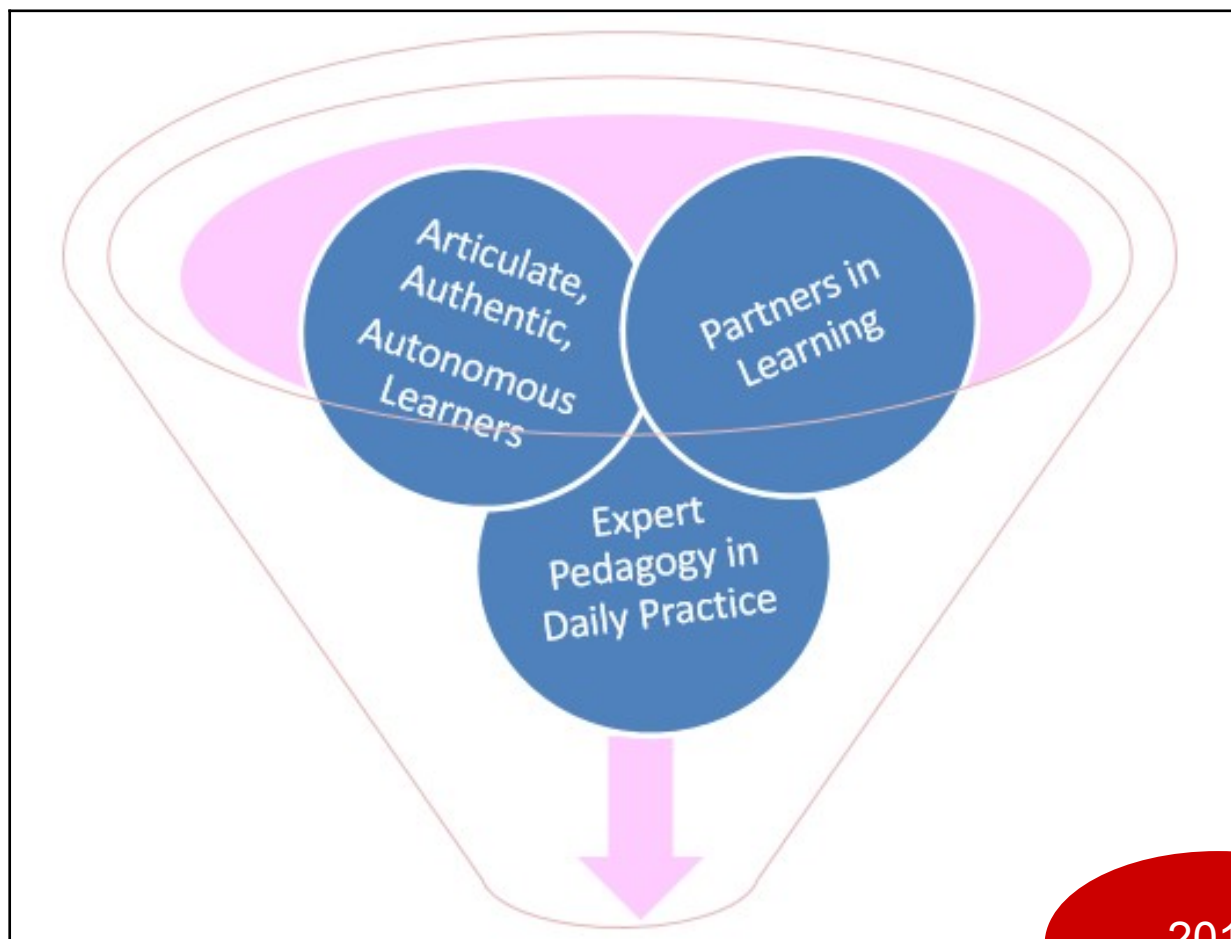


Cheltenham Girls High School

Annual Report



2017



8208

Introduction

The Annual Report for **2017** 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

cheltenham-h.school@det.nsw.edu.au

9876 4481

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 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.

64% of our parents have indicated that they have a Bachelor degree or above with only 10% 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, Transport 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 2017 1248 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

As a result of the SEF self-assessment an on-balanced judgement was determined by the school reflecting the in three areas of Learning, Teaching and Leading. The following judgments have been made for each area.

Learning:

Learning Culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Excelling

Teaching:

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Sustaining and Growing

Collaborative Practice – Sustaining and Growing

Learning and development – Sustaining and Growing

Professional Standards – Sustaining and Growing

Leading:

Leadership – Sustaining and Growing

School Planning, Implementation and reporting – Excelling

School Resources – Excelling

Management Practices and processes – Sustaining and Growing

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Articulate, Authentic, Autonomous Learners

Purpose

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

Overall summary of progress

PBL units of work are embedded in all KLA's. At this stage no STEM units of work have been developed.

Identified students who did not have access to a personal BYOD device were provided with a school loan laptop. This process ensures equity for educational access for all students. The BYOD specifications are updated yearly and provided to new parents in the orientation day pack.

Key Term Scaffolds have not been completed across all KLA's. Explicit teaching of glossary terms and scaffolding a response continues as a literacy focus in the school.

The Year 11 Learn 2 Learn program concluded at end of 2017 with Crossroads returning to the PDHPE faculty for 2018. This was due to the cost of staffing which was not sustainable for 2018.

The Year 10 in Year 11 subject selection mentoring interviews were very successful with positive feedback from both students and parents for the assistance and guidance provided.

The literacy booster program continued in 2017. Students who did not meet the minimum standard in NAPLAN were offered additional assistance via this withdrawal program. Not all students offered a position in the Literacy Booster program accepted the support offered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All faculties in Stage 4 and 5 have a minimum of one unit of work written around Project Based Learning.Use of BYOD in the classroom and maintenance of hardware10% improvement HSC results of students achieving Band 6 or equivalent by the end of Year 12 in at least one HSC course.	<p>PBL now incorporated into all KLA's for both Stage 4 and 5.</p> <p>Student donated laptops continue to be provided to students who do not have access to their own device. These are on loan to the students.</p> <p>L2L program included specific literacy components using the KTS.</p> <p>Year 10 in 11 Subject Selection mentoring parent – student – teacher interviews. Introduced to improve subject selection to best suit the needs, interests and capabilities of students.</p> <p>The literacy Booster program continued to use the RAM – Low level adjustment disability funds.</p>	<p>PBL embedded in all KLA's across Stage 4 and 5.</p> <p>Only 3 students required to loan a school laptop in 2017</p> <p>Full uptake of KTS across all KLA's with sample scaffolds and annotated responses for student access on Moodle.</p> <p>Parents and students provided positive feedback after their interviews regarding the selection of Preliminary and HSC subjects.</p>

Next Steps

For 2018–2020 we will continue to develop a STEM unit of work to be implemented. This will include professional dialogue with Maths, Science and Technology staff for their interest and expertise to work together to implement a unit of work in Stage 4.

In the 2018–2020 school plan a continued focus on literacy across all KLA's with the inclusion of a specific literacy focus in every assessment for Stage 4 and 5.

Continued support with SLSO and LAST in the classroom for all students.

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

The school Facebook page is updated regularly with school events and photos of student achievement. All coordinators of leadership groups provide the information and photos for the Facebook posts. Parents positively comment on the outstanding achievements and posts of the students on this page.

The CLO continues to provide support to parents to understand DoE policies and processes of the school. The CLO attends all parent evenings and major events to provide support to the parents and the students. This has been a very positive process that has been implemented over the past 3 years.

Parents continue to volunteer to support the curriculum by addressing students within the classroom or having students attend their workplace for work experience. A school data base has been established and staff record which parents have been utilised in both the classroom and work environment.

The Year 6 into 7 transition continues to strengthen. The inclusion of the additional Orientation Day for students with additional learning or mental health needs has been highly successful with a smooth transition from primary school to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Number of parents and guest speakers addressing classes/courses increases over timeIncrease engagement with parents and communityFamilies supported by the CLO demonstrate greater understanding of school, DoE and NESA policies and proceduresSurvey data shows that students made more informative decisions on their mix and levels of subjects.Staff to complete AITSL course – mentoring pre-service teachersFormation of CGHS alumni group	<p>Introduction of Sentral – Third part Software – funded by the school Technology Budget</p> <p>CLO continues to work 2 days a week funded by RAM – English language proficiency funds.</p> <p>Teachers continue to volunteer to supervise pre-service teachers.</p> <p>Transition coordinator provided with a 4 period allowance out of the school staffing budget</p>	<p>We now have 60 parents who have volunteered to assist either in the classroom or workplace or both to enhance the curriculum experiences of students.</p> <p>In 2017 saw the introduction of Sentral and the Parent Portal. This is now another avenue for parents to access school information as well as specific information relating to their daughter such as attendance and reports.</p> <p>Facebook continues to be the main source of current information of school based activities.</p> <p>Documents, notes and policies are translated into Mandarin and Cantonese and published to parents and the school website.</p>

Next Steps

We will continue to gather parent contact details for the inclusion in the Partners in Learning data base. Staff will continue to be encouraged to organise parents as guest speakers in their classroom to enrich the curriculum for the students.

The Sentral program will continue to have modules rolled out in 2018.

The school now has access to a Korean interpreter as an additional resource for the school community.

Pre-service teachers will continue to be accepted across a wide variety of KLA's

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

Growth Coaching continued to be implemented in 2017. Staff were required to complete 2 observee and 2 observer lessons throughout the year. This consisted of Semester 1 – in faculty – 1 observee lesson and 1 observer lesson and in Semester 2 – cross faculty – 1 observee lesson and 1 observer lesson. All observations were required to be logged in the data base on Moodle.

Head teachers provided mentoring to new staff in the Growth Coaching model and process at the school.

Staff continued to engage with the PDP process and continued to work towards achieving their goals in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">The school provides opportunities for career growth in a supportive and professional environment including higher accreditation.All teaching staff participate in four sessions of observer/observee of professional dialogue using GROWTH coaching techniques per year.	HT provided with relief days to conduct classroom observations and annual review of PDP – funded from the school staffing entitlement	<p>In 2017 no teachers submitted applications for either HAT or LEAD.</p> <p>In 2017 there was greater staff confidence in the use of the Growth Coaching Observee and Observer process.</p>

Next Steps

Continued use of the Growth Coaching model with cross faculty observee and observer lessons to increase the collegial support across the school.

Head Teachers to train new staff members in the growth Coaching model.

Staff to continue to use KTS and encourage students to access resources for KTS on Moodle for the continued focus on literacy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1638.00	Assistance provided to the one family for payment of fees, excursions, camps, uniforms and other incidentals.
English language proficiency	Salaries – \$264,014.00 Flexible funding – \$29,025.00	EALD teacher support students within the classroom. A Community Liaison Officer is employed for 2 days per week to assist families with translations into Cantonese and Mandarin
Low level adjustment for disability	Salary – \$50,787.00 Flexible funding – \$46,482.00	0.5 LAST teacher provided in class support Additional SLSO's are employed to expand the support available. Literacy booster program continues to be funded to assist students on a 1 to 1 basis.
Socio-economic background	\$17,980.00	The homework center provides afternoon tea for students. The amount of students attending the homework center for tutoring support continues to grow Student assistance is provided to our families of lower SES with assistance with fees, uniforms, excursions, camps and other incidentals.
Support for beginning teachers	\$14,851.00	Period allocations for Beginning Teachers and their Mentors is provided Beginning Teacher TPL course fees is funded through this program to up skill our beginning teachers. Casual salaries to cover mentor periods and casual relief.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	1234	1228	1234	1248

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.3	96.7	97.5	96.6
8	96.5	95.7	95.6	96.2
9	96.4	95.9	94.8	95.1
10	95.9	95	95	94.5
11	94.7	94.9	95.5	95.9
12	95.5	94.3	95.1	96
All Years	96.1	95.4	95.6	95.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	0	1	5
TAFE entry	0	0.5	3
University Entry	0	0	95
Other	0	0	1.5
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

20 Year 12 students completed a VET qualification as part of their HSC in 2017. Students completed courses at the Northern Sydney Institute of TAFE– Ryde, Bradfield, Meadowbank and Hornsby; and Sydney Institute of TAFE, Ultimo College.

Completed VET Courses 2017 included:–

Tourism, Travel & Events Stage 2, Human Services Stage 2, Hospitality – Kitchen Operations Stage 2, Entertainment Industry Stage 2, Dance, Community Dance

School-Based Traineeships (SBAT's)

6 students commenced School Based Traineeships in 2017. All SBAT students complete 100 days of paid workplace learning with their employers and concurrently VET 2U Retail Services course. Employers for 2017 were KFC Yum Restaurants and McDonalds Australia.

Year 12 students attaining HSC or equivalent vocational education qualification

There were 200 students in Year 12 at Cheltenham Girls' High School in 2017. This was a 98% retention from Year 10 to Year 12.

100% of students achieved their HSC in 2017.

99% of students were eligible to receive an ATAR in 2017.

93% of students received a university offer for entry 2018. On the 18th February 2017, 188 students received offers from the following universities.

52 students for Macquarie University

45 students for University of Sydney

35 students for University of New South Wales

30 students for University of Technology

12 students for Australian Catholic University

7 students for University of Western Sydney

1 student for University of Newcastle

1 student for University of Wollongong

1 for Australian National University

1 student for Swinburne University

1 for University of Canberra

1 student for Torrens University Australia

5 students for non-UAC University direct offer

2 students for TAFE

Courses included:

Accounting, Animation, Architecture, Aviation (Pilot), Commerce, Construction & Property, Criminology, Design, Education, Engineering, Global & International Studies, Medical Science, Music, Nursing, Pharmacy, Physiotherapy, Psychology, Science, Veterinary Medicine.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	62
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	14.17
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

In 2017, 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 workshops 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. 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 the course of the year. These targeted sessions included / focused on:

- NAPLAN / SMART / RAP Data Analysis – Know Your Students
- Sentral Administration Training
- Sentral Markbook Training
- New Syllabus Implementation Planning
- EALD Support and Strategies for Supporting Students
- Teaching Professional Standards – Teacher Reflection
- Reframing Approaches to Assessment – 2018 NESA Requirements
- Improving the Quality of Report Writing
- AITSL Supervising Pre-Service Teacher Training
- Partners in Learning

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,069,865
Global funds	466,317
Tied funds	146,025
School & community sources	707,208
Interest	9,506
Trust receipts	247,886
Canteen	0
Total Receipts	1,576,942
Payments	
Teaching & learning	
Key Learning Areas	83,334
Excursions	136,209
Extracurricular dissections	83,285
Library	13,201
Training & Development	0
Tied Funds Payments	82,743
Short Term Relief	29,370
Administration & Office	185,408
Canteen Payments	0
Utilities	66,590
Maintenance	36,574
Trust Payments	233,540
Capital Programs	12,750
Total Payments	963,003
Balance carried forward	1,683,805

	2017 Actual (\$)
Opening Balance	0
Revenue	3,201,463
Appropriation	2,249,132
Sale of Goods and Services	156,466
Grants and Contributions	789,294
Gain and Loss	0
Other Revenue	0
Investment Income	6,572
Expenses	-1,212,356
Recurrent Expenses	-1,212,356
Employee Related	-305,007
Operating Expenses	-907,349
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,989,107
Balance Carried Forward	1,989,107

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	10,517,688
Base Per Capita	188,572
Base Location	0
Other Base	10,329,115
Equity Total	410,005
Equity Aboriginal	1,638
Equity Socio economic	17,980
Equity Language	293,117
Equity Disability	97,269
Targeted Total	0
Other Total	105,404
Grand Total	11,033,097

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

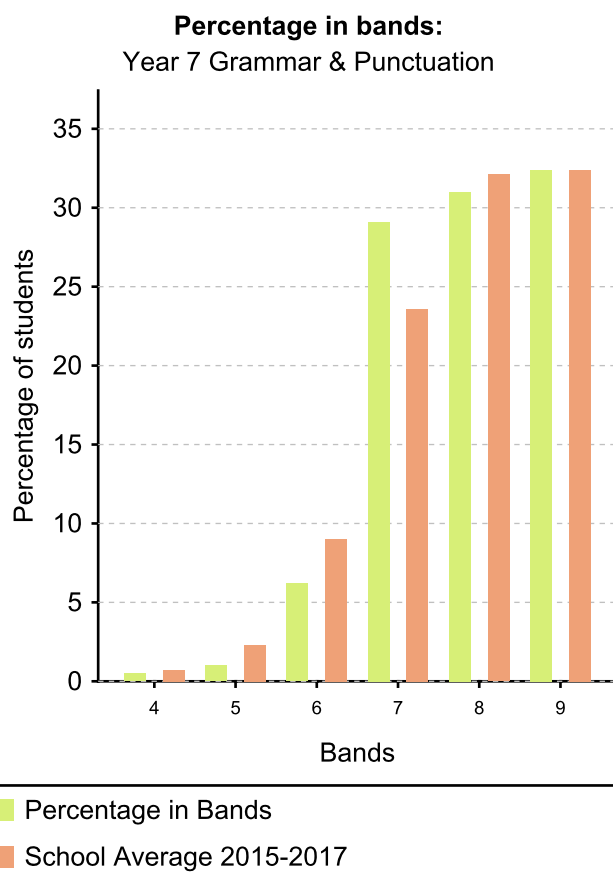
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

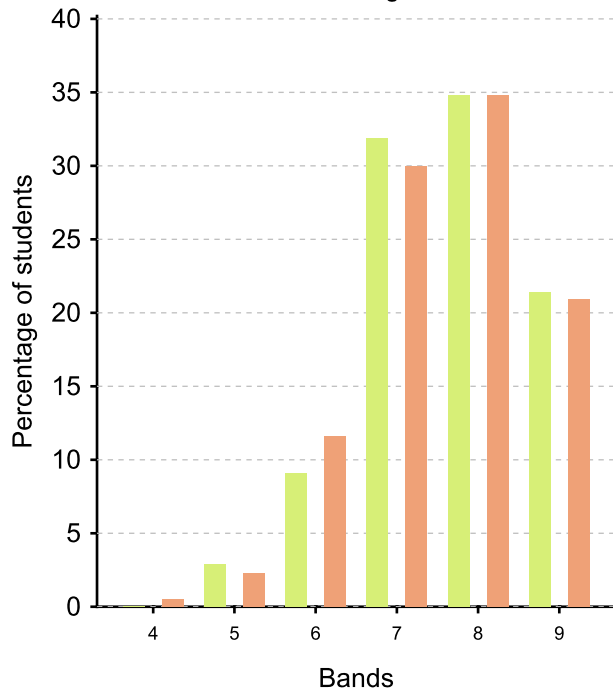
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 7 and Year 9 2017 the Literacy NAPLAN results were very pleasing with 80% of students achieving results in the top 3 bands for all areas. In Year 7 there were outstanding results in Grammar and Punctuation and Spelling, where 90% of students achieved in the top 3 bands. In Year 9 there were pleasing results for Grammar and Punctuation and Spelling with 50% of students achieving results in the top 3 bands.



Band	4	5	6	7	8	9
Percentage of students	0.5	1.0	6.2	29.1	31.0	32.4
School avg 2015-2017	0.7	2.3	9.0	23.6	32.1	32.4

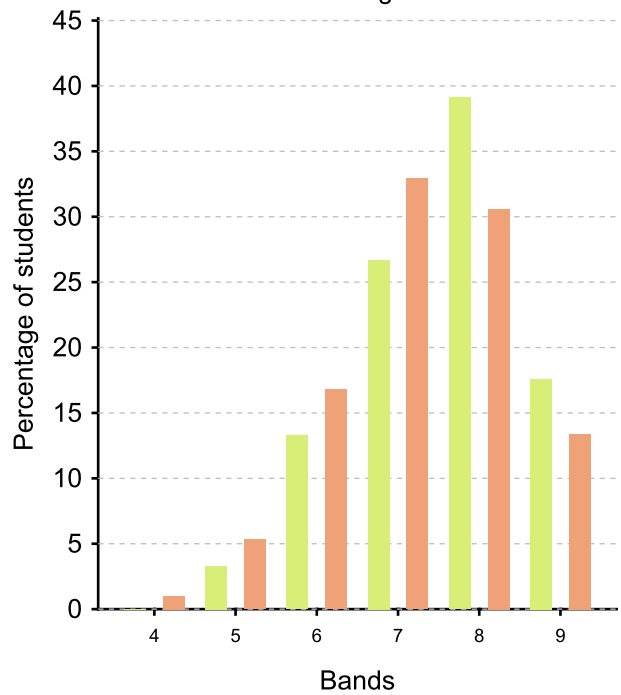
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.0	2.9	9.1	31.9	34.8	21.4
School avg 2015-2017	0.5	2.3	11.6	30.0	34.8	20.9

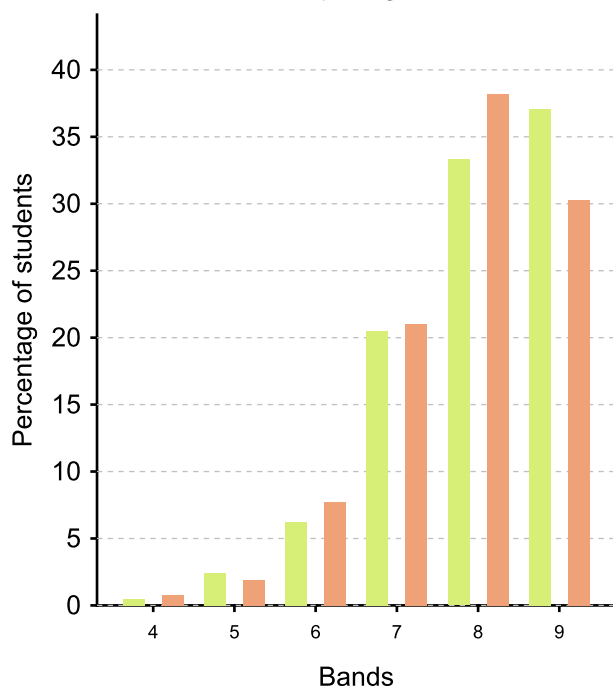
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

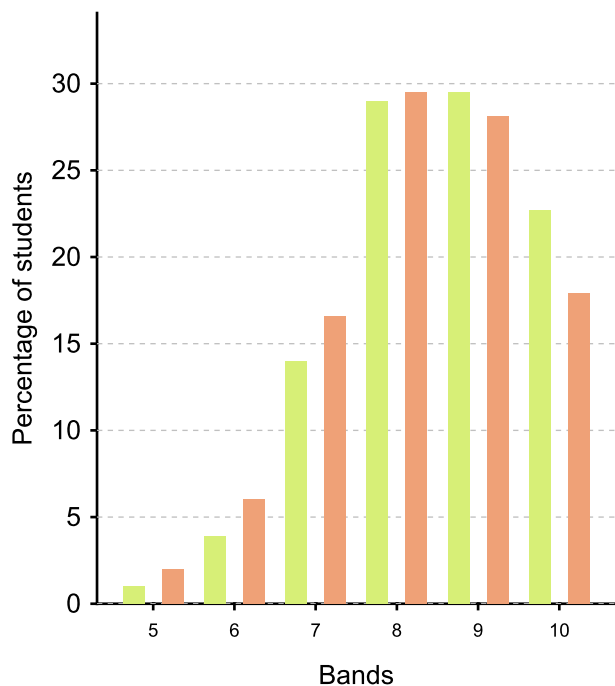
Band	4	5	6	7	8	9
Percentage of students	0.0	3.3	13.3	26.7	39.1	17.6
School avg 2015-2017	1.0	5.3	16.8	32.9	30.6	13.4

Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation

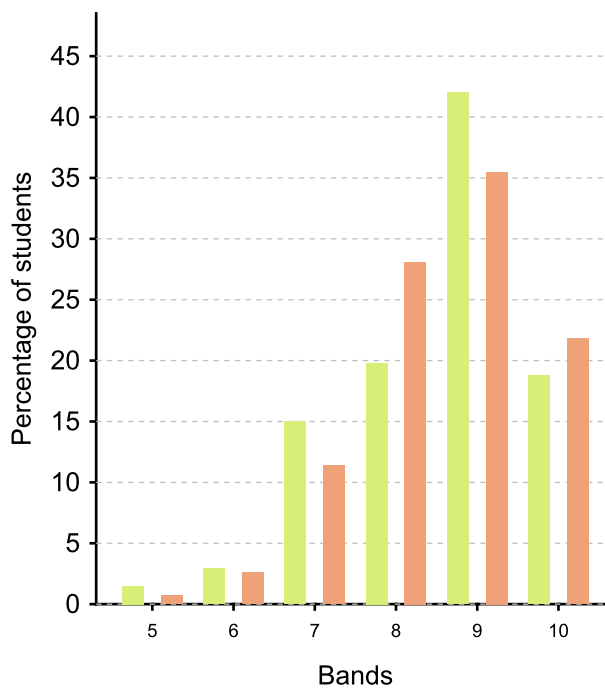


Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.0	3.9	14.0	29.0	29.5	22.7
School avg 2015-2017	2.0	6.0	16.6	29.5	28.1	17.9

Band	5	6	7	8	9	10
Percentage of students	0.0	4.4	14.1	42.7	26.2	12.6
School avg 2015-2017	0.8	4.9	12.9	34.1	31.0	16.3

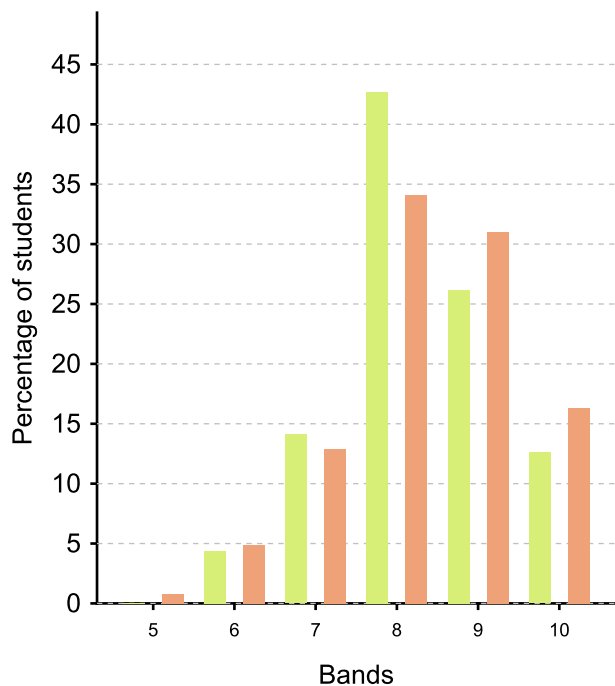
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

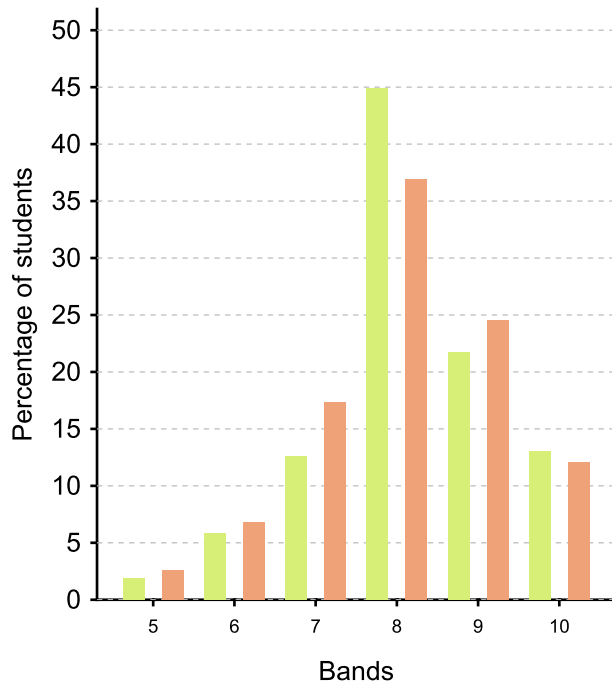
Band	5	6	7	8	9	10
Percentage of students	1.5	2.9	15.0	19.8	42.0	18.8
School avg 2015-2017	0.7	2.6	11.4	28.1	35.5	21.8

Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing

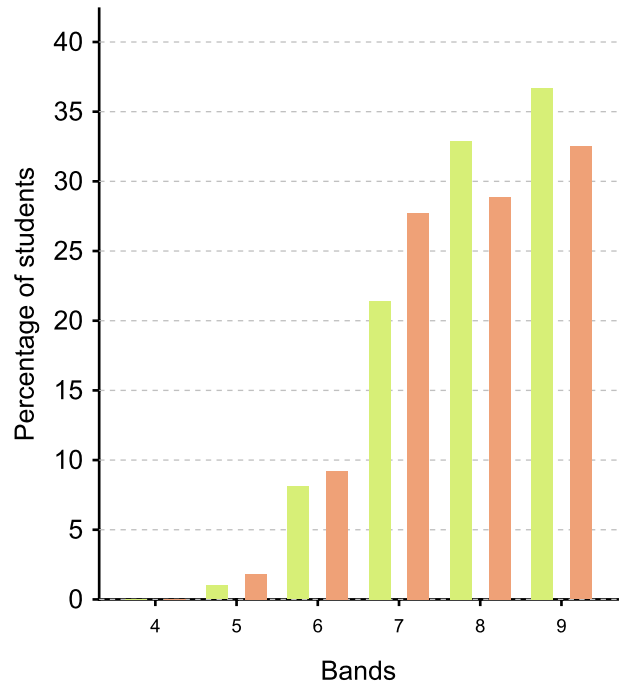


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.9	5.8	12.6	44.9	21.7	13.0
School avg 2015-2017	2.6	6.8	17.3	36.9	24.5	12.1

The Year 7 2017 Numeracy NAPLAN results were very pleasing with 91% of students achieving results in the top 3 bands. In Year 9 results continued to be pleasing with 85% of students achieving results in the top 3 bands.

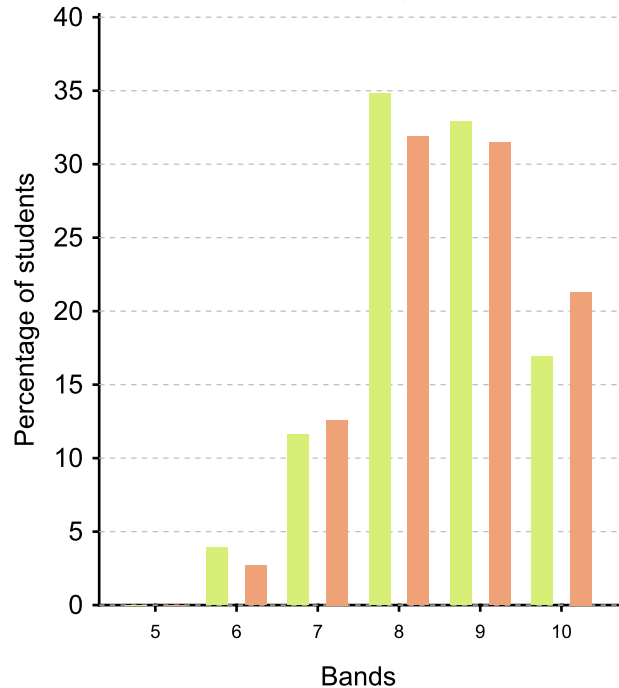
Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.0	1.0	8.1	21.4	32.9	36.7
School avg 2015-2017	0.0	1.8	9.2	27.7	28.9	32.5

Percentage in bands:
Year 9 Numeracy

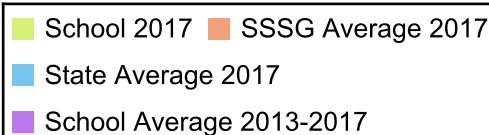
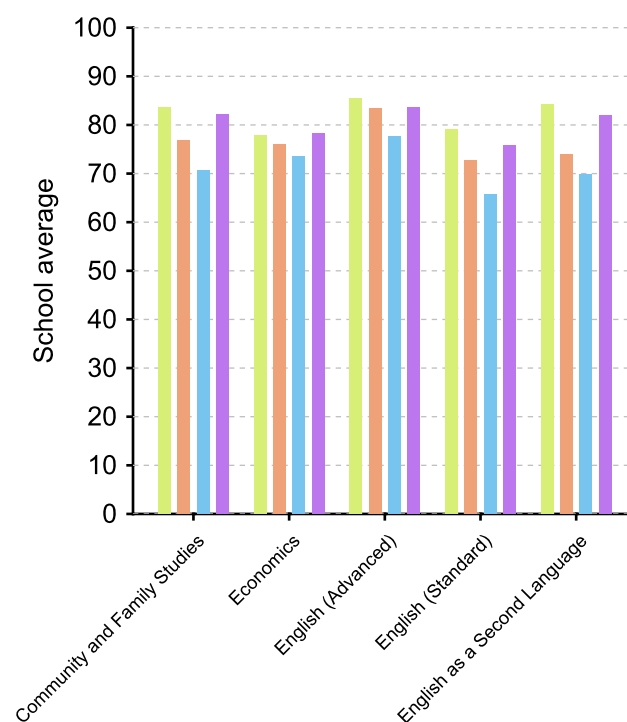
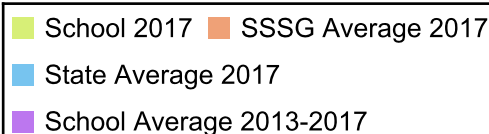
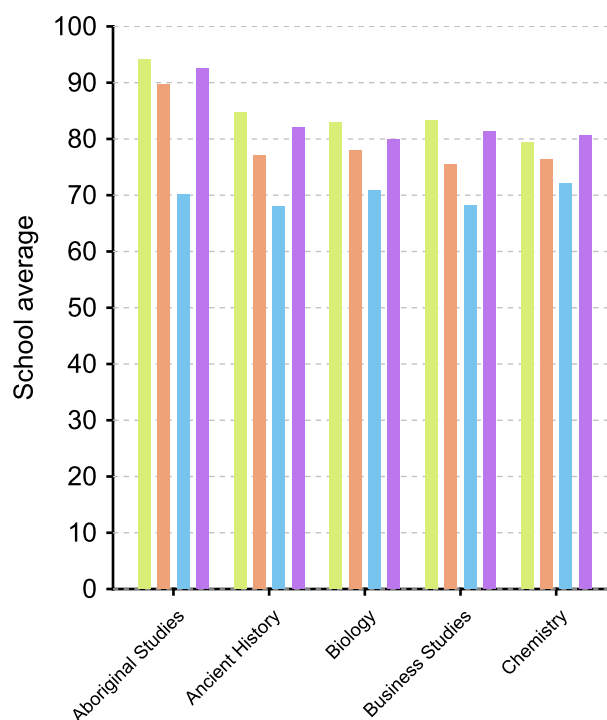


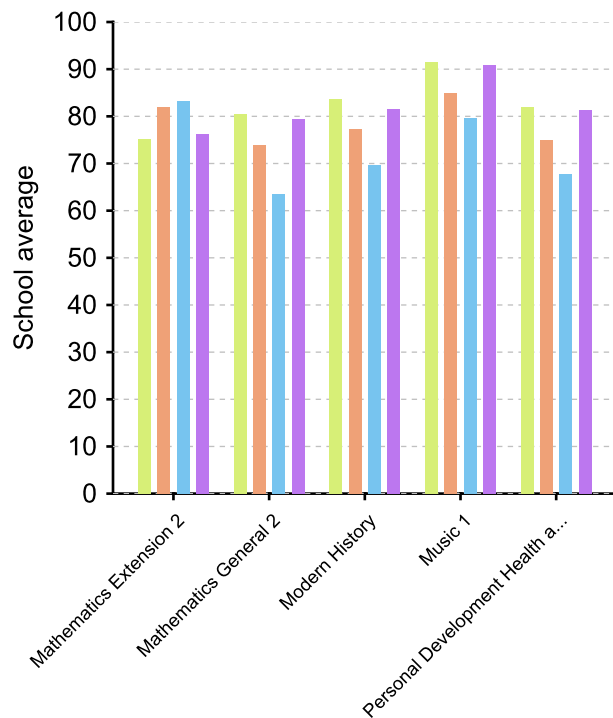
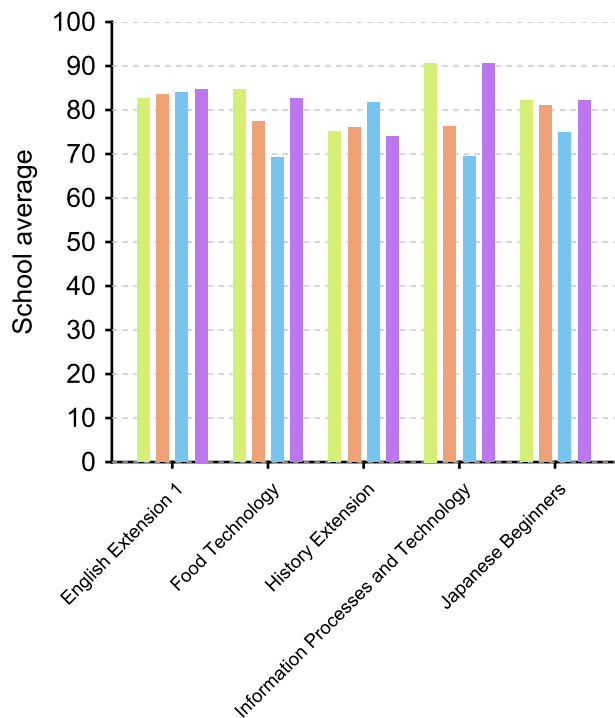
■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	3.9	11.6	34.8	32.9	16.9
School avg 2015-2017	0.0	2.7	12.6	31.9	31.5	21.3

Higher School Certificate (HSC)

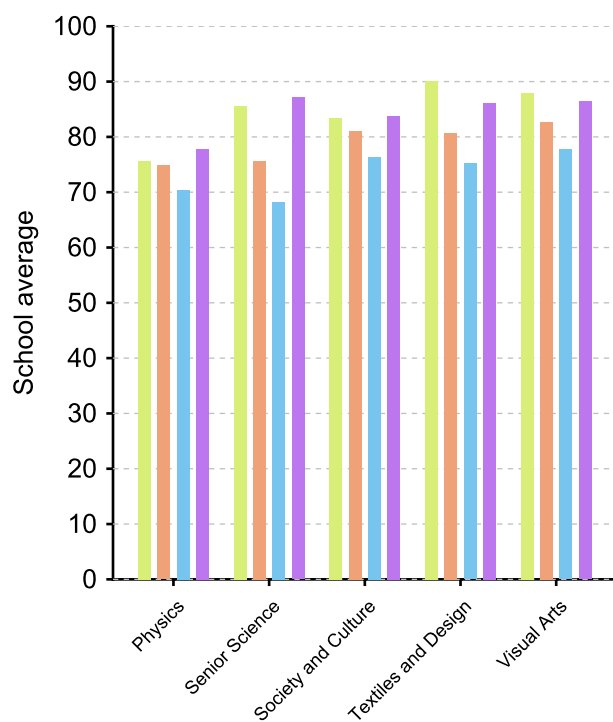
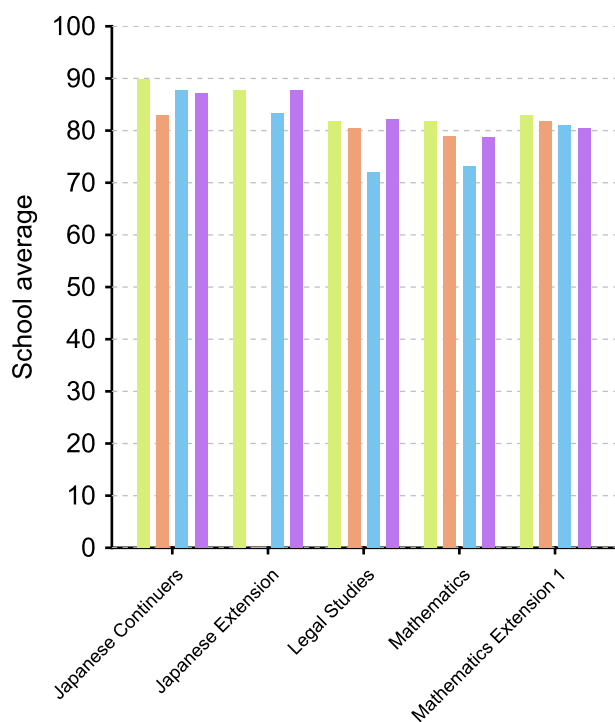
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

In 2017 Cheltenham Girls High School had 9 All Rounders, 1 First Place in Course for English as a Second Language, 9 Top Achievers, 130 Distinguished Achievers.

In 2017, 14 students completed the accelerated **Aboriginal Studies** course. 93% of Cheltenham students achieved a Band 6 compare to 13% of the

state. The school has achieved well above state average from 2009–2017. Students were placed 2nd and 3rd in the state merit list for Aboriginal Studies with a mark of 99/100 in 2017.

27 students completed the HSC **Ancient History** exam. 26% of students achieved a Band 6 compared to 9% of the state. 51% of students achieved Band 5 compared to 27% of the state. One student was placed 5th in the state merit list for Ancient History.

In **Biology**, 72 students completed the HSC exam in 2017. 25% of Cheltenham students achieved a Band 6 compared to 10% of the state. 46 % of Cheltenham students achieved a Band 5 compared to 24% of the state. One student was placed 11th in the state for Biology.

In 2017, 44 candidates completed **Business Studies**. Students in Business Studies gained results significantly higher than state average with 28% achieving Band 6 compared to 8% of the state and 46% achieving Band 5 compared to 28% of the state.

In **Chemistry**, 61 students completed the HSC exam in 2017. 11 % of Cheltenham students achieved a Band 6 equally that of the state. 49% of Cheltenham students achieved a Band 5 compared to 30% of the state.

In 2017, 28 students completed the **Community and Family Studies** HSC exam. 11% of students achieved a Band 6 compared to 4% of the state. 64% of students achieved a Band 5 compared to 26% of the state.

In 2017 6 students completed the HSC **Design and Technology** course. Our Band 5 results were well above the state average. 83% of students received a Band 5 compared to 32% in the state. One student nominated for the Shape exhibition at the Powerhouse Museum.

7 candidates completed the HSC **Drama** course with 43% of students achieving Band 5 compared to 29% of the state.

33 students completed the **Economics** HSC exam in 2017. 18% of students achieved a Band 6 compared to 14% of the state. 20% of students achieved a Band 5 compared to 34% of the state.

English Advanced had 103 Cheltenham students complete the 2017 HSC of which 21% achieved a Band 6 compared to 15% of the state. 71% of Cheltenham students achieved a Band 5 compared to 48% of the state.

84 Cheltenham students completed the **English Standard** examination in 2017 of which 5% achieved a Band 6 compared to 1% of the state. 48% of Cheltenham students achieved a Band 5 compared to 15% of the state. One student was placed 8th in the state merit list for English Standard.

In the **English as a Second Language** course in 2017, 12 Cheltenham students completed the HSC exam. 33% of Cheltenham students achieved a Band 6 compared to 5% of the state. 33% of Cheltenham

students achieved a Band 5 compared to 20% of the state. Students were placed 1st and 7th in the state for English as a Second Language

10 students completed the **English Extension 1** course for the 2017 HSC. 21% 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.

4 Cheltenham students completed the **English Extension 2** course in 2017. 25% of Cheltenham students achieved a Band E4 compared to 20% of the state. 50% of Cheltenham students achieved a Band E3 compared to 56% of the state.

In 2017, 29 students completed the HSC **Food Technology** course. The results were well above the state average. 24% of students from Cheltenham received a Band 6 compared to 9% in the State and 48% of students achieved a Band 5 compared to 22% in the State.

In **French Beginners** 6 students completed the 2017 HSC. 50% of Cheltenham students achieved a Band 6 compared to 22% of the state. 33% Cheltenham students achieved a Band 5 compared to 22% of the state.

6 students completed the **French Continuers** HSC course in 2017. 17% of Cheltenham students achieved a Band 6 compared to 25% of the state. 67% of Cheltenham students achieved a Band 5 compared to 40% of the state

Geography had 6 students complete the 2017 HSC. 33% of Cheltenham students achieved a Band 6 compared to 8% in the state and 50% achieved a Band 5 compared to 34% in the state.

In **History Extension** 10 students completed the HSC 2017. 60% of Cheltenham students achieved a Band 6 or 5 compared to 80% of the state.

In 2017, 12 students completed the **IPT** HSC exam. The results were well above the state average. 67% of students received a Band 6 compared to 8% of the state. 33% of students achieved Band 5 compared to the 23% of the state. One student received 4th in the State on the merit list.

14 students completed the **Japanese Beginners** HSC course in 2017. 29% of Cheltenham students achieved a Band 6 compared to 17% of the state. 29% of Cheltenham students achieved a Band 5 compared to 23% of the state. 1 student was placed 3rd in the state merit list for Japanese Beginners in 2017.

14 students completed the **Japanese Continuers** HSC course in 2017. 50% of Cheltenham students achieved a Band 6 compared to 28% of the state. 36% of Cheltenham students achieved a Band 5 compared to 33% of the state.

10 students completed the **Japanese Extension** exam in 2017. 70% of Cheltenham students achieved a Band E4 compared to 37% of the state. 30% of Cheltenham

students achieved a Band E3 compared to 53% of the state.

In 2017 19 students completed the **Legal Studies** HSC exam. 16% of Cheltenham students achieved a Band 6 compared to 13% of the state. 47% of Cheltenham students achieved a Band 5 compared to 31% of the state. 1 student came 13th in the state in the Legal Studies course.

Mathematics had 101 students complete the 2017 HSC exam. 26% of Cheltenham students achieved a Band 6 compared to 23% of the state. 42% of Cheltenham students achieved a Band 5 compared to 30% of the state.

Mathematics Extension 1 had 44 students complete the 2017 HSC exam. 31% of Cheltenham students achieved a Band E4 compared to 38% of the state. 57% of Cheltenham students achieved a Band E3 compared to 44% of the state.

Mathematics Extension 2 had 16 students complete the HSC exam. 5% of Cheltenham students achieved a Band E4 compared to 34% of the state. 68% of Cheltenham students achieved a Band E3 compared to 51% of the state.

Mathematics General 2 had 47 students complete the 2017 HSC exam. 25% of Cheltenham students achieved a Band 6 compared to 7% of the state. 23% of Cheltenham students achieved a Band 5 compared to 19% of the state.

30 students completed the 2017 HSC exam in **Modern History**. 33% of Cheltenham students achieved a Band 6 compared to 9% of the state. 40% of Cheltenham students achieved a Band 5 compared to 29% of the state.

11 Cheltenham students completed the HSC **Music 1** course. 82% of students achieved Band 6 compared to 20% of the state. 9% achieved Band 5 compared to 45% of the state.

In **Music 2**, 5 students completed the course. 60% of Cheltenham students achieved Band 6 compared to 37% of the state, and 40% achieved Band 5 compared to 52% of the state.

26 students completed the 2017 **Personal Development, Health and Physical Education** HSC exam. 11% of Cheltenham students achieved a Band 6 compared to 9% of the state. 58% of Cheltenham students achieved a Band 5 compared to 22% of the state.

In **Physics** 41 students completed the HSC exam. 2% of Cheltenham students achieved a Band 6 compared to 11% of the state. 24% of Cheltenham students achieved a Band 5 compared to 22% of the state.

In 2017, 33 students completed the **Senior Science** course. 51% achieved a Band 6 compared to 5% of the state and 27% of students achieved a Band 5 compared to 14% of the state.

In **Society and Culture** 33 students completed the HSC exam in 2017. 27% of students achieved a Band 6 compared to 13% of the state. 48% of students achieved a Band 5 compared to 35% of the state.

In 2017, 10 students completed the HSC **Textiles and Design** course. The results were well above the state average. 60% of students received a Band 6 compared to 14% of the State. 30% of students received a Band 5 compared to 37% of the State. One student received 9th in the State on the merit list and one student was nominated for the Textstyle exhibition.

Visual Arts had 35 students complete the course. 32% of Cheltenham students achieved Band 6 compared to 13% of the state. 68% of students earned Band 5 compared to 42% of the state.

Parent/caregiver, student, teacher satisfaction

Parents are an integral component in the life of Cheltenham Girls' High School. In 2017 our parents were involved in 2 tender panels. These panels were for the school uniform shop and canteen tenders. Through information provided at P&C meetings both parents and students are happy with these new providers.

After student requests for an alternative to the school jumper a new school jacket was developed with both parent and student input. The new school jacket became available in Term 1 2018. Parents, students and teacher are very happy with this new addition to the school uniform.

Policy requirements

Aboriginal education

In 2017 there was 1 aboriginal student at Cheltenham Girls' High School.

Cheltenham Girls' offer leadership opportunities for our Aboriginal Students to deliver the Welcome to Country at formal assemblies as well as opportunities to attend cultural activities to enhance their connections to the community.

Aboriginal education is evident in all KLA's across the school. Accelerated Aboriginal Studies continues to achieve outstanding success. In 2017 HSC students achieved 2nd and 3rd place in the state for Aboriginal Studies.

Multicultural and anti-racism education

Cheltenham Girls' embeds multicultural education and anti-racism in its day-to-day activities. Extra-curricular groups such as SRC and Social Justice play a vital role in educating students and building a deep knowledge and understanding of equity in society.

In 2017 Cheltenham Girls' continued to employ a Community Liaison Officer (CLO) to assist our Cantonese and Mandarin speaking families to feel a connection to the school. School documents are translated into Cantonese and Mandarin and then posted to the school website to assist our community to access and understand all school and Department of Education information. This process allows parents to feel connected to the school and understand what is happening at school with their daughters. The CLO attends parent information evenings to assist parents by translating the information presented into Cantonese and Mandarin.

Other school programs

Learning Support Team

The role of the Learning and Support Team (LST) is to provide specialist assistance and support to students in regular classes with additional learning needs. Further advice and professional learning is provided to classroom teachers on how to plan and implement strategies to help each student 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 to maximise student learnings.

The LST's core members include the Head Teacher Secondary Studies/Learning and Support Teacher (LaST), Deputy Principal, Head Teacher Welfare, Careers Advisors, School Counsellors and Teacher Librarian.

Classroom teachers are able to notify the LaST directly, regarding students who may require extra support through the use of the electronic learning support

referral. The referral is then discussed at the LST meeting and strategies, and or adjustments are implemented to assist the teacher and student to meet the individual learning needs of the student. Areas can include, literacy, numeracy and communication. Parents are encouraged to attend consultation meetings, thus enabling them to be actively involved in their child's education.

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 Roll Call – 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.
- One of the roles of the LST is to facilitate the analysis of data to support the identification of additional learning needs of students, and to address these additional needs in accordance with departmental policy and the requirements of the NCCD.
- 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.

Library

CGHS Library advocates and supports the academic and recreational reading needs of its staff and students in an innovative 21st Century Learning space that is dynamic and conducive to quality teaching and learning in the pursuit of lifelong learning. Students are able to access the Library daily: before school, recess and lunch.

The Library plays a strategic role in fostering, information literacy, research skills, and critical and creative thinking by increasing opportunities to work collaboratively with staff and students in designing and implementing whole school programs and wellbeing initiatives, such as, the NSW Premier's Reading Challenge (six medals were presented at the Annual Presentation Day 2017), Learn 2 Learn, Colour Club and weekly after hours Homework Centre to connect learners with resources. Parents are also encouraged to actively partake in their child's education by way of volunteering their services to the Library.

The physical library environment embraces 21st Century learnings, through the integration of android tablets to support the new school LMS (Oliver – search catalogue). Students have access to an immediate state of the art wireless network, coupled with a variety of accessible and flexible spaces for collaborative teaching and learning. The space is well equipped with printing services, annexe, complete with a class set of computers and learning pods, two projectors, interactive SMART television, a loft space for senior students with eight computers and specialist distance education room and discussion to support disability provisions.

The Teacher Librarian oversees collection development and curation of library resources, which is highly collaborative to ensure the successful establishment and management of a well-balanced 21st Century collection. Working collegial with SASS staff and school community ensures currency and relevance of resources to support the delivery of the Curriculum Programs, Personalised Learning Plans, as well as, digital resources for Distance Education Courses.

Moreover, the library collection seeks to retain and advocate for the traditional elements to meet the recreational reading needs of patrons including, Patron Driven Acquisition (student wish list), and recent inclusion of an online eBook and Audio book shared collection supported by Wheelers – ePlatform. Overall, the collection is extensive and includes; fiction, non-fiction, reference, subscriptions such as periodicals, digital resources including ClickView, a senior collection, as well as, accepting donations. The breadth of the collection reflects the diversity and cultural characteristics of the CGHS school community.

Student Wellbeing

Cheltenham Girls High is an inclusive learning community that is committed to excellence in girl's education in a comprehensive school setting. The care of the students of Cheltenham is a priority of all members of the teaching staff, but particularly the Welfare team. All teachers while at school are responsible for the welfare of students in their care. From the Yr 6 Transition through to the Yr 12 Graduation and subsequent HSC, a range of early intervention and restorative practices are applied to address the issues of welfare in the school community. The Welfare team is addressing the inappropriate social behaviour of some students by providing these students with opportunities to participate in welfare initiatives from Yr 7 to Yr 12, such as Respect day, Peer support, RUOK days and the many enrichment activities available to students.

The Welfare Team plans for opportunities that students can 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 Counsellor, Deputy, Careers teachers, Learning Support teachers and SLSO's. The purpose of these meetings is to discuss how best to care for the students and decisions which are made within the group is for the benefit of students. Camps are another positive time 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 sought after training program within the school. It allows students to obtain skills, which can lead to employment on a part-time basis for the students. One Café is located in the staff common room and the other Café is found outside E block. Both Cafés are always busy in the mornings.

The 4th 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 at Taracoonee. This is the holiday residence of the Vicars/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 students who attend the retreat appreciate the link to the Vicars/ Laurie family and the relationship to Cheltenham Girls High. The retreat allows valuable time and space for students to reflect on and delve into their leadership style. Considerable planning occurs between groups for the year ahead. Time is also allowed for evaluation of leadership styles and how students can better lead within their 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. In 2017 one student travelled and stayed in Canada for 3 terms.

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

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 3rd HSC survival evening was postponed till early 2018 so the information given on this night was relevant to 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. The CLO attends most parent meetings to answer questions from our parent body.

Learn 2 Learn

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.

Student Leadership

• Debating and Public Speaking

2017 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 and the Sydney University Debate Training Workshop.

The Macquarie Schools Cup and Sydney University Debate Training Workshop allowed all students (Years 7–12) to engage in high level debates and training workshops.

The Year 8 team of 2017 reached the Zone Quarter Final of the Premier's Debating Challenge, with the other teams all performing well throughout the competition.

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.

This year, for the first time, Cheltenham Girls' High School had students participate in the UN Youth Voice public speaking competition. This allowed students in Years 7–10 to pitch their solutions to solving issues that affect the global community. The turn-out to this competition was impressive and is something students would like to be involved in again in the future. Further training and participation in these and other competitions will be occurring in 2018.

• Cloud 9

In 2017, Cloud 9 continued its important role of raising awareness and helping to improve 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 2017 Cloud 9 engaged with students, once again helping with sessions in the Year 7 Friendship Day, a highlight this year was the making of stress balls, where the Cloud 9 students created hundreds of balls for the Year 7 students to put their finishing touches on. The girls worked with the Year 7 on issues such as being more resilient, what makes a true friend and coping with bullying.

Cloud 9's annual events such as Childhood Games Day and RuOk? Day were celebrated in true Cheltenham Girls' High style. This year the students purchased merchandise which will be used each year. The girls in Cloud 9 each and every RuOk? Day from 2017 and into the future, will be identifiable by their bright yellow vests. They also gave every staff member a lanyard and donated stress balls to the counsellor's office to further reinforce the sentiment of RuOk? At the annual Taracoonee Leadership Retreat in July, the Cloud 9 representatives engaged in discussion with the SRC about getting involved in Spirit Week in 2018. Hopefully this will be a platform for future collaboration with other groups around the school.

• Prefect Body

In early June of 2017, the newly elected prefects were announced and a short few days later visited Lane Cove national park for the annual prefect retreat. The two days flew by with all the girls coming together to talk and learn more about each other, collaborate ideas for the upcoming year and most importantly coming together as a group. Whilst on the retreat the executive body was elected. Upon getting back to school, the prefect body got to work, choreographing and rehearsing the prefect dance. The induction ceremony was a reminder to us all of the lasting legacy the outgoing prefects would leave behind including their incredibly successful major enFLOWERment project promoting girl's education across the globe. With such big shoes to fill, the prefect body of 2017–18 have worked hard over the following months to match those before us.

First was the 60th anniversary of Cheltenham Girls

open days which were most enjoyable and allowed the prefects to meet some of the first girls to walk through the gates all those years ago. Soon after was a school favourite event, Cheltenham's Got Talent! There were ten amazing acts fill our stage all bringing their own spark to the event. Our celebrity guest was no less than Cheltenham old girl Alana Patmore who performed an original piece that got the crowd going. In the end Year 12 hip-hop group Black Pepper took out first place with all funds raised from the event going towards the Autism Spectrum. The prefects' own dance fitted in with the 80's theme with a classics medley consisting of zombies dancing to Thriller, their very own material girls and an aerobics-inspired 'Girls just want to have fun'. The whole afternoon was a great success!

The first event of 2018 was Valentine's Day. A 4:30 wake up for some of our prefects to pick up the 700 roses was a big effort but all were happy to see it pay off. This event also marked the first collaboration with the prefect body of Epping Boys who graciously dedicated their time helping us wrap roses for the school whilst also gifting their own to the Year 12s of Cheltenham. The day brought love and happiness to the school, resulting in \$900 being donated to the Heart Foundation.

Throughout the year the prefects assisted in the many events run by the school including Parent/Teacher Interviews, PAF nights, the Art Exhibition, On the Move, Open Day, Orientation Day, Presentation Day and Meet the Teacher night. These events allow the prefects to join with the school and the wider community as they come together to enjoy what Cheltenham has to offer.

Many of our prefects have enjoyed visiting other schools in the area for their prefect afternoon teas. All enjoyed visiting Epping Boys for a 'Chepping' afternoon tea and were delighted to return the favour a few weeks later, having fun mingling and playing games.

The past months have flown by with all of the prefects in disbelief that the halfway mark of their time as prefects has well and truly passed. Every last moment has been enjoyed with many laughs shared along the way and the prefects found their place and what they had to offer as Cheltenham's prefects of 2017–18.

The prefects are looking forward to seeing their own major project taking place in the coming months. We would like to extend our sincerest thanks to Principal Mrs. Bridge, the Deputy Principals and in particular the prefect coordinator Ms. Macmillan whose advice, guidance and humour have been invaluable in ensuring that all things run smoothly while keeping a smile on our faces. Furthermore, the prefects would like to thank staff and students for helping all our causes thus far and allowing them to proudly represent our school.

- **SRC**

The Student Representative Council (SRC) 2016–2017 comprised of 26 enthusiastic students from Years 7 to 11. Being elected by their fellow peers, these students held great responsibilities, representing students in CGHS. The objectives of the SRC include keeping a lively school spirit with the organisation of fun,

fundraising events and being the voice of the students. 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 was postponed until Spirit Week 2018. We are sure it will be a fun filled, entertaining event. The SRC worked together and productively as a strong team, creating unforgettable memories for both themselves and the school community. They attended the annual leadership camp at Taracoonee which they found to be very beneficial. Representatives from the SRC liaised with the School Executive to select the new contractor for the canteen. 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. This campaign 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, and hot chocolates sold throughout the day. Overall the campaign was a great success, with over \$10, 000 donated to World Vision.

CGHS 60TH Anniversary

SRC were very active in the celebration of the schools 60th Anniversary. They co-ordinated the baking of 1300 pink cup cakes that were distributed to every student on the day. We were very grateful to the Prefects, Cloud 9, Social Justice and the Green team for their wonderful support. Students were surprised and delighted with this initiative.

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 and happy environment.

- **Social Justice**

2017 saw very strong leadership from our Year 11 cohort as well as a depth of talent and enthusiasm from our younger members in Years 7 and 8.

Social Justice was to support all our usual significant days, including International Women's Day on March 8th. Early morning pancakes and juice were this year accompanied by quotes from significant women

throughout history.

Early in the year the group decided to focus their year on building a well in a less fortunate country. They decided to go with the fundraising group – Human Appeal and representatives from this group attended their meetings and supported their campaigns. In August they organised a raffle to coincide with the school's 60th anniversary which raised over \$300. Social Justice is very grateful to local businesses for their support. In September they launched a money box campaign which raised over \$1500 for the appeal.

The highlight of the year was the "WELFAIR" – in the COLA the whole school participated in a festive fair of food and activities and competitions. The Fair raised over \$2000 and in 2018 the group will decide which country will be the recipient of all their hard work. As well as these school based activities, Social Justice at CGHS continues to be involved at a Local and State level. Social Justice Forums connect students across all educational platforms, and students are also allowed opportunities to volunteer in such programs as Candle Bag Packing days for the Salvation Army's Christmas appeal. The school also supports the attendance of students at leadership conferences such as Amnesty International schools conference and the schools own Taracoonie leadership retreat.

• IRIS

Independent Research in Science (IRIS) is a series of home based projects. This projects are designed to engage and extend 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 have been of a very high standard with a huge variety of interesting projects from working bridge, to a model of a motor and collection of soil sediments to show the processes of the rock strata. Some students presented their work as video presentations. It is pleasing to see how motivated and committed the Year 7 Students have with their projects. IRIS has always been a fun way for students to learn more about Science and to make some new friends from other classes who have similar interests.

• Girls In Property

In May 2017, 30 Year 10 students from Cheltenham Girls' High School were involved in Girls in Property. This exciting program was a combined initiative between the NSW Department of Education and the Property Council of NSW's Diversity Committee. Cheltenham Girls' was one of the lucky schools chosen to be involved with the ultimate aim of boosting the understanding of the types of careers linked to the property industry. The girls created projects with expert assistance and knowledge from a number of woman within the industry. The program also involved a 'site visit' day where the students were hosted at Sydney Tower by Westfield and Scentre Group and then at Barangaroo by Lendlease again learning about the opportunities that a career in Property can afford. The last event for the week was the Annual Women in Property Lunch. This was a chance for the girls to network with women who worked in the different fields

of the property industry; learning of their challenges and successes. The Cheltenham Girls' were outstanding throughout the different elements of the program. They confidently involved themselves at each different stage and came away from the experience with plans and new insights for their future career path.

• Sound and Lighting

In 2017 the Sound and Lighting Team updated the equipment with another two large head moving LED sport lights. It gave special light effects and colour to the events in the hall.

The students provide sound and lighting assistance to the weekly assembly in the hall. Students gradually build up their techniques in controlling the sound and lighting systems, especially the new LED sport lights.

The Sound and Lighting team continued to support the Music and PDHPE faculties in running the Performance Arts Festival and On The Move. In both night events, the whole Sound & Lighting Team are present. Videos were also taken and were put in the school server as a record.

Environmental Education and Sustainability

• Green Team

The Green Team is CGHS's environment group, which focuses on raises awareness of the issues surrounding the environment and sustainability. We also raise money for different environmental charities as well as looking at how we can reduce waste within school.

The Green Team had another very busy year in 2017 with various projects. In Term 1 students were involved in Clean up Australia day activities and Earth Hour.

In Term 2, the Green Team's main event was World Environment Wednesday – 'Saving Dory'. The aim for the event was to raise awareness for issues surrounding the destruction of the Great Barrier Reef. The Green Team started the #BantheBag campaign to raise awareness of how plastic bags affect the Great Barrier Reef. Some of the activities that ran on the day included an underwater themed mufti day, a Finding Dory Scavenger Hunt, Naughts and Crosses, Photobooth, Rubber Duck Race and #BantheBag petition. It was a great day and the Green Team raised many funds for the Great Barrier Reef Foundation.

Term 3 held Green Team's biggest event year, the Trashion Show. This year's Trashion show theme was "3017: The Environment of the Future". The aim was to raise awareness for the Save the Pangolin Foundation and helped the Social Justice team with the building of their well. It was the first time the Transport Prefects made an appearance. Their outfit was spectacular and encompassed the job of the prefects perfectly. From the students who attended the event, they commented on how wonderful and extraordinary the show was, using expressions such as "amusing", "creative", "colourful" and "inspirational", to describe their positive experience.

As of Term 4 the Green Team girls have been going to the KU Preschool next door, during Wednesday and Friday lunchtimes. Through this experience, the girls have been able to teach and inform the pre-schoolers simple ways to save our environment through fun activities. Some of the activities the girls have participated in included: Paper wreaths, scavenger hunts and bookmarks. During Term 4 the Green Team also ran the National Recycling Week campaign where students made sure that every classroom and staffroom had a recycling box for paper recycling. Green Team also provided an opportunity for students to recycle clothing, ink cartridges and mobile phones during the week. Finally, to round up the year, the Green Team raised money for GreenPeace, to highlight the destruction of the polar ice caps and the loss of habitat for polar bears. This was done with a bake sale entitled, "Go Green for GreenPeace" where green baked goods and other delicacies were sold to raise money for the charity.

The Green Team had a packed year in 2017. 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 2018.

• **Gardening Club**

In 2017 the Gardening Club had around 40 students join.

The year we were focused on the building up the basic gardening skills of the club members. We tried to germinate the vegetables from seeds and reduced the relying on the buying of young seedlings from the nursery.

From Term 2 to Term 4, we had the competition of The Best Veggie Patch Of The Term. It stimulated the students to decorate their veggie patches and put more effort into presenting their planting.

The electric pump for the rain water tank was installed so now we could use the stored rain water to water our plants.

Achievements in Technology and Applied Studies, Performing Arts and Sport

• **Design and Technology**

In 2017 one student was 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.

One student was nominated for her hygienic handsfree door latch.

• **Textiles Technology**

In 2017 one student from Cheltenham Girls' was placed 8th in the State in Textiles and Design. Another student was selected for the Textstlye exhibition which showcases excellence in Textile and Design projects form the HSC. The presentation evening was held on

Thursday the 8th March 2018 and the exhibition is held in conjunction with the Rosehill Stitches and Craft show.

• **Creative and Performing Arts**

2017 was a very successful year in Visual Arts. One student's expressive oil painting based on memories on her Grandfather was nominated for Art Express. A series of portrait drawings focusing on youth homelessness in Sydney by another was accepted for exhibition at Art Express.

A number of year 11 students attended the National Art School for Intensive Studio Practice courses in the school holidays. These workshops aim to foster excellence in a media of the student's choice.

The annual Art Exhibition in the school hall was an excellent showcase of our student's creative endeavours across many media areas. It was a night full of excitement as students finally could celebrate the completion of their Body of Works. Also in the exhibition, Year 7 and 8 students elected to draw a portrait of their teacher for our Cheltenham Archibald Prize. All students who entered were rewarded with an excursion to the Art Gallery of NSW to see the actual Archibald exhibition.

The Music results indicate a very positive year in 2017 The Music 2 nominations to Encore for both performance and composition from a class of five students was further testimony to the outstanding results achieved. Our school ensembles continue to grow in popularity in 2017.

Our very large and active Junior Choir, continued to provide a wonderful opportunity for girls to expand their musical experience and develop their vocal ability.

Senior Choir started the year with a combined workshop with Epping Boys and students from the Hope Children's Orphanage Choir from Uganda. The Senior Choir have learnt a broad range of repertoire this year from Classical, Reggae and Pop. The choir in 2017 consisted of 30 students from Years 10 – 12, under the direction of Mrs Louise Lander.

The Orchestra grew in size and strength of sound in 2017, and explored both Classical and Jazz repertoire.

The Wind Ensemble, were invited to perform under the baton of renowned Australian conductor and composer Barrie Gott in a concert at Chatswood High School that featured other distinguished ensembles from the Northern region of Sydney.

The extracurricular Guitar Ensemble was open to students from Years 7 – 12. Mrs David Thirgood from Intuition Studios rehearsed the group every Wednesday during lunch.

Each of these ensembles rehearses at least once a week and performs at the School's Performing Arts Festivals (PAF). These evenings are attended by parents and fellow students, giving them the opportunity to see the wonderful work achieved by

dedicated students and staff.

2017 was a year when a number of our students were selected as members of various NSW Performing Arts Ensembles. These girls attend weekly rehearsals and perform at high profile local and national events. These ensembles include the NSW Public Schools Millennium Marching Band, the Symphonic Wind Orchestra, Sydney Singers and State Choir.

Celebration Sing Out – 60 students from Senior Choir and elective music students participated in the annual celebration 'Sing Out' concert. It was held at the Town Hall in October to a full house raising \$30,000 for the Music Therapy Unit at The Children's Hospital Westmead.

In 2017 three Drama students from 2016 performed in the HSC Drama showcase Onstage. The students shared their performance 'And Nobody Noticed' to a large audience. This performance explored the criminal history of Adrian Bayley and the events that could have prevented the violent death of his victim.

Year 9, 10 and 11 Drama, as well as the Junior Drama Ensemble performed at the annual Performing Arts Evening. In addition, the Junior Drama Ensemble developed two performances for the Year 5 Open Day.

An exciting component of the schools 60th anniversary celebrations was the highly anticipated collaborative Epping Boys' and Cheltenham Girls' High School production of West Side Story. Cheltenham Girls' provided the two female leads one in Year 12 and one in Year 11. An extensive group of singers, dancers and orchestral players of exceptional calibre made a significant contribution to the performance. Students were also involved in staging, set building and design, sound and lighting, ushering and costume production. Students studying VET Entertainment were able to refine their skills in food service in conjunction with the performance. West Side Story was a successful and professionally delivered collaborative performance that provided many lifelong memories for all those lucky enough to have been involved. It was enthusiastically and warmly received by all audiences.

• Sport

2017 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 Erin McKinnon, a female AFL player, who played in the inaugural Women's AFL season in 2017. She spoke about the importance of sport throughout her school career and encouraged the girls to continue playing sport.

School Sporting Blues were awarded to 9 students in Year 12 in 2017 with six students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. One student in Year received 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 2017, two students were awarded Zone Blues for excellence in their chosen sports of football, cross country 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 2017, 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 placed 5th with one age champion at this carnival.

Our school cross country carnival was again held at Macquarie University Sports Fields in March. 55 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. We had two Age Champions in the 15 years' and 16 years' division at Zone. Cheltenham was placed second overall. 18 girls went on to compete at the Sydney North Cross Country Carnival with one student placing 1st in the 17 years age group. 4 students represented Sydney North Region at CHS Cross Country.

The school athletics carnival was held in June, at Sydney Olympic Park Athletics Centre. Sixty-three 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 first overall at this carnival. There were 2 Zone Age Champions. 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. 29 girls were selected to represent the zone at the Sydney North Carnival in July.

16 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 2017 our Targeted Sport Program continued. Four sports were on offer for students to trial for; 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 as well as the Sydney North Netball Championships at Gosford.

Cheltenham experienced outstanding success in 2017 with continued growth and popularity within the TSP Dance and Aerobics Program. Over 200 students trialled for the program in 2017, with 150 athletes successfully selected for the different TSP teams. 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. The Senior Aerobics team won a bronze medal at the National Championships on the Gold Coast in May.

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 U15s Knockout Netball team progressed beyond the regional final and was crowned the Debra Hanson Shield Champions, in the state CHS KO competition in which 353 teams competed. They won 8 games in a row. Our Opens Knockout Netball team also made it through the CHS Finals series and were placed 7th in the state. A number of our netball 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, volleyball, tennis, 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, 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, AFL, cycle class, golf, 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, bake sale, selling merchandise and holding a staff v student cricket match. They also lead Year 7 in house cheers at the swimming carnival.