

Cheltenham Girls High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

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

We strive to develop self-awareness, esteem and confidence. We promote positive, 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 of 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 80% students in years 7 – 10 demonstrate expected 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.

Overall summary of progress

In 2019 the teaching staff focused on the development of strong literacy strategies to support ongoing improvement in literacy across the school. Students in year 7 were supported to place themselves on the literacy progression in order to set personal reading and comprehension goals for 2020. Across the school, students have continued to focus on reading and comprehension, and the explicit application of the directive verbs. Junior students have been engaged in STEM activities including all Year 10 students who participated in a STEM program in term 4 which developed coding and circuit programming. As part of this program students also engaged in critical and creative thinking, developing problem solving skills through team based projects

Progress towards achieving improvement measures

Process 1: • Strengthen student engagement and autonomy through setting literacy goals for each student and the implementation of whole school literacy strategies.

Evaluation	Funds Expended (Resources)
In 2020, this will also be undertaken with Year 7, allowing them to build on their literacy skills in reading and comprehension.	Casual cover \$1000

Process 2: • Implementation of creative and critical thinking strategies delivered through collaborative and cross faculty STEM initiatives

Evaluation	Funds Expended (Resources)
A student survey indicated that the girls were challenged by the tasks presented to them and developed strong teamwork skills in order to evaluate and solve problems with critical thinking. Teachers who were involved in the program(s) initially struggled with the shift to self-directed learning, however, at the conclusion of the program they highlighted a sense of pride in their student's accomplishments. . Due to the success and positive feedback from students and staff we will continue with the Year 10 program with STEM, and Future Focussed activities in 2020.	\$5000 – School to work money \$4648 – school funded

Next Steps

In 2020 we will continue to focus on improved literacy in reading and comprehension through a supported Reading Program at school and via additional strategies implemented through the Literacy Team across the school. Further development of students' personalised literacy goals in reading and comprehension will be a focus.

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.

Improvement Measures

- 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.

Overall summary of progress

The increased involvement of parents and our community partners was further developed in 2019 and included greater links between parents and whole school wellbeing programs as well as greater involvement of parents in decisions making processes through surveys and forums. The current CLO program has been highly effective however, the provision of additional CLO was more challenging than expected. The goal to increase the CLO program will continue into 2020. The inclusion of more cultural activities have been highly effective for developing community relationship, cultural harmony and student wellbeing. In 2019 the Alumni program was not as well supported and promoted to senior students however, we will re invigorate this program in 2020.

Progress towards achieving improvement measures

Process 1: • Analyse TTFM data and parent surveys to develop strategies to improve communication and involvement with parents in school life.

Evaluation	Funds Expended (Resources)
<p>In 2019 the school implement processes to improve communication between the school parent community and the school. The school electronic newsletter was distributed to parent emails twice a term. There was continued translation of school documents and policies which were uploaded to the school website. Our CLO contributed to the P&C meetings updating the community of wellbeing programs and invited speakers to the meetings who had presented to the students at school.</p> <p>The use of Sentral SMS and email and the parent Portal was further promoted and used in 2019.</p> <p>Parents were also surveyed about the school reading program and uniform upgrades.</p>	<p>Funding provided by P & C for parent session where applicable</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: • Further development of CLO role in supporting families and increased cultural celebration events throughout the year to build student wellbeing and cultural harmony.

Evaluation	Funds Expended (Resources)
<p>For 2020 there will be further consolidation of the school wellbeing program with continued links to information evenings for parents. 2020 will see the implementation of Year 7 and 8 mobile phone policy which was driven by the parent body.</p> <p>Due to the success of the events in 2019 we will continue with the Aboriginal smoking ceremony, Chinese New Year, Middle Eastern day and Diwali celebrations.</p>	<p>Smoking Ceremony – \$450 from RAM Equity funds</p> <p>Chinese New year – \$1823 from RAM Equity funds</p> <p>Christine Anu – \$2580 – RAM Equity funds</p>

Progress towards achieving improvement measures

For 2020 we would like to start to have school documents and policies translated in Farsi	
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Next Steps

The school will continue to expand the CLO program and seek support from the parents and community for the multipurpose building initiative.

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

Improvement Measures

- 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.

Overall summary of progress

In 2019 there was much preparation for the development of a whole school Professional Learning community. This culminated in the addition of a one hour professional learning time each week to support the implementation of school targets. We have been progressing well in formative assessment and future focussed learning and are on target to having processes well established with all faculties implementing literacy targets in most year groups. In 2019 we have seen 2 staff commit to higher accreditation levels and are being supported to continue this process.

Progress towards achieving improvement measures

- Process 1:**
- A) Develop a professional learning community to target teacher training and development in school targets.
 - B) Development of literacy, formative assessment and feedback, collaborative and future focused learning strategies including VET course/s in school.

Evaluation	Funds Expended (Resources)
A) We will commence the implementation of a professional learning community focusing on 'what works best' in teaching and learning in 2020. B) Further professional learning involving Head Teachers and more regular literacy team meetings will be undertaken. Formative assessment will continue to be a school focus with links to visible learning. The school is looking to create a number of FFL classrooms around the school with funding set aside for the purchase of new classroom furniture. As well as increasing staff involvement in teaching and learning using collaborative methods.	TPL funds, donation from P&C and school funds – \$38,700

- Process 2:**
- Further development of culture of professional expertise through stronger supportive higher accreditation processes.

Evaluation	Funds Expended (Resources)
Will continue with the support and mentoring in 2020 to assist staff to move forward with their Higher Accreditation.	Provision of time through TPL funds to work towards higher accreditation. Funding Sources: <ul style="list-style-type: none">• TPL Funds – provided day relief days (\$3500.00)

Next Steps

Continue current processes to underpin quality TPL and improved classroom practices including formative assessment and future focussed learning. We will continue to support teachers who wish to undertake higher accreditation.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	RAM Equity funding – salaries	<i>A post–presentation survey revealed that the majority of staff found the session informative, as it resulted in a re–evaluation and re–defining of how we understand 'literacy'. Due to this positive feedback, we will be continuing to expand this initiative into the domain of writing in future. Intervention strategies implemented for the newly arrived students has resulted in greater comprehension and subsequent well–being support for the students. Modifications to assessments have also provided fairer opportunities for students to succeed.</i>
Low level adjustment for disability	RAM funding – Staffing – \$64,030 RAM funding – Flexible – \$66,564	All of the programs that have been put in place have led to all Year 12 students meeting the HSC minimum standards for reading and writing and 99.5% for numeracy. All students have been engaged in the programs and parents are pleased with the support.
Quality Teaching, Successful Students (QTSS)	RAM funding \$21,019	The student assistance program is being reorganised due to the amount of families requiring assistance to ensure resources are placed equitably for those requiring assistance.
Support for beginning teachers	Beginning Teaching funds for teacher relief, mentor periods and TPL – \$60,911.00	Due to increasing numbers the school will implement a Beginning Teacher mentor for 2020 to assist all new teachers working towards their Proficiency Accreditation. This will include day to day matters, policy and procedure requirements, teaching strategies and all compliance.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	1234	1248	1341	1368

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.5	96.6	96.5	95.9
8	95.6	96.2	96	94.4
9	94.8	95.1	94.9	94.2
10	95	94.5	94.2	94.2
11	95.5	95.9	93.3	94.1
12	95.1	96	94.1	93.6
All Years	95.6	95.7	94.8	94.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	0	6
TAFE entry	0	0	5.3
University Entry	0	0	92
Other	0	0	1
Unknown	0	0	1

Year 12 students attained their HSC with a vocational education qualification (VET)

Sixteen students completed VET qualifications as part of their HSC 2019

Thirteen students completed eVET courses at the Sydney Institute of TAFE, including campuses at Ryde; Meadowbank; Hornsby; Ultimo College, Taronga Zoo and one at Epping Boys High School. A further two students completed School Based Traineeships in Retail Services and one student completed 2U Skills for Work and Vocational Pathways.

Diversity of student choice in completed VET Courses 2019 include:–

4U Animal Services, 2U Tourism, Travel & Events Stage 2, 3U Human Services Stage 2, 2U Hospitality – Kitchen Operations Stage 2, 2U Entertainment Industry Stage 2, 2U Design Fundamentals, 2U Entertainment Industry, 2U Retail Services (SBAT) 2U IDT Animation and, 2U Sport and Fitness.

School-Based Traineeships (SBAT's)

During 2019 two students completed and two students commenced a School Based Traineeship (SBAT) VET training in Retail Services, including 100 days of paid workplace learning. The 2019 employers included 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. Further information about SBAT's www.sbatnsw.info/

Stage 6 VET

During 2019, nineteen students commenced eVET courses including TVET.

Students completed an Expression of Interest for eVET courses in the year prior to their Yr 11 enrolment at CGHS. EVET applications and course choices are available to Yr 10 students in August/September of each school year.

The Department of Education, Senior Pathways Unit, consider all applications on merit and makes course offers to students in December. Course placement is very competitive, and students wishing to submit an EOI for a TVET course are advised to complete their Year 10 application promptly and submit completed EOIs to the CGHS Careers Teachers. The Careers Teachers at CGHS are the administrative and operational link between eVET, Senior Pathways Unit and the CGHS students. Note** All VET courses require mandatory workplace learning (work placement) of up to 80 hours.

Youth Engagement Strategy

During 2019, five 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 otherwise not 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 TAFE NSW, until the student reaches the New School Leaving Age of 17 years. The Careers Teachers at CGHS assist Year Advisers in identifying students who may benefit from these School to Work programs. During 2019 five CGHS students successfully completed a YES course.

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

Year 12 students undertaking vocational or trade training

5.98% of Year 12 students at Cheltenham Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Cheltenham Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

On the 11th February, 2020, 203 students received offers from the following universities or TAFE

44 students – University of Sydney

42 – University of NSW

38 – Macquarie University

23 – University of Technology

23 – Australian Catholic University

11 – TAFE

6 – Western Sydney University

14 – Other venues or private colleges

Courses included:

Actuarial & Accounting, Advanced Maths, Animation, Architecture, Aviation (Management), Business Administration, Commerce, Construction & Property, Criminology, Design, Economics, Education, Engineering, Environmental Science, Fine Arts, Global & International Studies, Law, Marketing and Media Studies, Medical Science, Midwifery, Music & Sound Production, Nursing, Optometry, Pharmacy, Physiotherapy, Policing, Psychology, Science, Social Work, Speech Pathology, Veterinary Medicine.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	65.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	14.97
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

There were 225 external professional learning activities attended by teachers in 2019. Staff attended a range of professional learning workshops, conferences, network meetings, association gatherings (such as the English Teachers

Association and the Maths Association of NSW), all designed to support current and future teaching and learning programs. In addition to staff participating in offsite TPL, CGHS teachers also participated in two Faculty Planning days throughout the year as well as Staff Development Days and Twilight TPL sessions. In 2019, professional learning applications once again required teachers to identify the school plan strategic directions, with which their professional learning was aligned.

Staff Development Day 1 (2019) saw staff participate in a number of TPL sessions throughout the day. Staff undertook mandatory compliance training in both the Code of Conduct and Mandatory Child Protection. Other TPL sessions provided to the staff on the day included Sentral and SCOUT training. This allowed staff to develop student profiles in readiness for the year ahead and focused on Standard 1: Know Your Students and How They Learn. Faculty Head Teachers also led sessions with their teams which were based on identifying targets and goals for 2019 that would assist teachers in developing their PDPs.

Staff Development Day 2 (Term 2) involved staff members participating in a number of TPL activities. The theme for the morning session was focused around literacy. Our EALD team delivered a presentation to the staff which enabled teachers to further develop their capacity to work with EALD students as well as gain a better understanding of the strategies to be implemented in the classroom as well as the support available to both students and staff. Following this, our Literacy team led by the HT English, delivered a presentation to staff which provided an overview of our current direction in literacy learning. Staff developed knowledge of Literacy Progressions which served as tool in developing targeted teaching and learning programs in the classroom. Formative assessment continues to be a focus within our school. Staff also participated in a hands-on workshop which provided teachers with opportunities to develop their knowledge and understanding in the effective implementation of Entry and Exit Tickets. In the afternoon HTs led their teams in developing new rubrics for the implementation of A–E grade reporting.

Staff Development Day 3 (Term 3) provided staff with opportunities to further develop their capacity to implement literacy strategies into their daily teaching practice. Staff received training in improving student reading comprehension through the use of the 'Front load, Unpack and Recycle' strategy. Our literacy team also delivered a presentation on reading strategies. In the afternoon, Head Teachers led their faculties in the development of a range of resources designed to improve student literacy across a range of key learning areas. Staff at CGHS are committed to the ongoing development of student literacy and as such we plan to continue to provide staff with ongoing TPL related to this area.

For the second consecutive year, 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 provided staff with a range of workshops to select and attend. Workshops on offer to staff included 'Seeking a Permanent Teaching Position workshop'. This session was intended for those staff who may be seeking a permanent teacher position in a school. A panel of local principals participated and provided an insight into the application process as well as providing tips in CV writing, addressing selection criteria, interview tips and body language. Other workshops in presentations on Cognitive Load Theory as well as hands on practical workshops in the use of G–Suite for Education.

Our second Twilight session for 2019 took place in Term 3. Once again staff were provided with a range of TPL opportunities for them to select from. These workshops continue to be popular with staff as it provides them with choice and also allows the TPL team to plan sessions that cater for a wide range of needs. Workshops were based around 'Future Focused Learning' and integration of ICTs into the classroom.

At the end of Term 4, CGHS held a staff development day which was focused around staff well being and team building. CGHS continues to recognise the need to care for staff so that they are mentally healthy, and model wellbeing and resilience which in turn has a positive impact on students, work colleagues and the culture of the school – and is essential for effective teaching and learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	3,342,348
Revenue	14,567,138
Appropriation	12,840,468
Sale of Goods and Services	223,581
Grants and contributions	1,471,317
Investment income	31,282
Other revenue	490
Expenses	-13,573,286
Employee related	-11,860,803
Operating expenses	-1,712,484
Surplus / deficit for the year	993,851

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	382,845
Equity - Aboriginal	658
Equity - Socio-economic	21,019
Equity - Language	220,898
Equity - Disability	140,271
Base Total	11,702,894
Base - Per Capita	314,650
Base - Location	0
Base - Other	11,388,244
Other Total	482,397
Grand Total	12,568,136

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

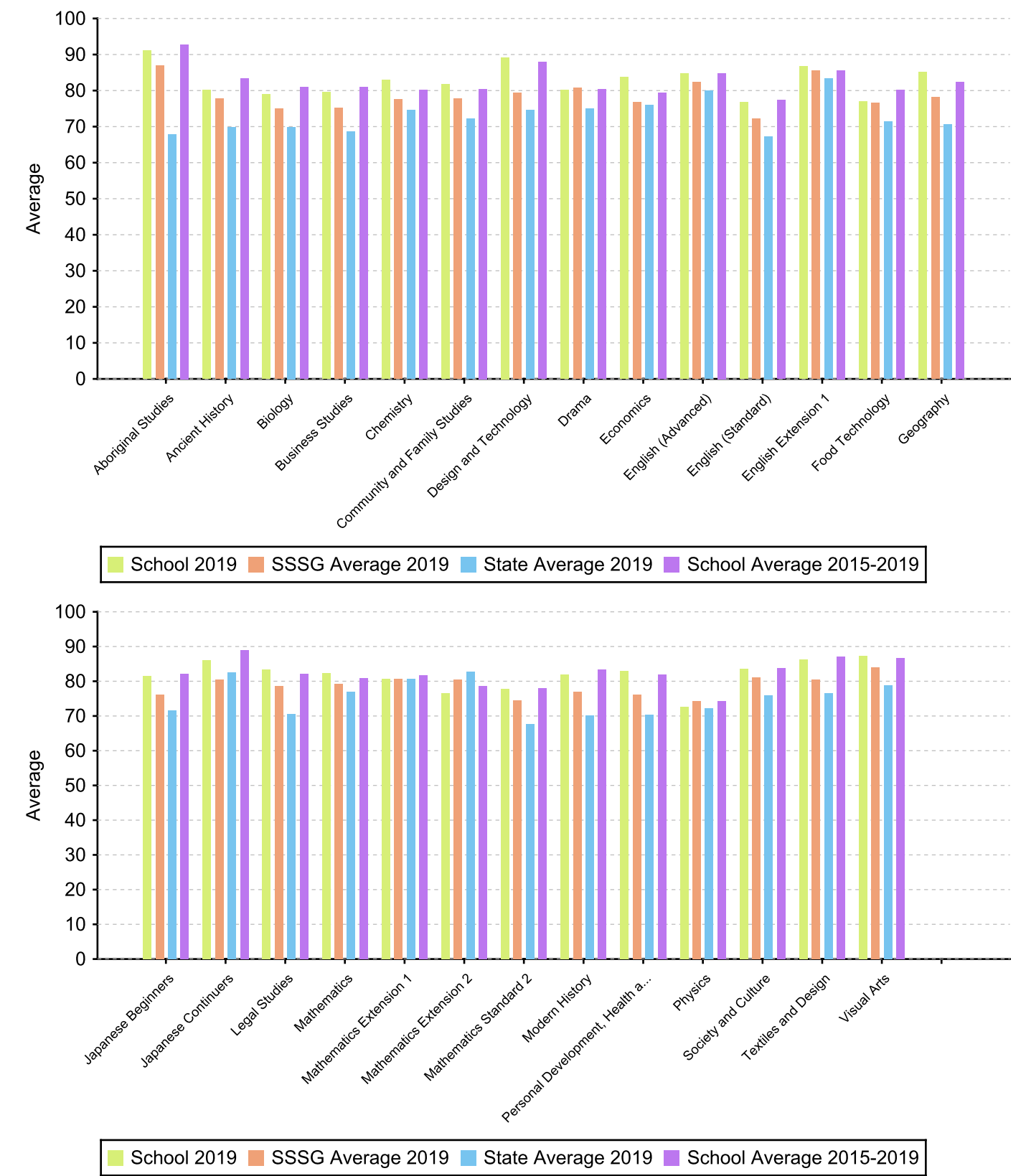
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	91.1	87.0	67.8	92.8
Ancient History	80.1	77.8	69.9	83.3
Biology	79.0	75.0	69.9	81.0
Business Studies	79.6	75.1	68.6	81.0
Chemistry	83.0	77.5	74.7	80.2
Community and Family Studies	81.7	77.8	72.2	80.4
Design and Technology	89.2	79.3	74.5	87.9
Drama	80.1	80.8	75.0	80.3
Economics	83.7	76.8	75.9	79.3
English (Advanced)	84.8	82.3	80.0	84.8
English (Standard)	76.7	72.2	67.3	77.4
English Extension 1	86.8	85.5	83.4	85.6
Food Technology	77.0	76.5	71.4	80.1
Geography	85.2	78.2	70.6	82.4
Japanese Beginners	81.6	76.1	71.6	82.1
Japanese Continuers	86.1	80.5	82.5	88.9
Legal Studies	83.3	78.7	70.6	82.1
Mathematics	82.3	79.3	76.9	80.9
Mathematics Extension 1	80.7	80.6	80.6	81.8
Mathematics Extension 2	76.5	80.4	82.7	78.6
Mathematics Standard 2	77.9	74.6	67.7	77.9
Modern History	82.0	77.0	70.2	83.3
Personal Development, Health and Physical Education	82.9	76.1	70.5	82.0
Physics	72.6	74.3	72.1	74.2
Society and Culture	83.5	81.0	75.9	83.8
Textiles and Design	86.2	80.4	76.6	87.1
Visual Arts	87.4	84.1	78.8	86.7

HSC information

In 2019 Cheltenham Girls High School had 2 All Rounders, 1 First Place in Course for Information Processes and Technology, 1 Second place in Course for Community and Family Studies, 2 Top Achievers and 116 Distinguished Achievers.

In 2019, 17 students completed the accelerated **Aboriginal Studies** course. 76.47 % of Cheltenham students achieved a Band 6 compared to 10.33% of the state. The school has achieved well above state average from 2009–2019, and continues to be an educational leader in this subject.

21 students completed the HSC **Ancient History** exam. 9.52% of Cheltenham students achieved a Band 6 compared to 9.21% of the state and 52.38% of Cheltenham students achieved Band 5 compared to 26.25% of the state.

In **Biology**, 97 students completed the HSC exam in 2019. 15.5% of Cheltenham students achieved a Band 6 compared to 5.9 % of the state. 38.1 % of Cheltenham students achieved a Band 5 compared to 20% of the state.

In 2019 57 candidates completed the **Business Studies** HSC examination. Once again students achieved results above state average with 7 students (12.28% of the cohort) achieving a Band 6 compared to 9.44% of the state. Band 5 results were also impressive with 25 students (43.85% of the cohort) gaining a Band 5 compared to 23.93% of the state.

In **Chemistry**, 45 students completed the HSC exam in 2019. 17.8 % of Cheltenham students achieved a Band 6 compared to 16.6 % of the state. 55.6% of Cheltenham students achieved a Band 5 compared to 27.4% of the state.

In 2019, 33 students completed the **Community and Family Studies HSC**. The results were well above state average. 15.5% achieved a Band 6 compared to 4.77 % in the state. 51.51% achieved a Band 5 compared to 31.52% of the state.

One student came Second in the State which was an outstanding achievement.

In 2019, 18 students completed the **Design and Technology course**. The results were well above state average. 50% achieved a Band 6 compared to 14.33% in the state. 38.88% achieved a Band 5 compared to 32.2% of the state.

Earth and environmental Science has had an outstanding result in 2019. 22% students achieved a Band 6 compared to 4.6% state wide and 33 % achieved a Band 5 compared to 20.6% across the state.

In 2019 25 candidates completed the **Economics** HSC examination. For only the third time in 10 years no Band 6 results were achieved, however 21 students or 84% of the cohort achieved Band 5 results which was significantly above state average (33.66%).

97 Cheltenham students completed the **English Advanced** examination in 2019, 19.58 % achieved a Band 6 compared to 13.48 % of the state. 69.94 % of Cheltenham students achieved a Band 5 compared to 48.37 % of the state. 15.46% achieved a Band 4 and we did not have any Band 3's.

100 Cheltenham students completed the **English Standard** examination in 2019, 1.01 % achieved a Band 6 compared to 0.66 % of the state. 32.92 % of Cheltenham students achieved a Band 5 compared to 11.15 % of the state.

In the **English as a Second Language** course in 2019, 7 Cheltenham students completed the HSC exam. 0 % of Cheltenham students achieved a Band 6 compared to 3.09 % of the state. 42.85 % of Cheltenham students achieved a Band 5 compared to 19.78 % of the state.

18 students completed the **English Extension 1** course for the 2019 HSC. 33.33 % of Cheltenham students achieved an E 4 compared to 34.21 % of the state. 66.67 % of Cheltenham students achieved an E 3 compared to 59.94 % of the state.

8 Cheltenham students completed the **English Extension 2** course in 2019. 75% of Cheltenham students achieved an E 3 compared to 53.92 % of the state.

In 2019, 30 students completed the **Food Technology course**. The results were well above state average. 10% achieved a Band 6 compared to 8.34% in the state. 33.33% achieved a Band 5 compared to 24.83% of the state.

In 2019 13 candidates completed the **Geography** HSC examination. This year two students (15.38) of the cohort achieved a Band 6 compared to the state (10.40%), which is double the Band 6 result of last year. Band 5 results were significantly above state average 69.23% for CGHS compared to 33.15% for the state.

In **History Extension** 6 students completed the HSC in 2019. 100% of Cheltenham students achieved a Band E3 compared to 48.98% of the state.

In 2019, 4 students completed the **Industrial Technology course**. 50% achieved a Band 5 compared to 15.85% of the state.

In 2019, 6 students completed the **Information Processes and Technology HSC**. The results were well above state average. 100% achieved a Band 6 compared to 10.64% in the state.

One student came First in the State which was an outstanding result.

In 2019 our school cohort of 6 students performed well with 83% (5 out of 6) of the candidates achieving a Band E3 compared with 43.48% of the state. Mark range for Band E3 from our school were 38 to 43 out of a maximum mark of 50. 46.39% of the students completing **Japanese Extension** received a Band E4 result. There were no Band E4 results from our school cohort. 1 student received a Band E2.

In 2019, for the entire exam, our **Japanese Continuers cohort** of 15 students performed well with 53% of the candidates achieving a Band 6 (8 out of 15 students) compared with 27% of the state. These figures have gone down for our cohort and the state compared to previous years. 87% of students in our cohort achieved a Band 5 or Band 6 (13 out

of 15 students). 2 students received a Band 4.

In 2019 21 candidates completed the **Legal Studies** examination. This year 4 candidates (19.04%) of the cohort achieved Band 6 results compared to 13.64% of the states. Band 5 results were also significantly above state results, with 57.14% of the cohort achieving Band 5 compared to 27.90% of the state.

Mathematics had 98 students complete the 2019 HSC exam. 23.47% of Cheltenham students achieved a Band 6 compared to 23.57% of the state. 38.78% of Cheltenham students achieved a Band 5 compared to 25.74% of the state.

Mathematics Extension 1 had 50 students complete the 2019 HSC exam. 24% of Cheltenham students achieved a Band E4 compared to 39.11% of the state. 62% of Cheltenham students achieved a Band E3 compared to 41.16% of the state.

Mathematics Extension 2 had 13 students complete the 2019 HSC exam. For only the second time in the last 10 years no Band E4 results were achieved. However, 76.92% of Cheltenham students achieved a Band E3 compared to 50.16% of the state.

Mathematics Standard 2 had 71 students complete the 2019 HSC exam. 5.63% of Cheltenham students achieved a Band 6 compared to 5.24% of the state. 40.85% of Cheltenham students achieved a Band 5 compared to 19.04% of the state

26 students completed the 2019 HSC exam in **Modern History**. 7.69% of Cheltenham students achieved a Band 6 compared to 9.74% of the state. 65.38% of Cheltenham students achieved a Band 5 compared to 29.59% of the state.

The **Music 2** results indicate a very positive year in 2019. All 5 Music 2 students recorded Music as their best result in their HSC, with all results in the top two bands, including three in Band 6. Verity Skala received two encore nominations across multiple components – performance and composition.

In **Personal Development, Health and Physical Education**, 36 students completed the HSC exam in 2019. 31% of Cheltenham students achieved Band 6 compared to the 6% of the state. This was an increase from 17% achieving Band 6 in 2018. 42% of students achieved Band 5 compared to 25% of the state.

In **Physics** 25 students completed the HSC exam. 4% of Cheltenham students achieved a Band 6 compared to 12.7% of the state. 20% of Cheltenham students achieved a Band 5 compared to 22% of the state.

In **Society and Culture** 31 students completed the HSC exam in 2019 and achieved excellent results. 29.03% of students achieved a Band 6 compared to 12.37% of the state. 51.61% of students achieved a Band 5 compared to 32.03% of the state.

In 2019, for the entire exam of **Spanish Beginners**, our school cohort of 7 students performed reasonably well with 14.5% of the candidates achieving a Band 6 compared with 17.69% of the state and 28.57% of the candidates achieving a Band 5 compared to 18.46% of the state.

In 2019, 14 students completed the **Textiles and Design course course**. The results were well above state average. 42.85% achieved a Band 6 compared to 16.36% in the state. 35.71% achieved a Band 5 compared to 36.94% of the state.

2019 was a very successful year in **Visual Arts**. Students Michaela Barnert and Sumaya Atham Bawa both had their Body of Work accepted for Art Express at the Art Gallery of NSW. Sumaya has been offered a position in Film Practice at The University of the Arts London. Success was shared across the cohort with 88% of students achieving results in the top two bands, with the highest number of students achieving Band 6 in ten years.

Parent/caregiver, student, teacher satisfaction

Parents were actively involved in the life of school in 2019. Parents continue to volunteer to be on the school merit selection panels for the employment of new staff. Parents, students and staff combined together for a school working bee where the student vegetable garden was renovated, the nature garden and pond cleaned and the Aboriginal food garden cleaned of weeds and new shrubs planted. The parents and staff also combined once again in the annual P&C fund raiser Trivia Night. The re introduction of the school newsletter through a new online version has been well received by the community and has enhanced our communication modes.

Parents have been involved with a number decisions around the new 2020 year. These have included the implementation of the new reading group, the proposed multipurpose building and changes to the school uniform. In early 2020 we will be surveying parents on the Reading groups to gain some of the baseline data to support our Literacy programs and initiatives. The P & C have been actively involved in supporting our application and sourcing funding the new multipurpose centre. Building is expected to commence in 2020. Parents and students have been involved in the decision making in regards to school uniform updates. This is to include maroon school pants for winter and maroon tracksuit pants for sport. The students are continuing to provide suggestions for further inclusions for 2020 and 2021 for the uniform.

In 2019 we began to dovetail our student wellbeing programs with same parent information sessions. Parents were provided with sessions on Cyber Safety, the Sleep Connection and Study Skills so that consistent messages are being communicated to students and parents about wellbeing. We hope to continue these wellbeing sessions into 2020 with the Resilience Doughnut.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

On January 30 2019, all students and staff marked the beginning of the school year by partaking in a Smoking Ceremony. The ceremony was led by Uncle Laurie Bimson, Guringai elder, and Dave Lardner, President of the Wattamattagal (Ryde) AECG and the Aboriginal Education and Engagement Officer for the NSW Department of Education. This was the 1st year that the school has held a smoking ceremony, and is a meaningful way to acknowledge the land of the Guringai and Dharug people, on whose land the school stands, as well as a way to mark a fresh start as we embark on a new year of learning in our school community. The school very much appreciates the time and sharing of knowledge from Uncle Laurie and Dave, and we plan to make this an annual event.

In August 2019 51 students and 4 staff went to Central Australia. The Stage 6 Aboriginal Studies students, guided by Reg Ramsden and the 'Remote Educational Tours' guides, visited Uluru, Kata Tjuta, Kings Canyon and Alice Springs. They also spent a few days at the Lilla Community, experiencing remote living and education with the students from Wattarka Primary school, as well as immersing themselves in local Warlpiri culture with the guidance of local elders.

Stage 4 and Stage 5 History integrate Aboriginal histories into the curriculum. Year 7 classes learn about pre-contact culture as well as the impact of initial colonisation. Year 9 students extend this knowledge by developing an understanding of impact of the spreading colonies and Federation on Aboriginal peoples, as well as contribution to Australia's war efforts. Year 10 then looks at the issues related to Changing Rights and Freedoms for Aboriginal peoples from 1945 onwards. We continue to achieve success with our Stage 6 accelerated Aboriginal Studies course. In 2019 there were 55 students studying Stage 6 Aboriginal Studies, and 76.47 % of Cheltenham students achieved a Band 6 compared to 10.33% of the state.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

On the 13th of February 2019, CGHS celebrated Chinese New Year, with a lion dance performance at the school, this performance was by **Jin Wu Koon Dragon and Lion Dance Association**. The significance of the lion dance is to celebrate Chinese New Year and welcome in the year 2019. This is the first year the event took place at the school to acknowledge and celebrate culture diversity at Cheltenham Girls High School. It allows students greater exposure to the Chinese culture and traditions as practised by the Asian community. All students received a red pocket (enveloped) with a wellbeing message inside. The event was well received by students and staff and this will be an annual event every year.

The school also celebrated Middle Eastern and Diwali Cultures with a fashion fundraising day at school where students wore the traditional dress of their culture.

Other School Programs (optional)

Learning Support Team

The Learning Support Team (LST) is a whole school program but its core members include the Head Teacher Learning Support, Head Teacher Wellbeing, Learning and Support Teacher/Team (LaST), Careers Advisors, School Counsellors and School Learning Support Officer (SLSO). The LsST meetings are held fortnightly and are aimed at identifying and supporting students who require additional assistance in their learning. The LaST 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.

The role of the LST at Cheltenham Girls' High School is to assist students with additional learning needs. Professional learning is provided to staff to develop their ability to differentiate and deliver content to students of varying abilities.

Strategies/initiatives that have been managed by the LaST include:

- Learning Profiles – contain background information and 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 through consultation with student, parent and staff
- Disability Provisions – provided for exams to assist students with learning difficulties or medical conditions
- Homework Centre – students who attend can receive assistance with homework and assessments across all Key Learning Areas from a range of teachers. Students may also use the facility to access a quiet space with computers to complete their own work/study
- HSC Minimum Standards – intensive lessons during a preparation day were developed to assist those students who had not yet met the HSC Minimum Standards
- Nationally Consistent Collection of Data: The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

LIBRARY

Cheltenham Girls' High School's library provides a thriving future-focused learning space that advocates and supports the academic and recreational reading needs of the whole school community in the pursuit of lifelong learning. It is here that the Teacher Librarians support and implement the school vision through development of information services and programs. Students are able to access the Library daily, before school, recess and lunch (with the exception of Friday recess). In addition to this the weekly after-hours Homework Centre connects learners with resources in a relaxed environment.

The Library plays a strategic role in fostering and developing digital literacy, information research skills and problem solving. Staff and students work collaboratively in designing and implementing whole school programs and wellbeing initiatives such as the highly successful NSW Premier's Reading Challenge (eight medals were presented at the Annual Presentation Day 2019) as well as celebrating the CBCA Book Week which included a Year 7 author talk. It is here that Library Prefects are appointed and encouraged to assist with and facilitate peer enquiries, the circulation of book loans and shelving. They also promote wider reading literacy initiatives within the school community with their achievements celebrated at the Service to School Assembly.

Teacher Librarians oversee collection development and curation of library resources. This process is founded on a culture of inquiry and information literacy and is highly collaborative to ensure the successful establishment and management of a well-balanced 21st Century collection. In terms of student borrowing, data revealed a total of 6829 loans were issued in 2019. Of this, Year 7 were the heaviest borrowers, making up 2134 loans, with the total number of overall search results tallying 23,486. This demonstrates an upward trend in borrowing over the last 3 years. Resources are selected and retained on account of their currency and relevance to the delivery of the Australian Curriculum, as well as their promotion of reading for pleasure. This supports faculty areas, Personalised Learning Plans, including the supervision of Distance Education and External Languages Courses. In addition to taking part in their daughter's education, parents are also encouraged to volunteer their services to the Library.

It is here that, the collection seeks to retain and advocate for the traditional elements to meet the recreational reading needs of patrons. Through the acquisition and promotion of a range of resources, including traditional formats, digital and audio-visual texts such as ePlatform and ClickView, we ensure that quality teaching and learning is prioritised, and effective differentiation can be accommodated. The collection is extensive and includes: fiction, non-fiction, graphic novels, and subscriptions such as, magazines and a senior collection, as well as, accepting donations. Through this, we

foster an environment where students are supported in building their critical and creative thinking skills and their ICT capabilities, as well as where they are encouraged to develop a life-long love of learning and of literature. The breadth of the collection is balanced and reflects the diversity and cultural characteristics of the CGHS school community.

Moreover, the library environment is conducive to Twenty – First century learning, through the integration of android tablets to support the school LMS (Oliver – search catalogue). It is here that as a school resource, the Library facilitates the issuing of faculty textbooks, as well as providing access to an immediate wireless network and flexible teaching and learning areas that are regularly updated with new displays and furniture. The space is equipped with printing services, an 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 appointed sensory room to support student wellbeing.

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 in 2019, 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. In 2019 the annual training day which fosters Year 9 students into Peer Support leaders also took a different focus with 2020 being the first year that Peer Support leaders travelled to Year 7 camp.

In 2019 there was also the Elevate Study Skills program in Years 7 to 12. The Sleep Connection in Years 7 – 10 and Police Talks for Years 7 – 12, each of these had corresponding parent sessions.

Other transition programs support student wellbeing with Orientation Week, 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 Cafés continue to run as a successful and popular program for students to learn barista skills for future employment. These cafés, 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. 2019 Taracoonee retreat focused on resilience.

The Wellbeing report, presented weekly to assemblies, continued the anonymous question box called 'asking for a friend.' This has continued to be a popular segment at school assemblies.

The Wellbeing team had a significant change with the removal of Assistant of Year Advisors to having two Year Advisors per grade, in addition to the wider Wellbeing team of Counsellors, Carers Teachers, Learning Support Teachers, SLSO's and Deputy Principals.

In 2019 there was also the establishment of some new wellbeing programs, such as the Student Wellbeing Handbook, that outlines important school information, was issued to all students. There was also the whole school anti-bullying survey which gave informative data about prevention of bullying at our school. In Term 4 there was also the introduction of the very popular school 'Therapy Dog in Training.' The German Shepherd puppy, Sergeant, provided support and positivity within school.

SHIFT

The SHIFT program continued in 2019. In response to staff and student feedback the program was wound back to six sessions run in Week 1 of Term 4 right before Year 11 students begin Year 12. The sessions included: Beginning Year 12, working with others, timetabling and planning, self care, sleep hygiene and managing stress. The response from students was mostly positive with 50.1% of students rating the program as 'Very good' or 'Excellent'. Students continue to rank the timetabling and organisation component of the program highly. Many students indicated a need for a greater understanding about the organisation of the HSC, ATAR and future opportunities.

Financial literacy program

Financial literacy has been included in the Cheltenham Girls' High School Plan 2018–2020, in Strategic Direction 1: Articulate, Authentic, Autonomous Learners because we felt it was of vital importance to our students to create "targeted programs to develop and extend financial literacy capabilities in Years 10–12". We wanted our students to have the skills and knowledge to make informed financial decisions so that they will be well equipped to face the challenges of adult life.

Financial literacy is a priority for women because:

- Women earn on average 14% less than men (approx. \$241 per week less than men)
- the highest pay gap is the Financial and Insurance Services sector at 24%
- Women have an average of 53% less superannuation on retirement than men
- 55% of women under 35 find dealing with money stressful & overwhelming
- 85% of women under 35 do not understand fundamental investment concepts
- 77% of women under 35 do not know the value of their superannuation

The Year 10 content includes:

- Financial goal setting
- Understanding the different sources of income
- Taxation – what is it, what are taxes used for, how to get a TFN, completing a tax return
- Budgeting
- Mobile phones – plans, scams & traps
- Smart online shopping

The Year 11 content includes:

- A review of the concepts of simple & compound interest
- Saving & investing, including micro investing
- Gambling & micro transactions – identifying risks & addictions
- Scams, all types
- Identity theft
- Cars – buying new vs second hand, buying vs leasing, balloon payments, running costs

The Year 12 content includes:

- Superannuation – planning for your financial future
- Relationships & money – focusing on the issues women face
- Dealing with financial hardship
- Credit/Debt/Debt management
- Deferred payment systems – Afterpay, payday loans
- Housing – renting vs buying, costs/fees/charges, the extras – stamp duty, rates, utilities, insurance
- Understanding HELP/ HECS debt.

The program is being taught by a team of teachers, 6 from Social Sciences, 3 from Mathematics, 1 from Languages and 1 from TAS. The current Year 11 students will be the first to complete the full program in 2021. The program is being evaluated at every stage and it will be modified as a result of student and teacher feedback.

FUTURE PROJECT

At CGHS girls have an opportunity to be involved in various STEM projects. This year some of our senior students participated in the Future Project, a joint venture with the Kings school and various industries. During the project both teachers and STEM professionals worked together to increase the skills, knowledge and confidence of the students. The teachers engaged students by means of a range of activities including mentoring, career talks and hands-on activities.

Students played an active role in analysing samples from Bondi beach to study the spread of bacteria. They partnered with Quantal Bioscience to investigate the food industry's methods of air purification and control of the spread of contaminants.

Researchers in engineering have several hands-on research projects slated for students of The Future Project including the extraction of valuable by products from fruit processing and production, which could assist in the prevention and treatment of diseases such as cancer, osteoporosis and cardiovascular disease.

ROBOTICS WORKSHOP

Students in Year 9 took part in a robotics program with Beecroft public school for six weeks in terms 2 and 3. The Year 9 students developed mini programs using Robotics EV3 for the primary school students. They designed robots that could trace specific patterns, complete certain actions using sensors like the gyro and infrared. This provided them with the basics for participating in the Robo-Cup.

LEVEL UP

In 2019 CGHS launched a new STEM driven initiative designed to engage Year 10 students in critical and creative problem-solving skills. This three-week program, run in Weeks 6–8 in Term 4, included a rotation through six STEM problems, a design your own Escape room and Financial Literacy stream. Students had to work together to solve problems such as how to code a micro bit circuit, build a lever to move items, use water pressure as a motor and solve cryptic puzzles. Students also teamed up to complete an escape room in a box, and then use these skills to design their own. This culminated in The Great Escape where students completed each other's themed escape (class)rooms. Surveys from students indicated a high engagement and interest in this program, with 65.3% of students rating LEVEL UP as "Very Good" or "Excellent".

Student Leadership

- **Debating and Public Speaking**

CGHS participated in three major public speaking competitions in 2019.

The Rostrum 'Voice of Youth' competition attracted many participants, so tryouts were necessary to choose our representatives.

Senior student skills in the writing of speeches and effective delivery were enhanced by our participation in the Plain English Speaking Award while two junior representatives were chosen for the Legacy Junior Public Speaking Award. This competition allowed students to voice their perspectives on issues that affect the global, national or local community. The tryouts for this competition saw an impressive standard of speech presentation and enhanced skill development.

Further training and participation in these and other competitions will be occurring in 2020.

- **Cloud 9**

Cloud 9 is a student-directed group that looks at developing the positive wellbeing of all students in our school. Selected students from various year groups meet regularly to discuss everyday challenges that students face. Their aim is to provide students with strategies to cope and deal with daily life pressures.

Throughout 2019 Cloud 9 students have engaged in initiatives which help to build on the wellbeing, sense of wellness and mental health within the school community. Some annual initiatives of focus include RUOK Day, Yr 7 Friendship Day and Childhood Mental Health day. 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. This year Cloud 9 students assisted in building cultural awareness and belonging to celebrate the diversity of our school community when organising the Chinese Dragon dancer and drummers for Chinese New Year.

Year 10 Cloud 9 student leaders have the opportunity to attend the annual Hornsby Ku-ring-gai Youth Mental Health Forum to engage in ideas, problem solving and decision making that targeted the needs of students at CGHS. During 2019, they developed a project and action plan at the forum and brought it back to the Cloud 9 team to implement during Semester 2. This year's project was the Mindful Monday program which has included educating students on the ways to embrace mindfulness during their school day and the Device Detox time at a recess time to develop resilience and belonging in students with the aim of ensuring all students were making connections with their peers.

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. In recent times, Cloud 9 have raised money and awareness for many worthy causes including Beyond Blue & our Australian Farmers. We also had a guest speaker from the Resilience Centre in Epping come to speak at the junior and senior assembly about what resilience means and how we can develop resilience in our lives. This has flowed into this year as the whole school is beginning training in The Resilience Doughnut.

Through a variety of wellbeing initiatives throughout the year, Cloud 9 aim to:

Provide a safe school environment free from bullying behaviour

Ensure every student is valued and respected

Develop positive psychology and address mental health issues

Inform students on how to deal with various pressures e.g. personal expectations, time management

Develop positive body image in every student

Provide students with tools to develop and establish their own identity

Provide strategies for self empowerment

Raise awareness for student wellbeing

Create a sense of connectedness for all students

- **Prefect Body**

The 24 prefects for 2019–2020 were elected by their peers in Years 10, 11 and 12 and the staff in May. In June the prefects went to Naarmaroo Conference Centre in Lane Cove National Park for the annual prefect retreat. This is a very busy two days filled with lots of talking, listening, discussion, collaboration of ideas and planning for the upcoming year. Whilst on the retreat the executive body was elected by the prefects, consisting of Eloise Aiken as School Captain, Samar Athar as Vice–Captain and Alethea Dutton as Senior Prefect.

The first task of the prefect body was to choreograph and rehearse the prefect dance for the Prefect Induction Ceremony. The induction ceremony was a reminder to us all of the lasting legacy the outgoing 2018–19 prefects would leave behind including their incredibly successful major project called Embody Love. This was about promoting positive body image and the message to girls that 'they are enough'. The girls raised \$1165 for The Butterfly Foundation, an organisation that helps raise awareness and funds to support people suffering from eating disorders and negative body image issues.

The first major prefect event for the incoming prefect body was a school favourite Cheltenham's Got Talent! We had 7 acts from all year groups on our stage. A panel of teachers, our school captain, Eloise Aiken and the Epping Boys' school captain, Sam Collins judged the event. The Epping Boy's prefect body also attended the event and demonstrated some of their 'excellent dancing talent', which included the famous lift scene from Dirty Dancing – it was a real crowd pleaser. The winner this year was Josie Baker from Year 10 who delivered an amazing performance of an original song with an electric guitar. Our prefects once again demonstrated their dancing talents showcasing different dance styles from the 2010s. The whole afternoon was a great success and together with a bake sale and mufti day raised \$1176 for Bobin Primary School which had been burnt down in the December bushfires.

In a joint project with prefect bodies from a number of schools in the area our prefects raised \$715 from a bake sale. All proceeds went to Youth off the Streets.

The first event of 2020 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 and wrap and label the roses then followed this early morning pick up. This event marked our third collaboration with the prefect body of Epping Boys who helped us prepare the roses for the school whilst also gifting a rose to every Year 12 student. The prefects followed this highly successful event with a chocolate themed bake sale the following week. These events raised a total of \$1395, which was once again donated to Bobin Primary school.

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 the prefect body 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 2019–20. 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.

- **Transport Prefects**

The transport prefects guide students to safely and appropriately behave whilst travelling to and from school, whether on public transport or on foot. This includes assisting Year 7 students transition to become independent travellers.

The transport prefects promote awareness of social causes through initiatives such as fund raising for Guide Dogs NSW.

At all times in their role they are trying to ensure that students represent their school in a positive and respectful manner.

- **SRC**

The Student Representative Council (SRC) 2018–2019 comprised of 26 enthusiastic students from Years 7 to 11. Being

elected by their fellow peers, these students held great responsibilities, representing students in CGHS. The objectives of the SRC include keeping a lively school spirit with the organisation of fun, fundraising events and being the voice of the students. Some of these included the annual Spirit Week festivities, taking part in the 40 Hour Famine campaign and conducting the Winter Markets. The highly anticipated Faculty Faceoff, entertaining event was held in November with the English Faculty taking first prize. The SRC worked together 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 2018–2019

40 Hour Famine and Buy a Bale for Farmers Campaign

After the formation of the newly elected group of SRC girls, the 40 Hour Famine Campaign became their first major event. The girls having gained an understanding of world hunger were inspired to succeed in their fundraiser. The SRC also held a cake stall to raise money for drought stricken farmers. Proceeds from Faculty Faceoff were also donated to this worthy cause

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.

Spirit Week

Spirit Week was also a huge success this year. The week was full of fun filled events that were designed to lift the spirits of students by giving them the opportunity to take part in a week of activities. Many of these activities centred around food with the Krispy Kreme donuts being a special favourite as well as the annual sausage sizzle. The market/fete day was also popular with students enjoying the various stalls and again all proceeds went to our charitable causes.

- **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. They also attend talk and events hosted by other schools and organisations.

The year began with the annual celebration of International Women's Day, on Friday 8th March. The students set up electronic stations for signing petitions to oppose violence against women. Early morning pancakes and juice this year were accompanied by purple ribbons. In the lead up to the event, the Social Justice group had made and shown videos in assembly to raise awareness among the students about International Women's day and the slogan for the year #BalanceforBetter. The students also had an opportunity to attend an International Women's breakfast at Asquith Girls High School. There were motivational speakers from Mahboba's Promise, a charity that supports less fortunate children in Afghanistan. The students learnt a great deal about empowerment, personal stories of the glass ceiling being broken, and the difference that they can make in society.

In May this year, three members of the CGHS Social Justice team attended a Human Rights breakfast, hosted by Abbotsleigh Senior College. They had a very informative speech from two members of the International Justice Mission Australia who spoke about modern slavery in the world today and how prevalent it is, contrary to popular belief.

In term 2, 2019 UN Youth representative Kareem El-Ansary was invited to CGHS to invoke thought on matters that influence young Australians and their futures. His presentation involved thought provoking questions that allowed attendees to perceive opinions of other students and how they viewed the world. It was a very insightful opportunity for CGHS students to ponder over their involvement in politics and think about future opportunities open to them. In Term 3, Social Justice organised an Edpowerment event where the group fundraised for children's education through a bake sale and mufti day.

On Monday 16th September, seven year 12 Social Justice girls attended the annual Jessie Street Library Luncheon at the NSW State Parliament House. Beginning with a Welcome to Country, given by Dunghutti woman, Margaret Campbell, they had the privilege to listen to an inspirational speech given by Yorta Yorta woman Deborah Cheetham AO, titled "Woven Songs" over lunch. Her speech emphasised the idea of transitioning from "knowledge to understanding", speaking of her experiences at Lake Condah on Gunditjmara Country in south west Victoria and how inspiration stemming from the history of the area influenced her to develop a War Requiem in Peace and Harmony.

In November, Cheltenham celebrated its first-ever Diwali cultural event. With traditional dances, food, clothes and henna tattoos, it was very successful in raising awareness of the Indian cultural festival of lights. Through this event, the group also raised money and donated to the UNHCR for the Yemen and Syria crisis.

Participation in the Social Justice Group fosters empathy and skills in co-operation. It is a great way to give back to our community and help those that are less fortunate than us. The school also supports the attendance of students at leadership conferences such as Amnesty International schools conference and the schools own Taracoonie leadership retreat.

- **IRIS**

Independent Research in Science (IRIS) is a co curricular club aimed at broadening the Science experience of year 7 students. Students from each class volunteer to be involved in the project and both Mrs O'Connor and Mr Tsui guided them towards completing a series of open-ended activities building on their interest and skill in Science. The students would meet up at lunchtimes and individually design a project that aligns with their own scientific interests. They were encouraged to conduct experiments, build models and design sustainable living/energy efficient projects. Students were given feedback on their work and there was a prize for the overall best projects awarded at the end of the year. Some memorable entries this year included a light-up volcano, a poster on the interesting features of each planet in our solar system, and a model of the human brain.

- **Girls In Property**

Cheltenham Girls' High School was again involved in the Girls in Property this year. GIP is a combined initiative between the NSW Department of Education and the Property Council of NSW's Diversity Committee. The 25 Cheltenham girls chosen this year, worked collaboratively to create either a retail, residential or community project. They had expert assistance and knowledge from a number of female mentors within the industry.

The Mentor Day this year was held at the Western Sydney University Parramatta Campus. On this day, there were many opportunities for the students to seek out and learn about what a career in property involves. The program also involved a 'site visit' day where Frasers Group hosted the students at the new award winning Central Park Precinct opposite UTS in the city. The girls experienced a tour of Central Park and learnt about the many opportunities that a career in Property can afford.

After two full days at school working on developing designs and fulfilling project criteria, the Retail, Residential and Community project teams presented in the Library to a panel of judges made up of, the Principal, Mrs Lawrence and mentors from the industry. The Residential team came out on top and progressed to the GIP Final where they competed against 12 other schools. The Cheltenham Residential team was also victorious on this evening and came first in their category.

All GIP 2019 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. Congratulations to all the girls involved. Your dedication to this program never wavered and reflected a collaborative, hard working group of articulate young women.

- **Sound and Lighting**

In 2019 the Sound and Lighting Team had installed three large head moving LED sport lights in the hall. They gave special light effects and colour to the special events in the hall.

The students gradually built up their techniques in controlling the sound and lighting systems, especially the new LED sport lights. However, we were waiting for the special computer program to fully control these LED lights.

We continued to support the Music and PDHPE faculties in running the two Performing Arts Festivals and On The Move. On all three night events, the whole Sound & Lighting Team were present and had dinner together before the events. The team showed good communication and improvement in their technical skills. Videos were also taken and were put in the school server as a record.

Environmental Education and Sustainability

- **Green team**

The Green Team is CGHS's 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 2019, students were involved in Clean Up Australia day activities around Devlin's Creek as well as promoting conscious energy use during Earth Hour. During Term 2, Green Team worked on a whole school Middle Eastern cultural event. Students participated in henna drawings, halwa eating and watched a fashion show set to Afghan music.

Also within Term 2, approximately 70 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 'masquerade'. The aim was to raise awareness and funds for Greenpeace, specifically the Amazonian bushfires. Vibrant costumes were created by a range of students.

In Term 4, Year 8, 9 and 10 Green Team students visited KU Cheltenham Preschool as part of Science Week to conduct experiments and engage with children. Many of the experiments looked at ways of challenging thinking and problem solving.

All members of the Green Team have worked tirelessly and shown enormous dedication to the cause. We look forward to many more activities and supporting victims of Australian bushfires with other extra-curricular groups in 2020.

- **Gardening Club**

In 2019 we had around 40 students joining the Gardening Club from Year 7, 8 and 9.

We used the water from the rain water tanks with an electric water pump to water the vegetable garden. This allowed us to water the vegetables when there was Level 2 water restrictions in Sydney.

This year we continued to focus on building up the basic gardening skills of the club members. We germinated vegetables from seeds and reduced the reliance on the buying young seedlings from the nursery.

We want to attract more Year 7 students to join us in 2020 and improve their awareness of environmental sustainability.

Achievements in Technology and Applied Studies, Performing Arts and Sport

- **Design and technology**

8 students were nominated for inclusion in the prestigious Shape exhibition at the Powerhouse museum. This exhibition showcases exemplary major design projects representing Design and Technology, Textiles and Design and Industrial Technology major projects. This a record number of nominations for our school.

- **Textiles**

One student was nominated and selected for TWO exhibitions. The first exhibition is called Textstyle and is an exhibition of outstanding major textile projects held at The Muse Ultimo TAFE. The second exhibition is the Shape exhibition held at the Powerhouse museum. This exhibition showcases exemplary major design projects representing Design and Technology, Textiles and Design and Industrial technology major projects.

- **Creative and Performing Arts**

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 could finally celebrate the completion of their Body of Works.

Our school ensembles continued to grow in popularity in 2019, currently boasting over three hundred students across all years.

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

Senior Choir, under the direction of Mrs Louise Lander had 35 members from years 10 to 12. The choir explored a broad range of songs from both the Classical and Contemporary repertoire. They also learnt songs from other cultures including a Chinese folk song accompanied by two Guzheng which they performed in PAF 1.

The Orchestra grew in size and strength of sound in 2019, and explored both Classical and Jazz repertoire under the direction of Ms Stephanie Widmer.

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.

Stage Band had a successful year performing some of the most well-known music in the Jazz repertoire and continues to be an excellent extension activity for students.

Each of these ensembles rehearses at least once a week and performs at the School's **Performing Arts Festivals** (PAF). This year, a 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.

2019 saw a number of our students selected as members of various **NSW Performing Arts Ensembles**. These girls attend weekly rehearsals and perform at high profile local and national events. These ensembles include the NSW Public Schools Millennium Marching Band, the Symphonic Wind Orchestra, Sydney Singers and State Choir.

Celebration Sing Out – A group of 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.

School Musical – *Les Miserables*

This year Epping Boys and Cheltenham Girls recombined to produce the exceptional *Les Miserables*. With a cast of over 70 and a 55-piece orchestra, students and teachers from both schools worked to present a show of a professional quality. After a lengthy audition process, rehearsals began in 2018 in Term 4. Students attended rehearsals twice a week on Monday and Wednesday afternoons from 4–6pm. In Term 1 rehearsals were also completed every Sunday from 10–4pm. This level of commitment ensured an outstanding and flawless show took the stage in May 2019. Tickets were sold out and audience thrilled. This show was an outstanding example of the excellence that both schools strive to attain.

Junior Drama Ensemble

In 2019, the Junior Drama Ensemble saw 40 students from Years 7 and 8 enrol in an after-school co-curricular program with an aim to develop their dramatic and performance skills. The Junior Drama Ensemble took place after school every Tuesday and was led by CGHS drama teachers Olivia McAtamney and Courtney Cassar. In Semester One, students developed their use of dramatic elements such as voice, space, movement, focus and ensemble. They explored the fundamentals of improvisation and staged their own live 'theatre sport' at the school's biannual Performing Arts Evening. In Semester Two, the Junior Drama Ensemble closely studied and produced short film and scripted drama. The successes of the Junior Drama Ensemble directly affected enrolments in Year 9 Elective Drama for 2020. As a result we now have two Drama classes for Year 9 with 39 students enrolling for the subject. The Junior Drama Ensemble in 2020 is set to expand its numbers even further, with 60 students enrolled in the after-school program.

• Sport

2019 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, a number of students progressed to the finals in their events.

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly. Awards were presented to over 120 students. This year our guest speaker was Genevieve Longman, a female water polo player, who originated from Western Australia and relocated to Sydney. She has been a member of the NSW Institute of Sport and represented at state, national and international tournaments. 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 14 students in Year 12 in 2019 with 5 students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. Georgia Burton achieved the Olympic Change-Maker Award. This award recognises senior secondary students who demonstrate attributes consistent with the values of the Olympic Games, through participation and encouragement of peers.

During 2019, 4 students were awarded Zone Blues for excellence in their chosen sports of athletics, netball and football. 3 students were awarded endorsements for continued achievement in their sports of athletics and cross country. 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 2019, 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 4th with 1 age champion 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. 56 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. We had age champions in the 12 years and 18 years division at Zone. Cheltenham was placed third overall. 12 students went on to compete at the Sydney North Cross Country Carnival. 3 students represented Sydney North Region at CHS Cross Country.

The School Athletics Carnival was held in May at Sydney Olympic Park Athletics Centre with 2 records broken on the day. 65 students represented the school at the Zone Athletics Carnival at Homebush in June. Cheltenham finished 2nd overall at this carnival. We had zone age champions in 12 years and 15 years and 2 students were selected to compete in the Champion of the Zone event. 33 girls were selected to represent the zone at the Sydney North Carnival in July. 7 girls were selected to represent Sydney North region at the CHS carnival at Homebush and many made finals in their events.

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, cricket and touch football. Our Open Netball team made it through to the NSWCHS State finals, placing 4th overall and the Open Football team reached the quarter 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 soccer, 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 Macquarie 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.