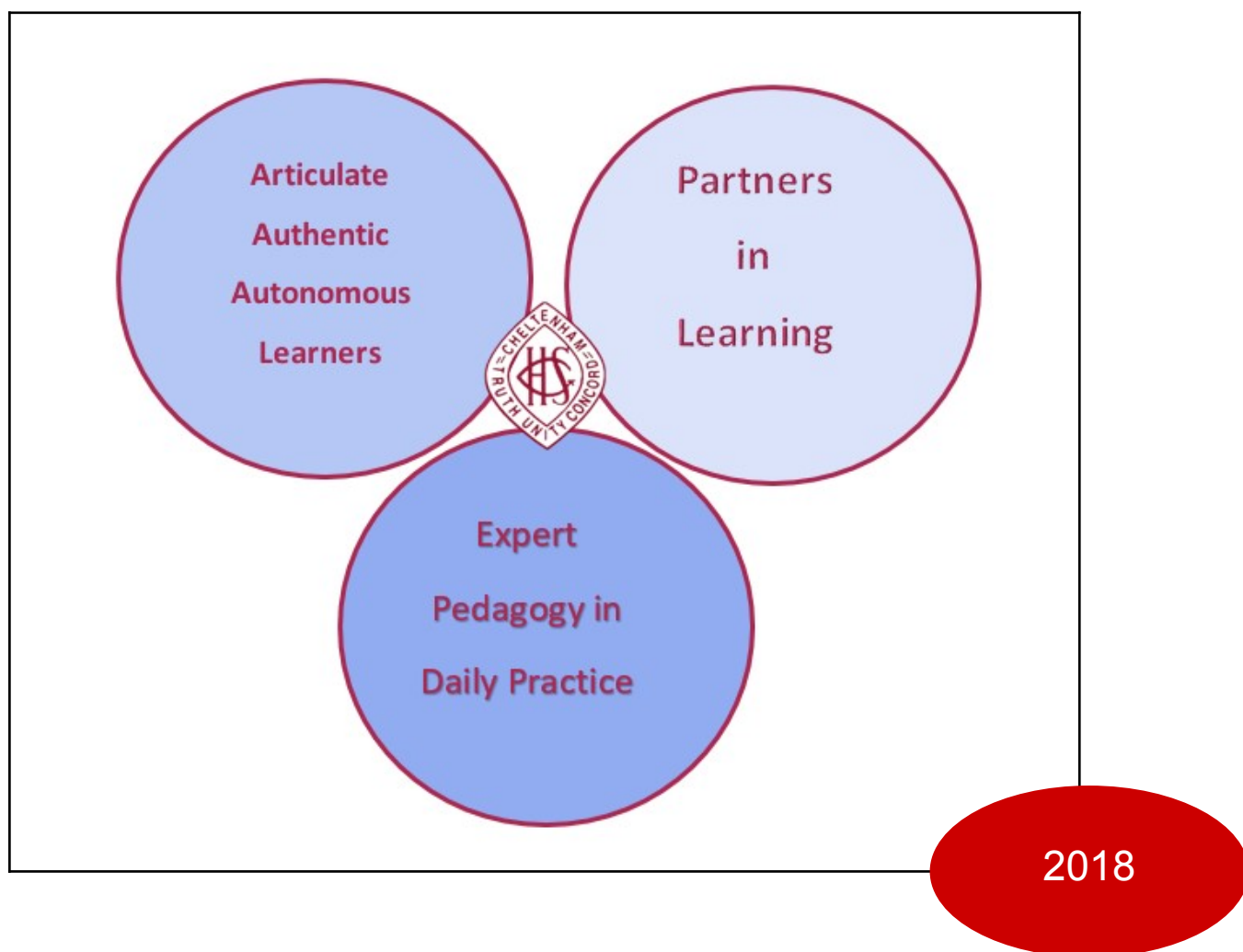


Cheltenham Girls High School

Annual Report



8208

Introduction

The Annual Report for **2018** 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.

Suellen Lawrence

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, collaborative 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 and foster lifelong learning.

School context

Cheltenham Girls' High School was established as a local comprehensive high school in 1958. 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.

The school enjoys strong positive community relations. The school is committed to the development of social responsibility within all students.

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), and 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 2018 1330 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state. Approximately 66% of total enrolments in 2018 are from language backgrounds other than English.

Demand for enrolment is very high within the indicative enrolment area. Changes to the enrolment policy and procedures in 2018 has resulted in increased numbers enrolments in all year groups. This trend is predicted to continue with increasing enrolments particularly with large numbers of multi-story housing developments within the indicative boundaries.

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 continued to focus on improvements aligned to 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.

LEARNING

Learning Culture continues at Growing and Sustaining with further development in all areas with a whole school focus on assessment and reporting, student mentoring and improving opportunities for students as we move toward Excelling

Wellbeing continues at Sustaining and Growing with students being empowered through strong proactive wellbeing programs to connect thrive and succeed as authentic articulated and autonomous learners.

Curriculum and Learning continues at Growing and Sustaining with personalised learning support programs and interventions linked to expert data analysis such as NAPLAN and formative assessment, and successful transition initiatives to enable students to better access curriculum and learning through all year groups.

Assessment and Reporting continues at Growing and Sustaining through the implementation of planned SCOUT analysis in each stage with a focus on additional strategies for student reflection and feedback. We continue to focus on formative assessment and feedback to students on literacy improvements.

Student Performance Measures continues at Excelling utilising explicit teaching of literacy for all students and implementation of personalised learning support processes to improve value added data.

TEACHING

Effective Classroom Practice continues at Sustaining and Growing with further refinement of the teacher performance development plan (PDP) and deeper focus on explicit teaching of literacy.

Data Skills and Use continues at Sustaining and Growing with increase professional learning to analysis and utilise SCOUT data for improved teaching and learning to meet student needs and improve student outcomes.

Collaborative Practice continues at Sustaining and Growing with a further focus on providing quality feedback to teachers through mentor observation of teaching practice and the introduction of more collaborative classroom practice.

Learning and Development continues at Sustaining and Growing with a focus on professional learning to implement better tracking of student performance utilising SCOUT data including Best Start linked to the literacy progressions.

Professional Standards Continues at Sustaining and Growing with quality Beginning and ECT programs supporting the achievement of accreditation. Greater focus has begun on higher accreditation for more experienced staff.

LEADING

Leadership continues at Sustaining and Growing with strong commitment to the implementation and refinement of the school strategic directions.

School Planning Implementation continues at Excelling with a number of targets being met and a whole school community review to increase the innovation of processes and the quality of improvement measures for 2019–20.

School Resources – continues at Excelling with successful succession planning and robust systems that provide for quality resourcing of teaching and learning leading to whole school improvement.

Management Practices and Processes – continues at Sustaining and Growing with evaluations of learning and wellbeing programs leading to improved practices and processes in response to student feedback and student achievement data.

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.

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. STEM projects have been implemented through Science and Technology however, there is more work to be accomplished with collaborative STEM projects across faculties. Key Term Scaffolds continue to be embedded in teaching and learning across all faculties and in new syllabus programs. Explicit teaching of glossary terms and scaffolding a response continues as a literacy focus in the school. All students in Year 12 Physics, Chemistry and Biology and Earth and Environmental Science and all mathematics levels were provided with new syllabus text books for the start of year 12 in term 4 2018. The Year 11 Learn 2 Learn program concluded at end of 2017 and was evaluated and modified to become the SHIFT program. This was delivered to Year 11 into 12 at the beginning term 4 in 2018. This program covered many of the topics that were identified, through student feedback, as highly important for the HSC year. The Year 10 into Year 11 subject selection mentoring interviews were very successful with positive feedback from both students and parents and continued into 2018. The literacy booster program continued in 2018. Not all students offered a position in the Literacy Booster program accepted the support offered. This process ensures equity for educational access for all students. Students who did not meet the minimum standard in NAPLAN continued to be offered additional assistance via this withdrawal program. Digital and financial literacy are still to be implemented.

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">• 80% students in years 7 – 10 demonstrate expected demonstrate growth in literacy and numeracy.• Improved student critical and creative thinking through collaborative and future focused learning aligned to the Melbourne Dec (2008) Goal 2.	<p>Utilisation of collaborative learning settings for implementation of STEM within and across faculties.</p> <p>Change to classroom usage for physical preparation of classroom for collaborative learning including furniture and resources.</p> <p>SHIFT program included specific literacy component using key terms scaffold and study skills.</p> <p>Year 10 in 11 Subject Selection mentoring parent–student – teacher interviews. Continues 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>Resourcing and staffing for digital and financial literacy</p>	<p>Improve VA growth scores for top 20 under performing</p> <p>Identification of top 20 students through NAPLAN data. Students surveyed for attitudes to NAPLAN and explicit whole school literacy strategies applied in all subject areas. Focus on developing a whole school Literacy team has begun.</p> <p>STEM</p> <p>Investigation of existing STEM activities in various faculties. Cross faculty planning underway for collaborative classroom with STEM projects.</p> <p>Improved digital literacy Year 7</p> <p>Currently developing a whole school digital literacy program through Library resourcing for implementation with Year 7 in 2019.</p> <p>Improved financial literacy</p> <p>Evaluated and refined the L2L program to SHIFT program for year 11 financial literacy program is under development for inclusion in Year 11/12</p> <p>Increase numbers of subject available including VET</p>

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">• 80% students in years 7 – 10 demonstrate expected demonstrate growth in literacy and numeracy.• Improved student critical and creative thinking through collaborative and future focused learning aligned to the Melbourne Dec (2008) Goal 2.	delivery. Refugee students continue to be supported with personalised learning and support.	Science faculty implemented Science Extension and Philosophy continued to grow in popularity. In 2019 VET subjects including Tourism and Entertainment training will be investigated for implementation in 2020.

Next Steps

Development and implementation of greater collaborative learning including teaching sessions with 2 classes together, composite classes such as a 9/10 classes, and cross faculty such as Science Technology classes for project work. Dedicated classrooms to be timetabled for collaborative classes.

Further development of digital and financial literacy programs is planned for 2019.

Continue focus on explicit teaching of literacy in all faculties with all year groups linked to quality feedback and student centred goal setting for improved literacy using the Literacy progressions implemented through a whole school literacy team.

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 continues to be regularly updated with school events and photos of student achievement promoting immediate access to school events. All coordinators of leadership groups provide the information and photos for the Facebook posts. Further refinement of communication modes is underway.

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. In 2018 the CLO attended P & C meetings to plan and coordinate parent information sessions commensurate with student wellbeing and learning sessions at school. The parents sessions planned for 2019 include how parents can assist children at home with study skills, the importance of sleep hygiene for teens, liaising with the YLO for domestic violence and cyber safety seminars and Black Dog seminars for managing mental and emotional health.

Parents continue to volunteer to support the curriculum by addressing students within the classroom or having students attend their workplace for work experience. The Year 6 into 7 transition continues to strengthen. The addition of a new head teacher position Secondary Studies to manage enrolment and transition process has been of great value particularly with students and families from NESB and to students who experience health matters.

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">Increased communication and involvement with parents and community to support student learning and wellbeing to exceed state average in TTFM survey.Increase support services through CLO– Korean, Indian evidenced through TTFM and CLO feedback.Expand career opportunities for students through broader curriculum and Alumni links.	<p>Expansion of Sentral capabilities –Third party Software –funded by the school.</p> <p>Technology Budget supported by P & C fully expended in upgrades and replacement technology throughout school.</p> <p>CLO continues to work 2days a week funded by RAM – English language proficiency funds.</p> <p>Teachers continue to volunteer to supervise pre–service teachers.</p> <p>Alumni processes continue to be driven through contact with the Alumni Coordinator in the school.</p> <p>Transition coordinator provided with a 4 period allowance out of the school staffing budget but will transfer in 2019 into Head teacher secondary studies</p>	<p>Increased engagement and involvement with parents through &hellip;</p> <p>P & C completed Strengthening Community Engagement self– assessment tool to provide more detailed feedback. P & C numbers have grown and communication continues through formal and informal processes.</p> <p>Increase support services</p> <p>Continued and expanded services to support families through CLO for student transition points and wellbeing. CLO providing services for Korean families is expected in Term 2, 2019</p> <p>Further development of Alumni</p> <p>CGHS Alumni contacts provided to all students in Year 12, 2018 with successful uptake to engage students with career networking opportunities and increasing Alumni participation by 14%</p> <p>Increase student wellbeing</p> <p>Community wellbeing link successfully implemented on the new school website providing students and families with ready access to information and support services related to emotional and mental health.</p>

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">• Increased communication and involvement with parents and community to support student learning and wellbeing to exceed state average in TTFM survey.• Increase support services through CLO– Korean, Indian evidenced through TTFM and CLO feedback.• Expand career opportunities for students through broader curriculum and Alumni links.	role.	Implementation of the SHIFT program to support student wellbeing through transition from junior to senior school years.

Next Steps

Further consultation and engagement with community through school plan review for improvement measures in 2019 – 20. Increase parent learning through workshops and seminars implemented through P&C and CLO collaboration related to student learning and wellbeing.

Investigation new report format for Year 7 in 2019 with A–E grades replacing marks focus.

Korean speaking CLO to be employed to expand student and family support services.

Expansion of the Alumni network to support increase Alumni involvement in school activities.

Strategic Direction 3

Expert Pedagogy in Daily Practice

Purpose

The purpose is to develop and extend teacher knowledge and skills to deliver quality teaching pedagogy across the school through accessing internal and external professional development

Overall summary of progress

Growth Coaching continued to be implemented in 2018. Staff were required to complete 2 observee and 2 observer lessons throughout the year. However, due to increase staff numbers in 2018, further professional learning in growth coaching technique is required for new staff.

Staff have further developed the PDP process within faculties with stronger links of goals to APTS and school strategic directions

Initial discussion and investigations have been undertaken into training for VET subjects that may fit into the curriculum offerings. This will be followed up in 2019 with implementation planned in 2020.

Teachers continue to meet accreditation requirements at proficient and support is available for those wishing to undertake higher accreditation.

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">• Move whole school professional learning in targeted areas to sustaining and growing in SEF self-evaluation.• 100% faculties implementing literacy, formative assessment providing quality feedback, and delivering future focussed learning.• Increased opportunities for career growth and more staff attempting higher levels of accreditation.	<p>Twilight sessions implemented on 2 evenings in Term 2 and 3 to support more productive professional learning.</p> <p>Professional learning time to support planning and implementation of new syllabus in English, Mathematics, Science and TAS including programming and assessment.</p> <p>HT provided with relief support to conduct classroom observations and annual review of PDP</p>	<p>Implementation of Twilight professional learning sessions during the year focussed on literacy EALD, differentiation and feedback. Evaluations indicate staff found Twilight professional learning productive and valuable.</p> <p>Formative assessment process included in programming and reporting processes implemented across all faculties in all year groups.</p> <p>More development of higher accreditation process is underway for 2019.</p>

Next Steps

Implementation of formal mentoring position for teacher wishing to undertake higher accreditation

Revisiting Growth Coaching as needed for new and inexperienced staff and extend growth coaching conversations into classroom feedback for students in 2019.

Implementation of a collaborative approach to classroom learning facilitated through the collaborative learning team and refurbishing of classrooms to support more collaborative learning.

Implementation of literacy targets through whole school (every faculty represented) Literacy team. This team will steer literacy strategies in each faculty aligned to Literacy progressions mapped for students. Implementation of NAPLAN online and Best Start in Year 7.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Salaries – \$249,871 Flexible Funding – \$44,234	EALD staffing of 2.4 provides support in the classroom for student in Year 7–12 A CLO is employed to assist our Cantonese and Mandarin and Korean support via one of the EALD teachers by speaking to families in their languages or interpreting during interviews.
Low level adjustment for disability	Salary – \$62,468 Flexible Funding – \$66,564	LAST 0.6 staffing for support in the classroom for the identified students as well as support for staff to make adjustments for students in their classes. Additional SLSO support of 1.0 plus specialised programs such as Literacy Booster coordinated by an additional LAST
Quality Teaching, Successful Students (QTSS)	Socio–economic background Flexible Funding – \$18,334	Student assistance provided to families in need for school fees, uniforms, excursions and camps. Students are also support with food from the canteen to ensure they have 2 meals per day (breakfast and lunch)
Support for beginning teachers	\$66,230 – Salaries and course fees	Beginning teachers are provided with support and mentoring as well as attendance at Professional Development courses and release time for programming

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	0	0	0	0
Girls	1228	1234	1248	1341

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.7	97.5	96.6	96.5
8	95.7	95.6	96.2	96
9	95.9	94.8	95.1	94.9
10	95	95	94.5	94.2
11	94.9	95.5	95.9	93.3
12	94.3	95.1	96	94.1
All Years	95.4	95.6	95.7	94.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Non-attendance is managed through the implementation of a welfare process which includes fortnight checks on attendance, discussions with students and parents, attendance monitoring cards and the HSLO involvement

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	2.29
TAFE entry	0	0	2.29
University Entry	0	0	93.11
Other	0	0	0.5
Unknown	0	0	1.83

Year 12 students undertaking vocational or trade training

Sixteen Year 12 students attaining HSC with a vocational education qualification (VET)

VET Qualifications completed in 2018

Sixteen students completed a VET qualifications as part of their HSC 2018

Students completed courses at the Northern Sydney Institute of TAFE, Ryde, Bradfield, Meadowbank; Hornsby; and Sydney Institute of TAFE, Ultimo College, Taronga Zoo and Epping Boys High School, and completed School Based Traineeships in Retail Services.

Completed VET Courses 2018 these included:–

Tourism, Travel & Events Stage 2, Human Services Stage 2, Hospitality – Kitchen Operations Stage 2, Entertainment Industry Stage 2, 2U Design Fundamentals, 2U Entertainment, 2U Retail Services (SBAT) 2U Property Services, and 2U Sport and Fitness.

School-Based Traineeships (SBAT's)

During 2018 six students completed and one student commenced a School Based Traineeship SBAT VET training in Retail Services, including 100 days of paid workplace learning. The 2018 employers included KFC Yum Restaurants and McDonalds Australia. At the conclusion of the SBAT Program, students gain a Certificate II or Certificate III in Retail Services, and a fully paid traineeship. Many SBAT students capitalise on these opportunities by seeking further career advancement with their existing employer or in the broader Retail Service environment.

Stage 6 VET

During 2018, nineteen students commenced VET courses including TVET and SVET. Popular course choices included Nursing, Hospitality, Information and Digital Technology, Animal Studies, and Music Industry.

Students completed an Expression on Interest for a TVET course in the year prior to their Yr 11 enrolment. TVET course offerings and EOI's applications are made available to Yr 10 students in August/September of each school year. Students are offered a place in their chosen course during December, by the Department of Education, Senior Pathways Unit. Course placement is very competitive, and students wishing to submit an EOI for a TVET course are advised to complete their application promptly. The Careers Advisers at CGHS are the administrative and operational link between TAFE, Senior Pathways Unit and the TVET students.

Youth Engagement Strategy

During 2018, six CGHS students were accepted into Youth Engagement courses. Each year, TAFE may offer a small number of places in fully funded full-time short courses aimed at assisting Year 10 and Year 11 school students who may have disengaged from school. These courses are funded as part of the NSW Government's Youth Engagement Strategy (YES) and are a pathway from school to TAFE for students who might not otherwise be able to complete a formal secondary school program.

Entrance to YES Courses is competitive and managed by TAFE NSW. Students meeting the course entrance criteria are assessed for literacy, numeracy, and their ability to operate in an adult learning environment. When selected for the YES program, the student becomes a shared enrolment between CGHS and NSI TAFE, until the student reaches the New School Leaving Age of 17 years. The Careers Advisers at CGHS assist Year Advisers in identifying students who may benefit from these School to Work programs. During 2018 five CGHS students successfully completed a YES course.

These strategies and initiatives combine to provide career guidance and pathways assistance to all CGHS students in planning their transition through school and, from school to work and, or further tertiary education

Year 12 students attaining HSC or equivalent vocational education qualification

On the 12th February, 2019, 203 students received offers from the following universities

53 students for Macquarie University

39 students for University of Sydney

38 students for University of New South Wales

38 students for University of Technology

15 students for Australian Catholic University

7 students for Western Sydney University

4 students for University of Canberra

2 students for Torrens University

1 student for National Institute of Dramatic Art

1 student for Australian Institute of Music

1 student for International College of Management

1 student for Newcastle University

1 student for Southern Cross University

1 student for Griffith University

1 student for SAE

Courses included:–

Accounting, Advanced Maths, Animation, Architecture, Aviation (Management), Commerce, Construction & Property, Criminology, Design, Economics, Education, Engineering, Global & International Studies, Law, Marketing and Media Studies, Medical Science, Midwifery, Music, Nursing, Optometry, Pharmacy, Physiotherapy, Policing, Psychology, Science, Speech Pathology, Veterinary Medicine

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	65.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	14.57
Other Positions	1.2

*Full Time Equivalent

There are no members of school workforce from Aboriginal background

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	0

Professional learning and teacher accreditation

There were 118 professional learning external activities attended by teachers in 2018. Staff attended a range of compulsory network meetings, association gatherings (such as the English Teachers Association and the Maths Association of NSW), designed to support teaching and learning programs in the future. In addition to staff participating in offsite TPL, CGHS teachers also participated in faculty planning days throughout the year. In 2018, professional learning applications required teachers to identify the school plan strategic directions, with which their professional learning was aligned.

Staff Development Day 1 (Term 1) saw staff participate in a number of TPL sessions throughout the day. These included mandatory training in the Code of Conduct, Using LinkedIn to Build Partners in Learning, Formative Assessment Refresher, NAPLAN Data Analysis with

the remainder of the day utilised by teachers to focus on Performance and Development Planning.

Staff Development Day 2 (Term 2) saw staff participate in a number of TPL activities. The day started off with a review of the feedback obtained from the student Tell Them From Me survey. The second session allowed us to continue our focus on Formative Assessment strategies. Teachers also participated in group based workshops which were designed to strengthen teachers capacity to effectively implement the Literacy Framework as well as working through marking simulations to ensure consistency across the school. In the afternoon, our guest speaker, Stephanie West, delivered a keynote on Staff Wellbeing.

Staff Development Day 3 (Term 3) provided each faculty with an opportunity to design and tailor their professional learning needs to those of the faculty. This was directly in response to feedback which had been sought from the staff body. Faculties are dealing with many changes including new syllabus implementation and NESA assessment requirements. 2018 saw a significant changeover in staffing and as such this has provided an opportunity for and enabled staff to share experiences and provide mentoring to beginning teachers. The second half of the day was used for mandatory training in Anaphylaxis and Cardiopulmonary Resuscitation.

For the first time, staff at Cheltenham Girls High School participated in two 3 hour twilight Teacher Professional Learning sessions. These sessions ran from 3.30pm through to 6.30pm. The first twilight session focused on providing all teaching staff with a greater understanding of the needs of EALD students at CGHS as well as providing strategies to effectively differentiate and support their teaching and learning needs.

Our second twilight session provided faculties with another opportunity to develop and lead TPL activities which were specific to the varying needs of each faculty. Many faculties were involved in upskilling in preparedness for new syllabus delivery in 2019. This provided opportunities for staff to develop their leadership capacities as well as sharing subject specific expertise with their colleagues.

At the end of Term 4, CGHS held a staff development day which was focused around staff well being. CGHS recognises the need to care for staff so that they are mentally healthy, and model wellbeing and resilience, this in turn has a positive impact on students, work colleagues and the culture of the school – and is essential for effective teaching and learning. Staff also participated in a session which focused on using data to inform practice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,989,107
Revenue	13,873,842
Appropriation	12,208,890
Sale of Goods and Services	221,204
Grants and Contributions	1,413,973
Gain and Loss	0
Other Revenue	1,653
Investment Income	28,123
Expenses	-12,520,600
Recurrent Expenses	-12,520,600
Employee Related	-11,041,688
Operating Expenses	-1,478,913
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,353,241
Balance Carried Forward	3,342,348

All school financial arrangements and the collection of funds are accounted for as per the DoE policy guidelines. A portion of the balance carried forward has been set aside as part of a saving project to fund an examination center for the students. This will be of enormous benefit for students completing school based exams and the Higher School Certificate exams. Other projects to be completed this year include refurbishing the senior path, refurbishing one set of school toilets, refurbishing the fountain and refurbishing one of the kitchen classrooms. The school is also funding a third Deputy Principal due to increase student enrollment.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	11,349,615
Base Per Capita	241,247
Base Location	0
Other Base	11,108,367
Equity Total	442,414
Equity Aboriginal	943
Equity Socio economic	18,334
Equity Language	294,105
Equity Disability	129,032
Targeted Total	0
Other Total	109,247
Grand Total	11,901,275

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

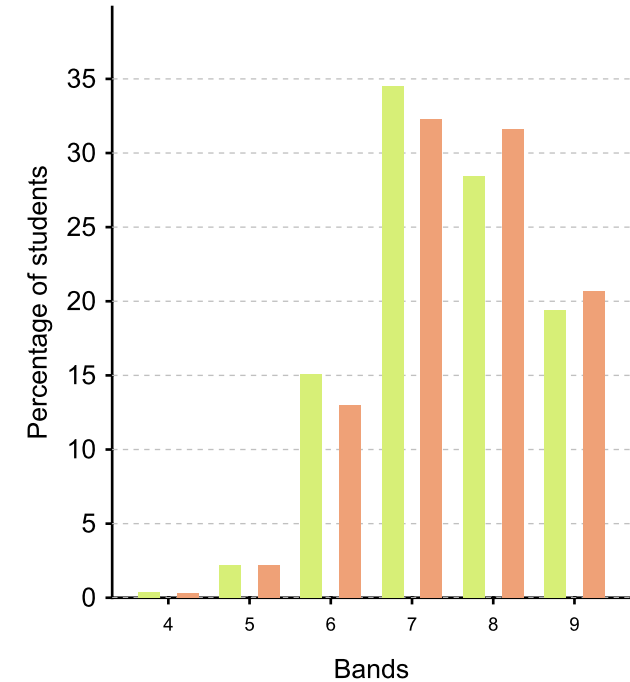
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

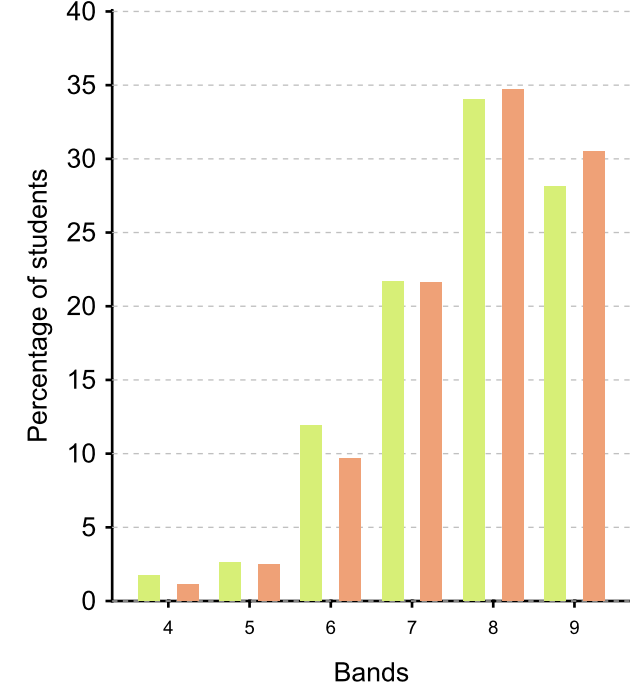
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Year 7 and Year 9, 2018 Literacy NAPLAN results were very pleasing with 80% of students achieving results in the top 3 bands for reading, grammar and punctuation and spelling. 75% of Year 7 achieved the top 3 bands for writing and 70% of year 9 achieved the top 3 bands for writing.

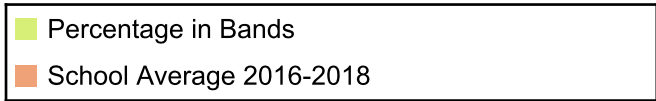
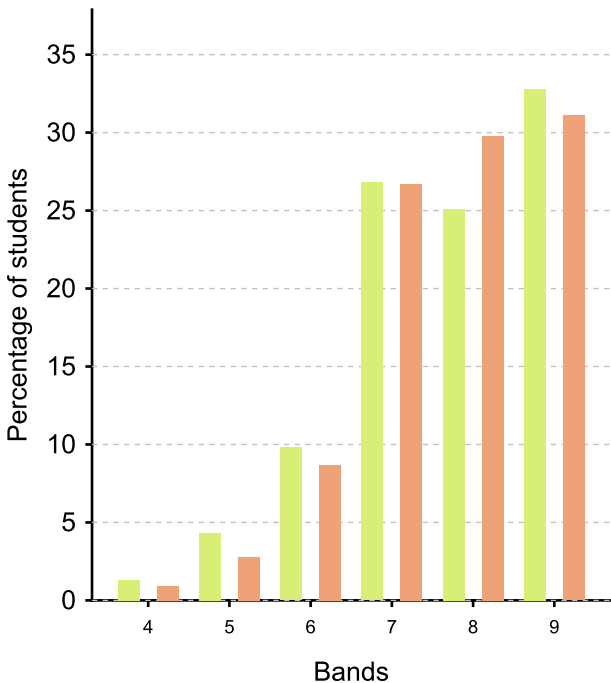
Percentage in bands:
Year 7 Reading



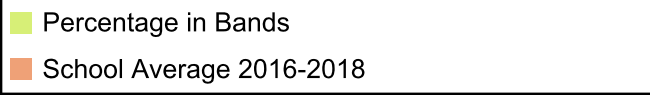
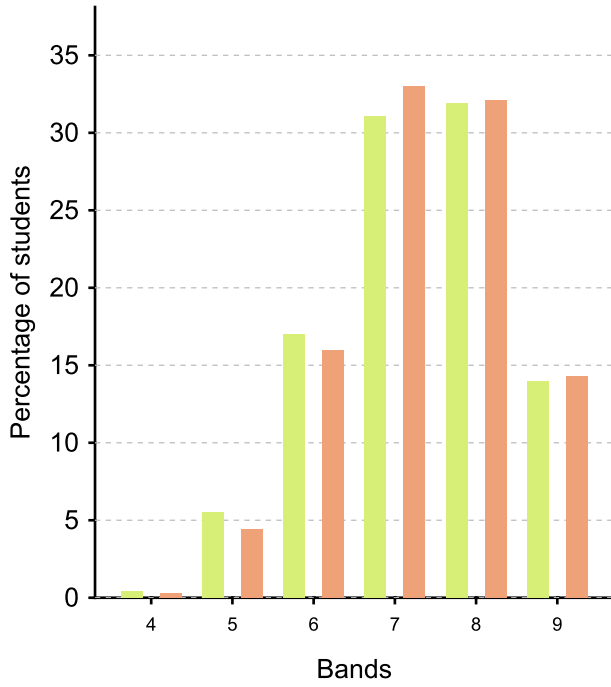
Percentage in bands:
Year 7 Spelling



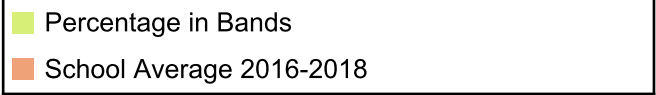
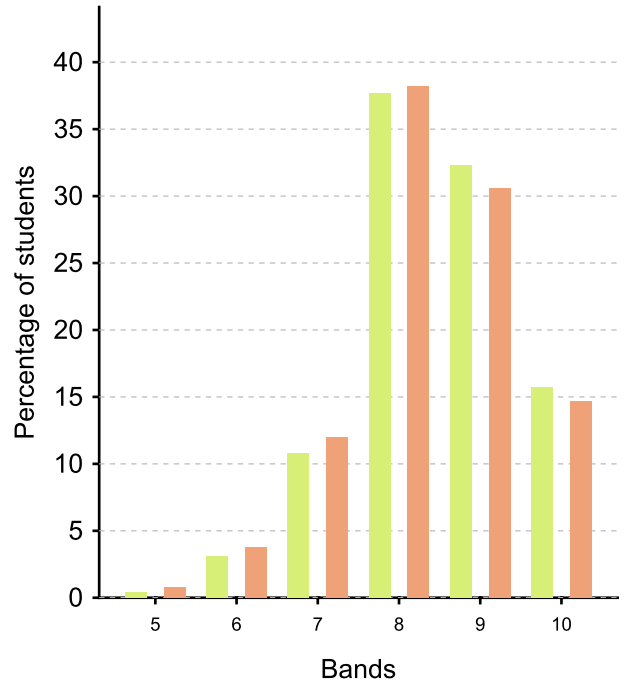
Percentage in bands:
Year 7 Grammar & Punctuation



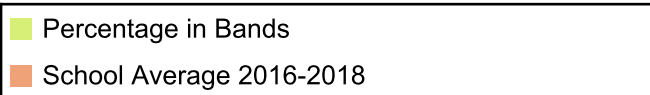
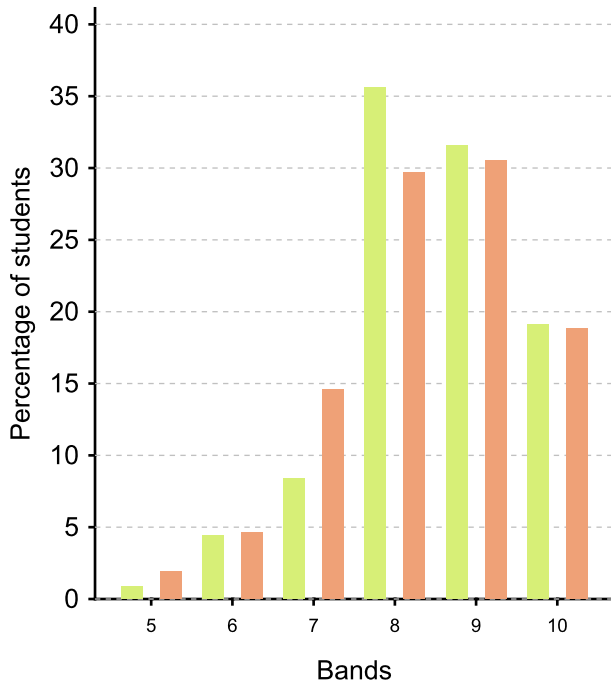
Percentage in bands:
Year 7 Writing



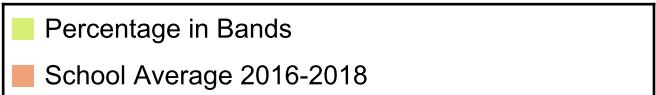
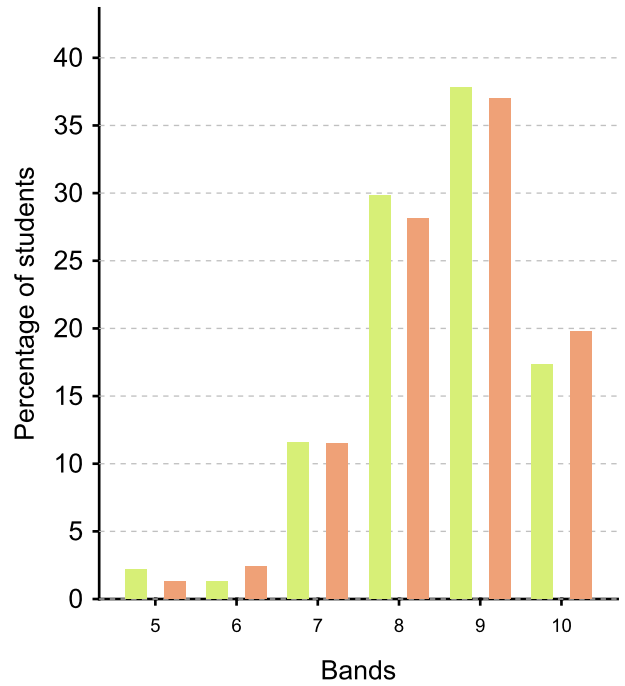
Percentage in bands:
Year 9 Reading



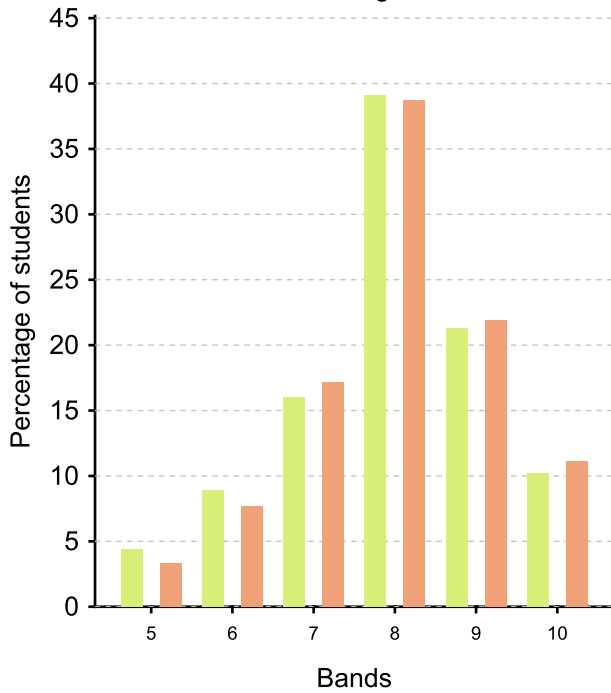
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



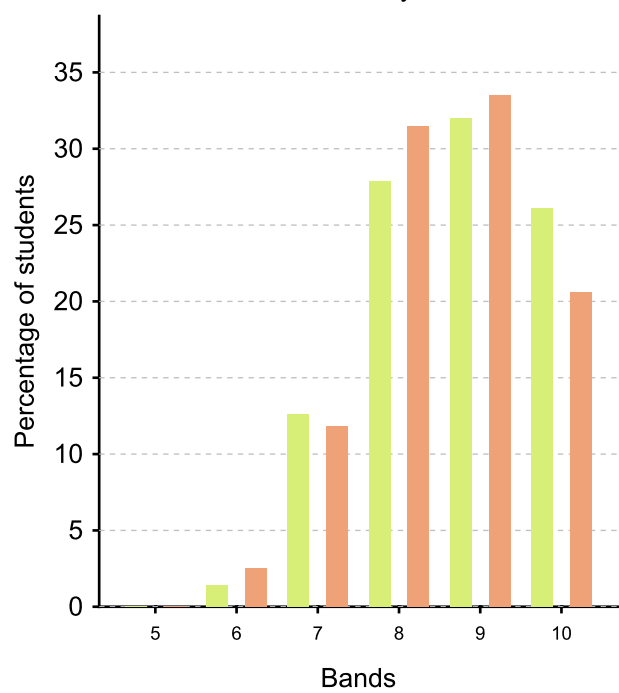
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

The Year 7 2018 Numeracy NAPLAN results were very pleasing with over 85% of students achieving results in the top 3 bands. In Year 9 results continued to be pleasing with over 85% of students achieving results in the top 3 bands.

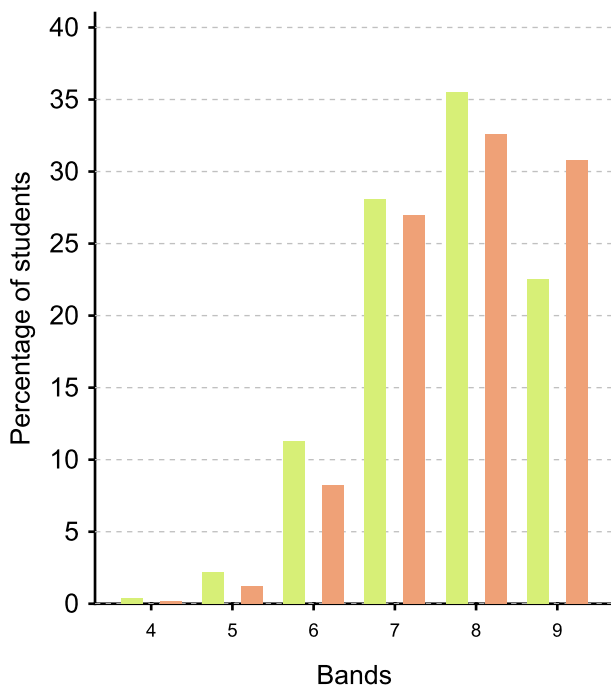
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Students were assisted to meet the Minimum Standards for HSC in 2018. Students completed the additional online test and now the majority of students are eligible.

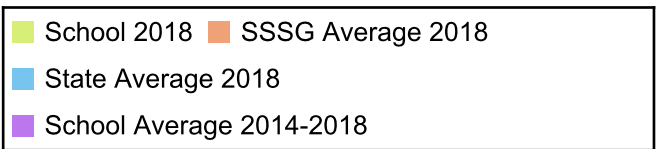
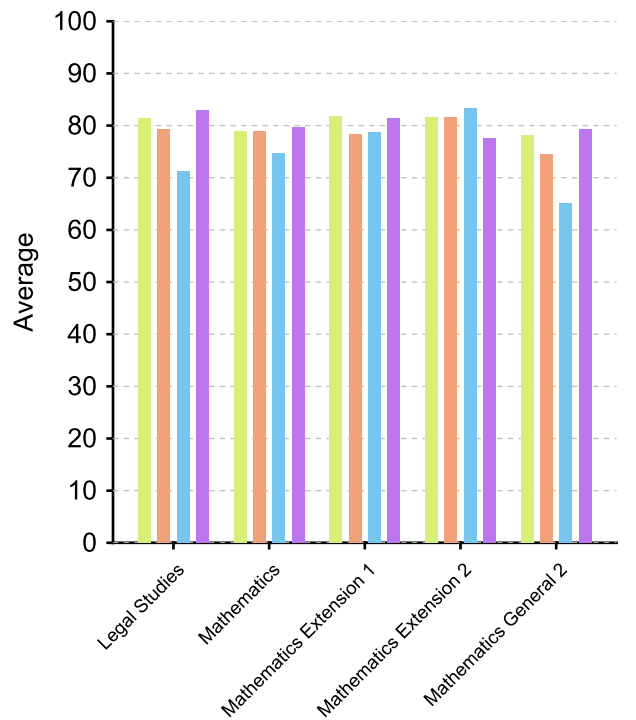
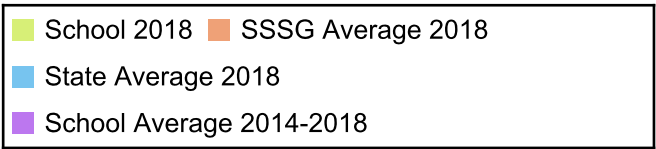
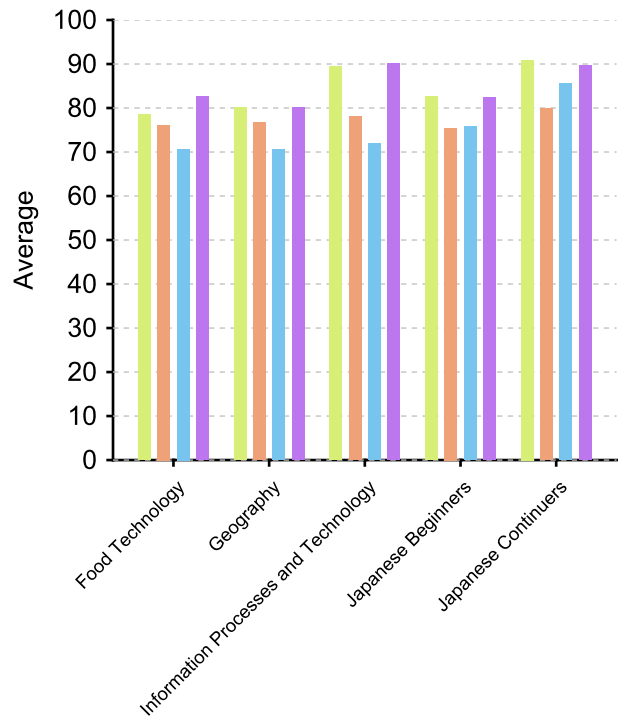
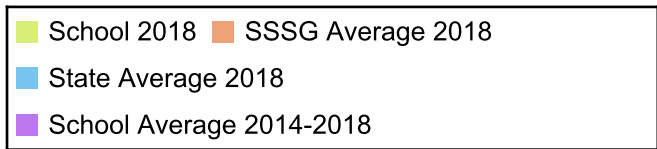
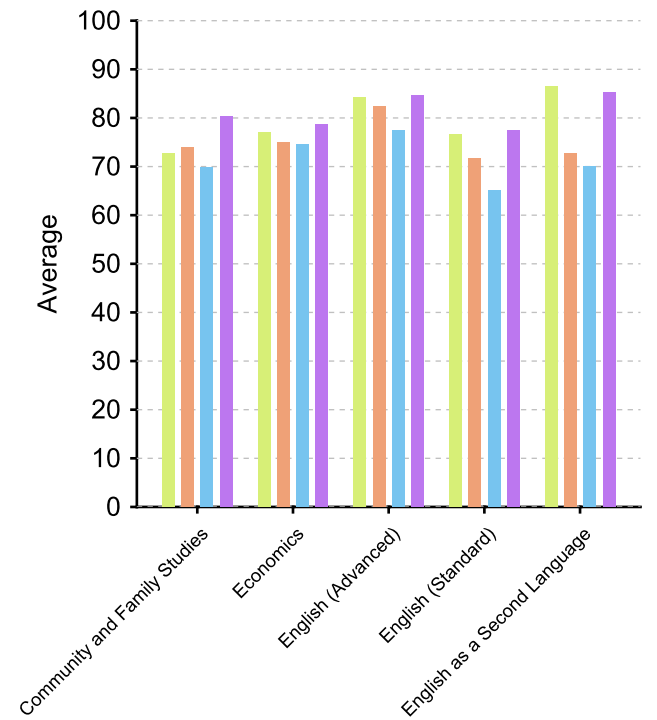
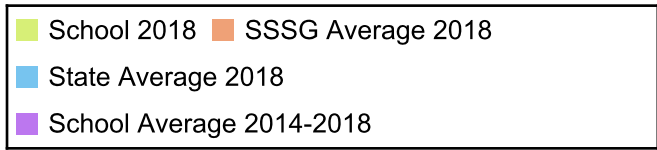
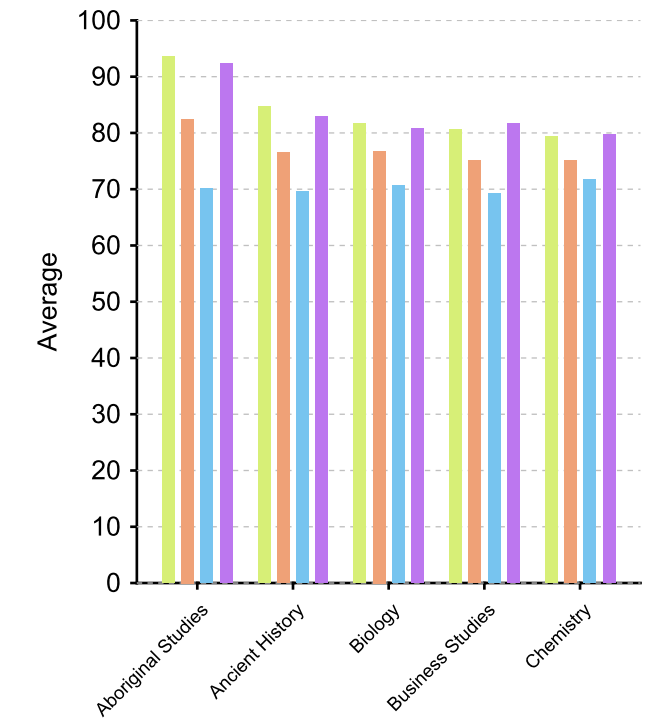
Percentage in bands:
Year 7 Numeracy

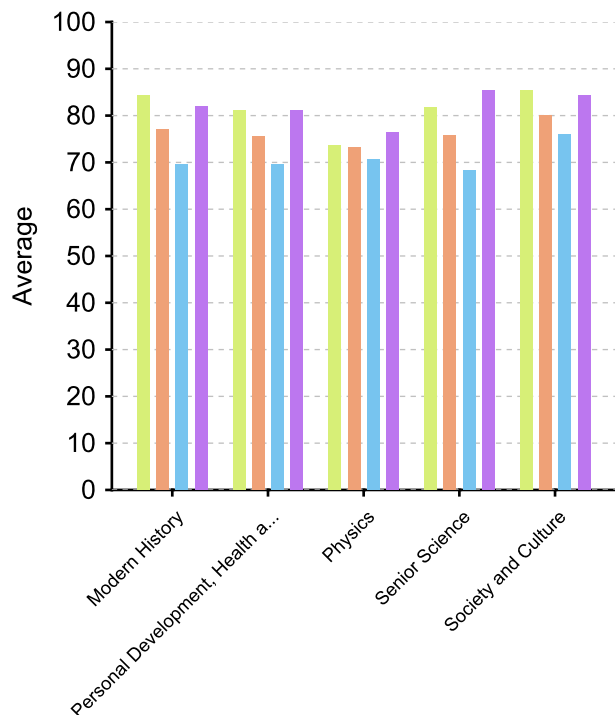


Percentage in Bands
School Average 2016-2018

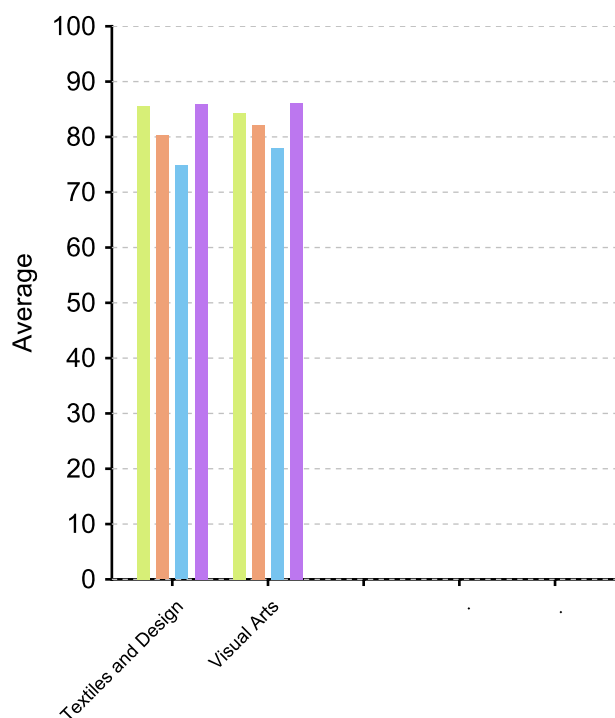
Higher School Certificate (HSC)

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





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

In 2018 7 Cheltenham Girls High School had 5 All Rounders, 1 First Place in Course for Aboriginal Studies, 9 Top Achievers and 115 Distinguished Achievers.

In 2018, 14 students completed the accelerated **Aboriginal Studies** course. 85.71% of Cheltenham students achieved a Band 6 compared to 9.92% of the

state. The school has achieved well above state average from 2009–2018. Students were placed 1st and 5th in the state merit list for Aboriginal Studies with a mark of 98/100 and 97/100.

20 students completed the HSC **Ancient History** exam. 30% of Cheltenham students achieved a Band 6 compared to 9.6% of the state. 40% of Cheltenham students achieved Band 5 compared to 27% of the state.

In **Biology**, 97 students completed the HSC exam in 2018. 18% of Cheltenham students achieved a Band 6 compared to 9 % of the state. 51 % of Cheltenham students achieved a Band 5 compared to 28% of the state.

68 candidates completed the **Business Studies** HSC examination in 2018. Once again students achieved results significantly above state average with 17 students (25% of the cohort) achieving a Band 6 compared to 8% of the state. Band 5 results were also impressive with 26 students (38% of the cohort) gaining a Band 5 compared to 28% of the state.

In **Chemistry**, 76 students completed the HSC exam in 2018. 7 % of Cheltenham students achieved a Band 6 equally that of the state. 51% of Cheltenham students achieved a Band 5 compared to 33% of the state.

In 2018, 17 students completed the HSC **Community and Family Studies** course. 1 student received a Band 6 compared to 4% of the state. 41% received a Band 5 compared to 25% of the state.

In 2018, 9 students completed the **Design and Technology** course. The results were well above state average with 4 students achieving a Band 6 (44%) compared to 12% in the state. 5 students achieved a Band 5 compared to 35 % in the State.

Earth and Environmental Science has been offered again after 5 years at Cheltenham with outstanding results achieved. 22% students achieved a Band 6 compared to 5% state wide and 56 % achieved a Band 5 compared to 33% across the state.

In 2018 25 candidates completed the **Economics** HSC examination. For only the second time in 10 years no Band 6 results were achieved, however 12 students or 48% of the cohort achieved Band 5 results which was significantly above state average (33%).

116 Cheltenham students completed the **English Advanced** examination in 2018, 22.41% achieved a Band 6 compared to 13.75% of the state. 59.48 % of Cheltenham students achieved a Band 5 compared to 48.86 % of the state. One student received a mark of 98 and was one of the 49 students in the state to achieve this mark.

89 Cheltenham students completed the **English Standard** examination in 2018, 3.37% achieved a Band 6 compared to 0.85% of the state. 44.94 % of Cheltenham students achieved a Band 5 compared to 14.21% of the state.

In the **English as a Second Language** course in 2018, 13 Cheltenham students completed the HSC exam. 23.07 % of Cheltenham students achieved a Band 6 compared to 3.09 % of the state. 69.23% of Cheltenham students achieved a Band 5 compared to 22.3 % of the state. Two of these students were ranked 2nd and 5th in the state for English as a Second Language.

9 students completed the **English Extension 1** course for the 2018 HSC. 55.55 % of Cheltenham students achieved an E 4 compared to 37.83 % of the state. 44.44 % of Cheltenham students achieved an E 3 compared to 57.6 % of the state.

6 Cheltenham students completed the **English Extension 2** course in 2018. 50% of Cheltenham students achieved an E 3 compared to 54.53 % of the state.

In 2018, 27 students completed the **Food Technology** course. The results were well above the state average with 26 % achieving a Band 6 compared to 10 % of the State. 26% achieved a band 5 compared to the 22% of the state. Three Food Technology students appeared on the merit list being placed 4th, 9th and 10th in the state.

27 candidates completed the **Geography** HSC examination in 2018. This represented a huge growth in the cohort as only 6 students completed the HSC in 2017. 1 student (3.7%) of the cohort achieved a Band 6 compared to the state (8%), however Band 5 results were significantly above state average 59% for CGHS compared to 35% for the state.

In **History Extension** 8 students completed the HSC 2018. 75% of Cheltenham students achieved a Band E4 or E3 compared to 80% of the state.

In 2018, 10 students completed the **Information Processes and Technology** course. 5 students achieved a Band 6 compared to 7% in the state. 5 students achieved a Band 5 compared to 30% of the state.

11 students completed the **Japanese Beginners** HSC course in 2018. 18% of Cheltenham students achieved a Band 6 compared to 14% of the state. 54% of Cheltenham students achieved a Band 5 compared to 30% of the state.

14 students completed the **Japanese Continuers** HSC course in 2018. 71% of Cheltenham students achieved a Band 6 compared with 28.67% of the state. 92.84 of students in our cohort achieved a Band 5 or Band 6. 1 student received a Band 4.

6 students completed the **Japanese Extension** HSC course in 2018. 66% of Cheltenham students achieved a Band E4 compared with 42% of the state. 34% of Cheltenham students achieved a high Band E3 compared to 49% of the state.

In 2018 32 candidates completed the **Legal Studies** examination. 15% of the cohort achieved Band 6 results compared to 12% of the state and 56% of the

cohort achieved Band 5 results which was significantly above state results of 32%.

Mathematics had 106 students complete the 2018 HSC exam. 12% of Cheltenham students achieved a Band 6 compared to 23% of the state. 38% of Cheltenham students achieved a Band 5 compared to 29% of the state.

Mathematics Extension 1 had 69 students complete the 2017 HSC exam. 32% of Cheltenham students achieved a Band E4 compared to 33% of the state. 55% of Cheltenham students achieved a Band E3 compared to 47% of the state.

Mathematics Extension 2 had 31 students complete the HSC exam. 26% of Cheltenham students achieved a Band E4 compared to 33% of the state. 58% of Cheltenham students achieved a Band E3 compared to 52% of the state.

Mathematics General 2 had 51 students complete the 2018 HSC exam. 16% of Cheltenham students achieved a Band 6 compared to 7% of the state. 29% of Cheltenham students achieved a Band 5 compared to 20% of the state

24 students completed the 2018 HSC exam in **Modern History**. 29% of Cheltenham students achieved a Band 6 compared to 10.5% of the state. 41% of Cheltenham students achieved a Band 5 compared to 32% of the state.

Seven Cheltenham students completed the HSC **Music 1** course. 71% of students achieved Band 6 compared to 21% of the state. 29% achieved Band 5 compared to 44% of the state.

The Music results indicate a very positive year in 2018. The four Music 1 nominations to Encore for performance from a class of seven students was further testimony to the outstanding results achieved. All 7 Music 1 students recorded Music 1 as their best result in their HSC with 2 students ranked 5th and 9th in the state.

In **Personal Development, Health and Physical Education**, 30 students completed the HSC exam in 2018. 17% of Cheltenham students achieved Band 6 compared to the 7% of the state. 43% of students achieved Band 5 compared to 27% of the state.

In **Physics** 33 students completed the HSC exam. 6% of Cheltenham students achieved a Band 6 compared to 9% of the state. 27% of Cheltenham students achieved a Band 5 compared to 24% of the state.

This year was our last cohort of the **Senior Science** course with great results as always, 35 students completed the Senior Science course. 20% achieved a Band 6 compared to 4% of the state and 43% of students achieved a Band 5 compared to 18% of the state. This course is no longer offered by NESA

In **Society and Culture** 15 students completed the HSC exam in 2018. 33% of students achieved a Band 6 compared to 13% of the state. 47% of students

achieved a Band 5 compared to 35% of the state.

In 2018, 11 students completed the Textiles and Design HSC. 2 students achieved a Band 6 compared to the State average 14%. 7 students achieved a Band 5 (64%) compared to the State average 32%.

Visual Arts had thirty students complete the course. 20% of Cheltenham students achieved Band 6 compared to 12% of the state. 60% of students earned Band 5 compared to 40% of the state.

Parent/caregiver, student, teacher satisfaction

In 2018 parents were actively involved in the merit selection process for the employment of new staff. This included a new Principal, Deputy principal, 2 Head teachers and multiple classroom teachers. Parents have requested a school newsletter to be reintroduced for 2019. An additional CLO for Korean speaking families has also been investigated for the introduction in 2019.

Students have requested a greater voice and the inclusion in whole school decisions such as the school plan have now included student voice. Students also stated that engagement was an area they would like improved. To address this issue the school investigated the inclusion of collaborative learning and mentoring for 2019.

Policy requirements

Aboriginal education

In 2018 there was 1 Aboriginal student at Cheltenham Girls High School.

Cheltenham Girls offers leadership opportunities for our Aboriginal students to deliver the Welcome to Country or Acknowledgement of Country at formal assemblies as well as opportunities to attend cultural activities to enhance their connections to the community.

In 2018 the school Principal Suellen Lawrence, along with two other staff members, attended the Term 3 meeting of the Ryde Aboriginal Education Consultative Group (AECG), and we plan to continue attending these meetings in 2019. We see our involvement in the local AECG as essential so that the school can strengthen ties with the Aboriginal community, as well as it being the appropriate forum to seek cultural advice and understanding in order to further develop staff and students understanding about Aboriginal culture, histories and experiences.

Aboriginal content and perspectives are embedded in all KLA's across the school. For example, Year 9 Food Technology students study Aboriginal Bush Foods, Stage 5 Dance students engage in a unit of work looking at Bangarra Dance Theatre's vision and works. The English staff teach Aboriginal poetry, short stories and novels in all stages and Stage 5 History includes in-depth studies of contact experiences as well as the

contemporary struggles by Aboriginal peoples for rights and freedoms.

Accelerated Aboriginal Studies continues to achieve outstanding success. In 2018 HSC students achieved 1st and 5th place in the state for Aboriginal Studies. The student who achieved the 1st ranking was awarded the AECG prize for the top performing non-Indigenous student in Aboriginal Studies. The Year 9 Aboriginal Studies class participated in a NAIDOC Week creative writing competition and one of the students won a NAIDOC Medal of Excellence which was presented to her on Presentation Day.

The Social Justice group, in collaboration with the Year 9 accelerated Aboriginal Studies class, organised a NAIDOC event in 2018. They sold 'Koori Kids' merchandise (wrist bands, pencil cases and beanies) and spread awareness of Aboriginal culture and experiences across the school through posters and videos at assembly. They also had a bake sale, the proceeds of which went to the Cathy Freeman Foundation.

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 2018 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.

The CLO supports parents in their understanding of school policy, DoE and NESEA requirements via parent meetings, translation of documents into Cantonese and Mandarin and attendance at major school initiatives. This assists our community to access and understand all school and Department of Education information. The CLO is able to establish and maintain effective communication links by providing interpreting skills and liaising with teachers and parents about the needs and issues relating to students. This process allows parents to feel connected to the school and understand what is happening at school with their daughters.

Other school programs

Learning Support Team

The role of the Learning and Support Team (LST) is to provide specialist assistance and support to students with additional learning needs in regular classes. Specific professional learning is provided to staff to upskill them in how to assist students with various abilities.

The LST is a whole school program but its core members include the Head Teacher Learning Support, Head Teacher Welfare, Learning and Support Teacher (LaST), Careers Advisors, School Counsellors and

School Learning Support Officer (SLSO). The LST are notified of learning support issues through an electronic referral system and then discuss strategies to assist the student which are then passed on to the student's teachers.

Strategies/initiatives that have been put in place by the LST include:

- Learning Profiles – contain strategies to assist teachers in delivering differentiation to students
- Literacy Roll Call – identified students work with year 10 mentors to develop their literacy skills
- Literacy Booster Lessons: provides identified students with small group lessons to improve their literacy
- In class support – some students are allocated the support of a LaST or an SLSO to assist them in class
- Personalised Learning Plans (PLPs) – developed to assist students most at risk
- Disability Provisions – provided for exams to assist students with learning difficulties or medical conditions
- Homework Centre – The Homework Centre is open Thursdays 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
- HSC Minimum Standards – intensive lessons were developed to assist those students who had not yet met the HSC Minimum Standards

LIBRARY

CGHS Library supports the academic and recreational reading needs of its staff and students in an innovative Future Focussed Learning space that is dynamic and conducive to quality teaching and learning. Students are able to access the Library daily; before school, recess and lunch.

It is here that, the Library plays a strategic role in fostering and developing, digital literacy, information research skills and problem – solving by increasing opportunities to work collaboratively with staff and students in designing and implementing whole school programs and wellbeing initiatives. Initiatives include the highly successful NSW Premier's Reading Challenge (seven medals were presented at the Annual Presentation Day 2018), Puzzle Club and Writing Nook activities, CBCA Book Week celebrations, and a weekly after hours Homework Centre to connect learners with resources. Moreover, Library Prefects assist to facilitate peer enquiries, the circulation of book loans, as well as, promoting wider reading within the school community to which their achievements are celebrated at School to Service assembly.

The physical library environment embraces Twenty – First century learnings, through the integration of android tablets to support the school LMS (Oliver – search catalogue). It is here that, students have access to an immediate wireless network and flexible teaching

and learning areas that are continually being updated with new displays and furniture. The space is equipped with printing services, annexe that is complete with a class set of computers and learning pods, two projectors, interactive SMART television, a loft space for senior students with eight computers, as well as, specialist rooms, and a newly appointed sensory room to support student wellbeing.

The collection is overseen by the Teacher Librarian who develops the curation of library resources. SASS staff and the school community assist and ensure the currency and relevance of the resources to support the delivery of the Curriculum Programs across all KLAs. Distance Education and External Languages courses are also overseen by the Teacher Librarian. In addition, taking part in their daughter's education, parents are also encouraged to volunteer their services to the Library.

A Patron Driven Acquisition (student wish list) provides feedback on the resources that the students want. The digital readers are provided with the continued inclusion of an online eBook and Audio book shared collection delivered 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 extensiveness of the collection reflects the diverse and cultural characteristics of the CGHS school community.

Student Wellbeing

Cheltenham Girls' High School is committed to providing a wide variety of quality learning experiences in a caring, cooperative and challenging environment. We strive to develop self-awareness, esteem and confidence by promoting positive, collaborative relationships built on respect and concern for others. We encourage creative and critical thinking, and foster personal excellence and satisfaction. Wellbeing is the concern of each person in our school community. Wellbeing can be described as the quality of a person's life.

There are many programs that support student wellbeing, from Year 7 Friendship Day to Year 12 Picnic Day. Year 7 and Year 8 Peer Support is run by Year 10 and Year 11 students to promote positive, collaborative relationships. These programs also address student resilience, organisation and anti-bullying. There is an annual training day which fosters Year 9 students into Peer Support leaders. Other transition programs support student wellbeing with Year 7 Badge Ceremony, camps in Years 7, 9, 11 and Year 12 Graduation events. Year 10 subject selection involved individual interviews with students to encourage they choose senior subjects that support their own personal interests and needs.

The two Pinkies Cafes continues to run as a successful and popular program for students to learn barista skills for future employment. These cafes, located in the staff common room and outside E block sell coffee, hot chocolate and smoothies to staff and students.

Student leadership is also further developed on the Taracoonee retreat, held in July. Student leaders from a range of groups learn about leadership styles and plan the year events for their groups. This is held at the holiday residence of the Vicars/Laurie family, which connects students to the history of the school.

The Wellbeing team, of Year Advisors, Assistant Year Advisors, Counsellors, Carers Teachers, Learning Support Teachers, SLSO's and Deputy Principals, meet fortnightly to discuss student wellbeing and programs. One initiative from 2018 was the redevelopment of the student support section on the school website. The 'Supporting our Students' section now provides parents and students with greater access to information for immediate support for a range of physical, emotional and social needs.

The Wellbeing report presented weekly to assemblies had a new addition in 2018 of a question box called 'asking for a friend.' Students submitted questions anonymously to be answered on school assemblies and address a wider range of wellbeing issues for students.

School support of socio-economic funding through Recourse Allocation Module helps 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 and all records are kept confidential.

Our Community Liaison Officer had been connecting with non-English speaking parents to welcome them to our school. She attends most parent meetings to answer questions and provide information. Outreach to parents has continued with Year 7 Meet the Parents evening and the HSC survival evening early in Term 1 to provide information to Year 12 parents and students.

- **SHIFT Program**

The L2L program was revamped and rebadged based on student feedback and analysis from the end of 2017. The program was called **Skills to Help Implement a Fluid Transition (SHIFT)** into Year 12. Small groups of approximately 20 students were led by mentor teachers through a 5 day program. This program included a variety of study skills such as goal setting, how to approach Year 12 (study tips, policies and procedures), planning for assessment tasks, how to be an effective learner, note taking, mind mapping, reading for understanding, group work, learning spaces, risk taking in lessons and how to cope with stress and anxiety. A panel of 5 students from the 2017 HSC also spoke to the girls about their experiences and what worked best for them.

Student Leadership

- **Debating and Public Speaking**

2018 was another year of success for our students in Debating and Public Speaking. The debating teams from Cheltenham Girls' High School annually participate in the Premier's Debating Challenge. This state-wide competition involves teams participating in three rounds of debates on topics as varied as

education, law, media and politics. A special congratulations to this year's Year 7 debating team, who became the Zone Winners within the Northern Sydney region, and who made it into the Regional Quarter Finals.

Student skills in the writing of speeches and effective delivery were enhanced by our participation in the Plain English Speaking Award and the Legacy Junior Public Speaking Award which allowed students to voice their perspectives on issues that affect the global, national or local 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 2019.

- **Cloud 9**

Cloud 9 is a student run group that looks at developing positive wellbeing here at CGHS. Throughout 2018 student leaders have engaged in initiatives which help to build on the wellbeing, sense of wellness and mental within the school community. The group strives to meet its commitment to ensuring Cheltenham Girls High School is a safe environment that fosters empathy towards others, promotes anti-bullying and raises awareness of mental health issues.

In 2018 Cloud 9 students engaged with their peers, helping with sessions in the Year 7 Friendship Day. The girls worked with Year 7 on issues such as being more resilient, what makes a true friend, coping with bullying and mindfulness strategies. Students in Cloud 9 have taken on many initiatives which they feel strongly about, including Buy a Bale and Flanno Friday, raising awareness of the struggle Australian Farmers have been facing. This Cloud 9 initiative saw the Cheltenham Girls High School students, staff and parents raise and donate \$1433 to our Aussie Farmers.

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 free fairy bread, physical activities and a wellness station in the COLA where students could send an RUOK? postcard of support to a fellow Cheltenham peer. This day is a reminder of the importance of entering into a dialogue with others and asking important and meaningful questions with friends, parents and colleagues about whether they are OK.

Cloud 9 students have used ICT to create video presentations for assembly that shared experiences and struggles of individuals in our own school community and provided Cheltenham students with strategies to cope with and manage loss and grief. Cloud 9 have raised money and awareness for many worthy causes this year.

- **Prefect Body**

In early June 2018, the 25 newly elected prefects were announced and on the 14th and 15th June the prefects went to Naarmaroo Conference Centre in 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 learning to work together as a group. Whilst on the retreat the executive body was elected by the prefects, consisting of Lauren Erni as School Captain, Alice Day as Vice-Captain and Clara Atkin as Senior Prefect.

The first task of the prefect body was to choreograph and rehearse the prefect dance for the Prefect Induction Ceremony on Friday 28th June. The induction ceremony was a reminder to us all of the lasting legacy the outgoing prefects would leave behind including their incredibly successful major project called Empathy. This was about disability, and promoting understanding, acceptance and raising awareness about how people and families live with disability. The \$1500 raised from this project went to buying equipment for Karonga School, a local school that offers educational programs for students with special needs from their early years through to the end of high school.

The first major prefect event for the incoming prefect body was a school favourite Cheltenham's Got Talent! We had nine amazing different acts fill our stage. A panel of teachers, our school captain and the Epping Boys' school captain judged the event. The Epping Boy's prefect body also attended the event and demonstrated some of their 'talent' as well. The winners this year were two Year 11 students who performed a classical Indian fusion dance routine to the delight of the crowd. The prefects once again demonstrated their dancing talents showcasing 5 different boy bands. The whole afternoon was a great success raising \$723 for the Starlight Foundation.

The first event of 2019 was Valentine's Day. A 4:30am wake up for some of our prefects to pick up the 700 roses from the flower market. A working bee to strip the roses of their thorns, fill the little water tubes, place roses in each tube and then wrap and label the roses then followed this early morning pick up. This event also marked our second collaboration with the prefect body of Epping Boys who helped us prepare the roses for the school whilst also gifting a rose and hand written message of support and encouragement for the upcoming HSC year for every Year 12 student. The day brought love and happiness to the school, resulting in \$1300 being donated to Taboo, a newly launched Australian business that sells and distributes sanitary products around Australia, with profits used to provide sustainable sanitary care to women around the world who do not have access to such care.

Throughout the year the prefects have assisted in 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 us to join with the school and the wider community as they come together to enjoy the many activities Cheltenham has to offer. Many of our prefects have enjoyed visiting other schools in the area for their prefect afternoon teas. We all enjoyed hosting Epping Boys for a 'Chepping' afternoon tea where we had fun mingling, playing

games and working on ideas for joint projects. A few weeks later, we also enjoyed the reverse 'Chepping' afternoon tea when Epping Boys' played host to the Cheltenham Girls' prefect body.

The past months have flown by with all of us in disbelief that the halfway mark of our time as prefects has well and truly passed. We have enjoyed our journey, with many laughs shared along the way as we found our place and showed what we had to offer as Cheltenham's prefects of 2018–19. We look forward to seeing our own major project taking place in the coming months. We would like to thank staff and students for helping all our causes thus far and allowing us to proudly represent our school.

• SRC

The Student Representative Council (SRC) 2017–2018 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 organization 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 Faceoff postponed until Spirit Week 2018 was a fun filled, entertaining event. We also had our 2018 Faculty Faceoff in November with the English Faculty taking first prize. The SRC worked together and productively as a strong team, creating unforgettable memories for both themselves and the school community. We attended the annual leadership camp at Taracoonee which we found to be very beneficial. The following are some snapshots of the accomplishments of the SRC 2017–2018

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. Instead of our Winter Wonderland event this year we had a Krispy Meme day. Students were invited to come to school dressed up as their favourite meme. Krispy Kremes were the chosen fundraiser for the day with 700 being sold in 6 minutes! All profits were donated to the World Vision campaign. Overall the campaign was a great success.

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.

- **Social Justice**

The Social Justice Group is a group of students from all years who meet every fortnight with the aim of raising awareness, empathy and funds for those less fortunate than ourselves. Students nominate causes that they will focus on for the current year and join subcommittees to organise and promote school events. 2018 was another very busy year for this group.

The highlight of the year was the biennial event 'The Great Cheltenham Sleep Out' in March. Students were given an opportunity to sleep rough on the school grounds to try and empathise with young people who are homeless. Not only was this an exercise in empathy building, but was also a fund raising initiative for Oasis, a part of the Salvation Army that helps run programs for homeless youth in Sydney. The group successfully raised over \$3000 for the Salvos and is very grateful to local businesses for their support. In March, the Social Justice Group held the annual International Women's Day breakfast in the school serving freshly made pancakes and orange juice to all students to celebrate our achievements in the movement for women's rights and gender equality.

Further on in the year, Social Justice took part in raising funds and awareness during NAIDOC week, which celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. For this event the Social Justice group sold official NAIDOC merchandise and baked goods, successfully fundraising over \$1600 for the Cathy Freeman Foundation to improve educational outcomes for Aboriginal children. Keeping up with current issues in society, Social Justice also ran a bake sale to help raise funds for our drought stricken farmers in New South Wales, successfully raising over \$1000. In addition to fundraising, the Social Justice group has been involved with awareness campaigns such as ethics in the fashion industry. In a workshop led by Oxfam, the group wrote letters to the CEO's of big fashion brands asking them to pay their garment workers a living wage.

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 and attending the Jessie Street Library's fundraising luncheon. The school also supports the attendance of students at leadership conferences such as Amnesty International schools conference and the schools own Taracoonie leadership retreat.

Participation in the Social Justice Group fosters empathy and skills in co-operation. It is a great way to give back to our community. The group looks forward to another year of making a difference in 2019.

- **IRIS**

Independent Research in Science (IRIS) is a series of project-based activities designed to extend and

broaden the Year 7 Science experience. Students enrol for this activity on a voluntary basis. Mrs O'Connor leads them through a series of open-ended activities building on their interest and skill in Science. IRIS is conducted during lunch time meetings. Students are encouraged to test ideas investigate processes, build model and design sustainable living/energy efficient projects. Students are awarded points for their work and there is a competition organised at the end of the year. The enthusiasm and commitment from the students has inspired the teachers to submit student work on inter school/national level.

- **Girls In Property**

In May 2018, 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 happy to be involved again on the back of a very successful inaugural year in 2017. The girls worked collaboratively to create projects with expert assistance and knowledge from a number of female mentors within the industry. This Mentor Day was held at the new Western Sydney University Paramatta Campus. 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 2018 Girls in Property initiative concluded with two of the CGHS groups presenting their projects for judges at an awards evening at the MLC Centre in the city. Parents, teachers and students were welcome and encouraged the competitors on the night. All GIP 2018 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 Ligting**

The Sound and Lighting Team provides sound and lighting assistance to the weekly assembly and the large events in the school hall. It provides the chance for the students to build up their techniques in controlling the sound and lighting systems gradually, especially the two new rotating LED spot 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. We also supports all other whole school events in the hall, such as Cheltenham Got Talent, Faculty Face Off and Trashion Show of the Green Team.

Environmental Education and Sustainability

- **Green team**

The Green Team is CGHS's environmental group and focuses on raising awareness of issues regarding sustainability and environment health. We also raise money for different environmental charities as well as looking at how we can reduce waste and promote recycling within school.

In Term 1 2018, students were involved in Clean Up Australia day activities around Devlin's Creek as well as promoted conscious energy use during Earth Hour. During Term 2, approximately 60 students in Green Team worked towards co-ordinating our large-scale Term 3 event: the Trashion Show. Using everyday recycled materials, students and leadership groups created outfits to fit the theme 'fantasy'. The aim was to raise awareness and funds for NSW Wildlife Information Rescue and Education Services WIRES. It was our largest year, with over 35 entrants creating vibrant, creative and inspiring costumes.

In Term 4, Year 8, 9 and 11 Green Team students visited KU Cheltenham Preschool as part of Science Week to conduct experiments and engage with students, and held a series of Working Bees around the school to remove rubbish and large weeds. All members of the Green Team have worked tirelessly and shown enormous dedication to the cause. We look forward to many more activities and to our main goal of promoting recycling in 2019.

- **Gardening Club**

In 2018 the Gardening Club had around 40 students from Year 7 to Year 9. We visited the Easter Show and the students learned a lot of the farming techniques during the visit. This year we tried to grow the bottle gourds and use them to make a craft. In order to reduce the relying on the buying of young seedlings from the nursery, we continue to germinate the vegetables from seeds. 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. Students gain friendship and fun in the Gardening Club.

Achievements in Technology and Applied Studies, Performing Arts and Sport

- **Design and technology**

In 2018 four 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.

Caroline Leigh – Gizmoz STEM Toy

Caroline produced 'Gizmoz' an innovative STEM Rube Goldberg toy designed to teach children the principles of simple machines through a series of design, build and test challenges. Caroline developed skills in 3D modelling, 3D printing, graphic and packaging design.

Alana Finlayson – GoGo Cube

Alana designed and manufactured an innovative device which aims to communicate to toddlers when it is an appropriate time to get out of bed in the morning. Alana identified a problem in that toddlers may not be able to tell the time and as such wanted to use colour light as an indicator. Her product utilised IOT technology and was able to be controlled via an app on a smart phone to set the time. Alana's final design has a modern

aesthetic which featured interchange designs catering for both boys and girls.

Hannah Barnett – BootAssist

After watching her grandmother struggling to take out the grocery shopping out of her boot, Hannah knew she had a problem to solve. Her grandmother underwent spinal surgery a few years ago and as such her mobility has been restricted ever since. Hannah utilised her skills in 3D modelling and metal work to produce a well engineered cantilevered system which enabled shopping bags to be lifted out of a car boot with ease.

Jessie Tseui – NOSH Infant Meal Subscription Box & Mobile App

With the rise in popularity of meal subscription boxes, Jessie identified an opportunity for her to fill a gap in the market. She produced a product aimed at busy parents who wanted to provide their young children with fresh, organic and nutritious meals without the headache of having to shop for ingredients and plan meals. Jessie worked closely with a nutritionist to develop appropriate meals for a low cost as well as designing branding components and packaging. A mobile app was also developed to provide an easy means of placing and tracking orders as well as providing educational nutrition based content to parents.

- **Creative and Performing Arts**

2018 was a very successful year in Visual Arts. Phoebe Batley's series of large scale abstract painting entitled *Monstera* was accepted for Art Express and will be will be hung at the Art Gallery of NSW. Success was shared across the cohort with 80% of students achieving results in the top two bands.

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.

The Music results indicate a very positive year in 2018. The four Music 1 nominations to Encore for performance from a class of seven students was further testimony to the outstanding results achieved. All 7 Music 1 students recorded Music 1 as their best result in their HSC with 2 students ranked 5th and 9th in the state.

Our school ensembles continue to grow in popularity in 2018.

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. After 34 years as Music Director, Mrs Denise Alexander conducted her final Junior Choir performance at Presentation Day.

Senior Choir have learnt a broad range of repertoire this year from Classical, Reggae and Pop. The choir in 2018 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 2018, and explored both Classical and Jazz repertoire under the direction of Mrs Louise Lander in semester 1 and Ms Stephanie Widmer in Semester 2.

The **Wind Ensemble** directed by Mrs Simone Katz has maintained a healthy membership with 60 students from years 7–12, with the majority in junior years.

The extracurricular **Guitar Ensemble** was open to students from 7 – 12. Mr 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). This year the matinee was held for our feeder Public School which was well received. The evening performance was attended by parents, friends and fellow students, giving them the opportunity to see the wonderful work achieved by dedicated students and staff.

2018 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. One year 10 Elective Music student, Amelie Gnatek was accepted in the NSW Arts Unit Solo Vocal Camp and then went on to perform as a backing vocalist in the School's Spectacular.

Celebration Sing Out – 40 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 \$40,000 for the Music Therapy Unit at The Children's Hospital Westmead. Isabelle McCrohon from Year 12 Music 1 was featured as a solo artist while 2 of our year 11 students compared the evening and 2 year 10 percussionists played in the symphony orchestra.

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.

- **Sport**

2018 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 over 100 students. This year our guest speaker was Sophie Halpin, a female netball player, who originated from the Eastwood Ryde Association and has represented at state and national level. 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 12 students in Year 12 in 2018 with 5 students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. Morgan McEnnally 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 2018, 5 students were awarded Zone Blues for excellence in their chosen sports of athletics, gymnastics and cross country. 3 students were awarded endorsements for continued achievement in their sports. 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 2018, Cheltenham Girls' had outstanding results in swimming in individual 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 2 age champions at this carnival. Cheltenham was responsible for the organisation of the zone event. In conjunction with the administration of the Zone Swimming Carnival, our Year 9 PASS elective students also assisted and helped with the running of the carnival.

Our School Cross country Carnival was again held at Macquarie University Sports Fields in March. 58 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. We had 2 age champions in the 16 years and 17 years division at Zone. Cheltenham was placed third overall. 10 students went on to compete at the Sydney North Cross Country Carnival with one student placing 2nd in the 18 years age group. 6 students represented Sydney North Region at CHS Cross Country.

The School Athletics Carnival was held in June at Sydney Olympic Park Athletics Centre with 4 records broken on the day. 65 students represented the school at the Zone Athletics Carnival at Homebush in June. Cheltenham finished second overall at this carnival. We had 1 zone age champion and 2 students selected to compete in the Champion of the Zone event, with 1 of our athletes taking out 2nd place. 24 girls were selected to represent the zone at the Sydney North Carnival in July. 5 girls were selected to represent Sydney North region at the CHS carnival at Homebush. The girls made finals in their events and won bronze in the 16 years relay.

This year our school sporting teams have been very successful in the Combined High Schools Knockout Competition, competing against other school teams from the Region. At Cheltenham, selection in these teams is highly competitive. Cheltenham entered a number of CHS Knockout competitions, including football, netball, tennis, table tennis and touch football. Our Open Netball and Open Football team reached the semi-finals. Our Year 9/10 Netball team placed 1st in the Sydney North gala day and 2nd in the Metro Cup finals.

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 socrosse, 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. In Term 4, 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 Year 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, iceskating, fitness classes, golf, tennis, bowling, Zumba 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 vs student cricket match. They also lead Year 7 in house cheers at the swimming carnival.