

# 2020 Annual Report

## Cheltenham Girls High School



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# Introduction

The Annual Report for 2020 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 vision

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 a 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 and 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; both 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 2020, 1384 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single-sex government schools in the state. Approximately 69% of total enrolments in 2020 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 related to the large number of multi-story housing developments within the school's 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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 2020, the school implemented a dedicated wide-reading program to support improved reading comprehension across the school. The program was delivered in each year group with senior students having an opportunity to focus on set texts and novels in a variety of subject areas. Literacy strategies that were employed in every subject area focused on improving reading and comprehension particularly in the areas of Inference and Context. Teaching and learning programs were also adjusted to include specific literacy strategies related to the subject area. Feedback from students and parents on the reading program has been positive and there has been a demonstrable improvement in reading engagement. While NAPLAN results continue to be above state averages, there is still much work to do in reading and comprehension in terms of student growth, and while as a whole school we demonstrated a significant improvement in growth from Years 7 - 9, we still need to further improve students' literacy growth.

In 2020, the school joined the DoE joint Uppley program and worked for the year in trialling the software delivery of critical and creative thinking strategies in an online format. The program was implemented with English, Mathematics and Science and then expanded to PDHPE and History. Staff worked continuously with Years 7 and 8 to implement critical and creative thinking into each of the subject areas.

In 2020, we also joined the Quality Teaching Project for Critical and Creative Thinking with one of our teachers being seconded to the team and returning to the school to assist and support its implementations, specifically in History.

### 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)
The 'Read' program has been very successful and works well to underpin a strong focus on literacy improvement across the school. It is anticipated that more explicit strategies will be need to meet systems negotiated targets in the next planning cycle.	Literacy magazines and books for each room and library  Professional learning for staff for implementation of expanded reading program.

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

Evaluation	Funds Expended (Resources)
At the end of 2020 the school withdrew from the UPPLEY program finding that it was less collaborative for staff than anticipated and created specific programming that was very rigid in order to be implemented through the provided software. The school has continued with the Quality Teaching project which has expanded into History in Year 9 - 10. Teachers work collaboratively to deliver quality critical and creative strategies in teaching	Professional learning days for critical and creative thinking were provided by Uppley and Quality Teaching.  Professional learning days for teaching staff for iSTEM

### Progress towards achieving improvement measures

practice, It is anticipated that this will continue into 2021.

Preparation for ISTEM to be implemented in Stage 5 in 2021 are complete.

### Next Steps

In 2021 we will be expanding the Read program in Years 7 and 8 to include explicit literacy strategies delivered through a planned program.

In 2021 we will continue with the Quality Teaching Critical and Creative Project in History expanding from Year 7 to 10 with 4 teachers.

ISTEM classes to be implement in Stage 5 in 2021 and evaluated in 2022.

## 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 involvement of parents has increased even with COVID restrictions in 2020. Communications were enhanced in many ways including the Wellbeing Hub, Technology Hub and various communications via email and through Sentral. The continued delivery of the school newsletter, 'Yallabee', via email has been well-received. This has provided parents with an opportunity to read about and see many of the events and activities held at the school. The P&C meetings continue to grow in number and they are very active in their financial support of the teaching and learning in the school through the provision of resources for various faculties and whole school initiatives.

In 2020, as part of consulting for the new school plan, parents were offered an opportunity to provide feedback to the school on teaching and learning, student wellbeing and social development, as well as other aspects of the school on which they wished to comment. This information and feedback has been used to support the setting of directions in the 2021 - 2024 school plan.

### 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)
The survey information has been harvested to inform about the expansion and direction of the school plan in 2021. It has provided valuable information about student wellbeing, performance and perceptions about school from the parent perspective. In addition, parents have been able to provide feedback about areas where they would like to see improvements. It is planned to provide a similar survey in 2021 and onwards in addition to the TTFM survey produced by the DoE.	

**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)
The CLO role has been an invaluable resource especially for translations and cultural support for families. Although the plan was to further develop the role and expand to a CLO with Korean background, the expressions of interest sent out on a number of occasions went unanswered. The school continues to explore the possibility of a Korean speaking CLO to complement its current CLO arrangements.	CLO salary

### Next Steps

The CLO position will be maintained for 2021 and we hope to expand as previously noted to a second CLO with Korean language. to assist with student and family support

### 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

The whole school moved to planned professional development for one hour per week after school in 2020. Despite a portion of this time being devoted to upskilling staff in online learning systems and management for COVID remote learning, the staff were also able to implement Learning Intentions Success Criteria (LISC) based on John Hattie's work 'Visible Learning'. There was a strong focus on formative assessment and increasing the quality of feedback to students.

Collaborative classrooms continue to be furnished across the school and staff have also worked collaboratively to program and team teach. In late 2020, staff undertook initial professional reading and learning on 'Deep Learning' by Michael Fullan, et al. to further promote visible learning with the transference of surface to deep knowledge, and the development of the '6c's' future focused is learning planned for 2021.

While many staff were accredited at proficient, COVID-19 slowed the progress for the two staff who are working towards HA. We continue to have only one staff member accredited at LEAD.

#### 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)
<p>A. The PLC has taken off and has begun to develop quite well with many of the teaching strategies becoming evident in daily classroom practices, including explicit literacy and numeracy in subject areas.</p> <p>B. Faculty reviews have supported the development of explicit statements in programs that identify literacy, numeracy and formative assessment. Professional learning to transfer surface knowledge to deep learning is underway. Team teaching and observations of teacher practice has increased.</p> <p>Students have given very positive feedback on collaborative classrooms and initial HSC evidence in English and Mathematics suggests that student growth has accelerated in the collaborative classroom where teachers team teach.</p>	<p>Purchase of professional Reading Literature includin: 'Visible Learning' by J. Hattie, 'Deep Learning' By M. Fullan et al, and Corwin research on collaborative learning.</p> <p>Funding of collaborative furniture for classrooms</p> <p>P &amp; C funding of collaborative furniture for classrooms.</p>

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

Evaluation	Funds Expended (Resources)
Teacher have five years in which to complete accreditation and HA or Lead.	Funding for days to support the

### Progress towards achieving improvement measures

This is currently in progress with two staff where staffing budgets allow they will be supported to continue.

completion of HA accreditation.

### Next Steps

Support will be provided to staff who wish to undertake accreditation at higher levels through 6100 days and professional learning where indicated. The school has provided projects including literacy and SEF EV to the two staff to support their accreditation at HA.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>English language proficiency</b></p>	<p>2.2 EALD staffing = \$240,645.00</p> <p>0.4 Community Liaison officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$240 645.00)</li> </ul>	<p>At the end of 2020 75% of the students identified as Beginners progressed to the Emerging phase. 48% of the Emerging students progressed to the Developing phase. 47% of the Developing students progressed to the Consolidating phase. 40% of the Consolidating students were identified as not requiring individual support in the class. Not included in these statistics are on average 2-3 developing or consolidating students who are distributed across three Year 7 classes, three Year 8 classes, two Year 9 classes, and four Year 10 classes. These students do not receive individual support. However, EAL/D teachers assist the class teachers to differentiate tasks/activities to facilitate the progress of these students in mainstream classes.</p> <p>The CLO helps considerably with families requiring translation services before, during and after the enrolment process. Families and their students seeking enrolment from IEC (Intensive English Centre) schools such as Marsden High School and Temporary Visa Holders are also assisted by the CLO, due to their limited time residing in Australia and use of English as a second language. There are currently 125 Temporary Visa Holders enrolled at the school. Students enrolling from an IEC school will usually enrol each term throughout the year and average three students per term.</p> <p>Year 5 Open Day each year in November requires the CLO to assist staff and prospective families with the interpretation of the enrolment process and in particular explain the schools designated area, school and Department of Education Enrolment Policies. Families who attend Year 5 Open Day come from each of the five local partner primary schools, also from independent primary schools and interstate/overseas.</p> <p>Year 6 into 7 Orientation Day each year utilises the CLO to support families and maintain effective communication links by providing interpreting skills and liaising with teachers, Administrative staff and parents / caregivers about the enrolment, needs and issues relating to students. The CLO is an important member of a large team of teachers and Admin staff who facilitate this day.</p>
<p><b>Low level adjustment for disability</b></p>	<p>0.6 LAST staffing = \$65,630.00</p> <p>Flexible funding - SLSO support \$73,029</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$138 659.00)</li> </ul>	<p>The Low Level Adjust Disability funding provided initiatives such as providing School Learning Support Officers (SLSO) to assist students in class, assisting with the implementation of disability provisions and administration of the Nationally Consistent Collection of Data (NCCD). Other programs included the HSC Minimum Standards 'Preparation Day' which assisted students in reaching the levels of literacy and numeracy</p>

<p><b>Low level adjustment for disability</b></p>	<p>0.6 LAST staffing = \$65,630.00</p> <p>Flexible funding - SLSO support \$73,029</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$138 659.00)</li> </ul>	<p>required and the 'Literacy Booster' program to support students build their literacy skills. The homework centre was also staffed using this funding.</p> <p>Through the SLSO support provided, identified students (35) are assisted in class to understand content, complete work/assessments and engage in learning. Support is provided across all KLAs.</p> <p>HSC Minimum Standards Preparation day: 25 students had not yet met HSC minimum standards prior to preparation day. At the end of 2020 only 3 students were yet to meet the HSC minimum standards. All Year 12 students had met the HSC Minimum Standards in Reading, Writing and Numeracy.</p> <p>Homework Centre: the homework centre provides support to students with their homework and assessments. Students may also use the quiet space to do their own private study. Teacher and peers are available to students who need it. In 2020 there were an average of 13 students who attended the homework centre each week.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>NA</p>	<p>NA</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning Teacher funding = \$62,299.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$62 299.00)</li> </ul>	<p>By the end of 2020, two Beginning Teachers submitted their applications and achieved accreditation at the Proficient Level, and two more were waiting for their accreditation application to be reviewed.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	1248	1341	1368	1420

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.6	96.5	95.9	95.4
8	96.2	96	94.4	94.5
9	95.1	94.9	94.2	93.4
10	94.5	94.2	94.2	94.2
11	95.9	93.3	94.1	93.4
12	96	94.1	93.6	94
All Years	95.7	94.8	94.4	94.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	26
Employment	0	0	1.8
TAFE entry	0.5	0.5	5.2
University Entry	0	0	89
Other	0	0	1.8
Unknown	0	0	1.8

## Year 12 students undertaking vocational or trade training

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8.05% of Year 12 students at Cheltenham Girls High School undertook vocational education and training in 2020.

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

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On the 5th February, 2021, 211 students received offers from the following Universities and Tafe's

USYD = 44

WSU = 6

UOW = 1

UNSW = 42

ICMS = 2

ACAP = 1

MQ = 38

UOC = 2

NAS = 1

UTS = 23

CDU = 1

Whitehouse = 1

ACU = 23

CSU = 1

O/S = 2

TAFE = 11

UON = 1

BSC = 1

Unknown tbc = 4

### Courses Include:

Actuarial  
Cyber Security  
Liberal Arts & Science  
Accounting  
Data Science  
Linguistics & Language Science  
Archaeology  
Dental Technology  
Media & Communications  
Architecture  
Design Computing  
Medical Science  
Art/Painting/Drawing  
Design (Visual)  
Music  
Ancient History  
Engineering - all types  
Nursing  
Business  
Environmental Science  
Occupational Therapy  
Business Administration  
Environmental Management  
Paramedicine  
Biotechnology  
Exercise Physiology  
Pharmacy  
Creative Intelligence  
Education-Early, Primary, Secondary and doubles  
Physiotherapy  
Chiropractic Science  
Economics  
Property Economics

Commerce  
Environment  
Politics & International Studies  
Cognitive Brain Science  
Fine Arts  
Psychology  
Coastal & Marine Science  
Food Science & Human Nutrition  
Science  
Construction Project Mgt  
Global Studies  
Speech Pathology  
Criminology & Community Justice  
Health Science  
Social Work  
Criminology and Secondary Studies  
Information Technology  
Social Science  
Communication  
International & Global Studies  
Speech & Hearing Science  
Computing  
Interior Design  
Sustainability  
Veterinary Nursing

**Pathways:** Four students were involved in this alternate education solution, either completing or beginning in Tourism and Events, Business Services, Psychology Diploma and Cyber Security.

**Work:** Five students were working, three with deferred options, one in fulltime Real Estate Agency and another in an apprenticeship Hair/Beauty/Make Up.

**GAP Years:** ADF - Two students nominated this deferment from courses for one year Navy & Airforce programs

**DOUBLE DEGREES:** More than **63 students** were offered double degrees varying from double **Commerce, Law, Actuarial**, to combinations with each. **Science** with Cognitive Brain Science/Engineering/Arts/Nursing/Creative Intelligence/Advanced Studies/Business, **Arts/Education** - Early Childhood, Primary and Secondary, **Nutrition/Business, Engineering** with Arts/Commerce/Business, **Commerce** with Computing/Arts/Engineering/Science/Advanced Studies/International Studies/, **Psychology** with Law/Social Counselling/Commerce/Cognitive Brain Science/Business Administration/Primary Education/Business, **Law** with International Studies/Business, Actuarial/Applied Finance, **Arts** with Commerce/Psychology/Social work/Advanced Studies, **Human Science/Speech and Hearing science, Architecture/Environmental Science, Development Standards/Social Science, Social Work/Criminal Justice, Music/Advanced Studies (Performance), Physical**

## **Activity/Physiotherapy, and Design/Media.**

Two conclusions could be surmised here. The first, that due to **COVID** many opportunities of degrees and/or combined degrees became available to students; and the second, is that due to this year being the year that was first exposed to the **SPEED CAREER DAY 2019**, that they were open to many ideas that were presented on that day and that non traditional options may have been more appealing due to their increased awareness.

## **VET Qualifications completed in 2020**

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

Thirty three students participated in eVET courses at the Sydney Institute of TAFE, including campuses at Enmore; Ryde; Meadowbank; Hornsby; Ultimo; Randwick, Bradfield, St Leonards and TAFE Digital. A further two students started School Based Traineeships in Retail Services, to be completed in 2021.

Diversity of student choice in completed and ongoing VET Courses 2020 include:-

2U Animal Services Stage 2, 2U Tourism, Travel & Events Stage 1 and 2, 2U Construction Stage 1 and 2, 3U Human Services Nursing Stage 1 and 2, 2U Hospitality - Food and Beverage Stage 2, 2U Entertainment Industry Stage 2, 2U Design Fundamentals (Drawing) Stage 1, 2U IDT Animation Stage 2, 2U Fitness Stage 2, 2U Screen and Media (Film and TV) Stage 1, 2U Software Design & Development Stage 1, 2U Business Services Stage 2 and 2U x 1Yr Business Services and 4U x 1Yr Digital Business Services.

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

The Validation of Assessment 4 Learning & Individual Development (VALID) is a state-wide mandatory assessment for year 8 students based on the stage 4 syllabus. This year 249 students participated in the VALID 8 test at Cheltenham Girls High School. Results achieved for Science overall were: (State results in brackets) Achievement level 6: 4.5% (1.7%); Achievement level 5: 57.6% (25%); Achievement level 4: 32.2% of the students (34.7%). These results show strong school performance compared to the State.

The school also uses VALID 10 diagnostic test for year 10 students based on stage 5 syllabus as part of their assessment and reporting. This Year 236 students participated in the VALID 10. Results achieved for Science overall were: (State results in brackets) Achievement level 6: 22% (7.8%); Achievement level 5: 54.7% (27.3%); Achievement level 4 or better was achieved by 21.6% of the students (34.5%). These results show strong school performance compared to the State and an improved performance compared to 2019.

## **School to Work and Further Training - Planning Transition Pathways**

### **Year 10 Careers Classes**

School to Work Transition at CGHS is provided through fortnightly Careers classes for all Year 10 students and Work Experience opportunities. During Year 10 students complete a range of Career Development, Career Education, Career Interest, and Career Knowledge and Pathways Planning modules. A range of career education resources are utilised within these lessons including online Career Profiling tools; the creation of resumes and cover letters and the analysis of employment advertisements; workplace education and career research using online resources from both government and private sources.

The school also provides several opportunities for students to develop employment related skills, as part of the work education program reinforced in Careers lessons for the future entrepreneurial skills looked for by employers and tertiary providers. These include - training and experience as a barista, food handling and cafe operations at the CGHS Pinkies Cafe; communication, project management and cash handling skills through a range of fundraising events, and project-based learning activities across many KLA's within the school, and as assessments and class work. Students are also offered external training in First Aid certificates, in PDHPE and Careers (not done in 2020) supported by STW funding.

COVID-19 conditions created opportunities for online education. Year 10 were included in the Careers Newsletter and were encouraged to attend Virtual Career Expo's and University Open Days and UAC information sessions to keep them informed regarding subject selection and choices for the transition into senior years and work. Peer Mock interviews were participated in the last lessons of Term 4 to give students experience in interview techniques and expectations of employers during this process.

### **Year 11 and 12**

The Speed Career Day of 2019 was hoped to be repeated in 2020. Unfortunately, due to COVID, and the restricted conditions imposed, large gatherings from external sources and amongst students, staff, alumni, Industry and Tertiary representatives did not go ahead. Feedback and participation in the interaction from all, was enthusiastic and

overwhelmingly positive. We hope to have this again in 2021.

Many online YEAR 12 opportunities and virtual expo's were created by all Universities, TAFEs and RTO's, both public and private, to ensure that students were informed regarding their future choices in their school to work transitions. This information was shared via the schools' internal communication system, SENTRAL; via weekly and fortnightly Careers Newsletters; by direct emails to all students in the year; and via the whole year Google Classroom that was shared between the Welfare team of 2020, Year Advisors and Careers Advisors and the students.

Usually presentations from Universities, UAC and other providers would attend the school during year meeting timeslots to inform students of future options. These were also made available online through interactive webinars, recorded webinars and information sessions. The Careers team also offered individual careers counselling sessions assisting students in understanding the processes of UAC and Tertiary applications and early admission schemes that they could access. The Welfare team and Year Advisors also provided this information for Year 11 and Year 12 students. Although COVID-19 presented challenges, the solutions of online expos, information sessions, virtual Open days, counselling sessions and increased availability of information online, ensured that all students were catered for and well-informed of their opportunities to engage in their transitions from school to work.

### **Work Experience**

Year 10 and 11 students are encouraged to undertake Work Experience in an area of career interest for up to one week. This provides students with the opportunity to engage in, and experience, the world of work, in an occupational field or industry sector that is related to their interests. However, this year due to COVID this opportunity was cancelled in later Term 1 and 2. Again, through the Careers Newsletter, online forums were provided for students to participate in.

In Term 3, Work Experience was reintroduced under strict COVID-19 guidelines. Host employers provided COVID statements, COVID conditions of operation and safety standards were applied. In 2020, eleven (11) students participated in work experience in Term 3 and 4. Each student benefited from the exposure to real life working conditions and expectations from host employers and their commitment to working conditions. Some even have part time employment now through this experience. Others have re-engaged in their future interests due to the positive interactions with both staff and clients, leading to further education alternatives.

### **School-Based Traineeships (SBAT's)**

During 2020 two students commenced a School Based Traineeship (SBAT) VET training in Retail Services Cert III, including 100 days of paid workplace learning. The 2020 employer was KFC 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. Despite the onset of COVID-19, these students were still able to continue with their traineeships.

### **Stage 6 VET**

During 2020, eleven students commenced eVET courses, including TVET and two completing external Dance 2U study (one private tutor). COVID affected the delivery of content that switched to an online format during Term 1, 2 and 3 and was reintroduced in phases for the students to return to face-to-face teaching classes. This did have flow-on affects on their Work Placements for Stage 1 students, many of which were cancelled or transferred to later dates (potentially in 2021, 2 year courses), or covered in class content. Only two students (Nursing, Acute Care Stage 2 - Summer 20/21 school holidays) participated in this, with one placement being cut short due to restrictions and safety issues.

Students completed an Expression on 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. Nursing and Animal Studies courses in 2020, were highly competitive, with TAFE's cancelling their courses due to limited placements available because of COVID restrictions, and the overprescribed numbers of students wishing to participate. Each of these courses had exacting pre-selection processes the students had to participate in to be considered for the course. This was very akin to applying for jobs and interviews in the future world of work. Our girls faced the challenges well. Two students in year 9 (2019) were granted permission to participate in 2U Software Design and Web Development courses at Bradfield (2020), accelerated due to their considered ability to complete an external TAFE pattern of study in coordination with their CGHS school load.

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 EOI's 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 2 unit by 2 year VET courses require mandatory workplace learning (work placement) of up to 80 hours.

### **Youth Engagement Strategy**

During 2020, two CGHS students were accepted into Youth Engagement courses. This was also affected by COVID with all courses on offer in Terms 1, 2 and 3 being cancelled and only reintroduced in Term 4. A third student was offered, but due to wellbeing issues, her paper work was incomplete (offered and completed work experience in Term 4). 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.

Yes program reintroduction in Term 4, allowed two students to participate, one in Floristry and Visual Merchandising and the other in Photography. The Visual Merchandising skills course was delivered in "The Store", a new retail training facility at TAFE NSW, reflecting current trends, covering fashion merchandising, colour blocking, adjacency merchandising, displays and mannequin styling. Plus, Floristry design that reflects current trends in creating simple floral designs, how to care and condition your flowers, costing, insight into the industry and the colourful world of the flower markets. The Photography course encompassed the use of a digital camera, composition of better photos, and the use of industry standard software applications such as Adobe Light room to further enhance your images.

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. During 2020, two CGHS students successfully completed a YES course. Both of these students progressed into applying for TAFE courses in 2021, enthused about their future prospects and school to work journeys proving the success of this program and the significant positive affect on participants and the confidence it instils in their own skills and abilities.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	69.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	15.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## 2020 ASR TPL Report

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 145 external professional learning activities attended by teachers in 2020. Staff participated in a range of professional learning workshops, conferences, network meetings, association gatherings, all designed to support current and future teaching and learning programs as well as developing teacher capacity to implement teaching and learning during the COVID-19 pandemic. In addition to staff participating in both online and offsite TPL, CGHS teachers also participated in Faculty Planning days throughout the year as well as Staff Development Days and Twilight TPL sessions. In 2020, 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 (2020)** SSD Term 1 saw staff participate in Resilience Doughnut training. This training aims to build student capacity in dealing with situations and developing the essential life skill of emotional resilience. Staff also 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 reviewing student data to better inform teaching and learning. This also allowed staff to develop student profiles in readiness for the year ahead and focused on Standard 1: Know Your Students and How They Learn.

**Staff Development Day 2 (Term 2)** To meet the demands of the shift in teaching and learning practices as a result of the COVID-19 pandemic our Staff Development Day for Term 2 was largely focused on developing teacher capacity to deliver online learning for our students. All teachers participated in a livestream presented by Murat Dizdar which provided an update on how DET schools would meet the needs of students through the use of online technologies. Staff also examined a range of Quality Teaching pedagogies related to online learning design.

**Staff Development Day 3 (Term 3)** SDD Term 3 focused on student wellbeing and involved staff members participating in a number of TPL related activities. The school continued to develop teacher capacity in implementing the Resilience Doughnut program by working through a range of test scenarios. In addition, all staff received face to face training related to Anaphylaxis as well as undertaking CPR certification. Mark Scott also delivered a live stream to the staff which provided an insight into School Excellence in Action as well as unpacking procedures for an inclusive approach to the undertaking of the school plan.

**Staff Development Day 4 (Term 4)** As a result of the changes in teaching and learning practices associated with the COVID-19 pandemic, we recognised the need to support staff in their own wellbeing. A number of activities were planned for staff to participate in which were designed to foster cohesion and team building as well as developing mindfulness. 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 our school.

Staff at Cheltenham Girls High School participated in two 3 hour 'twilight' Teacher Professional Learning sessions. These sessions once again ran from 3.30pm through to 6.30pm and were held at school. The first twilight took place in term 2 and focused on developing staff knowledge and understanding related to Visible Learning. Staff viewed presentations from Dylan William as well as participating in workshops designed to develop teacher capacity to implement Learning Intentions and Success Criteria into our daily practice.

Our second Twilight session for 2020 took place in Term 4. 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 improving assessment rigour and questioning techniques as well as sessions designed to support the teacher accreditation process.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	4,336,199
<b>Revenue</b>	14,666,599
Appropriation	13,642,655
Sale of Goods and Services	230,361
Grants and contributions	782,255
Investment income	11,037
Other revenue	290
<b>Expenses</b>	-17,189,362
Employee related	-12,703,865
Operating expenses	-4,485,496
<b>Surplus / deficit for the year</b>	-2,522,763
<b>Closing Balance</b>	1,813,436

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	26,841
<b>Equity Total</b>	482,626
Equity - Aboriginal	0
Equity - Socio-economic	24,516
Equity - Language	316,524
Equity - Disability	141,585
<b>Base Total</b>	12,542,490
Base - Per Capita	328,986
Base - Location	0
Base - Other	12,213,504
<b>Other Total</b>	445,955
<b>Grand Total</b>	13,497,911

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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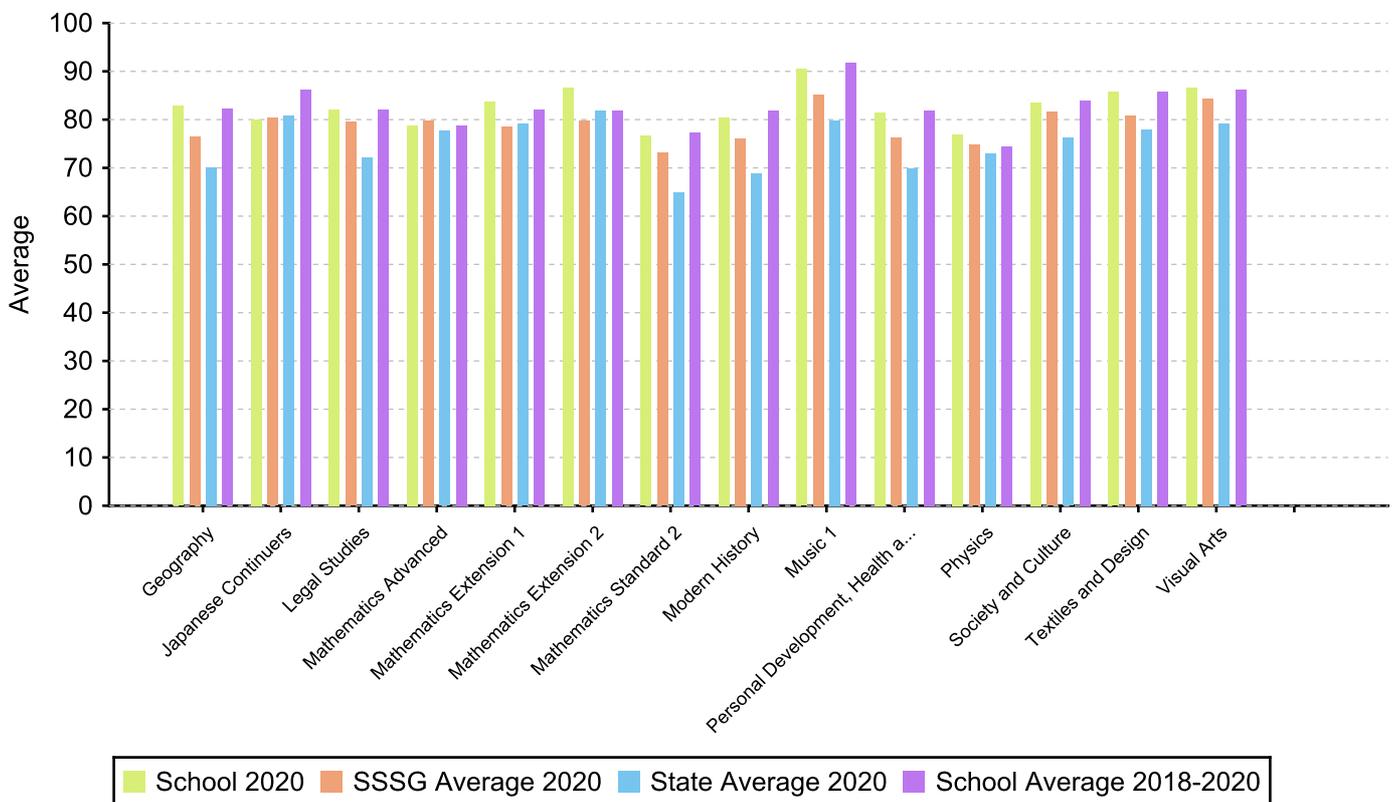
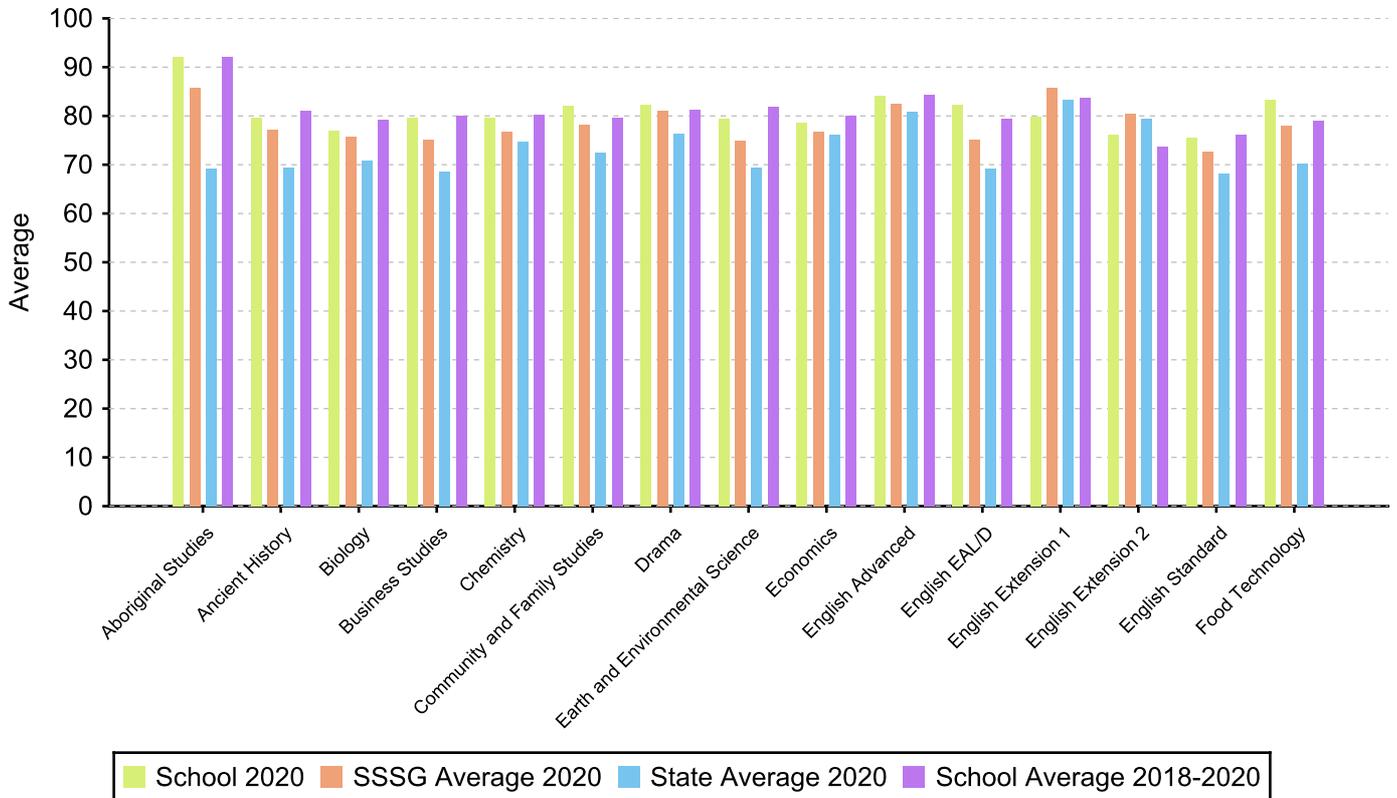
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	92.1	85.9	69.3	92.2
Ancient History	79.7	77.3	69.4	81.1
Biology	77.0	75.7	70.8	79.2
Business Studies	79.6	75.1	68.6	80.0
Chemistry	79.6	76.7	74.8	80.3
Community and Family Studies	82.1	78.2	72.4	79.6
Drama	82.4	81.1	76.4	81.3
Earth and Environmental Science	79.5	74.9	69.5	82.0
Economics	78.7	76.7	76.1	80.0
English Advanced	84.2	82.4	80.8	84.4
English EAL/D	82.3	75.1	69.3	79.5
English Extension 1	79.8	85.7	83.4	83.8
English Extension 2	76.2	80.5	79.3	73.7
English Standard	75.5	72.8	68.1	76.3
Food Technology	83.3	78.0	70.2	79.0
Geography	82.8	76.4	70.1	82.2
Japanese Continuers	80.0	80.3	80.8	86.3
Legal Studies	82.1	79.5	72.1	82.1
Mathematics Advanced	78.8	79.9	77.7	78.8
Mathematics Extension 1	83.7	78.5	79.1	82.0
Mathematics Extension 2	86.6	79.7	81.8	81.9
Mathematics Standard 2	76.6	73.1	64.9	77.2
Modern History	80.5	76.1	68.9	81.9
Music 1	90.5	85.2	79.8	91.7
Personal Development, Health and Physical Education	81.5	76.2	69.9	81.8
Physics	76.9	74.8	73.0	74.4
Society and Culture	83.6	81.6	76.2	83.9
Textiles and Design	85.7	80.8	77.9	85.9
Visual Arts	86.6	84.4	79.2	86.1

### HSC information

In 2020 Cheltenham Girls' High School had 4 All Rounders, 1 Top Achievers and 203 Distinguished Achievements from 106 Distinguished Achievers.

In 2020, 14 students completed the accelerated **Aboriginal Studies** course. 85.71% of Cheltenham students achieved a Band 6 compare to 13.17% of the state. The school has achieved well above state average from 2009-2020, and continues to be an educational leader in this subject

34 students completed the 2020 HSC **Ancient History** exam and achieved excellent results. 20.59% of Cheltenham students achieved a Band 6 compared to 8.86% of the state and 35.29% of Cheltenham students achieved Band 5 compared to 24.51% of the state.

In **Biology**, 88 students completed the HSC exam in 2020. 9% of Cheltenham students achieved a Band 6 compared to 6.5% of the state. 34% of Cheltenham students achieved a Band 5 compared to 24% of the state.

In 2020 59 candidates completed the **Business Studies** HSC examination. Once again students achieved results above state average with 9 students (15.25% of the cohort) achieving a Band 6 compared to 9.29% of the state. Band 5 results were also impressive with 27 students (45.76% of the cohort) gaining a Band 5 compared to 25.62% of the state.

In **Chemistry**, 56 students completed the HSC exam in 2020. 12.7% of Cheltenham students achieved a Band 6 compared to 13.3% of the state. 40% of Cheltenham students achieved a Band 5 compared to 29.7% of the state.

In 2020, 20 students completed the **Community and Family Studies HSC**. The results were well above state average. 10% achieved a Band 6 compared to 4.97% in the state. 60% achieved a Band 5 compared to 28.56% of the state.

In **HSC Dance**, 7 students completed the HSC exam in 2020. This is the first time since 2016 that we have had students engage with this course and the highest number of Band 6 achievements in a class in the past 10 years. 28% of Cheltenham students achieved Band 6 compared to the 9% of the state. 43% of students achieved Band 5 compared to 48% of the state. Our students achieved 7.25% above state average in both the Core Performance and Core Composition components and 7.63% above state average in the Major Performance component.

In 2020, 6 students completed the **Design and Technology course**. The results were well above state average. 50% achieved a Band 6 compared to 15.7% in the state. 33.33% achieved a Band 5 compared to 31.49% of the state.

One student was 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.

**Earth and Environmental Science** has had an outstanding result in 2020. 20% students achieved a Band 6 compared to 6.4% of the state and 30 % achieved a Band 5 compared to 23% across the state.

In 2020 19 candidates completed the **Economics** HSC examination. Students achieved results above state average with three students (15.78% of the cohort) achieved a Band 6 compared to 13.4% of the state. 8 students or 42.1% of the cohort achieved Band 5 results which was above state average (37.9%).

105 Cheltenham students completed the **English Advanced** examination in 2020, 10.48% achieved a Band 6 compared to 14.21% of the state. 76.19% of Cheltenham students achieved a Band 5 compared to 49.19% of the state. 12.38% achieved a Band 4 compared to 31.36% of the state and .95% Band 3's.

91 Cheltenham students completed the **English Standard** examination in 2020, 1.00% achieved a Band 6 compared to 0.54% of the state. 28.57% of Cheltenham students achieved a Band 5 compared to 11.02% of the state. 49.45% of Cheltenham achieved a Band 4 compared to 46.08% of the state. 18.68% achieved a Band 3 result compared 31.56% of the state. 2.02 achieved a Band 2 result compared to 10.27% of the state

In the **English as a Second Language** course in 2020, 12 Cheltenham students completed the HSC exam. 16.67% of Cheltenham students achieved a Band 6 compared to 3.36% of the state. 50.00% of Cheltenham students achieved a Band 5 compared to 22.75% of the state. 33.33% of Cheltenham students achieved a Band 4 compared to 31.11% of the state

20 students completed the **English Extension 1** course for the 2020 HSC. 5% of Cheltenham students achieved an E4 compared to 38.78% of the state. 85% of Cheltenham students achieved an E3 compared to 53.90% of the state. 5% of Cheltenham students achieved an E2 compared to 6.65% of the state and 5% achieved a Band 2 result compared 6.65% of the state

8 Cheltenham students completed the **English Extension 2** course in 2020. 90% of Cheltenham students achieved an E3 compared to 56.59% of the state. 10% of Cheltenham students achieved an E2 result compared to 16.81 of the state

In 2020, the **French Beginners** cohort of four students performed very well, with 25% of the candidates achieving a Band 6 and 75% of candidates achieving a Band 5. This is in comparison to the rest of the state, where 25.05% of the state achieved a band 6 and only 26.63% achieved a Band 5. These figures have shown students achievement drop in Band 6 but increase in Band 5. No other lower bands were achieved in 2020. These figures are relative to the small number of candidates in the school as well.

**French Continuers** had a cohort of only two students sit the HSC in 2020 at CGHS. One student (50%) achieved a Band 4 and one student (50%) achieved a Band 3. This is lower than in the previous year of 2017 when there was a cohort of 6 students who achieved across Bands 4, 5 and 6. Compared to the state, 21.75% of students achieved a Band 4.

In 2020, 16 students completed the **Food Technology** course. The results were well above state average with 25% achieving a Band 6 compared to 8.67% in the state. 62.5% achieved a Band 5 compared to 20.81% of the state.

In 2020 28 candidates completed the **Geography** HSC examination. This year, 6 students (21.42%) of the cohort achieved a Band 6 compared to the state (12.41%). Band 5 results were significantly above state average. 14 students (50%) received a Band 5 compared to 29.09% for the state.

In **History Extension** 7 students completed the HSC in 2020. 85.71% of Cheltenham students achieved a Band E3 compared to 55.56% of the state.

In 2020, 7 students completed the **Information Processes and Technology HSC**. The results were well above state average. 57.14% achieved a Band 6 compared to 7.62% in the state. 42.85% achieved a band 5 compared to 24.48% of the state.

There were 10 students in the **Japanese Continuers** cohort in 2020. These students achieved Bands statistics as follows: Band 6 (10%), Band 5 (50%), Band 4 (30%) and Band 2 (10%). Compared to previous years, this displayed a greater range of Bands achieved, notably less Band 6 students but more Band 5 students. Compared to the state, CGHS achieved higher percentages of students in both Bands 4 CGHS (30%) to state (22.65) and Band 5 CGHS (50%) to state (27.42).

From the 2020 RAP Band Summary Table, our school cohort of 9 students performed well with 77.78% (7 out of 9) of the candidates achieving a Band E3 compared with 44.79% of the state. Mark range from our school was 33 to 45 out of a maximum mark of 50. 11.11% of the CGHS students completing **Japanese Extension** received a Bank E4 result. This was an improvement from 2019, when no student achieved a Band E4 result. 1 student received a Bank E2.

In 2020 33 candidates completed the **Legal Studies** examination. This year, eight candidates (24.24%) of the cohort achieved Band 6 results compared to 15.01% of the state. Band 5 results were also significantly above state results, with 51.51% of the cohort achieving Band 5 compared to 24.39% of the state.

In 2020, 93 students completed the new HSC **Mathematics Advanced** course and achieved excellent results in the HSC examination. 15.05% of Cheltenham students achieved a Band 6 and 31.18% of Cheltenham students achieved Band 5 result. Just over 80% of Cheltenham students achieved in the top 3 bands which is a strong performance by the students in a course with a number of new topics which have never previously been studied in NSW Stage 6 calculus-based Mathematics courses.

46 students completed the 2020 HSC exam in **Mathematics Extension 1**. 45.65% of Cheltenham students achieved a Band 6 compared to 37.82% of the state. 39.13% of Cheltenham students achieved a Band 5 compared to 36.43% of the state.

In 2020, 18 students completed the new **Mathematics Extension 2** course and 100% of students achieved in the top two bands. Cheltenham has achieved above the state average in this course.

78 students completed the 2020 HSC exam in **Mathematics Standard 2**. 8.97% of Cheltenham students achieved a Band 6 compared to 5.3% of the state. 39.74% of Cheltenham students achieved a Band 5 compared to 19.2% of the state. This is an outstanding achievement by students in a relatively new course which was only implemented in 2018 and saw just two cohorts complete to HSC level.

39 students completed the 2020 HSC exam in **Modern History**. 17.95% of Cheltenham students achieved a Band 6 compared to 10.24% of the state. 48.72% of Cheltenham students achieved a Band 5 compared to 27.20% of the state.

The **Music 1** results indicate a very positive year in 2020 with one student being a top achiever, coming 2nd in the State with 100%. Ten of twelve Music 1 students recorded Music as their best result in their HSC, with eleven results in the top two bands, including seven in band 6. Two students were nominated for Encore in performance.

In **Personal Development, Health and Physical Education**, 42 students completed the HSC exam in 2020. 24% of students achieved Band 6 compared to 9% of the state. 36% of students achieved Band 5 compared to 25% of the state.

In **Physics** 30 students completed the HSC exam. 10% of Cheltenham students achieved a Band 6 compared to 12% of the state. 30% of Cheltenham students achieved a Band 5 compared to 28% of the state.

In **Society and Culture** 23 students completed the HSC exam in 2020. 26.09% of students achieved a Band 6 compared to 11.04% of the state. 47.83% of students achieved a Band 5 compared to 32.87% of the state.

In 2020, 12 students completed the **Textiles and Design course**. The results were well above state average. 33.33% achieved a Band 6 compared to 17.39% in the state. 41.66% achieved a Band 5 compared to 39.23% of the

state.

2020 was a very successful year in **Visual Arts**. Six students were nominated for Artexpress 2021, with student's work selected for exhibition at the Margaret Whitlam Gallery and Hazelhurst Regional Gallery. Success was shared across the cohort with over 90% of students achieving results in the top two bands. Four Art students were also accepted for the Intensive Studio Practice Program offered by the National Art School.

## Parent/caregiver, student, teacher satisfaction

Parents were active in the life of the school despite the COVID-19 restrictions. In 2020 we were unable to support the usual P & C activities including the working bee and the trivia night however, parents continue to support the school by volunteering for merit selection panels for the selection of new staff. The school continued to send the Yallambee newsletter home to parents which always receives excellent feedback.

Many of the usual meetings parent and teacher meetings that take place were not possible during the COVID-19 shut down, however, the school found innovative ways to include our parents. Most of our 2020 P & C meetings were held via Zoom which was very successful in maintaining communications. School events were adjusted so they could be filmed and the link provided to parents. These events included but were not limited subject selections and ceremonies such as the year 7 badge ceremony, SRC and prefect inductions, year 12 graduation and finally presentation day.

During the remote learning period, we developed a number of interactive hubs to support parents and students. The Technology Hub provided support the parents to assist their daughters to connect and work online. The Wellbeing Hub provided students with activities, sporting challenges, recipes and puzzles to support social interaction while isolated and living in close quarters with families all working from home. Feedback on these hubs was very positive, as was feedback on student reading as a pastime/enjoyable activities at home during the remote period. Parent feedback on the management of and communications throughout the COVID-19 and remote period of learning was very positive.

When planning and evaluating school processes and activities, vision and strategic directions, the senior executive consulted with the P & C and also prepared a survey for parents to gain feedback and suggestions for improvements. Parent feedback and suggestions for improvements have been incorporated in to the new School Plan for 2021 - 24.

Parents have also provided positive feedback about the mirroring of the wellbeing programs for P & C that are implemented with student for example, the Sleep Connection, Cyber Safety and the Resilience Doughnut.

The P & C have be proactive with the new MPC building imitative and having had several meetings with the local MP to seek funding and support. The new multipurpose building is expected to be complete in late September 2021. In addition, P & C continue to allocate financial support to various school initiatives to ensure students are well resourced. The school is grateful for their ongoing support.

# Policy requirements

## Aboriginal Education Policy

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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.

A new Aboriginal Education Policy was launched in 2020. It incorporates the Partnership Agreement with the NSW Aboriginal Education Consultative Group (NSW AECG) called 'Walking Together, Working Together'.

In 2020 we had no students at the school who identified as Aboriginal or Torres Strait Islander. The focus therefore is on educating our students about Aboriginal history, culture and knowledges, and invite Aboriginal community members to work with our students where possible, for example, CGHS Alumni Yatu Widders Hunt came and spoke to Year 10 Aboriginal Studies students about her work in Aboriginal advocacy and policy. We have an accelerated Stage 6 Aboriginal Studies course, and integrate aspects of Indigenous knowledge across all KLAs. Our Aboriginal Studies teachers are members of the Ryde AECG, and will attend the newly formed Hornsby AECG meetings in 2021 in recognition of the need for meaningful partnerships as part of the new policy.

An important date on the 2020 school calendar was the Aboriginal Smoking Ceremony, conducted by local Guringai Elder, Uncle Laurie Bimson, and DET Aboriginal Engagement Officer, Mr Dave Lardner. The whole school came together under the COLA to learn more about the indigenous heritage of the local area. Indigenous knowledge and practices were also shared as Uncle Laurie moved around the COLA, the smoke signifying a cleansing and a fresh start for all students and staff.

## Anti-Racism Policy

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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

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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.

The role of Anti Racism Contact Officer (ARCO) is currently held by Angela Inman. New to the role in 2020, she participated in an online training course offered by the Department of Education mid year, meeting with other ARCOs across the discuss policy and strategies for handling a range of situations.

There are two whole school events which are aimed at celebrating diversity of cultures in the school: the Aboriginal Smoking Ceremony, as outlined in the Aboriginal Education report, and Chinese New Year celebrations, outlined below. Both these were held at the start of the school year for the 2nd time.

Chinese New Year was celebrated with a lion dance performance at the school, by **Jin Wu Koon Dragon and Lion Dance Association**. The significance of the lion dance was to scare away evil spirits and welcome the year 2020. It allows students a greater exposure to the Chinese culture and tradition practise by the Asian community. As part of the celebration, the school 'Cloud 9' group organised for all students and staff to receive a red pocket (envelope) with a

wellbeing message inside. The event was well-received by students and staff.

## Other School Programs (optional)

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### Other School programs

#### 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 Welfare, Learning and Support Teacher (LaST), Careers Advisors, School Counsellors and School Learning Support Officers (SLSO). The LST meetings are held fortnightly and are aimed at providing solutions to support students in need.

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

- During COVID-19 and the learning from home period, the LST supported identified students with extra support, online and via phone
- Learning Profiles - contain background information and strategies to assist teachers in delivering differentiation to students
- Literacy Roll Call - identified students engage in a tailored literacy program to build core 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.
- Data analysis: data from NAPLAN, Best Start, Check-in, HSC Minimum Standards and student learning surveys are gathered and disseminated to staff to assist them in getting to know their students capabilities.

The Low Level Adjust Disability funding provided initiatives such as providing School Learning Support Officer (SLSO) support to assist students in class, assisting with the implementation of disability provisions and administration of the Nationally Consistent Collection of Data (NCCD). Other programs included the HSC Minimum Standards 'Preparation Day' which assisted students in reaching the levels of literacy and numeracy required and the 'Literacy Booster' program to support students build their literacy skills.

### 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. The Teacher Librarians support and fulfil the school vision through the development and implementation of information services and programs, encouraging recreational reading, assisting in research, acquiring and maintaining a relevant and engaging collection, facilitating the management of school resources, and creating and maintaining a safe and supportive library space for both students and staff. 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.

In 2020, the library responded to COVID-19 by implementing a number of measures to ensure students remained safe and engaged. All books were disinfected and placed into a quarantine period on their return to school. Additionally, the library began its own Google Classroom page to connect, engage and support with students whilst they were learning at home. The library's ebook subscription was also well utilised during this period, with a total of 310 ebooks loaned out in April, 2020 alone.

CGHS library plays a strategic role in supporting literacy development, and developing a love of reading in the student body. The highly successful NSW Premier's Reading Challenge targets years 7-9, encouraging them to read a wide range of texts. Its consistent uptake at Cheltenham Girls' High School speaks to the enthusiasm with which it is endorsed by both students and staff. Due to Covid, the 2020 author talks for CBCA Book Week moved online. Students from years 7-11 were engaged in talks from successful, practicing, current Australian authors to encourage them to read, write and critique texts. These talks were well received, with over 70% of both Year 7 and Year 11 students stating that they

actively enjoyed the talk and rating them a 4 or a 5 out of 5. The library's Google Classroom page also encouraged discussion around books with students exchanging book recommendations with their peers.

Teacher Librarians oversee collection development and curation of library resources which supports the school community's needs for recreational reading as well as academics. This highly collaborative process is founded on a culture of inquiry and information literacy and ensures the successful establishment and management of a well-balanced 21st Century collection. Resources include both hardcopy and digital, encompassing fiction, non-fiction, graphic novels, magazines, E-books and audiobooks, and Clickview, ensuring a balanced and diverse collection to best support teaching and learning, differentiation and student needs. All resources are selected and retained on account of their currency and relevance to the Australian Curriculum, each subject's syllabus, Personalised Learning Plans, EAL/D and learning support needs, as well as their ability to support reading for pleasure. The success of the library's collection can be seen in the student borrowing numbers, with data revealing that a total of 8081 loans were issued in 2020, demonstrating an upward trend in borrowing over the last three years. Of this, Year 7 were the heaviest borrowers, making up 2340 loans. This patronage of the library demonstrates the success of its collection.

The library also supports students in developing their digital literacy skills, their ICT capabilities and their critical and creative thinking skills. Despite lockdowns, in 2020 the library successfully delivered the Year 7 digital literacy program which instilled in students the importance of safety online, how to deal with online bullying, as well as how to best utilise the wide array of resources available online considerately and ethically. The library also supports ICT through its physical space which includes access to computers, WiFi, printing facilities, projectors, a SMART television, and android tablets that enable access to the school's online search catalogue, Oliver.

The library space moreover is built to accommodate all students. It includes flexible teaching and learning areas that are regularly updated with new displays and furniture, a senior study space, discussion rooms which can be booked by staff and students, as well as a sensory room to support student wellbeing. The library space allows students to research, read and engage in quiet social activities such as puzzles and colouring in, as well as enabling the supervision and facilitation of external courses.

## **Student Wellbeing**

The Wellbeing team together with senior executive decided that 2020 wellbeing focus would be on resilience. This coincided with the challenges brought by COVID-19 lockdowns where student wellbeing was significantly affected by disconnection from the school environment and isolation at home. As a result, we accelerated plans to integrate the Resilience Doughnut whole school.

The Resilience Doughnut is a tool to identify key areas of resilience in student's lives and consider specific resilience characteristics of a person to build emotional resilience. The director, Lyn Worsley, describes resilience as "through difficulties we are strengthened. Through sadness we learn compassion. Through compassion we connect. When we connect we build our resilience."

Year Advisors and senior executive undertook professional development on the Resilience Doughnut and implementation in school. This was created and led by psychologists at the Resilience Centre in Epping. In Term 3, Years 7 to 11 completed the Resilience Report. This report, designed by the Resilience Centre, provides whole school data on student wellbeing and resilience. It also provides guidance on future programs and support for students. Year Advisors introduced the Resilience Doughnut to students after the return from online learning as an opportunity to discuss student wellbeing.

Year 7 transitioned with Orientation Week and 2020 was the first year that Year 10 Peer Support Leaders also attended Year 7 camp. This was very successful at building connections between our newest students and their leaders. Peer Support program continued to run with Year 8 and their Year 11 leaders to also promote positive, collaborative relationships and anti-bullying.

There are two Year Advisors per year group and during lockdown they used Google Classroom for each year group. This provided a digital 'safe space' for students to reach out and ask for help as well as access specific information for their year group. These have been very successful information hubs and continued after lockdown.

Additionally, Cheltenham Girls' High School created an online Wellbeing Hub website for all students to access from home. This included details on how to reach out for help as well as fun activities such as craft, colouring in, teacher's recipes, 'Doggy Diaries' and links to virtual travel websites for exploration during the holidays.

After the return to school all Wellbeing Ceremonies were modified to match COVID 19 restrictions. The Badge Ceremony is our annual tradition to officially welcome Year 7 into the school community. In 2020 it moved online so parents and families were able to watch their daughters receive their school badges from home. Instead of an official assembly, students passed through an arch in our beautiful lower quad. In keeping with school traditions, Year 7 were given an official tour of the school's heritage by older SRC students and returned to their classroom to decorate their own colour-in pink elephant to symbolise 'joining the herd.'

Similarly, Year 12 Graduation moved to an online website, with the ceremony also modified for Year 12 to see memorabilia photos, receive their 'letters to self' from Year 11 camp and receive their graduation certificate. They left through a socially-distance arch of celebrating Year 11 students and confetti cannons in the decorated lower quad, where they then enjoyed a special morning tea hosted by Year 11 students. These moments were captured by drone footage and shared to parents through the Graduation hub website.

Year 12 Picnic Day was also modified to be an at school picnic. This special day was made memorable with three carnival rides, ice cream and bento boxes for Year 12 to enjoy.

Many other wellbeing programs continued in 2020, including the two Pinkies Cafes for students to learn barista skills for future employment by selling coffee, hot chocolate and smoothies to staff and students. The student leadership camp, Taracoonee was held in Term 4, where student leaders from a range of groups develop leadership skills and provide their input on future school direction. This is held at the holiday residence of the Vicars/Laurie family, which connects students to the history of the school. We also continued the Wellbeing Handbook, which outlines important school and wellbeing information for all students.

The school continued support of socio-economic funding through Recourse Allocation Module, known as 'Student Assistance.' This effective program helps many families so that their daughters are not disadvantaged. School subject fees, uniforms and excursions are part subsidised by the school for students on this program and all records are kept confidential.

The Wellbeing report, originally presented weekly to assemblies, continued the anonymous question box called 'asking for a friend.' This was delivered in Morning Musters in 2020. These musters were created as an opportunity for student leadership to have advocacy whole school despite lockdown requirements preventing school assemblies to occur.

The Wellbeing team continues to support students with the support of Year Advisors, Counsellors, Careers teachers, Learning Support Teachers, Student Support Officers and Deputy Principals. In 2020 we welcomed in some new therapy dogs to the team, Teacup and Thunder.

## **Orientation Week**

In 2020 Year 7 students continued to be initiated into life at Cheltenham Girls by completing O-Week. Student participated in a variety of activities with their different classroom teachers. Feedback from teachers and Year Adviser's indicated a need for additional topics. The PDHPE faculty resumed responsibility of orientating students with sport which proved to be effective.

Survey results from 247 students indicated the following:

- 79.8% of students felt they know more about CGHS after the program
- 63.6% of students found the content useful
- 72.5% of students found sessions on *Reading your timetable*, *Knowing my teachers*, *Getting organised* the most helpful.

O-week continues to support the majority of Year 7 students coming to CGHS, providing them with a helpful resource to support their transition into high school.

## **Financial literacy program**

The lessons in the Financial Literacy program were evaluated and changes were made to the sequencing and delivery in 2020. All units were reviewed by their creator and updated /modified if needed. The Year 12 lessons were reduced to only 5 lessons which were Understanding HELP debt, Identity Theft, Superannuation, Women, Relationships & Money and Debt Management/Renting vs Buying a House. The Year 10 program was run as part of the whole school program 'Level Up' in late Term 4. The lesson modules delivered at this time were Financial Goal Setting, Sources of Income, Taxation, Budgeting, Mobile Phones, Smart Online Shopping and Buy Now, Pay Later schemes. After evaluation the Buy Now, Pay Later Schemes will be removed from Year 10 as it is not as relevant to these students. The Year 11 program was not run in 2020 due to the disruptions caused by COVID-19. The Year 10 and 12 programs were evaluated and student feedback was very positive. All programs will once again be modified and the sequencing for 2021 delivery will be modified according to the feedback. This year saw a large increase in the number of staff delivering the program. Staff from nearly every faculty in the school volunteered to be facilitators.

## **STEM**

This year due to COVID-19 restrictions, our opportunities to collaborate with the community to participate in hands on STEM projects were limited. The future project at Kings School was still conducted and completed successfully online.

## **LEVEL UP**

At CGHS we continued with the STEM driven initiative designed to engage Year 10 students in critical and creative problem-solving skills. This three-week program, run in Weeks 5-7 in Term 4, included a rotation through seven STEAM problems, a design your own Escape room and Financial Literacy stream.

The faculties contributing to this initiative were, CAPA (Strike a Pose) Maths (Microbits) TAS (Wearable Technology) Science (Engineering Challenges) PDHPE(Survivor) English (Escape Room) and Social Science (Financial Literacy). Students had to work together to solve problems such as how to code a micro bit circuit, build a bridge, an earthquake safe tower and solve cryptic puzzles. They utilised their creative abilities to create model to express their emotions. Students also teamed up to complete an escape room in a box, and then use these skills to design their own. The students were challenged to use their physical, mental, social and emotional intelligence. Surveys from students indicated a high engagement and interest in this program, with 70% of students rating LEVEL UP as "Very Good" or "Excellent".

## **Duke of Edinburgh**

This year, the Duke of Edinburgh program has had some high successes and saddening lows. Overall, we continue to look forward to helping students pursue their personal goals.

Over the course of this year, we have had a total of eleven students complete their Bronze awards in full, and of these, over half of them are continuing onto to their Silver awards. This statistic is slightly higher than the average among other schools, and demonstrates their building resilience and interest in leadership skills.

On another high, we were able to run FOUR adventurous journeys for a total of 60 students. Two of these went to Belanglo State Forest, and the other two to Murrumurra National Park. We did not have any major injuries over the course of these four overnight excursions, and all students who began were able to complete it.

These were obviously hampered by Covid-19, as well as the bushfires in the previous years. Due to these issues, two of the journeys were postponed for over half a year, leading to some frustration among parents, students and staff. COVID-19 also saw a number of students resign from the program, or have their individual activities delayed. This was common amongst public schools running the award.

The largest high for our program was the number of positive messages we have received back from the community thanking our students for their ongoing support and volunteer service. It is clear that our students are taking a larger role in the community through a range of services (including child car, aged car, cooking for those less fortunate, and gaining supplies for wildlife rescues).

Due to the large number of students who showed interest and the large workload, we were happy to introduce a new Award Leader to the team, Alex Tsambouniaris, who completed his Award Leader training. This means we will be able to help a new load of students and mentor them appropriately through their award.

At the end of the year, we opened expressions of interest to a new group of students. 175 students showed interest in the program, and over 70 applied for 30 positions. We were able to offer these 30 students positions at the beginning of 2021, which will also allow us to take another 30 half way through the year.

In the new year, we are planning another four adventurous journeys; two for our new bronze students, and 2 for our incoming silver students. The program, although facing many challenges over the last 12 months, has achieved many great successes.

## **Student Leadership**

### **Cloud 9**

Cloud 9 is a student-directed leadership group whom aims at promoting and raising the positive wellbeing of all students at CGHS. Students across all year groups meet once a week to discuss challenges that students face at school and their everyday lives. The mission of Cloud 9 is to develop and implement strategies, activities and events that help students deal with the everyday pressures of being a high school student.

Throughout 2020 Cloud 9 students have engaged in initiatives which helped to build on the wellbeing, sense of wellness and mental health within the school community. Some annual initiatives of focus include Chinese New Year, World Teachers day, RUOK Day, Yr 7 Friendship Day and Childhood Mental Health day. Cloud 9 aims to ensure that Cheltenham Girls High School is a safe environment that supports the mental health of all students and promotes positivity, friendship and building meaningful connections and empathy towards others. 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 & drummers as well as the distribution of a lucky red envelope containing a wellbeing message and Chinese lucky candy during roll call for Chinese New Year.

Unfortunately due to COVID-19 restrictions Year 11 Cloud 9 student leaders did not have the opportunity to attend the annual Hornsby Ku-ring-gai Youth Mental Health Forum. This annual forum helps the leaders of Cloud 9 to participate in developing skills such as decision making and problem solving and designing ideas that aim to meet the needs of students at CGHS. Up and coming Cloud 9 leaders of 2021 will be looking to attend the youth forum this year to develop the aforementioned skills and ideas.

The biggest event of 2020 for Cloud 9 was RUOK day. In 2020 the Cloud 9 students were able to organise and run a very successful event for RUOK day which involved the whole school. This year the students created an event styled around the idea of a carnival/fair where students from the whole school were able to come out during an allocated time period and partake in a number of different activity stalls. All CGHS students seemed to enjoy the day and the activities were very popular, particular the Ice Cream and Photobooth stalls. The event was a success and it managed to raise student spirits in what was otherwise a very difficult year and it allowed students to reflect on what mental health really is and how important it is to check up on friends and loved ones to provide support. The majority of proceeds from the RUOK day stalls was donated directly to the RUOK organisation to raise funds for this important charity and their mission to promote awareness around mental health issues. Cloud 9 successfully raised over \$1000 which was an amazing result and made up for the lack of bake sales throughout the year due to COVID-19 restrictions.

Cloud 9 students have used technology in various forms throughout 2020 to create video presentations for the CGHS daily musters that raised awareness towards experiences and struggles of individuals in our own school community and provided Cheltenham students with information and strategies on how to cope with these challenging situations and improve the wellbeing and mental health of themselves and peers.

- **Prefect Body**

The 24 prefects for 2020-2021 were elected by their peers in Years 10, 11 and 12 and the staff in May. In June, due to COVID restrictions, instead of attending a 2-day leadership retreat at Naarmaroo Conference Centre in Lane Cove National Park the prefects and the Prefect coordinator stayed overnight in a school classroom and the camp was conducted over 2 days at school. This is a very busy two days filled with lots of talking, listening, discussion, collaboration of ideas and planning for the upcoming year. This year the activities also included a few brisk walks to get our blood flowing and to walk off some of the excellent food provided by the girls, we also roasted marshmallows over a portable fire pit in the quad. Whilst on the retreat the executive body was elected by the prefects, consisting of Queena Wang as School Captain, Leah Batista as Vice-Captain and Maeve Patchell as Senior Prefect. This was a very different style of leadership camp due to the COVID-19 restrictions but everyone still had a wonderful time, and all our goals were achieved.

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 2019-20 prefects would leave behind including their incredibly successful major project called The Passion Project. This was about discovering your passion in life, the things you love to do and celebrating those passions. Usually this project is delivered at two school assemblies but this year due to COVID-19 the girls needed to be very creative and they delivered their project totally online. They also launched 'The Ham' a student magazine, created by the students for the students which included such features as book and movie reviews and favourite recipes Both projects were a huge success and a testament to the critical and creative thinking skills and the talent and teamwork of our prefect body. The girls raised \$2002 for Children's Ground, an organisation led by Aboriginal Communities to help Aboriginal children, families & communities.

The outgoing prefect body also raised approximately \$32 000 for the Leukemia Foundation through their leadership of the World's Greatest Shave event, which was also live streamed into classrooms.

The first major prefect event for the incoming prefect body was a school favourite Cheltenham's Got Talent! This year only Year 7 was the 'live' audience and the event was streamed into classrooms. There were 15 different acts including the prefect act and a staff act. A panel of teachers, our school captain, Queena Wang and the Epping Boys' Senior Prefect, Timothy Xu judged the event. The winner this year was Kawmadi Gardiye Hewawasam Thuduwage from Year 11 who delivered an amazing singing performance. Our prefects once again demonstrated their dancing talents to a series of "throwbacks". CGT raised \$733 for 'Doing It For Rural Aussie Kids', a charity providing support for children in rural and remote communities.

The first event of 2021 was Valentine's Day. A 5:30am wake up for our prefects to prepare the 1000+ roses for delivery to students and staff, including stripping the thorns, wrapping and labelling the roses. This event marked our fourth 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 also held a very popular chocolate and love themed back sale on the day. These events raised a total of \$1315, which was donated to Taboo, a social enterprise that exists to sell organic cotton pads and tampons to those in Australia, with all profits dedicated to ensuring that all women around the world have access to sustainable sanitary health care and education.

Many school events the prefects would usually participate in throughout the year, including Parent/Teacher Interviews,

PAF nights, the Art Exhibition, On the Move, Open Day, Orientation Day, Presentation Day and Meet the Teacher night were affected by COVID-19 restrictions. Restrictions lifted in Term 4 enabling our prefect body to host 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 passed. We have enjoyed our journey so far, with many laughs shared along the way as we found our place and showed what we had to offer as Cheltenham's prefects of 2020-21. 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 travel to and from school, whether on public transport or on foot. Through this they ensure that students represent the school in a positive light.

The Transport prefects have been assisting students stay COVID Safe on public transport by ensuring they follow social distancing restrictions. This ensures the safety of both the public community and student body.

The Transport prefects are involved in assisting the incoming Year 7 students transition by guiding them to independently travel to and from school.

Occasionally the transport prefects participate in additional tasks to support the school.

- **SRC**

The Student Representative Council of 2020-2021 comprised of 34 students from years 7-11. In an SRC first, 6 new year 11 representatives were elected to account for the fact that previously electees would transition into their roles as prefects. The executive comprised of Sofia Guastini (President), Kasia Ellis (Vice President), Nayesa Dobhal (Senior Secretary), and Chelsea Du (Junior Secretary). Chosen by their student peers, these students held great responsibilities in the active representation of the CGHS student body. They played a key role in the organisation and coordination of a range of whole-school activities and events across the year to encourage school spirit, support community groups, and fundraise for projects and causes.

Despite the ongoing COVID-19 pandemic that impacted 2020, the SRC demonstrated considerable flexibility and a knack for adapting to the various challenges and changes to the group's usual scheduling and planning of events. The induction ceremony, instead of its usual location in the hall, took place in the lower quad, and was recorded for parental viewing. Although for many weeks COVID restrictions meant that different year groups were not able to mingle in meetings, the executive worked diligently to communicate and organise collaborative efforts, delegating roles and responsibilities to all SRC members to ensure the smooth running of events.

The SRC's annual highlight, Spirit Week, was postponed to term 3, with a theme of 'Elements', inspired by the Avatar: The Last Airbender. A different element was dedicated to each day of the week: Monday was water, Tuesday was earth, Wednesday was fire, and Friday was air. The fair took place on Thursday, and despite mandatory social distancing and hygienic guidelines which ruled out student favourites such as the sponge throw, there was much fun to be had in pelting dodgeballs at teachers, enjoying a spider or ice-cream, and getting temporary henna designs. Throughout the week, the SRC raised \$1790 from activities such as the raffle, selling cupcakes, cordial, and lolly bags, and mufti donations, which was donated to *Bridging the Gap*, a foundation for the health and education of Indigenous Australians.

In mid term 4, the SRC President and Vice President attended the annual student leadership camp at Taracoonee, a property of the Vicars family who were the original owners of the school grounds. They took part in a range of activities that developed their leadership capacity and reflected on how to instill qualities such as resilience, collaboration, and time management, as well as running their own workshop on the importance of adaptability.

The hugely popular Faculty Face-off was SRC's last main event of 2020, taking place in week 8 of term 4. Year 7 and 11 were the live audience cheering loudly for their favourite teachers, while the rest of the year groups viewed the event via a livestream in their classrooms. The faculties battled it out in various Christmas-themed challenges such as tree and shirt decorating, Taboo, chair hold, and the iconic lip-sync, with English taking out the prized trophy.

Finally, the SRC also assisted during the Year 6 Orientation Day at the end of the year, from taking class photos, providing a sausage sizzle lunch, assisting teachers in their classroom sessions and during the padlock ceremony, to organising and distributing the stationery packs. They were busy throughout the day making the new Cheltenham girls feel comfortable by providing a positive, happy environment. The SRC coordinators would like to thank the student representatives for all of their hard work, enthusiasm, and diligence in 2020, and we look forward to an exciting and prosperous 2021.

- **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. This year the Social Justice Group had to get creative with our initiatives in order to be more COVID safe

The year began with the annual celebration of International Women's Day on Friday the 6th of March. A station was set up for students to sign petitions encouraging the government to change laws to better combat violence against women and to promote the slogan for the year #IamGenerationEquality. Teachers and students were given purple ribbons and free pancakes and orange juice prepared by the students. The girls were successful in celebrating the achievements of women in the past, raising awareness of the injustices still occurring and acting towards better equality.

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 the building and funding of schools in Afghanistan with particular focus on girls' education. 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 Term 3, Social Justice ran an awareness campaign on the human rights issues overshadowed by COVID-19. This included the rising prevalence of domestic violence in Australia and around the world, the Rohingya Crisis, Uighers in China and the Yemen Conflict. Social Justice provided short summaries on these injustices during the Morning Musters to inform the school about these serious breaches of basic rights as well as creating informative infographics and fact files on these issues.

In Term 4, Social Justice held a joint initiative with the Prefects, running a food and gift drive for Salvation Army's Christmas Appeal. This drive ran for two weeks where students and teachers donated all kinds of gifts and food items to those who need it most during the holiday season. Due to the generosity of the Cheltenham Girls' High community, Social Justice was able to collect enough food and gifts to fill an entire van with donations.

In December, Cheltenham celebrated International Human Rights Day for the first time. As part of this the Social Justice Group involved the whole school by getting students to write what human rights looks like to them and decorated the school with students' responses. Students also sold lolly bags and ice cream cups and held a mufti on the day. Overall this was a successful day, helping Cheltenham raise over \$1200 for the Hornsby Ku-Ring-Gai Women's Shelter.

- **IRIS**

Independent Research in Science (IRIS) is an extracurricular club aimed at expanding the Science experience of year 7 students. Students from across the year group volunteered to be part of the project and both Mrs O'Connor and Mrs. Agnihotri guided them towards completing a series of open-ended science-based activities building on their interest and abilities in Science.

In previous years the students would meet up at lunchtimes, however, due to COVID-19 the club needed to move to Google Classroom and the project requirements were adapted to be suitable for an online format. Students would individually design a project that appeals to their own scientific interests. They were encouraged to conduct experiments, build models and design sustainable living/energy efficient projects. Students were given feedback for 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 model of the lungs, a poster on the different parts of the immune system, and a working model of the tendons in a human hand.

- **Sound and Lighting**

The Sound and Lighting Team is made of students who went through an application process to be involved in a team, supporting school activities backstage relating to sound and light quality.

In 2020, due to COVID restrictions and lockdown, there were a few activities that could not run. This included PAF 1 and 2 and assemblies. However, there were a few new additional activities that students were exposed to and participated in. This included learning the skills required to record morning muster videos, presentation day ceremony and many livestream activities.

The younger students began to develop their techniques in controlling the sound and lighting systems towards the end of the year when most activities are able to run, including stage equipment. However, we are waiting for wireless communication equipment between the sound box and stagehand to ensure clearer and better communication between different people and the installation of an additional MAC computer to allow for smoother transitions and better sound/light effects for school activities.

We continued to support the whole school ceremonies and PDHPE faculties in running and livestreaming various events including On The Move, Trashion show, CGT and Faculty Face Off. In all the events, the Sound & Lighting Team were rostered on to perform a specific role. The team are working on good communication and improvement in their skills and allocated roles.

- **Sisters of Battle**

We started the year with a new game. A "battle royale" style board game for which I designed a simple city map as the battleground. Each student played the part of a "battlemage" each with their own unique spells accompanied by a soldier who also had their own abilities. Students needed to plan ahead and strategise, utilising knowledge of their abilities as well as their opponents.

The students were encouraged to make (and break!) alliances to their best advantage. They would gain an advantage through teamwork, but they also needed to consider the risks. We spent a few months setting up, establishing the rules and explaining abilities. We then only got a few battles in before COVID brought everything to a halt.

Unfortunately, I could not think of a way to get the students to play a board game without mixing year groups, so club meetings were cancelled for the rest of 2020.

- **Peer Support**

The CGHS Peer Support program is designed to provide Year 7 and Year 8 students with the appropriate guidance, support and networking to promote their wellbeing. This is done through the tremendous effort our Year 10 and Year 11 Peer Support leaders put in to their sessions.

All Peer Support leaders undergo training in Term 4 of Year 9, in which they collaboratively work as a team to explore aspects of empathy, bullying, conflict management, communication skills and organisational strategies. This is all crucial to ensure they become punctual, well rounded leaders ready to guide the juniors in their first years of schooling.

In Term 1 2020, a new camp initiative meant that Year 10 Peer Support leaders would go alongside their Year 7 groups to Year 7 camp. This initiative was extremely beneficial for both parties as the Peer Support leaders were seen as a tremendous help to both staff and students in assisting Year 7s with the various activities, conversing with those who were shy and generally being very friendly and helpful to everyone.

Term 2 2020, unfortunately was affected by the COVID-19 pandemic, however, leaders were still able to actively engage in their session preparation ready for the return of face to face teaching midway through the term. The leaders were extremely supportive in helping Year 7 and 8 students get back into face to face learning after having to shift to online learning.

Term 4 2020, saw a new group of Year 9 students undergoing Peer Support training in which they actively engaged in various activities aimed to promote their awareness of empathy, bullying, conflict, conversational skills and organisational strategies. The dedication and passion to help the younger students were reflected throughout orientation day in which the Year 6 students found it really helpful to learn more about the school and the Cheltenham way from their future Peer Support leaders.

Moving into 2021, we hope to see many more exciting moments for both the leaders and the juniors.

## **Environmental Education and Sustainability**

- **Green team**

The Green Team is the CGHS 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 2020, students were supposed to be involved in Clean Up Australia activities around Booth Park but COVID restrictions and lockdown resulted in the cancellation of the excursion. Earth hour, that was supposed to be in Term 1, was also affected, but it was postponed and done later on in the year in Term 2. During Term 2, Green Team promoted conscious energy use during Earth Hour, by encouraging all classes to have electronic devices and appliances off for 1 period. The students also went around to update timetables that encourages classes on the last period to ensure all lights and fans are off and to replace old 'Lights off' stickers.

Also, within Term 2, all of Green Team members also worked towards co-ordinating our large-scale Term 3 event: the Trashion Show. Fitting in with the situation that they were in that year, using everyday recycled materials, students and leadership groups were encouraged to create outfits to fit the theme 'Lockdown wear'. The aim was to raise awareness and funds for WWF Koala support team, specifically after the bushfires that devastated Australia affecting wildlife in the previous summer season.

In Term 3, the students ran their annually Trashion Show. Due to COVID restrictions, it had to be modified to fit the situation and hence, the funds raised were due to Mufti Day and the event was livestreamed to the classrooms.

In Term 4, the Green Team separated into their respective year groups to come up with initiatives regarding recycling around the school. The Year 7 stationary recycling project were introduced around the school to encouraged reusing of

usable stationaries between teachers and students. The Year 10 Coffee recycling project is also underway where we partnered with the West Pennant Hills 7 eleven and simply cup to encourage the recycling of coffee cups around school. The Year 9 clothing project started collecting materials and will continue in 2021. The Year 11 students provided their feedback to local councils about some projects that there were discussing.

Also, part of Green Team projects, the students began planning the refurbishment of the school's Aboriginal Garden. This will continue in 2021.

Two students in Year 10 had also represented CGHS Green Team to apply to be involved in the 'wattle Seed launched in Space' project provided by 'One Giant Leap Australia'. Their application was successful and CGHS has been invited to be involved in the program. This will continue in 2021.

Additionally, the Green Team would like to introduce can and bottle recycling around the school. They had been waiting for their bins to arrive to start up the program. This project will continue in 2021.

Despite their situation, 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 The Koala Hospital in Port Macquarie and collaboratively work with other extra-curricular groups in 2021.

- **Gardening Club**

The Gardening Club is made of students who are interested in growing their own vegetable in the school.

In 2020, we started well with around 40 students from Year 7, 8 and 9. However, due to the COVID lockdown in Term 2 many weeds were growing vigorously in the veggie patches which caused many students lost their interest when they returned to school in Term 3. At the end of the year only 20 students were stayed in the club.

In 2020 we still focused on developing the basic gardening skill of the club members. We grew all the vegetables from seeds and had a competition of the Best Veggie Patch in Term 4. We also provided tools and helped the Green Team to clean up the Aboriginal Garden.

In 2021, we will want to reattract the old members from Year 8 and 9, and to attract more Year 7 new students to join the Gardening Club. We will also arrange some combined activities with the Green Team to arouse the awareness of the conservation of the environment within the students.

## **Achievements in Technology and Applied Studies, Performing Arts and Sport**

- **Textiles and Design and Technology**

Three students were nominated for inclusion in Texstyle:

One student was also selected for her "Woman in Suits" project to be included in the 2020 Shape exhibition which is a showcase of outstanding achievements in the HSC for Design and Technology, Industrial technology and Textiles and Design. This prestigious exhibition is held at the Museum of Applied Arts and Sciences, Powerhouse Museum, Sydney. The exhibition is open from 27 February until 9 May.

One student was also nominated for the Shape Exhibition for Design and Technology.

- **Creative and Performing Arts**

Our school ensembles continued to grow in popularity in 2020, currently boasting over three hundred students across all years.

**Junior Choir** started the year with 120 members. With the support of parent and vocal teacher Sarah Marshall, the students made a positive start to the year preparing an Australian work which they were going to perform at the first Performing Arts Festival in aid of the 2019/2020 bush fires. Unfortunately, due to COVID-19 restrictions, the Junior Choir were unable to continue their rehearsals.

The **Orchestra** functioned primarily as a String Orchestra during 2020 boasting approximately 35 students covering the entire string family from violin, viola, cello, double bass and harp. 2020 was the first year to see a Double Bass purchased via the P&C at CGHS. Once again extending the extracurricular opportunities for the students.

The **Wind Ensemble** maintained a healthy membership with over 70 students from Years 7-12, with the majority in junior years. Highlights included preparing for a tour to Europe with Epping Boys. Australian conductor / composer Greg Butcher was commissioned to compose an original work which was to be premiered on the tour. The work, *Australis Ambusti*, was written about the 2019/2020 bush fires. The Wind Ensemble hope to perform the work in Term 2.

Stage Band had a successful start to the 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, despite the interruptions, we were still able to have some rehearsals and the **Orchestra** some small ensembles performed at the Presentation Day.

## **Junior Drama Ensemble**

In 2020, the Junior Drama Ensemble saw 60 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 Wednesday. Students were originally divided into two groups with the intention of running one group per semester. However, due to COVID interruptions, the first group ran in Term 3 and the second in Term 4. Throughout the program, students developed their use of dramatic elements such as voice, space, movement, focus and ensemble. They explored the fundamentals of improvisation which culminated in an end-of-term 'Theatresports' competition amongst their peers. The successes of the Junior Drama Ensemble directly affected enrolments in Year 9 Elective Drama for 2021, which saw 53 students enrolling for the subject. The Junior Drama Ensemble in 2021 is set to maintain similar levels of participation with 63 students enrolled in the after-school program.

- **Sport**

2020 presented as a challenging year for sport with many restrictions and cancellations due to COVID-19. Nevertheless, students achieved some outstanding individual results. Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly. Awards were presented to over 60 students. This year a number of elite female athletes recorded and sent through messages of encouragement, sharing their experiences and promoting a love of physical activity.

School Sporting Blues were awarded to 22 students in Year 12 with 10 students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. During 2020, Anneliese Armstrong and Zoya Thakur were awarded Zone Blues for excellence in their chosen sports of tennis and cricket.

Maeve Patchell and Leah Batista 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.

In 2020, 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. 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. Cheltenham had 3 zone age champions; Jocelyn Donald (13 years), Chowon Song (16 years) and Brianna Barac (17+ years). Cheltenham came 1st overall, taking out the title of zone swimming champions.

This year we had a number of students trial for Sydney North teams, with Phoebe Bourne, Gemma Biviano and Anneliese Armstrong all being selected to represent in tennis. Zoya Thakur was selected in the Sydney North cricket team who went on to be NSWCHS Champions. Zoya was then selected for the CHS 2s team.

Students in Year 7 and 8 continued to participate in integrated sport on a weekly basis. Throughout the year, they participated in a range of team sports such as softcrosse, athletics, netball, touch football and cricket, as well as an online sports program from home. They also received 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 Monday 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. Year 7 and 8 students also took part in the pilot program of Race Around Australia, where Cheltenham were placed 1st overall across the state for the greatest amount of physical activity completed during integrated lessons.

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, the swimming carnival and assemblies and morning musters. 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.