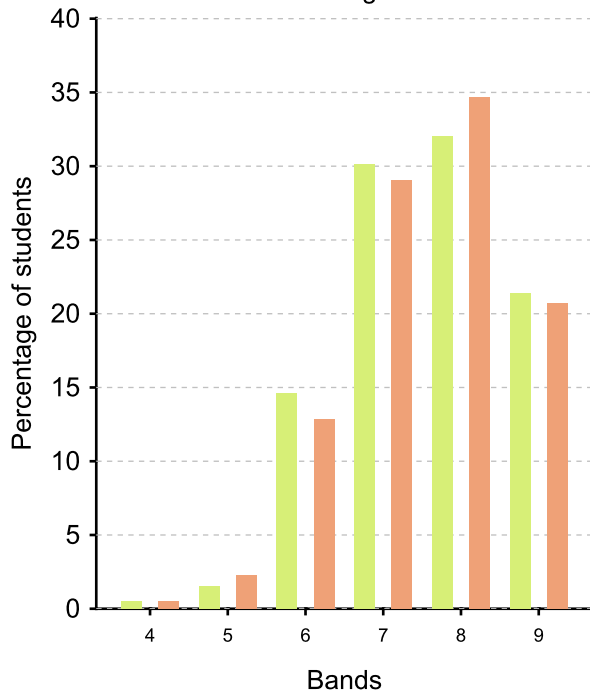
## School performance

### NAPLAN

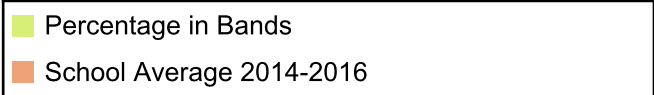
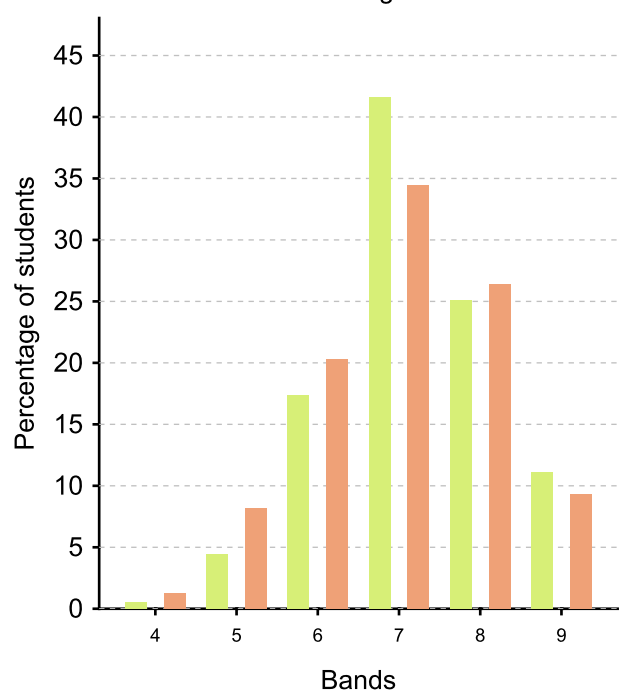
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



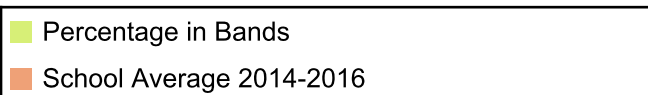
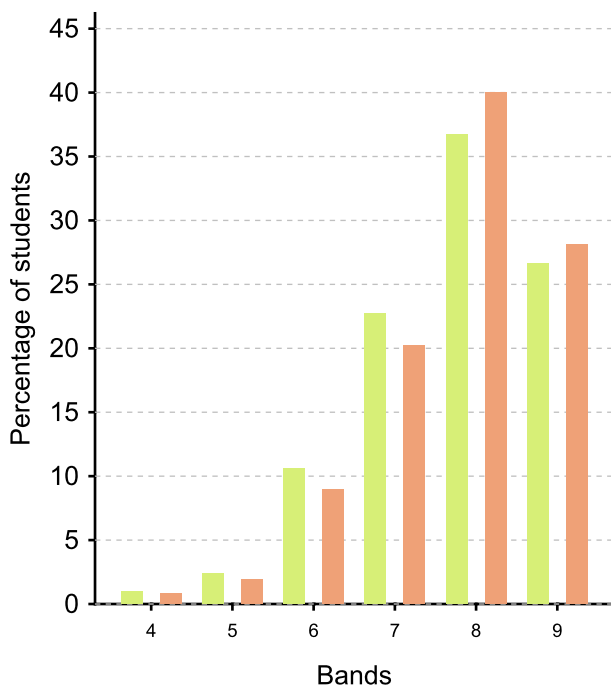
**Percentage in bands:**  
Year 7 Reading



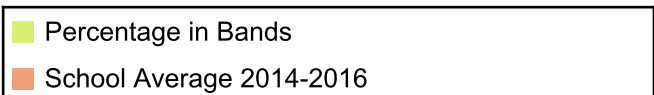
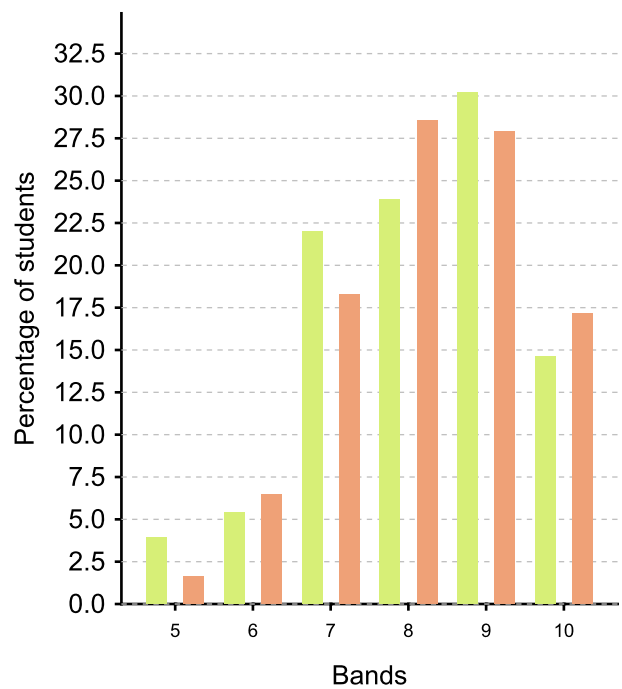
**Percentage in bands:**  
Year 7 Writing



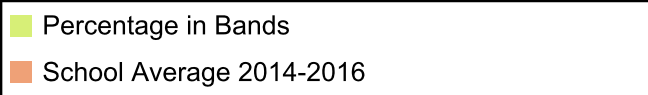
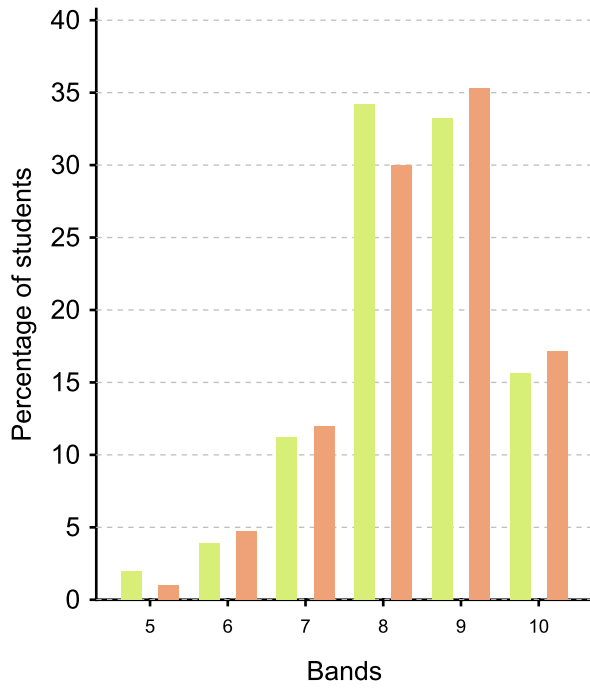
**Percentage in bands:**  
Year 7 Spelling



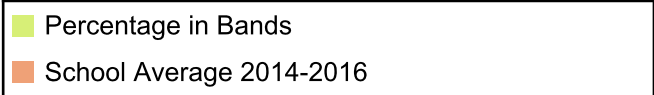
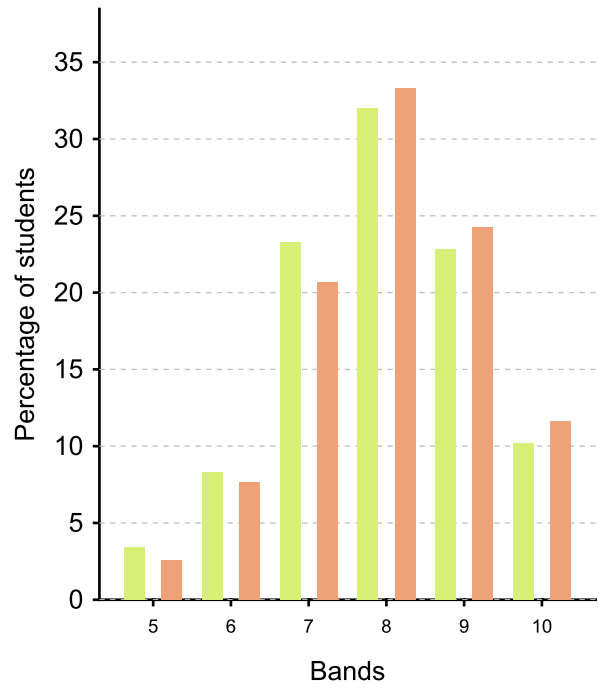
**Percentage in bands:**  
Year 9 Grammar & Punctuation



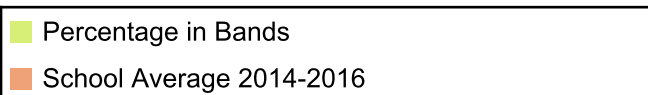
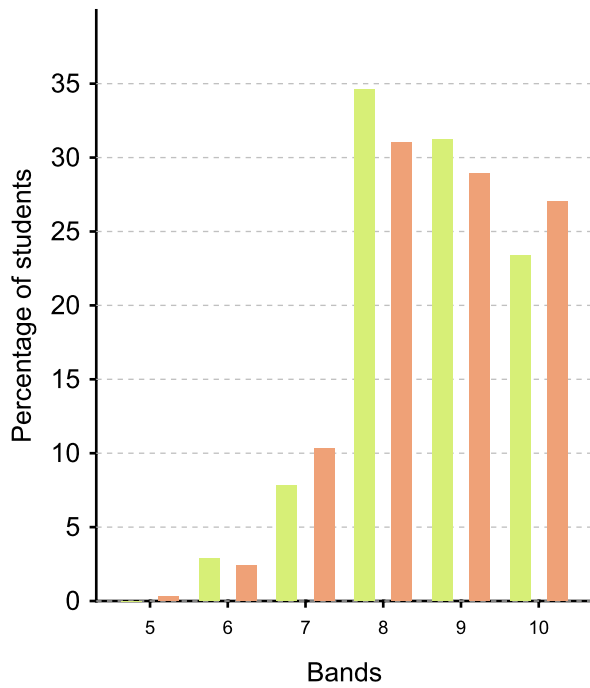
**Percentage in bands:**  
Year 9 Reading



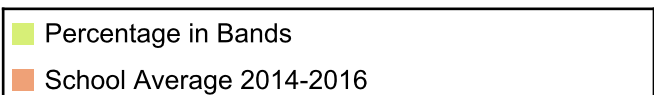
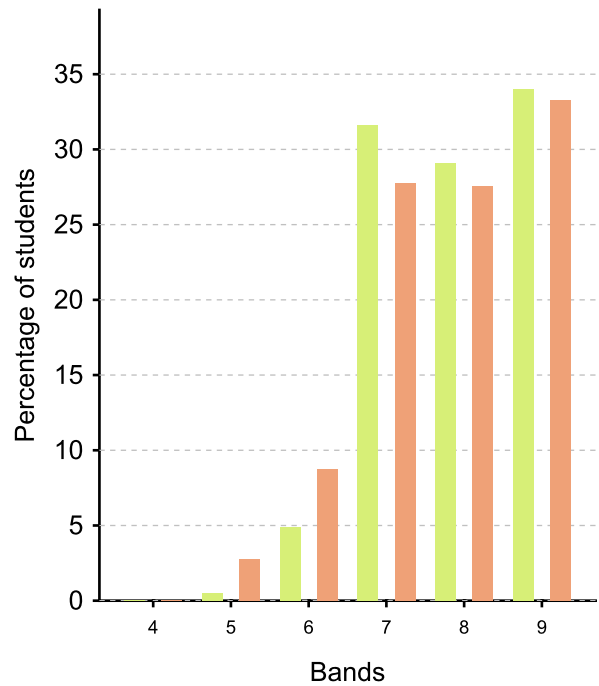
**Percentage in bands:**  
Year 9 Writing



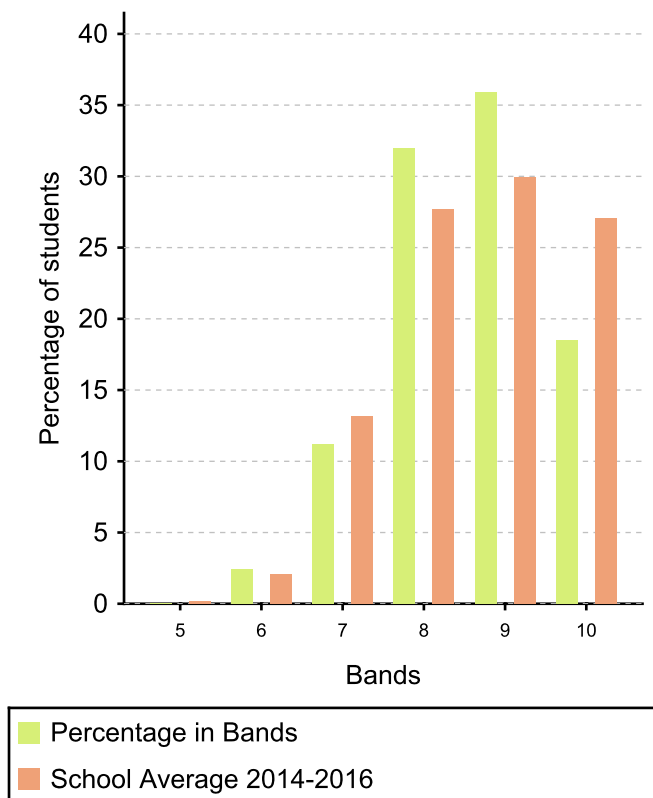
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy

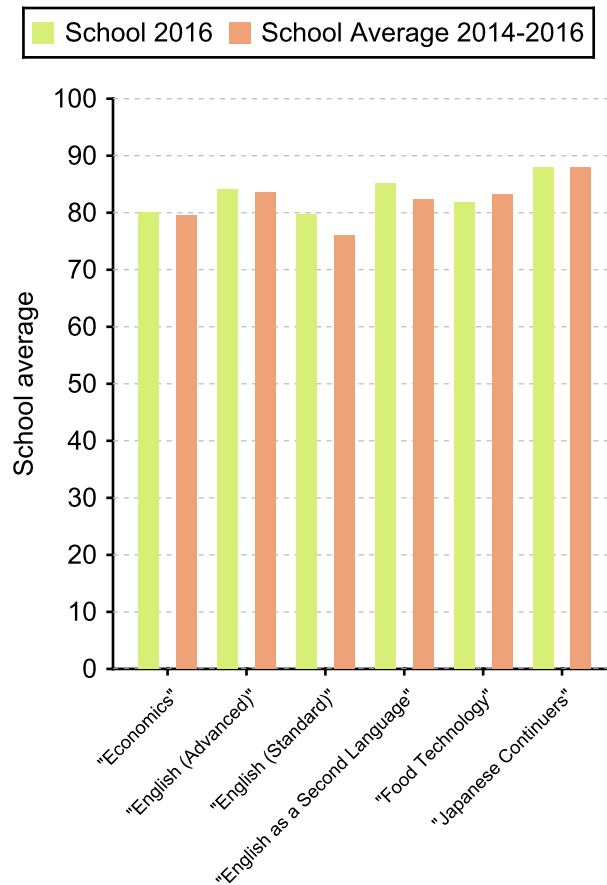
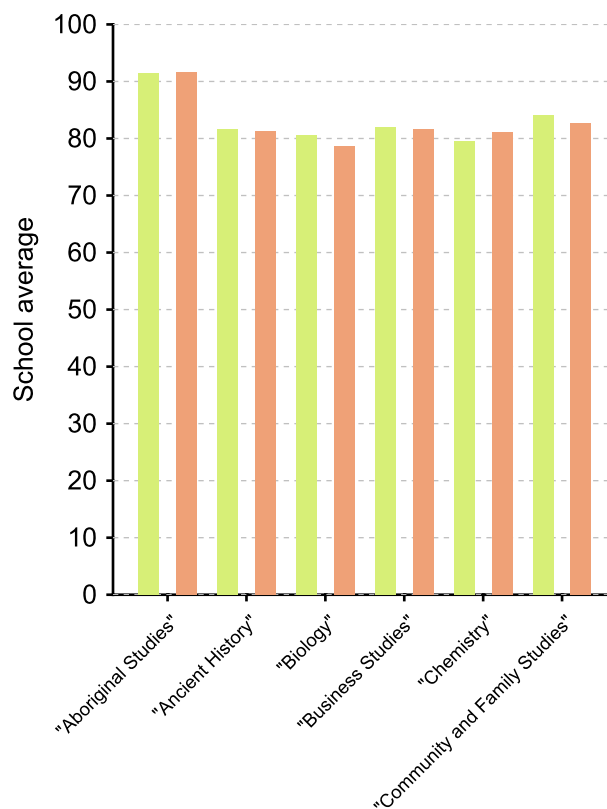


**Percentage in bands:**  
Year 9 Numeracy

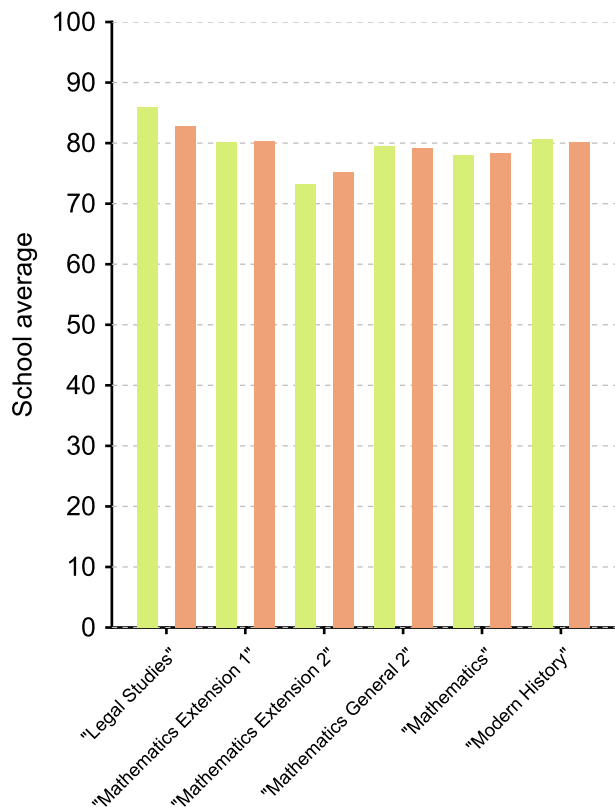


## Higher School Certificate (HSC)

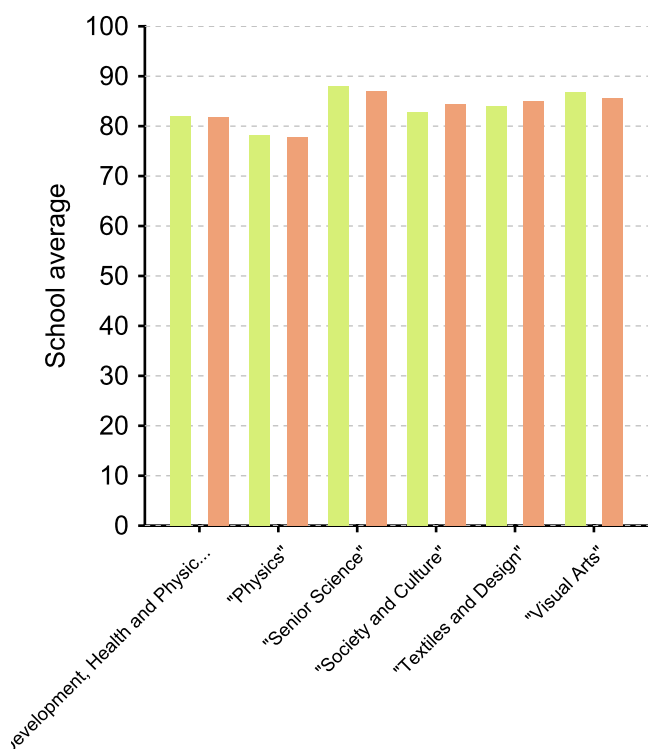
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).







■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

In 2016 Cheltenham had 8 All Rounders and 5 Top Achieved of the Board of Studies Merit List.

In 2016, 13 students completed the accelerated **Aboriginal Studies** course. 77% of Cheltenham students achieved a Band 6 compare to 9% of the state. 23% of Cheltenham students achieved a Band 5 compared to 15% of the state. The school has achieved

well above state average from 2009-2016. Students were placed *2nd, 3rd and 4th* in the state merit list for Aboriginal Studies in 2016.

27 students completed the HSC **Ancient History** exam. 7% of Cheltenham students achieved a Band 6 compared to 8% of the state. 17% of Cheltenham students achieved Band 5 compared to 23% of the state.

In **Biology**, 94 students completed the HSC exam. 13% of Cheltenham students achieved a Band 6 compared to 8% of the state. 45% of Cheltenham students achieved a Band 5 compared to 26% of the state.

In 2016, 44 students completed **Business Studies**. 16% of Cheltenham students achieved a Band 6 compared to 9% of the state. 48% of Cheltenham students achieved a Band 5 compared to 26% of the state. 1 student was placed *9th* in the state merit list for Business Studies in 2016.

In **Chemistry**, 51 students completed the HSC exam in 2016. 14% of Cheltenham students achieved a Band 6 compared to 10% of the state. 31% of Cheltenham students achieved a Band 5 equaling that of the state.

In 2016, 31 students completed the **Community and Family Studies** HSC exam. 32% of Cheltenham students achieved a Band 6 compared to 5% of the state. 35% of Cheltenham students achieved a Band 5 compared to 25% of the state.

In **Dance**, 3 students completed the 2016 HSC with 100% of Cheltenham students achieving a Band 5 compared to 9% achieving Band 6 in the state and 39% achieving a Band 5 in the state.

In 2016 9 students completed the **Design and Technology** HSC exam. 44% of Cheltenham students achieved a Band 6 compared to 13% of the state. 44% of Cheltenham students achieved a Band 5 compared to 28% of the state.

18 students completed the **Economics** HSC exam in 2016. 22% of Cheltenham students achieved a Band 6 compared to 14% of the state. 28% of Cheltenham students achieved a band 5 compared to 31% of the state. 1 student was placed *6th* on the state merit list for Economics in 2016.

**English (Advanced)** had 111 Cheltenham students complete the 2016 HSC of which 23% achieved a Band 6 compared to 15% of the state. 54% of Cheltenham students achieved a Band 5 compared to 47% of the state.

64 Cheltenham students completed the **English (Standard)** examination in 2016 of which 14% achieved a Band 6 compared to 1% of the state. 36% of Cheltenham students achieved a Band 5 compared to 13% of the state.

In the **English as a Second Language** course in 2016 19 Cheltenham students completed the HSC exam. 26% of Cheltenham students achieved a Band 6

compared to 5% of the state. 58% of Cheltenham students achieved a Band 5 compared to 23% of the state.

7 students completed the **English Extension 1** course for the 2016 HSC. 25% of Cheltenham students achieved a Band E4 compared to 35% of the state. 62% of Cheltenham students achieved a Band E3 compared to 60% of the state.

**Food Technology** had 44 students completed the 2016 HSC. 23% of Cheltenham students achieved a Band 6 compared to 7% of the state. 43% of Cheltenham students achieved a Band 5 compared to 23% of the state.

In **French Beginners** 6 students completed the 2016 HSC. 50% of Cheltenham students achieved a Band 6 compared to 23% of the state. 17% Cheltenham students achieved a Band 5 compared to 25% of the state.

5 students completed the **French Continuers** HSC course in 2016. 33% of Cheltenham students achieved a Band 6 compared to 30% of the state. 33% of Cheltenham students achieved a Band 5 compared to 36% of the state.

**Geography** had 5 students complete the 2016 HSC. 60% of Cheltenham students achieved a Band 5 compared to 8% achieving Band 6 in the state and 33% achieving a Band 5 in the state.

In **History Extension** 8 students completed the HSC 2016. 50% of Cheltenham students achieved a Band 6 compared to 22% of the state. 37% of Cheltenham students achieved a Band 5 compared to 59% of the state.

In 2016 the first acceleration cohort for **Information Process and Technology** completed the HSC exam. 40% of Cheltenham students achieved a Band 6 compared to 7% of the state. 60% of Cheltenham students achieved a Band 5 compared to 21% of the state.

11 students completed the 2016 HSC exam for **Japanese Continuers**. 45% of Cheltenham students achieved a Band 6 compared to 23% of the state. 45% of Cheltenham students achieved a Band 5 compared to 33% of the state.

7 students completed the **Japanese Extension** exam in 2016. 29% of Cheltenham students achieved a Band 6 compared to 36% of the state. 71% of Cheltenham students achieved a Band 5 compared to 54% of the state.

In 2016 15 students completed the **Legal Studies** HSC exam. 53% of Cheltenham students achieved a Band 6 compared to 12% of the state. 33% of Cheltenham students achieved a Band 5 compared to 31% of the state.

**Mathematics Extension 1** had 44 students complete the 2016 exam. 23% of Cheltenham students achieved a Band E4 compared to 33% of the state. 59% of

Cheltenham students achieved a Band E3 compared to 46% of the state.

Results in **Mathematics Extension 2** saw 16 students complete the HSC exam. 62% of Cheltenham students achieving a Band E3 compared to 32% of the state achieving a Band E4 and 53% of the state achieving a Band E3.

**Mathematics General 2** had 54 students complete the 2016 HSC exam. 13% of Cheltenham students achieved a Band 6 compared to 5% of the state. 44% of Cheltenham students achieved a Band 5 compared to 21% of the state.

There were 98 **Mathematics** candidates in the 2016 HSC. 17% of Cheltenham students achieved a Band 6 compared to 23% of the state. 33% of Cheltenham students achieved a Band 5 compared to 29% of the state.

30 students completed the 2016 HSC exam in **Modern History**. 32% of Cheltenham students achieved a Band 6 compared to 9% of the state. 26% of Cheltenham students achieved a Band 5 compared to 32% of the state.

32 students completed the 2016 **Personal Development, Health and Physical Education** HSC exam. 31% of Cheltenham students achieved a Band 6 compared to 11% of the state. 38% of Cheltenham students achieved a Band 5 compared to 24% of the state.

In **Physics** 26 students completed the HSC exam. 12% of Cheltenham students achieved a Band 6 compared to 8% of the state. 31% of Cheltenham students achieved a Band 5 compared to 22% of the state.

In 2016 24 students completed the **Senior Science** course. 54% achieved a Band 6 compared to 6% of the state and 29% of students achieved a Band 5 compared to 23% of the state.

In **Society and Culture** 28 students completed the HSC exam. 29% of students achieved a Band 6 compared to 14% of the state. 46% of students achieved a Band 5 compared to 35% of the state.

19 students completed the HSC **Textiles and Design** course. 21% of Cheltenham students achieved a Band 6 compared to 15% of the state. 47% of Cheltenham students achieved a Band 5 compared to 31% of the state.

In **Visual Arts** in the 2016 HSC 34 students completed the course. 35% of students achieved a Band 6 compared to 14% of the state. 53% of students achieved a Band 5 compared to 41% of the state.

## Parent/caregiver, student, teacher satisfaction

### Tell them From Me

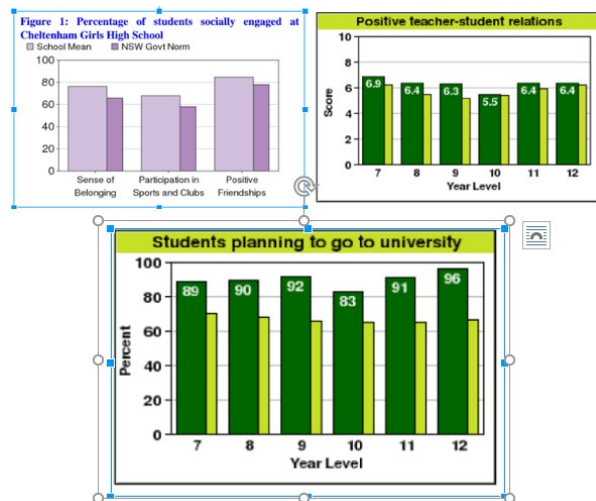
Parent / Caregiver, Student, Teacher Satisfaction Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school once again sought feedback through the implementation of the Tell Them From Me (TTFM) survey. This survey engaged our student body, our teachers and parents through an online delivered survey. Student Survey In term 1 of 2016, 1131 students completed the Tell Them From Me survey, which included ten measures of student engagement alongside the five drivers of student outcomes. The results indicated that students at Cheltenham Girls' High School are above NSW norms and consider themselves as having a high sense of belonging, involvement in school life and have positive friendships. The survey also indicated that our students have Positive Teacher-Student Relations and reported that teachers are responsive to their individual needs, and encourage independence with a democratic approach. In our school, Positive Teacher-Student Relations were rated 6.3 out of 10. The NSW Govt norm is 5.7.

The report also indicated that students of Cheltenham Girls' High School had high levels of academic self-concept, with 90% of students having aspirations for pursuing a post-secondary education. The NSW Govt norm for these years is 67%.

Teachers - Focus on Learning In term 3 of 2016, teachers were canvassed in the Focus on Learning survey. In the areas of quality classroom and school practices, teachers reported levels of satisfaction above the NSW average. The 74 teachers who responded to the survey indicated that the strengths of the school include an inclusive school, a strong learning culture, teaching strategies, data informs practice and collaboration. Areas identified as needing further improvement included leadership, parent engagement and technology. To improve the area of leadership our school has invested significantly in the GROWTH Coaching model so as to provide opportunities for teachers to engage in continual learning, peer coaching and taking ownership of their professional growth. The school is also working to build educational links with partners in our community and has established a database of parents who have indicated a willingness to share their professional expertise within our educational setting. The establishment of a school Alumni is also currently underway.

Parents - Partners in Learning In term 3, the school undertook a survey of our parent body. The Partners in Learning Parent Survey is based on a comprehensive questionnaire that targets parent and caregivers perceptions about the school. Ninety parents responded to the survey and they indicated that the strengths of the school were: a safe school, a school that supports positive behaviour and a school that supports learning. The use of text messaging and email continues to be the most effective form of communication for parents and the implementation of

our school's facebook page continues to gain traction within the community.



## Policy requirements

### Aboriginal education

In 2016 there were 2 Aboriginal students at Cheltenham Girls' High School.

Personalised learning plans were completed in consultation with the school, parents and the student. In 2016 our Year 12 Aboriginal student was offered additional support in the form of a tutor.

Within the curriculum the school continues its commitment to Aboriginal Education in the ongoing support for Stage 6 Aboriginal Studies. This course has now been successfully implemented since 2009. In 2016 the Aboriginal Studies classes spent one week in Central Australia, immersed in the life and culture of Aboriginal communities. The partnership with Cheltenham Girls' High School and the Central Australia communities has been developed and strengthened over the past 6 years.

Cheltenham Girls' High School offers leadership opportunities to our Aboriginal students to deliver the Welcome to Country at formal assemblies as well as attendance at cultural activities to strengthen and deepen their level of connection and culture.

### Multicultural and anti-racism education

Multicultural and Anti-Racism Education are embedded both within classroom programs and a wide range of extra-curriculum programs. A number of student interest groups, such as SRC and Social Justice play a critical role in teaching students and building a deep understanding of current issues.

In 2016 Cheltenham Girls' High School employed a Community Liaison Officer (CLO) to assist our Cantonese and Mandarin speaking families to connect with the school. In 2016 many school documents were translated into both Cantonese and Mandarin and uploaded onto the school website. This allowed parents whose first language is not English access to information, so they felt connected to the school and understand how the school operates. The CLO attends parent information evenings to help interpret for parents as well as assisting with one on one Parent Teacher meetings.

Students at the school receive support from the EAL/D support staff in a variety of ways. These include in class support across a variety of courses and teaching the HSC ESL course. Students from the local Intensive Language Centre take part in the School Experience Transition Program which assist new students to transition into Australian school systems.

### Other school programs

#### 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 of a LAST or a School Learning Support Officer (SLSO) to assist them in class.
- Personalised Learning Plans (PLPs) – The Department of Education requires some students to have PLPs completed annually. This requires collaboration with the student, caregivers, teachers and outside agencies 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 NESA 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 the students at Cheltenham is a high priority for the school and this is reflected in the comprehensive learning community that is Cheltenham Girls High School. Every teacher is responsible for the welfare of all students that they teach in their classrooms.

The Welfare programs from Yr 6 Transition through to the Yr 12, range from early intervention to restorative practice to address the issues of welfare within the school community. The Welfare team has a strong stance on bullying by utilizing initiatives such as Year 7 Respect Day, Peer Support and R U OK days to give students the opportunities and skills to address issues or to seek help to identify how to best manage a situation.

The Welfare Team carefully plans the opportunities for students to participate in, so allowing a sense of greater connection to the school. Each fortnight a Welfare meeting is held and attended by Year Advisors, Assistant Year Advisors as well as the counselor, learning support teachers and SSLO's. The purpose of these meetings is a sharing platform to discuss how best to care for the students and decisions are to be made within the group solely to benefit the students.

Camps are a positive for students and staff to form the strong bonds of support and friendship throughout the years at Cheltenham. Camps are held for students in Years 7, 9 and 11. These camps allow students to challenge and reflect on personal goals in a supportive environment. Many students reflect on the camps they have attended and are always referred to as the highlight of that given year.

The two Pinkies Cafés train students to operate the coffee machines. It has always been a highly sort after training program within the school. It allows students to obtain skills, which can lead to employment for the

students at several local café's. One café is in the staff common room and the café outside E block and are always very busy in the mornings.

The 3rd annual Prefect camp was once again held at the Naamaroo centre. This time allows the new prefect body to bond and select the new executive for the year ahead of them.

The Taracoonee retreat, in which the leaders of school from various groups attend, was held in July. The house 'Taracoonee' was the holiday residence of the Vicar/Laurie family and still remains as part of the family trust. The connection to the Vicars/ Laurie family allows students to develop a sense of place in the history of the school. All whom attend the retreat appreciate the link with the Vicar/ Laurie family. The retreat allows valuable time and space for students to reflect on and delve into their leadership style. A lot of planning occurs between groups for the year ahead. Time is also allowed for evaluation of leadership styles and how students can be their own leader within the group.

Student exchanges are promoted for students from Yr 9 and up to Year 12. Lions, Rotary and Southern Cross Cultural Exchanges promote these programs. Students who attend these exchanges are encouraged to speak at assembly and share what they have gained from the experience.

The socio-economic funding through our Resource Allocation Module helps to assist families so that their daughters are not disadvantaged. School subject fees and excursions are subsidised by the school for students on this program. All records are kept confidential.

Effective communication between the school and parents is always a work in progress. Each year the Welfare team looks to and plans for meaningful evenings for parents to attend. The 2nd HSC survival evening was well attended by both parents and students.

Our Community Liaison Officer has been making positive steps to engage Non English speaking parents to come along to the school.

### **Student Leadership**

- **Debating and Public Speaking**

2016 was another year of success for our students in Debating and Public Speaking. Cheltenham Girls annually participate in competitions run by the Department of Education and Communities as well as community events. All debating teams receive training through coaching sessions offered during lunch breaks

as well as participation in community competitions such as Macquarie Schools Cup. The Macquarie Schools Cup allowed all students (Years 7-12) to engage in high level debates and training workshops. The very strong Year 12 team of 2016 reached the Zone Final, while Year 11 participated well at Zone level. Student skills in the writing of speeches and effective delivery were enhanced by our participation in the Plain English Speaking Award, Rostrum 'Voice of Youth' Public Speaking Competition, the Legacy Junior Public Speaking Award and Rotary Public Speaking. Further training and participation in these and other competitions will be occurring in 2017.

- **Cloud 9**

Once again the efforts and involvement has enabled Cloud 9 to continue its important role to 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 2016 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.

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 many events and this Year's annual school photo took place on the Vicars Oval. 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.

Students from Cloud 9 also participated in the annual Kuring-gai Youth Mental Health Forum. Not only did students engage in group activities with other students from the area, but two representative students from Cloud 9 presented to the forum on the worthwhile activities done here at Cheltenham Girls' High. Cloud 9 have raised money for many worthy causes and some of this Year's funds have been dedicated to paying it back into the school community.

Cloud 9 donated \$50 in a voucher for the student who is awarded "The Spirit of Cheltenham Award". This will now be a perpetual award for the next 10 Years. Further to our funding efforts, Cloud 9 also purchased a marquee that can be used for official occasions in the school. Its pink presence certainly lifts everyone's spirits, which helps further the ethos of Cloud 9.

- **Prefect Body**

On the 2nd of June, 24 girls were elected to be the incoming Prefect Body of Cheltenham Girls' High School and from this group Lauren Sharp (School Captain), Lily Culbertson (Vice-Captain) and Whitney

Ng (Senior Prefect) became the executive body.

A week after the announcement of our election, the 2016-2017 Prefects went on a two-day leadership camp where we talked about our passions, brainstormed projects and most importantly bonded with each other. Right after the retreat, we went straight into learning the choreography for our Induction Day dance. All our early mornings paid off as we had so much fun dancing and singing along to the hits of our favourite High School Musical songs as well as getting used to working together as a group.

The 2015-2016 prefect body left a very impressive legacy for us to live up to. In particular, their major event 'Beanies for Brain Cancer' was a huge success, raising awareness for brain cancer and money for research through a mufti day, creating and hanging paper cranes in the quad and a walkathon. They raised over \$5000 for charity leaving enormous shoes for us to fill.

Our first big event was the annual Cheltenham's Got Talent! We had eleven incredible student acts who danced, sang and performed for the entire school. We also showcased our dancing skills to a range of pop classics from ABBA, the Backstreet Boys, PSY, One Direction and the Spice Girls. We also had other special acts from our guest judge Erin Miranda, the CGHS staff, a rap battle between Ophelia Praphone and the EBHS School Captain Ned Bisset as well as a lip sync performance from Mr Lau and Mr Mar. It was a huge success and all money raised went to the Westmead Children's Hospital.

Our first event of 2017 was Valentine's Day. We all arrived at school at 6:30 am to wrap 700 roses to be handed out to students in roll call from their friends. Additionally, we sold chocolates to girls and slice to staff members at recess and lunch. In total, we raised over \$1200 dollars for the Love Mercy Foundation, who aim to assist families who have been affected by war in Northern Uganda.

Throughout the year, our prefect body has also assisted at many school events including Parent/Teacher Interviews, PAF nights, the Art Exhibition, On the Move, Open Day, Orientation Day, Presentation Day and Meet the Teacher night. It has been a wonderful way for us to celebrate all the achievements within our school community. Additionally, girls have attended various prefect afternoon teas at different schools to build relationships with other prefect bodies. We hope to host our own within the next term.

This year has flown past faster than we would have believed to have been possible and we have enjoyed every moment. Additionally, we have had the pleasure of working closely with Ms Widmer as prefect coordinator in Terms 3 and 4 of 2016 and Ms Macmillan in Terms 1 and 2 of 2017 after Ms Widmer went on maternity leave. We are all incredibly grateful for the support of the staff and students towards our events and for being given the opportunity to represent the school amongst the wider community.



- **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. The objectives of the SRC include keeping a lively school spirit with the organization of fun, fundraising events. Some of these included the annual Spirit Week festivities, taking part in the 40 Hour Famine campaign and conducting the Winter Wonderland. The highly anticipated Faculty Face Off finished off the year in a hilarious, fun filled way. 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 2016-2017:

#### **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. A representative from World Vision came to the school and conducted a leadership session with all SRC members. The girls gained an understanding of world hunger which inspired them to succeed in their fundraiser. In all, over 100 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 with the whole school event, Winter Wonderland. Students were invited to come to school in their comfortable pyjamas to watch a free screening of "Hannah Montana" with a bake sale, lollies and hot chocolates sold throughout the day. Overall the campaign was a great success, with over \$10, 000 donated 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 2016'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. The theme for this year was 'survivor' and some of the challenges included 'planking' a photo

guessing competition and Reality TV Show inspired activities. Talks of this hilarious show persisted until the last days of school in 2016.

- **Project Based Learning**

Project based Learning in 2016 extended into more areas of many Key Learning Areas and was enthusiastically embraced by a number of staff members. From the experiences in 2015, more faculties are integrating this method learning into numerous aspects of their courses. Taking on the principles and applying them into projects of varying length and inquiry. 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 21st 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 2016 faculties such as English, Math, Science, LOTE, PDHPE and Visual Arts all embraced the project based learning initiative. English embraced Project Based learning in Year 10 and Year 8. Year 10 investigated stereotypes and misconceptions with respect to identity.

Year 8, through the study of Shakespeare's A Midsummer Night's Dream, examined the relevance of Shakespeare in our contemporary society. The students engaged in this unit and presented exceptional work of both a high standard and creativity. In Math, Year 10 students devised new ways to develop young people's understanding of financial literacy in relation to real world problems such as; renting or buying a house, planning for a holiday, paying off debt or achieving financial independence.

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. In LOTE, students explored the themes of freedom and justice in their project on Bastille Day.

The students in Year 9 Child Studies utilized Project Based Learning as a platform to explore the development and creation of educationally sound toys. 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**

2016 was another successful year for the Social Justice group with students from Years 7 - 12 initiating and participating in awareness building and fundraising campaigns, both at school and regional level. The group also helps foster leadership skills especially in the junior years.

The year began with our traditional International Women's Day Breakfast with early morning pancakes in the quad. Some of our leaders attended the UN Women International Women's Day Breakfast Convention in the city.

Also in March our Biannual Sleepout for youth homelessness raised over \$4500 for Oasis Youth Network ( Salvation Army), Chris Riley's Youth off the Streets and Share the Dignity. A record 180 girls and 13 staff "slept rough" in the school grounds, after enjoying games, competitions and a trivia quiz in the hall, and a campfire near the oval. Local businesses donated prizes and food for our bar-b-que tea and breakfast. In the weeks that followed we had guest speakers from all 3 charities speak to the girls at our meetings.

Our second big events campaign was AmnesTEA – a morning tea for Amnesty international. Well supported by staff and students the students served tea, hot chocolate and themed Yellow Amnesty cakes in the Cola. Over \$1200 was raised for Amnesty International and numerous petitions signed at the tables against forced marriage.

In Term 2 and 3 many girls attended forums and conferences outside of school including Salvation Army Conference and the schools conference for Amnesty International. The annual Taracoonie leadership camp saw the girls joining with the other leadership groups in the school to plan future directions for CGHS.

- **IRIS**

Independent Research in Science (IRIS) is a project-based activity designed to engage and broaden the Year 7 Science experience. Interested students volunteer to complete a series of Science projects on topics that they have a personal interest in.

The submissions this year has been fantastic with a huge variety of interesting science topics from building a terrarium, to a working model of an eco-friendly house and collection of rocks to show the processes of the rock cycle. This year there was also a greater emphasis on using technology in the IRIS projects. Students presented their work in videos presentations and on interactive web sites. It is pleasing to see how motivated and invested the Year 7 Students have with their projects.

IRIS has always been a fun activity for students to learn more about Science and to make some new friends from other classes who they might otherwise not have a chance to.

## **Environmental Education and Sustainability**

- **Green Team**

Green Team is the school's environmental team with our goals being to raise the environmental awareness of students at the school and to assist in local and global environmental initiatives where possible.

The Green Team had another very busy year in 2016 with various projects. In term one students were involved in Clean up Australia day activities with

students in Epping Heights Public school and Earth Hour. In term two, the Green Team in combination with the gardening club worked on the regeneration of the pond area of the school. The whole team was involved with planting, weeding, and mulching. Students had a wonderful time at the pond and also had a gardening lesson with Mr. Lam who was extremely resourceful with his knowledge of local flora.

Our biggest event of the year was the Trashion show where students produce and dress up in fashion items made from recycled materials. Students from Epping Heights Public School and Epping Boys High School were invited to participate. This year's theme was "Seasons" and there were many exciting items on display at the show and students at Cheltenham had a fun time watching their friends trotting down the catwalk.

In 2016 the Green Team support the charity "Hug it Forward" who are building many schools in Central America using recycled plastic bottles as bricks. We were able to raise a total \$1200 for the charity and it went towards building a school in Guatemala. The Green Team had a jam packed year in 2016. All members of the Green Team worked tirelessly and shown enormous dedication to the cause. The Green Team looks forward to many more activities in 2017.

- **Gardening Club**

In 2016 the Gardening Club was supported by the School to Work Program and arranged two excursions for the girls. We visited the Easter Show in March and the Macquarie University in October. The two visits provided the girls with an opportunity to meet people in field so they had their firsthand experiences on growing crops and doing researches. The girls grew their vegetables in the school vegetable garden and shared their products with their friends and teachers. We also worked with the Green Team under the Eco School Program to rebuild the fish pond and clean up the weeds in that area. The girls learned the skills in identifying the weeds and removing the weeds which were commonly found in our flower beds. They had great fun in mulching the area, planting water lilies and releasing fish into the pond. In 2017, we will encourage more Year 7 girls to join us and promote the concept of organic food and healthy diet. We hope more girls will enjoy the gardening work and build up their concern in healthy living style.

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

- **Design and Technology**

In 2016 three students were nominated for inclusion in the prestigious HSC Shape exhibition at the Powerhouse museum. This exhibition showcases exemplary major design projects representing Industrial technology, Textiles and Design and Industrial Technology. Among the 14 Design and Technology student works on display, Cheltenham Girls High school had two students works included in the exhibition. Dorcas Chu designed "Rocket Remedy" an innovative method of administering medicine to children



and Yvonne Cheung designed “Façade” a wearable piece of art inspired by contemporary architecture.

The Shape exhibition opened at the powerhouse Museum on the 24th February and continues until the 7th May 2017.

- **Creative and Performing Arts**

Visual Arts continued its ongoing high standard in 2016 especially in the Senior Years. We had 6 students pre-selected for the Art Express. These included :-

Yvonne Cheung, Keira Crystal, Caitlin Fisher, Rebekah House, Lily Huang, and Samantha Nagel. Keira Crystal was subsequently chosen for the Art Express Exhibition.

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 second time we encouraged participation of Year 7 and 8 students with inclusion of artwork but also our second 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. This year we embellished this experience with a visit to the Archibald Prize for all students who entered.

In Music the culture of excellence was also continued. For Music 2 we had 3 nominations for Encore Performance – Rebekah House, Wallis Wan and Heather Yang. Rebekah and Ming Yee Wong were also nominated for their compositions.

2016 was the year of the beginnings of meaningful collaboration with Epping Boys High School. In April 2016 students from both EBHS and CGHS combined to attend the Pacific Basin Music Festival in Hawaii. At that festival the combined choir gained a Bronze and the Wind Ensemble – a Gold.

The combined Epping Boys and Cheltenham Girls’ High School Choir received a silver at the city of Ryde Eisteddfod.

In October 60 students from Year 9 elective and Senior choir performed at the Sydney Town Hall in Celebration “Sing Out”. The concert raised \$16,000 for the music therapy oncology unit at Westmead Childrens’ Hospital.

In Drama it was an exceptional year with the selection and inclusion of one of our Senior Drama groups in Onstage. Jen Finlayson, Arti Ramesh and Kate Trethowan performed their self-devised group performance, “and nobody noticed” at the Seymour

Centre in February 2017.

Our two Performing Arts Evenings, PAF 1 and PAF2 were held in May and August and showcased Drama, Dance and Music Ensembles as well as Solo HSC performance. Always a highlight the annual Presentation Day at the Opera House in December featured outstanding musical items from the ensembles and again featured the whole school mass choir singing a Queen Medley and the Hallelujah Chorus as a grand finale.

- **Sport**

2016 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. At each CHS carnival, students won a range of medals. 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 almost 200 students. This year our guest speaker was Emily Leys, a female cricket player, representing NSW at state level and playing in the inaugural Women’s Big Bash league. She spoke about the importance of perseverance and encouraged the girls to set goals to achieve at higher levels.

School Sporting Blues were awarded to 17 students in Year 12 in 2016 with two students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. Antonia Zhang 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 2016, four students were awarded Zone Blues for excellence in their chosen sport of swimming and athletics. Students have once again had a great deal of success in school sport pathways this year. A number of individuals and teams have represented at CHS level as part of school teams and Sydney North teams.

In 2016, Cheltenham Girls’ had outstanding results in swimming in individuals and relay events. Students who achieved success at our School Swimming Carnival went on to represent at the North West Metropolitan Zone Carnival. The school was placed 5th with two school age championships at this carnival.

Our school cross country carnival was again held at Macquarie University Sports Fields in March. 47 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. We had one Age Champion in the 15 years’ division at Zone. Cheltenham was placed third overall. Four girls went on to win medals in the regional team event and progressed on to compete at CHS.

The school athletics carnival was held in June, at Sydney Olympic Park Athletics Centre. Sixty-seven

students represented the school at the Zone Athletics Carnival at Homebush in June. Cheltenham was once again responsible for the organisation of the zone event. In conjunction with the administration of the zone athletics carnival, our Year 9 PASS elective students also assisted and helped with the running of the carnival. Cheltenham finished second overall at this carnival. Cheltenham had three students selected to compete in the Champion of the Zone event with one of our athletes taking out first place and another in second. 38 girls were selected to represent the zone at the Regional Carnival in July.

13 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. We had one Age Champion at the CHS carnival.

In 2016 our Targeted Sport Program grew in strength and numbers. Four sports were on offer for students to trial for including hip hop 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.

For our junior students, it is an opportunity to channel them into a sport best suited to their strengths in sport. The TSP Netball squad had success in the Netball NSW Schools Cup, the Sapphires Cup as well as the Sydney North Netball Championships at Gosford.

Cheltenham experienced outstanding success in 2016 with continued growth and popularity within the TSP Dance and Aerobics Program. 150 athletes accessed this program. The program has become well established in the wider community, with Cheltenham as the largest school represented at the School Aerobics 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. Our football team won progressed beyond the regional final and was crowned the Puma Cup Trophy Champions, in the state wide CHS KO competition in which 353 teams competed. They won 8 games in a row scoring a total of 23 goals. A number of our football players have moved through the TSP ranks and have made a solid contribution in the success of this team. At Cheltenham, selection in these teams is highly competitive. Cheltenham entered a number of CHS Knockout competitions, including basketball, football, table tennis, touch football and netball.

Students in Year 7 and 8 continue 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. Students in year 7 and 8 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 Lane

Cove Swimming Centre during their double sport lessons.

Students in Years 9 and 10 participated in Tuesday afternoon sport. Each class in Years 9 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 10 selected their sports for Terms 1-3 and joined with year 9 to select sports 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.