

# 2022 Annual Report

## Cheltenham Girls High School



8208

## Introduction

The Annual Report for 2022 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 Strategic Improvement 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, self-esteem and confidence. We promote positive, collaborative relationships with each other and the community, built on respect and concern for others.

We encourage creative and critical thinking and support 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. In late 2022, the new Multi Purpose Complex (MPC) building called 'Yallambee' was completed and opened providing an additional learning and meeting space for the school.

The school staffing entitlement in 2022 is 95.9 teaching staff and 16.3 non teaching staff. The school employs a Business Manager from the Principal Support Funds. Our executive is stable with the majority being here for more than 5 years. We have 3 permanent Deputy Principals and 2 of the 18, 2 Head Teachers are for wellbeing. Twenty three percent of teachers have less than 4 years' experience and in 2022, two teachers are working towards higher accreditation.

The school enjoys strong, positive community relations with a number of programs and initiatives that focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community both at school and post school.

The school has strong wellbeing processes, and programs seek to ensure every student is known, valued and cared for. Student leadership programs include Prefects, Student Representative Council, Social Justice Group, the Green Team, Cloud 9 (a group committed to raising understanding and awareness of adolescent mental health issues), and Sports House Captains: junior and senior.

The school offers gifted and talented students the opportunity to accelerate their HSC by completing 2 Unit Aboriginal Studies or 2 Unit Information Processes and Technology for the HSC in Year 11. We celebrate strong NAPLAN results, achieving above state average, and whole school initiatives are focused on increasing student growth in literacy and numeracy to system negotiated targets. The HSC results continue to see the school recognised as a top comprehensive school in NSW. Current initiatives are focused on further lifting HSC results, particularly for Bands 5 and 6. New Syllabus implementation is expected from 2023 - 2025.

Our highly experienced staff are committed to planned professional learning and the implementation of evidence-based teaching practices that support and drive continuous whole school improvement.

The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances. In 2022, 1440 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 2022 are from language backgrounds other than English. Demand for enrolment is still very high within the indicative enrolment area. Completion of a number of housing developments in the Epping and Carlingford areas and the increased interest in selective high school enrolment, may have resulted in the small decline of numbers seeking enrollment in Year 7, 2023.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

Use evidence-based teaching strategies to develop the literacy and numeracy capacity of all students to engage in complex thinking and problem-solving activities, building their capacity for life-long learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.
- Foster a culture of high expectations for all Stage 6 courses to improve the HSC performance.

### Resources allocated to this strategic direction

**COVID ILSP:** \$17,939.00

**Low level adjustment for disability:** \$75,954.68

**Integration funding support:** \$19,750.00

**English language proficiency:** \$49,718.64

### Summary of progress

#### Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.

The READ program was modified to include numeracy builders 3 times per week with Year 7 - 9. While the activities were explicit and real world, we found that many students seem to find numeracy very challenging. There were also a number of changes to the instructional leaders position due to staffing which impacted delivery modes. The WiFi was refurbished creating a faster online access and usage but this was post testing so some results are unreliable.

Wide reading continued with Year 10 - 12 with all students engaging with HSC reading material or general wide reading material.

NAPLAN showed significant improvements in the Grammar and Punctuation sections of the test, however, we continue to work to see overall improvement in all areas.

Moving forward in 2023, the Instructional Leadership roles will be consolidated into a single role of Instructional Leader and Numeracy. This role will have focus on building staff capacity for literacy and numeracy implementation in faculties by subject teachers and working with ALAN (formerly PLAN2) to monitor students' progression in literacy and numeracy. We will continue to engage parents, students and staff in feedback in relation literacy and numeracy.

Relief will be provided to an experienced EAL/D teacher to provide stronger support to build staff capacity in using EALD strategies and target EALD students learning using the progressions

Aboriginal students continue to have mentor and PLP support

#### Foster a culture of high expectations for all Stage 6 courses to improve the HSC performance.

In 2022 there was continued implementation of explicit instruction for HSC verbs with a focus on Inference and Context.

Teaching explicit writing skills continues to be a strong focus with improvements being demonstrated in Year 11 writing skills in 2022. Feedback processes have improved with the implementation of Peer Grade and collaborative peer and teacher feedback strategies.

All faculties continue to review and explicitly teach objective choice, critical thinking skills including, evaluation and judgement as per data from RAP analysis.

The provision of additional release time to pilot mark and to undertake professional learning on moderation activities was implemented in 2022 and will continue in 2023.

Learning Support teams continue to collaborate with teachers/faculties to develop differentiated teaching and learning strategies to support students to meet Minimum Standards.

In 2023 we will be undertaking professional learning on Assessment Capable Learners to improve HSC responses and achievement. Additional time will be provided to Head Teachers of subject faculties to lead and support strategies for teacher professional judgement and moderation processes for assessment. We will be using the Writer's Tool Box to assist with writing improvements across Year 10 - 12.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands - Reading</b> Improvement in the percentage of students achieving in the <b>NAPLAN top 2 bands Reading</b> to be at or above the school's lower bound system-negotiated target in reading of 48.8%	<ul style="list-style-type: none"> <li>• 50.93% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of the lower-bound target.</li> </ul>
<b>NAPLAN Top 2 Bands - Numeracy</b> Improvement in the percentage of students achieving in the <b>top 2 NAPLAN bands</b> to be at or above the school's lower bound system-negotiated target in numeracy of 59.9%.	<ul style="list-style-type: none"> <li>• 59.02% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.</li> </ul>
<b>Expected Growth - Reading</b> Improvement in the percentage of students achieving expected growth in NAPLAN <b>reading</b> to be moving towards the school's lower bound system-negotiated target of 77.4%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>Expected Growth - Numeracy</b> Improvement in the percentage of students achieving <b>expected growth</b> in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 64.6%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>HSC Top 2 Bands</b> Increase the percentage of HSC course results in top two bands to be moving towards the lower bound system-negotiated target of 72.6%.	<ul style="list-style-type: none"> <li>• 59.47% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.</li> </ul>

## Strategic Direction 2: Experts in Pedagogy

### Purpose

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Develop a collaborative culture guided by research where teachers are learning and working together to evaluate their impact on learning to ensure continuous improvement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning, Deep Learning
- Assessment Capable Learners

### Resources allocated to this strategic direction

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**Professional learning:** \$109,774.55

**English language proficiency:** \$275,810.40

**Low level adjustment for disability:** \$68,952.60

### Summary of progress

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#### Professional Learning, Deep Learning

The PLCs continued to meet regularly despite delays and reactive changes over 2 years of interruption with COVID. The Professional Learning team consulted with all staff on a regular basis with regard to improving student learning performance through changes to teaching practices. An additional HT Teaching and Learning was appointed at the beginning of 2022.

High Impact evidence-based professional learning was undertaken by all staff including UDL and the 6C's culminating in a faculty-based Action Research Project (ARP). Staff used current research and analysed specific school data to target areas for improvement. It was determined from the data analysis that engagement was an area of need for many faculties. As a result, staff designed and developed strategies to address this in their classes. The projects were presented at a whole school staff professional learning community event. The ARP demonstrated improvements in learning outcomes across the school and staff benefitted positively from the experience as such we will plan more ARP/design sprint sessions in 2023. Further investigation and implementation of the 6C's as a learning model is required in 2023-24 to see the desired impact on student learning outcomes.

Programs and assessment tasks continue to demonstrate evidence of adjustments made for students with additional learning needs, however, strategies also need to include High Potential Gifted (HPGE) activities.

In 2023, the focus for PLC will be building assessment capable learners through the use of formative assessment strategies and improving foundational skills in literacy and numeracy. Teachers will be undertaking additional professional learning for developing and embedding HPGE strategies for programs and assessment tasks.

We continue to embed and include Aboriginal Cultural Awareness in teaching and learning programs and support Aboriginal cultural activities at the whole school level. All staff have completed Aboriginal Cultural Awareness Training.

#### Assessment Capable Learners

All programs contain formative assessment strategies; however, the PLCs need to work on consolidating the use of formative assessment data and building teacher capacity to use professional judgment in implementing changes to teaching based on formative assessment processes.

Professional learning was undertaken on deep analysis of data to hone in on areas for improvement with the development of explicit strategies to address areas for improvement.

In 2023 PLCs will continue to have a strong focus on analysing data effectively for making changes to teaching foci. The analysis of assessment practices will include providing suitable rigor and challenge as well as implementing modification for students with learning difficulties and also high potential and gifted students.

In 2023 we will be engaging with parents to better understand the assessment processes and course performance descriptors.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Formation of collegial observation teams using PLC groups. Begin structured observation processes across schools.</p> <p>Implement changes to teaching practices in every classroom to focus on collaboration to increased rigor to deepen learning using visible learning combined with the 6C's</p>	<p>PLC's were developed and met weekly to analyse student performance data. Using this data, the faculty-based PLC teams devised and implemented an Action Research Project (ARP) to address the specific areas for improvement identified within their groups of students. The ARP had led to changes to teaching practice in classrooms with a focus on student collaboration and literacy to visibly deepen learning and the 6C's. Pre and post data collection shows improved outcomes in writing, assessment capability and student confidence in communications. Sharing and observation sessions with our partner Beecroft Primary School were set up for professional learning models and literacy programs but delayed due to COVID restrictions. In 2023 the PLC will undertake another ARP to either extend the current project for deep learning or focus in a new improvement area.</p>
<p>Professional learning is planned and implemented to;</p> <ul style="list-style-type: none"> <li>• support improve data analysis for preparing and implementing rigor in assessments</li> <li>• continuous feedback processes.</li> <li>• support teachers' consistent, evidence-based judgement and moderation of assessments.</li> </ul> <p>Implement communication strategies such as P/T meetings, parent forums and P &amp; C, student feedback/surveys to involve students and parents in <b>assessment planning</b> to support learning and share expected outcomes.</p>	<p>Teachers were supported through professional learning time to review and analyse data focussed on improving rigor in student assessment. The feedback process was assisted with staff using Peer Grade software, which also supported student collaboration and peer feedback. Although assessment was planned for 2022 progress has been slow. Grades have been implemented from Year 7 - 10 using teacher consistent judgement, however, we need to focus further on strengthening and improving teacher professional judgement using grade descriptors. In 2023, professional learning will have a strong focus on assessment and assessment capable learners.</p> <p>The school implemented surveys for parents of students in all stages on TTFM and School Plan Feedback in areas, teaching, learning and assessment and wellbeing. Students were surveyed on learning competencies and assessment capability. Teachers were surveyed on professional learning reflection and feedback. This data has been used for directing future planning for improved reporting to parents.</p>

## Strategic Direction 3: Building Wellbeing and Community

### Purpose

To further develop wellbeing processes across the school so that every student is known valued and cared for. Building connections with students and staff to improve learning outcomes

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Development of effective partnerships to support student wellbeing and advocacy across the school
- Implement proactive wellbeing programs in consultation with students staff and parents

### Resources allocated to this strategic direction

**Student support officer (SSO):** \$96,058.00

**Aboriginal background:** \$708.24

**Socio-economic background:** \$23,562.41

### Summary of progress

#### Development of effective partnerships to support student wellbeing and advocacy across the school

Wellbeing programs continued to effectively address and support student wellbeing with universal, targeted and intensive programs and counselling support. TTFM data reflects that online learning periods seemed to better suit students who find face to face interactions challenging and thus advocacy can still be improved. Data harvested from the Resilience Report was been highly useful in identifying students who needed additional support and continue to be used by the Wellbeing Teams to provide appropriate programs for students who need this support.

Resilience Doughnut statements were provided around the school to support the 'I Have, I Am and I Can' statements encouraging students to be mindful about developing their resilience. The role of Student Support Officer (SSO) was been successfully expanded to better support wellbeing processes with students at school and parents through P & C. The implementation of the Oasis Hub began in late term 1 and was been an effective way of reintegrating students who are experiencing challenges with attendance and engagement at school.

Aboriginal students continue to be supported through mentoring and with PLP. Whole school activities such as Smoking Ceremony, Aboriginal ANZACs and Aboriginal Studies continued to be a priority.

In 2023, we will continue to build teacher capacity and our resources to support student wellbeing and build student advocacy at school.

#### Implement proactive wellbeing programs in consultation with students staff and parents

Parents received many resources for supporting their parenting with teens via P & C, newsletters and via online courses and seminars. The P & C hosted a number of events which were well attended. The CLO role continued to expand combined with the SSO and many parents engaged with the various programs and events made available to them. In 2023, programs for students will continue to be replicated for parents.

In 2023, we will continue to engage parents in the implementation of the Oasis Hub providing additional intensive support for identified students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Student Advocacy</b> TTFM Wellbeing data (advocacy, belonging, expectations) improves to be	<ul style="list-style-type: none"><li>• Tell Them From Me data indicates 68% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</li></ul>

moving towards the lower bound system-negotiated target to 74.6%.	
<b>Attendance</b>  Increase percentage of students attending school more than 90% of time to be moving towards the school's lower bound system negotiated targets of 93.8%.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 8.70%.</li> </ul>
Replicate wellbeing programs with families that are implement throughout school.	All students completed the TTFM survey and Resilience Report in 2022 and the data has been analysed to further target intensive support to identified students. Evidence based wellbeing programs have been targeted to students needs and include; cyber safety, vaping, domestic violence, academic stress, self-image and youth and mental health. These programs have been replicated with parents completing the Resilience Report and through P & C seminars and evenings. Parents were invited to complete the TTFM survey. It was apparent that Student Advocacy appeared to be better in an online environment over the COVID period. It is not clear why but perhaps students had more confidence to speak up in a forum that they find more comfortable. The school continues to build positive relationship with our parents and most parents report they are satisfied with the school. In 2023, we will be developing improved ways of reporting to parents.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cheltenham Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School Learning Support Officers (SLSO) were employed through integration funding and provided supervision and assistance to high-needs students to allow them to attend school in a safe environment. The Learning Support and Welfare teams liaised with health professionals to plan effective strategies to enable funded students to participate in their education whilst at school. Teachers were provided with the opportunity to attend specific professional learning to educate teachers on the learning needs of funded students enabling them to provide adjustments to their teaching which allows the funded students to access the curriculum and improve their educational outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to work with parents and external providers to support students with additional learning and wellbeing needs. The Oasis program will continue run in 2023 as the support provided to students has enabled the to return to the regular classroom with greater confidence and engagement. We will continue to provide release time for Wellbeing team to consult with carers and stakeholders to conduct reviews of Personalised Learning Plans. The enables the students to receive tailored support to improve their learning.</p>
<p>Socio-economic background</p> <p>\$23,562.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cheltenham Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Implement proactive wellbeing programs in consultation with students staff and parents</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students in need of significant financial assistance were supported through school fee support and compulsory school camps and carnivals. Funding was also used to provide school uniforms, food and stationery supplies through the school Wellbeing Hub. The Oasis room was resourced to provide a quiet place for a small number of more vulnerable students, who are returning to school or who have</p>



<p>Socio-economic background</p> <p>\$23,562.41</p>	<p>significant social/emotional needs, to have guided learning and support. This program was been effective in reintegrating students back to mainstream classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use the funding to support students with fees, camps and excursions. We will continue to resource and support the Oasis room as it has been effective in supporting student attendance and providing students with a graduated return to mainstream classes.</p>
<p>Aboriginal background</p> <p>\$708.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cheltenham Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Implement proactive wellbeing programs in consultation with students staff and parents</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• enhancing effective partnerships in learning with parents to build understanding of teaching and learning and wellbeing processes across the school to improve student agency and engagement. Develop effective partnerships with parents of Aboriginal students and AEO to further support students learning for Aboriginal students.</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> stronger connections with the local AECG through the annual Smoking Ceremony. Local Aboriginal Elder, Uncle Laurie Bimson conducted the Welcome to Country for the opening of our new MPC, accompanied by a local didgeridoo player and dancer and Uncle Laurie also co opened the new MPC building. We continue to build relationships through mentoring with families of Aboriginal students and support their learning through funding for extra curricula activities. Students in accelerated Aboriginal Studied continue to liaise with the Local AECG to build relationships for learning. All staff have completed the Aboriginal Education Raising Cultural Awareness Training. Support has been provided for enhanced access to learning activities at school including extra curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build on our relationships working closely with students and families from Aboriginal backgrounds. We will continue to extend our relationship with the local AECG.</p>
<p>English language proficiency</p> <p>\$325,529.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cheltenham Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.</li> <li>• Assessment Capable Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$325,529.04</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• implementation of EAL/D reporting across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> provision of targeted funding support for EAL/D students across Year 7 to 12, including catering for the needs of newly arrived students from overseas international schools and Marsden Intensive English Centre. The school also newly implemented EAL/D reports for all EAL/D learners, where mainstream KLA teachers reported on EAL/D learning phases, learning progress, and how students were supported.</p> <p>EAL/D support was delivered primarily via in-class additional support across Year 7 to 10, where 100% of Beginning and Emerging students were directly supported by an EAL/D teacher. The majority of Developing EAL/D students were also supported by an EAL/D teacher. EAL/D students in Year 11 and 12 were supported through the provision of the HSC EAL/D course, where continued opportunities to consolidate their skills and knowledge of English were programmed across all modes of communication. There were no Year 12 students in the Emerging phase upon entry of the HSC course. EAL/D teachers also collaboratively worked with the Instructional Leader of Literacy to program and deliver literacy lessons, and assisted in tutoring students to meet the HSC Minimum Standards.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to install an EAL/D coordinator to further develop the school's EAL/D collaborative capacity and lift school targets across all domains of Learning, Teaching, and Leading, as guided by the NSW EAL/D School Evaluation Framework. A key focus will be on establishing stronger EAL/D parental and community engagement, working closely with the SLSO, CLO and local primary and secondary schools, as well as implementing stronger wellbeing interventions for EAL/D students, and establishing intensive English support classes via more detailed assessment, reporting and monitoring processes.</p>
<p>Low level adjustment for disability</p> <p>\$144,907.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Cheltenham Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.</li> <li>• Assessment Capable Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> engaged Learning and Support Teachers (LaST and SLSO) to work with and support identified students has improved the literacy and numeracy levels of students at CGHS, such programs as the READ program and the HSC Minimum Standards preparation day have assisted with this. LaST's not only assist students directly in the classroom but also provide knowledge and expertise to their teachers to indirectly support them. They create learning profiles for students that are communicated to parents and teachers</p>

<p>Low level adjustment for disability</p> <p>\$144,907.28</p>	<p>to provide the most effective support for those students who need assistance. School Learning Support Officers are engaged to specifically work with targeted students. They provide support in the form of such things as note-taking, providing scaffolding and helping with assessments which enables students to engage more effectively in their learning and achieve better results. The SLSO has become integral in the support for students with additional social/emotional needs and they support students with more intensive needs on a one to one basis where required. This has been effective when students are returning to school and supporting students with significant long term health needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use the LaST for supporting students with additional learning needs as this has been effective in improving student engagement and learning outcomes. We will continue to employ SLSO's and when possible employ a further SLSO to meet the needs of students with learning difficulties and students with high level social emotional needs.</p>
<p>Professional learning</p> <p>\$109,774.55</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cheltenham Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning, Deep Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Collaborative professional learning to support continuous improvements in evidence based teaching practices with a strong classroom focus on differentiation and HPGE, UDL and Six C's deep learning</li> <li>• Embedding formative assessment processes to improve rigor and verbal and written feedback processes into teaching and learning programs and processes.</li> <li>• Appointment of additional HT Teaching and Learning as part of executive entitlement to support PLC and professional learning</li> <li>• Conduct Action Research/Design Sprint to support the literacy and numeracy strategies in all subjects.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Appointed an additional HT Teaching and Learning as part of an executive entitlement to support PLC and professional learning. appointment of an additional Head Teacher T&amp;L has resulted in forming of a small but effective professional learning team that met weekly to improve the planning process for professional learning activities. Our communication with the whole staff regarding PL activities was improved. Created a school professional learning graphic to share the school's vision for professional learning, enabling staff to understand the PL goals. The PDHPE and LOTE faculties and members of the History faculty have accessed the skills of the HTs T&amp;L to improve classroom practices, resulting in a wider variety of teaching and learning strategies being used. An improved Level-Up student program was designed to build student skills in collaboration, critical and creative thinking, and communication. The students and staff agreed that it was a highly successful program and should continue. Conducted Action Research/Design Sprint to support the literacy and numeracy strategies in all subjects. Introduction of teaching sprints provided greater autonomy for staff in choosing the most appropriate direction for their professional learning. It offered staff the opportunity to undertake research, implement a strategy within the faculty, and assess its impact on learning in the classroom. Staff considered this PL format to be the most beneficial. Embedded formative assessment processes to improve rigor and verbal and written feedback processes into teaching and learning programs and processes. A small team attended Dylan Wiliam's workshop on formative assessment</p>

<p>Professional learning</p> <p>\$109,774.55</p>	<p>practices to develop a clear understanding of its role in teaching and learning and gain insight into the most effective strategies to use in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          To continue the level-up program to build student capacity in collaboration, critical and creative thinking, and communication skills for students. The addition of some specific strategies to develop student skills in these four elements of Deep Learning will be introduced.          The professional learning team will continue to improve communication channels with staff by developing a PL calendar of events for 2023 and updating the PL Hub website. Exploring Canvas and other web-based applications to support the delivery of PL to the staff so that it is more accessible and timelier will also be a focus.          Embedding formative assessment practices across the school will be a focus for 2023 as part of an action research cycle.          Action Research Cycles will form the basis for ongoing professional learning activities in 2023.</p>
<p>COVID ILSP</p> <p>\$20,117.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who need additional support in Literacy and Numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          employed a Mathematics teacher to implement the COVID ISLP program. Lessons were held 3 times per week.          Term 1 - the program targeted Year 9 and Year 8 students. Pre testing identified areas for improvement and these were targeted for intensive support. Resources and scaffolds ed support were prepared and delivered resulting in some improvements.          Term 2 - the program targeted Year 8 and some Year 10. Pre testing was used to identify areas for improvements. Following implementation of intensive support, one of the Year 10 students met the Minimum Standards testing.          Term 3 - the program targeted the remaining Year 10 student and a group of Year 8 students with the Year 10 students achieving the Minimum Standards following support.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          to continue small group tutoring that targets areas of weakness as well as trying to help consolidate learning in class. More explicit communications with parents may be necessary in light of the Year 7 uptake.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cheltenham Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Implement proactive wellbeing programs in consultation with students staff and parents</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p>



<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> <li>• Working with the wellbeing team to support improved wellbeing and learning outcomes for students.</li> <li>• Laisie with CLO to support families of NESB through additional wellbeing and parenting programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  These funds are integral in working with the wellbeing team to support targeted and intensive wellbeing programs for students. The SSO also supports counsellors and year advisors with advocacy for students at school and at home. Working with the CLO has been effective in engaging and supporting families from NESB to become involved with the school and to understand school processes and how to support their daughter's learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to continue to develop the role of the SSO in relation to wellbeing programming such a cyber safety and domestic violence etc, with targeted groups of students. The SSO will continue to work with NESB families to support parenting and student wellbeing at intensive levels.</p>
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School therapy dog, Indie



Pink Stumps Day Cricket Team

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	1368	1420	1426	1455

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	95.9	95.4	96.8	93.8
8	94.4	94.5	94.6	91.9
9	94.2	93.4	93.4	90.3
10	94.2	94.2	93.9	92.0
11	94.1	93.4	93.7	91.9
12	93.6	94.0	92.5	91.5
All Years	94.4	94.2	94.2	91.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0.4
Employment	0	1	0.4
TAFE entry	0	1	1.3
University Entry	0	0	96
Other	0	0	0
Unknown	0	0	0.9

## Year 12 students undertaking vocational or trade training

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4.67% of Year 12 students at Cheltenham Girls High School undertook vocational education and training in 2022.

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

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216 students received 617 offers from the following universities in order of popularity:

1. MQ
2. UNSW
3. UTS
4. USYD
5. WSU
6. ACU
7. CSU
8. UON
9. UNDA
10. UOW
11. UTAS
12. ANU
13. SAE



14. ACPE
15. BOND
16. LA TROUBE
17. TORRENS
18. CQU
19. FLINDERS
20. ICMS
21. NAS
22. UNE
23. WHITEHOUSE

Macquarie University was the institution most preferred by the 2022 graduating cohort with 35% of offers, followed by the University of New South Wales with 16% and then the University of Technology, Sydney with 11%.

The most popular area of tertiary offers proved to be in allied health followed by both commercial areas including, but not limited to Business, Commerce, Economics, Accounting and Actuarial Studies and health sciences, including nursing and pathways to medicine. Approximately 29% of all offers were for double or combined degrees demonstrating that students are looking to study a wider variety of courses either through interest or to make themselves more employable upon completion of their tertiary study. A small proportion of students chose to transition into the workforce or seek further education at TAFE.

2022 saw universities increase their early entry offers for Year 12 students in the hopes that it will guarantee a higher number of enrolments. This year 48% of university offers were made through early entry schemes. The Leaders and Achievers Early Entry Program, run by Macquarie University, again proved to be the most popular with 93 students being offered entry into their chosen courses, which was 33% higher than the previous year. Entry into this program required good academic outcomes in Year 11 as well as a broad range of demonstrated skills and experiences. Although some early entry offers were conditional on students achieving a significantly lower ATAR than advertised, the majority of early entry offers made were based solely on Year 11 results and additional criteria. As such, 92% of students who received offers did not need to use their ATAR to gain entry into university.

### **Vocational Education and Training (VET) Courses**

In 2022, 21 students studied a VET course as part of their Year 11 and 12 patterns of study. There were a range of courses studied through TAFE externally including but not limited to: Hospitality, Nursing, Early Childhood, Beauty Services, Business and Financial Services, Design Fundamentals, Entertainment and Robotics. In addition to students studying externally through TAFE, one student commenced a School Based Traineeship in Retail Services through McDonald's.

### **Year 10 Careers Classes**

School To Work is provided through fortnightly Careers classes for all Year 10 students. Throughout the year students completed a range of modules focusing on job applications, career planning and subject selection, career research and an introduction to The Careers Department's Virtual Work Experience. Throughout the year, a wide variety of resources from both government and private sources were utilised to assist students to develop their ability to discover and investigate career information. Some of these sources included websites such as The Careers Department, JobJump, Study Work Grow, myfuture, Job Outlook, UAC and those of tertiary institutions.

### **Work Experience**

Work Experience was offered throughout the first three terms and 33 students took up the opportunity to experience the workplace in an area of interest. In addition, 7 students completed their mandatory Work Placements as part of their TAFE delivered VET courses (TVET). Students gained experience in a variety of industries including veterinary, education, allied health, dentistry and hospitality. All students who successfully attended their Work Experience placements all expressed the benefit of being exposed to the workplace and how it had either solidified or helped them to modify their career goal.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	70.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	16.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Throughout 2022, staff engaged in weekly professional learning which focused on developing staff capacity in strategic

areas designed to improve teaching and learning. Focus areas included Universal Design for Learning, Deep Learning and Global Competencies. In Terms 3 and 4, all staff participated in the undertaking of Action Research Projects as a result of spirals of enquiry related to driving student engagement. These projects were showcased in a gallery walk in Week 10 of Term 4.

In relation to staff accreditation, the vast majority of our staff are at the Proficient level. In 2022 we had one staff member who was working towards Highly Accomplished and is currently working through Stage 1 of the Certification Assessment process.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,096,911
<b>Revenue</b>	16,568,088
Appropriation	14,974,768
Sale of Goods and Services	115,118
Grants and contributions	1,451,645
Investment income	26,457
Other revenue	100
<b>Expenses</b>	-15,934,940
Employee related	-13,614,308
Operating expenses	-2,320,631
<b>Surplus / deficit for the year</b>	633,148
<b>Closing Balance</b>	2,730,059

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	20,243
<b>Equity Total</b>	496,598
Equity - Aboriginal	708
Equity - Socio-economic	23,562
Equity - Language	325,529
Equity - Disability	146,798
<b>Base Total</b>	13,487,949
Base - Per Capita	360,321
Base - Location	0
Base - Other	13,127,627
<b>Other Total</b>	689,349
<b>Grand Total</b>	14,694,138

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.

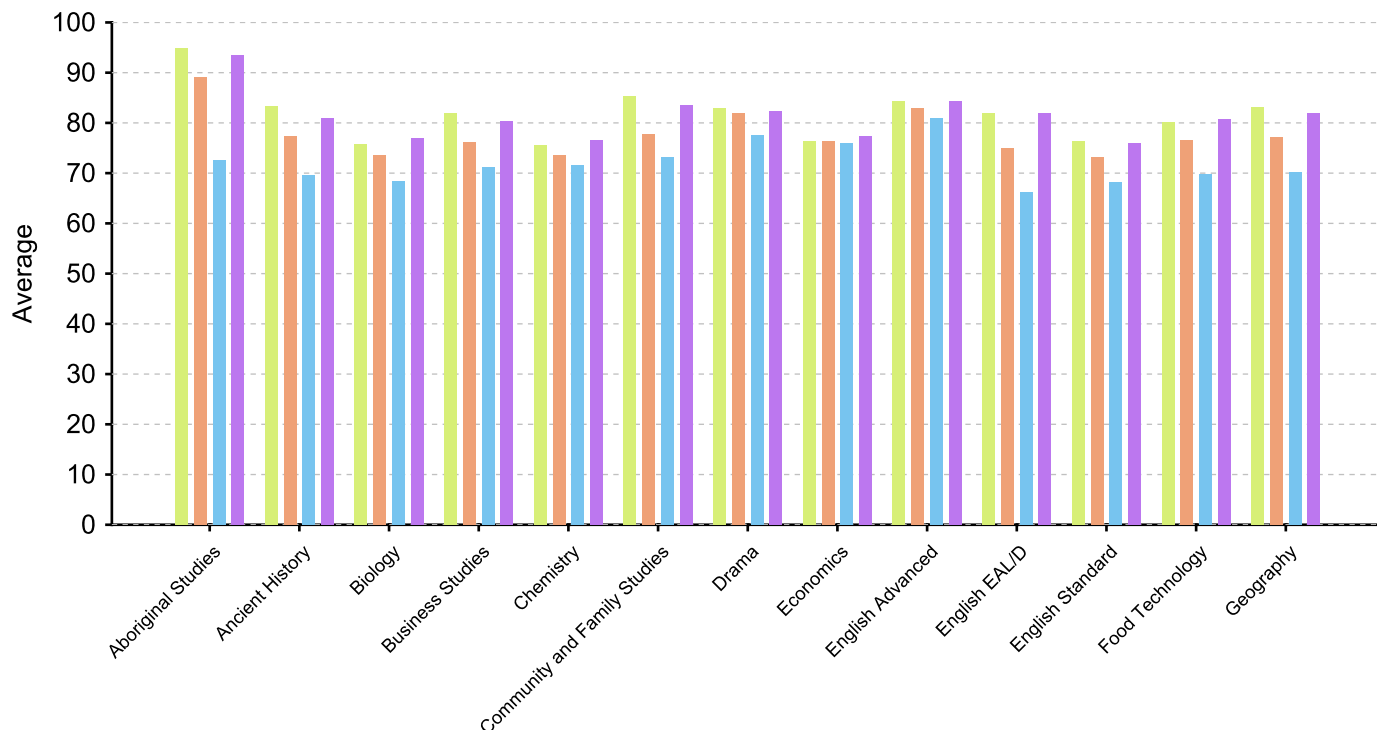
The Year 9, 2022 Literacy NAPLAN results were pleasing with 80% of students achieving results in the top 3 bands (8, 9 and 10) in all domains except for Writing (70%). With regard to Numeracy, 88% of Year 9 students achieved a result in the top 3 bands.

Year 7 Literacy results were also pleasing with 85% of students achieving results in the top 4 bands (7, 8, 9 and 10) in all domains except for Grammar and Punctuation (79%). The numeracy results were outstanding with 89% of Year 7 students achieving a result in the top 4 bands.

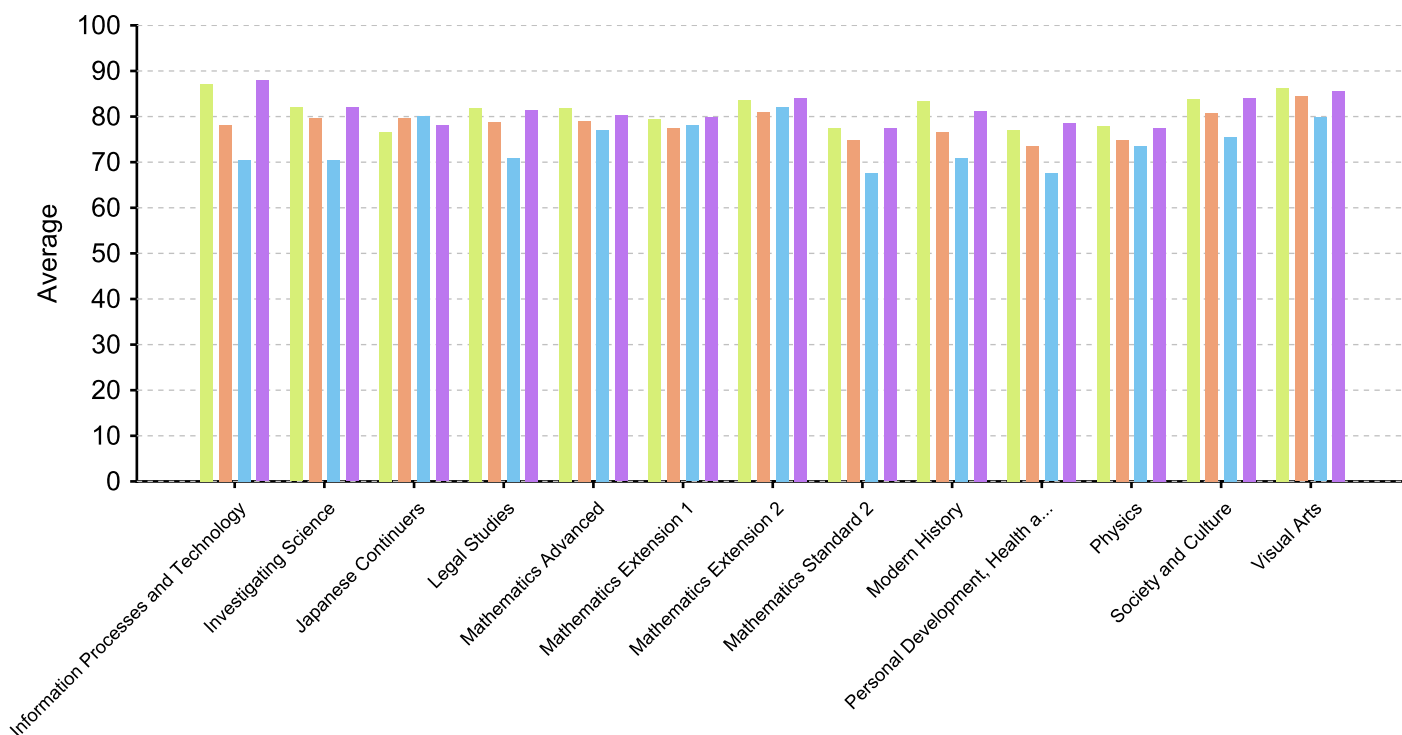
## School performance - HSC

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.



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



Subject	School 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	94.8	89.0	72.6	93.4
Ancient History	83.4	77.3	69.6	80.9
Biology	75.8	73.6	68.5	77.0
Business Studies	81.9	76.1	71.2	80.2
Chemistry	75.6	73.5	71.7	76.6
Community and Family Studies	85.4	77.8	73.2	83.5
Drama	82.9	81.9	77.5	82.3
Economics	76.3	76.3	76.0	77.3
English Advanced	84.3	82.8	81.0	84.2
English EAL/D	81.9	74.9	66.1	82.0
English Standard	76.3	73.1	68.1	76.0
Food Technology	80.1	76.6	69.7	80.7
Geography	83.1	77.1	70.2	81.9
Information Processes and Technology	87.2	78.2	70.5	87.9
Investigating Science	82.0	79.7	70.6	82.0
Japanese Continuers	76.7	79.7	80.1	78.0
Legal Studies	81.9	78.8	70.8	81.5
Mathematics Advanced	81.9	79.1	77.1	80.2
Mathematics Extension 1	79.4	77.5	78.0	79.8
Mathematics Extension 2	83.7	81.1	82.2	84.1
Mathematics Standard 2	77.5	74.8	67.6	77.4
Modern History	83.4	76.7	70.9	81.2
Personal Development, Health and Physical Education	77.1	73.5	67.5	78.6
Physics	77.9	74.8	73.5	77.5
Society and Culture	83.9	80.8	75.5	84.1
Visual Arts	86.2	84.4	79.8	85.6

In 2022 Cheltenham Girls High School had 5 All Rounders, 2 Top Achievers and 191 Distinguished Achievements from 110 Distinguished Achievers.

In 2022, 17 students completed the accelerated **Aboriginal Studies** course and achieved outstanding results, including 1 student being listed as a Top Achiever, ranked 5th place in the State. 9 students achieved a mark of 98. 82.35 % of Cheltenham students achieved a Band 6 compared to 15.20% of the state. The school has achieved well above state average from 2010-2022, and continues to be an educational leader in this subject

13 students completed the 2022 HSC **Ancient History** exam and achieved excellent results. 23.08% of Cheltenham students achieved a Band 6 compared to 8.51% of the State and 53.85% of Cheltenham students achieved Band 5 compared to 25.39% of the State. The percentage of students achieving a Band 5 or 6 in Ancient History increased in 2022 compared to 2021, with just over 75% of the cohort achieving in the top 2 bands.

In **Biology**, 112 students completed the HSC exam in 2022. 2.67% of Cheltenham students achieved a Band 6 compared to 6.36 %of the state. 39.29 % of Cheltenham students achieved a Band 5 compared to 20% of the state.

In 2022 69 candidates completed the **Business Studies** HSC course. Band 6 results were impressive with 14 of students (20.29% of the Cheltenham cohort) achieving this band compared to only 10.49% of the state. 29 students (42.03% of the Cheltenham cohort) achieved a Band 5 compared to 24.38% of the state. 30.43% of the Cheltenham cohort achieved a Band 4, compared to 29.63% of the state and 7.24% of the Cheltenham cohort achieved a Band 3, compared to 25.21% of the state. The school has continued to perform well above the state average for the last 17 years.

In **Chemistry**, 78 students completed the HSC exam in 2022. 3.85 % of Cheltenham students achieved a Band 6 compared to 9% of the state. 28% of Cheltenham students achieved a Band 5 compared to 24% of the state.

In **Community and Family Studies** 21 candidates completed the HSC exam in 2022. 6 students (28.57% of the cohort) achieved a Band 6 compared to 5.71% of the state. Band 5 results were impressive with 12 students (57.14% of the cohort) gaining a Band 5 compared to 26.6% of the state. 2 students (9.52% of the cohort) achieved a Band 4 this compared to the state average of 40.97%. CAFS made excellent improvements within the school and state and achieved excellent results in 2022.

In 2022, 9 students completed the **Design and Technology** HSC. The results were well above the state average. 7 students - 77.77 % achieved a Band 6 compared to 12.03 per cent of the state. 5 Students had their major design projects nominated for the prestigious Shape exhibition at the powerhouse Museum. One student had their project selected for the exhibition. These results were outstanding. This exhibition showcases exemplary major design projects representing Design and Technology, Textiles and Design and Industrial Technology major projects.

In the **Drama** course in 2022, 17 students completed the course 76.4% Cheltenham students achieved a Band 5 result compared to 29.42% of the state. 23.52% of Cheltenham students achieved a Band 4 result compared to 29.28% of the state. No students achieved a Band 3 or below.

35 candidates completed the **Economics** HSC examination. 11.42% of Cheltenham students achieved a Band 6 compared to 14.52% of the state. 31.42% of students at Cheltenham achieved Band 5 results compared to 34.92% of the state. In the Cheltenham cohort, 28.57% achieved a Band 4 compared to 26.46% of the state. 25.71% achieved a Band 3 compare to 17.16% of the state, and 6.14% achieved a Band 2 compared to 6.13% of the state. Students at Cheltenham have continued to perform above the state average in the extended response section of the HSC examination.

128 Cheltenham students completed the **English Advanced** examination in 2022, 7.03 % achieved a Band 6 compared to 14.5% of the state. 79.68 % of Cheltenham students achieved a Band 5 compared to 52.59 % of the state. 13.28% achieved a Band 4 compared to 26.03% of the state and no students achieved a Band 3 or below.

85 Cheltenham students completed the **English Standard** examination in 2022. 37.64% of Cheltenham students achieved a Band 5 compared to 14.81 % of the state. 49.41% of Cheltenham achieved a Band 4 compared to 40.05% of the state. 12.94% achieved a Band 3 result compared 32.11% of the state. No student achieved a Band lower than 3 in this course.

In the **English as a Second Language** course in 2022, 12 Cheltenham students completed the HSC exam. 16.66 % of Cheltenham students achieved a Band 6 compared to 3.51% of the state. 41.66% of students achieved a Band 5 compared to 15.06 % of the state. 33.33% of Cheltenham students achieved a Band 4 compared to 26.94% of the state and 8.33% achieved a Band 3 compared to the state mean of 27.27%. No student received a Band 2 or below in this course.

9 students completed the **English Extension 1** course for the 2022 HSC. 44.44 % of Cheltenham students achieved an E4 compared to 39.51% of the state. 55.55% of Cheltenham students achieved an E3 compared to 52.85% of the state. No students achieved a E2 or below.

4 Cheltenham students completed the **English Extension 2** course in 2022. 25% of Cheltenham students achieved an E4 compared to 29.42 % of the state. 25% of Cheltenham students achieved an E3 result compared to 55.46% of the state. 50% of students achieved a Band E2.

In 2022, 34 students completed the **Food Technology** HSC. The results were above the state average. 8 students - 23.52% achieved a Band 6 compared to the State average of 8.55%. 29.41% achieved a Band 5 compared to 20.97% of the state. One student came 7th in the state in Food Technology which is outstanding.

17 candidates completed the **Geography** HSC examination. Band 5 results were impressive with significantly above state average numbers. 14 students (82.35% of students at Cheltenham) received a Band 5 in comparison to only 31.48% of the state. 3 students (17.65% of students at Cheltenham) received a Band 4. It should be noted that every student at Cheltenham in Geography achieved a Band 4 or above. The school has continued to perform well above the state average since the reintroduction of HSC Geography at Cheltenham in 2014.

In **History Extension** 3 students completed the HSC in 2022. All 3 students achieved a Band E3, 58.29% of students in

the state achieved this band.

In 2022, 10 students completed the accelerated **IPT HSC**. The results were well above state average. 4 students - 40.00% achieved a Band 6 compared to the state average 5.73%. 5 students - 50.00 % achieved a Band 5 compared to 21.8% of the state.

This was the first-time **Investigating Science** was offered at Cheltenham with good results averaging 0.7% above state. A group of 12 students completed the course. 16.67 % of Cheltenham students achieved a Band 6 compared to 4.37% of the state. 50% of Cheltenham students achieved a Band 5 compared to 21% of the state.

There were 13 students in the **Japanese Continuers** cohort in 2022. These students achieved Bands statistics as follows: Band 6 -school 7.69% compared to the state 23.86% , Band 5 school 23.07% compared to state 33.78%, Band 4 school 53.84% compared to state 22.92% and Band 3 school 15.38% compared to state 14.34%.

There were 13 students in the **Japanese extension** course in 2022. No student achieved a Band E4 compared to the state of 45.34%. E3 school 75.00% compared to the state of 45.34%, E2 school 25% compared to state 8.69%.

35 candidates completed the **Legal Studies** examination. The highest mark achieved by a student was 97. This year, 8 students (22.86% of students at Cheltenham) achieved a Band 6 results compared to only 14.63% of the state. 13 students achieved a Band 5 result which was also above state results, with 37.14% of the cohort achieving Band 5 compared to 26.34% of the state. 11 students (31.43% of students) achieved a Band 4 compared to 35.2% of the state and 3 students (8.57% of the cohort at Cheltenham) achieved a Band 3. The school has continued to demonstrate results well above state average for the past decade.

In 2022, 108 students completed the relatively new HSC **Mathematics Advanced** course and achieved particularly strong results in the HSC examination overall. Almost 60% of Cheltenham students achieved in the top 2 bands, which is nearly 12% above the State average. 20.4% of Cheltenham students achieved a Band 6 and 38.9% of Cheltenham students achieved a Band 5 result. Nearly 93% of Cheltenham students achieved in the top 3 bands and the remaining 7.4% of students achieved Band 3 as the lowest band, which is a strong performance by the students in this course, as 23.7% of students in the State achieved Band 3 or lower.

54 students completed the 2022 HSC exam in **Mathematics Extension 1**. 79.62% of Cheltenham students achieved in the top 2 bands, E4 (Band 6 equivalent) and E3 (Band 5 equivalent), which is just over 6% above the State average. 31.5% of Cheltenham students achieved band E4 compared to 34.67% of the state. 48.1% of Cheltenham students achieved a band E3 compared to 38.7% of the state. This represents a particularly strong achievement by the students in a challenging HSC course who sat a more rigorous HSC examination compared to the normal standard of Maths Ext 1 HSC exam. E4 and E3 performances in Mathematics Extension 1 will have resulted in a strong boost to these students' ATARs. Unfortunately the presence of a small number of Band E2 and a single Band E1 (equivalent to Band 2/3) demonstrates the consequences of students refusing to accept the advice of staff of the appropriateness of the course for their ability. These same students similarly had a poorer performance in Mathematics Advanced indicative of the impact of their choice of studying Extension 1 on their overall pattern of study.

In 2022, 15 students completed the relatively new **Mathematics Extension 2** course and 13 of the 15 students achieved in the top 2 bands, E4 (Band 6 equivalent) and E3 (Band 5 equivalent), which is nearly 2% above the State average. 40% of Cheltenham students achieved the top band E4 compared with 39.5% of the state. 46.7% of Cheltenham students achieved a band E3 compared to 45.5% of the State. This is regarded as one of the most challenging HSC courses and attracts the highest performing students in the state. Cheltenham students achieved particularly strong results in 2022. E4 and E3 performances in Mathematics Extension 2 will have resulted in a strong boost to these students' ATARs. The absence of E1 and all but 2 E2 bands, reflects the good advice given to students regarding their potential achievement level in studying at Extension 2 level.

87 students completed the 2022 HSC exam in **Mathematics Standard 2**. 10.3% of Cheltenham students achieved a Band 6 compared to 7.3% of the state which is an outstanding achievement. 40.2% of Cheltenham students achieved a Band 5 compared to 21.5% of the state. This is an outstanding achievement by students in a relatively new course with almost 80% of Cheltenham students achieved in the top 3 bands, which is 27% above the State average. 18 Cheltenham students achieved Band 2 or 3 and 0% of Cheltenham students achieved below Band 2 compared to 4.3 % of the State. The Standard 2 HSC examination is heavily literacy-based, combined with numeracy skills and Cheltenham students who select this course consistently have strong results in applied Mathematics. This cohort was much larger than 2021 HSC group for this subject and overall reflects the sound advice given to students about appropriate Mathematics course choices in Stage 6.

28 students completed the 2022 HSC exam in **Modern History**. 21.43% of Cheltenham students achieved a Band 6 compared to 9.84% of the State. 46.43% of Cheltenham students achieved a Band 5 compared to 24.60% of the State. The percentage of students achieving a Band 5 or 6 in Modern History increased significantly in 2022 compared to 2021, indeed these were our strongest results since 2017.

The **Music 2 & Music Extension** results indicate a consistent and positive year in 2022. Over 50% of students achieved

band 5 in Music 2 and 100% of students achieved E3 in extension.

In **Personal Development, Health and Physical Education**, 37 candidates completed the HSC exam in 2022. 3 students (8.1% of the cohort) of Cheltenham students achieved Band 6 compared to the 5.15% of the state. 17 students (45.94 % of the cohort) achieved Band 5 compared to 20.66. % of the state. 18.91% of students achieved Band 4, compared to 23.83% of the state. PDHPE showed significant growth in Band 5 students in 2022. The school continued to perform above state average

In **Physics** 20 students completed the HSC exam. While no Band 6 was achieved, 45% of Cheltenham students achieved a Band 5 compared to 29% of the state. 45% of Cheltenham students achieved a Band 4 compared to 26.54% of the state.

In **Society and Culture** 27 students completed the HSC exam in 2022. 25.93% of students achieved a Band 6 compared to 11.03% of the state. 48.15% of students achieved a Band 5 compared to 32.42% of the state. These are outstanding statistics for Society and Culture, with almost three quarters of the cohort achieving a Band 5 or 6.

In 2022, 9 students completed the **Textiles and Design** HSC. One student gained a Band 6. 8 students - 88.88% achieved a Band 5 compared to the state average of 37.16%.

2022 was a successful year in **Visual Arts**. Five students were nominated for ArtExpress, with four student's work selected for exhibition at the Gallery and Regional Gallery. Success was shared across the cohort - 90% of students achieving results in the top two bands including 25% Band 6. One student was accepted for the Intensive Studio Practice Program offered by the National Art School.

## Parent/caregiver, student, teacher satisfaction

Students participated in a number of surveys including the Tell Them From Me (TTFM) Survey and school based student Focus Groups on learning and assessment in Years 7 -11. TTFM data shows that participation in extracurricular groups increased to 43% of students. Many students found that making connections in an online environment increased their advocacy at school and sense of belonging. There was a slight drop in both of these areas on returning from 'learning at home', however, the school continues to encourage and support students with strong wellbeing programs. Students report positive teacher student relations and they continue to have high aspirations for university post school. Students need further support to develop perseverance in their studies. Focus group data was very positive across all years, however, it was clear Year 11 students keenly felt the pressure of HSC demands. Students in all years commented on the good school environment and the positive relationships in class and with teacher.

It was a challenging year as staff returned to all the usual duties and events as pre COVID. Teachers participated in a number of surveys including TTFM and various, professional learning for classroom practice surveys and People Matter Survey (PMS). Inclusivity and collaboration were viewed very positively and teachers indicated much greater confidence with technology which was likely related to learning from home periods. Teachers also indicated that the school was a welcoming and inclusive learning environment for all students. However, many teachers indicated in the PMS that Job Satisfaction is quite low related to recognition, pay and burnout factors.

Parents are regularly invited to school events and meetings including; the Year 7 Badge Ceremony, Meet the Teacher, Managing and thriving through the HSC, Subject Selections, Parents/Teacher evenings and special events. The P & C actively supports school events and provides financial resourcing for teaching resources and infrastructure projects such as the MPC. In 2022, the school wellbeing team replicated the wellbeing programs being implemented at school with parents. This was positively received and well attended by parents. Resourcing via various courses to support parenting has been made available to parents through emailed links. The TTFM survey shows increasingly positive trends in the following areas; Parents feel welcomed to the school, well over 70% Parents find information provided by the school useful or very useful and over 60% of Parents are satisfied or very satisfied with the communications. Most parents would recommend the school.

The school is committed to fostering positive relations with parents and improving the overall satisfaction with the school

# 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.

## Aboriginal Education - School statement

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In 2022 we had two students at the school who identified as Aboriginal or Torres Strait Islander. One of these students, in Year 9, was confident enough to give the Acknowledgement of Country at our annual Presentation Day at the Opera House. She was given the opportunity to write the words herself and worked on the script with her family. It is hoped that she will continue to feel supported in sharing her culture with our school community.

As per the Aboriginal Education Policy titled 'Walking Together, Working Together', the focus at Cheltenham Girls is on implementing the Partnership Agreement with the NSW Aboriginal Education Consultative Group (NSW AECG) by continuing to develop links with the newly formed Hornsby AECG. The school Principal and our Aboriginal Studies teachers are members of the AECG, and at least one staff member attended some of meetings in 2022, and the school will be inviting contacts from the AECG to liaise with the Professional Learning team as we deliver whole staff professional learning about the Policy in 2023.

We have an accelerated Stage 6 Aboriginal Studies course, and integrate aspects of Indigenous knowledges, cultures and histories across all KLAS.

An important date on the 2022 school calendar was the Aboriginal Smoking Ceremony, conducted by local Guringai Elder, Uncle Laurie Bimson. 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.

After 2 years of building through COVID, in late 2022, the new Multi Purpose Complex (MPC) building called 'Yallambee' which means 'To Dwell at Ease' was completed. It was opened on 18th November 2022 by Mr John Laurie, grandson of Robert and Violet Vicars, owners of the original home on the site and Uncle Laurie Bimson local Guringai Elder. Uncle Laurie conducted a beautiful Welcome to Country with smoking ceremony accompanied by a didgeridoo player and an Aboriginal singer and dancer. The ceremony was so invigorating, engaging and inclusive with many positive and affirming comments from attendees.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse

backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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The role of Anti-Racism Contact Officer (ARCO) was held by Angela Inman in 2022. The role of the ARCO is to promote anti-racism education, support complaint handling and monitor incidents of racism.

The position of school Community Liaison Officer (CLO) is held by Ms Peggy Lam. Ms Lam assists staff to communicate with parents who speak Cantonese and Mandarin, and focuses on improving communications between the school and parents.

There are three 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, Diwali and Chinese New Year celebrations, outlined below. The Smoking Ceremony and the Chinese New Year celebrations were held at the start of the school year for the fourth time.

Chinese New Year was celebrated with a lion dance performance at the school, by the Chinese Youth League of Australia. The significance of the lion dance was to scare away evil spirits and welcoming the year of rabbit. It allows students a greater exposure to the Chinese culture and tradition practice by the Asian community. As part of the celebration, all students, and staffs to receive a red pocket (envelope) with a wellbeing message and a lucky candy inside. The event was well received by students and staff.

The school has held Diwali in term 4 for 2 years running. Diwali is a celebration of Indian cultural backgrounds which included students bringing Indian foods, sharing customs and displaying Indian cultural dress styles.

## Other School Programs (optional)

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### Learning Support Team

The Learning Support Team (LST) is a whole school program but its core members include the Head Teacher Learning Support, 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 adjustments to support students in need.

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

- Learning Profiles - contain background information and strategies to assist teachers in delivering differentiation to students
- Read program - identified students engage in a tailored literacy program to build core skills.
- 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 and HSC Minimum Standards are gathered and disseminated to staff to assist them in getting to know their students capabilities.

### LIBRARY

Cheltenham Girls' High School's (CGHS) 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 by developing and implementing information services and programs. It is achieved by 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 students and staff.

Despite continued disruptions throughout much of the year, the library continued to engage students. At the start of the year, this was due to COVID-19 restrictions. Students were still organised by cohort to visit the library where appropriate, like in Term 4, 2021. It ensured their safety and continued involvement with the library. At the end of February, restrictions were removed, allowing the library to return to normal operations.

New carpeting was laid as part of stage one of library renovations and was followed by the installation of a new ceiling and lighting in Term 3. In November, murals were painted along our walls, along with the installation of an air-conditioning system. It has resulted in a learning space that is more inviting, comfortable, supportive and engaging space for the entire school community. We have been encouraged by the positive feedback from students and staff to date.

The library maintained a Google Classroom page as students and staff participated in online competitions, discussed books and shared recommendations, and utilized research materials.

Even with disruptions, our borrowing rates recovered to the levels experienced prior to COVID-19, reflecting an upward trend. Approximately 6350 loans occurred during the year. Our eBook and audiobook collections remained in high demand, with loans remaining at the levels seen during 2021.

Our group of thirteen library prefects also supported student engagement by maintaining the Google Classroom page, speaking at assemblies, writing articles for *Yallambee* and assisting the Teacher Librarians with borrowing, returning and shelving in the library.

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 and engage with a wide range of texts. Its consistent uptake at Cheltenham Girls' High School speaks to the enthusiasm with which both students and staff endorse it.

2022 saw the return of in-person author talks for CBCA Book Week. Students In Years 7 & 9 were engaged in talks from successful, practising, current Australian authors to encourage them to read, write and critique texts. The talks were well received, with 95.5% of Year 9 students and 87% of Year 7 students stating that they actively enjoyed the talks and rating them a 4 or a 5 out of 5. 72% of Year 9 students and 65% of Year 7 students agreed that the authors gave them practical tips for writing.

The Teacher Librarians oversee collection development and, curation of library resources, which supports the school community's need for recreational reading and academic study. 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 incorporate printed and digital formats, encompassing fiction, non-fiction, graphic novels, ebooks and audiobooks, and Clickview. It ensures a balanced and diverse collection that best supports teaching and learning, differentiation in the curriculum 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, and their ability to support reading for pleasure. The success of the library's collection can be seen in our loan figures, as mentioned earlier in this report.

The library space 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 and discussion rooms which can be booked by staff and students. It also enables access to computers, WiFi, printing facilities, projectors, and android tablets, supporting access to the school's online search catalogue, OLIVER. The library space allows students to research, read and engage in quiet social activities such as puzzles and board games and also enables the supervision and facilitation of external courses.

## **Student Wellbeing**

Oasis was a program initiated in 2021 and school funded to have a teacher daily, for periods 1 to 4 in 2022. Oasis is an alternative class setting that provides a safe and supportive space for students with significant attendance issues. Located in our school library, Oasis is staffed by a dedicated classroom teacher who works with individual students to help them catch up on missed classroom time. The program is designed to support students with their academic progress while addressing any underlying issues that may be contributing to their attendance challenges.

Through the Oasis Program, our school is committed to providing a supportive and inclusive environment for all students. The program has assisted over 35 students and significantly improved their attendance. By the end of 2022, the majority of these students have reengaged into classes, transitioned into other programs and the remaining have continued with the support of this program into 2023.

Indie, our accredited school therapy dog, has continued her important service to our school community in 2022. Over the past year, Indie has been providing comfort, support, and assistance to students and staff. Through her calming



presence, Indie has helped to promote mental health and well-being amongst our students. She has also encouraged socialisation and teamwork through assisting PDHPE classes. We are grateful to have Indie as part of our school community and appreciate the positive impact she continues to have on our students and staff.

We also addressed whole school wellbeing through talks from Y-Safety, the Butterfly Foundation, YAM and NSW Police. These incursions provided our students with valuable information and resources to support their health, wellbeing, and academic success.

In 2022 we continued weekly Wellbeing Reports on Assembly were expanded to cover important information each fortnight for students, including anti-bullying, code of conduct, student voice, Anaphylaxis and Sun Safety. We also continued to run whole school events such as Orientation Day, Year 7 O-Week, Year 7 Camp, Year 7 Badge Ceremony, Year 9 Camp, Taracoonee Leadership Camp, Year 12 Picnic Day, Year 12 Graduation, Year 12 Graduation Dinner and Year 12 Formal.

The Wellbeing team continues to support students with the support of Year Advisors, Counsellors, School Psychologists, Careers teachers, Learning Support Teachers, Student Support Officers and Deputy Principals.

## **STEM**

The Stem course evolved through 2022. With students involved in implementing the design process through various tasks through the year. We were able to conduct a trade show as well as various shark tank like task such as the BEE project.

Both Year 9 and 10 classes were focused on engaging students in autonomous activities to develop their skills in the 6Cs. This include the explicit teaching and activities that supported communication, collaboration and self-reflection. We also encouraged students to take charge and completed hands on activities, in hopes to encourage creativity and problem solving.

Students put their coding skills into practice devising various trick and remote operations using the micro bits and the EV3 robotic kits.

Students also participated in external challenge and were declared champions in round one, however, they were unable to proceed to the finals due to a clash with the school camp.

In the coming year, we hope to be able to complete more design activities that involves students creating something in order to present their understanding of the STEM principles being explored. We would like to fundraise to run a program partnering with industry specialists and local schools this will enable us to establish a local robotic centre as well as give our girls the expertise to work in a simulated industrial setting.

## **Mock Trial**

Cheltenham Girls' High participated in the NSW Law Society's Mock Trial Competition for 2022. The students comprised of Year 10 and 11 who engage in either a criminal or civil trial against schools within the region. In 2022, Cheltenham Girls' competed against Brigadine College, St Ives, Asquith Girls' High, Cherrybrook Technology High and Cumberland High. The competition enables students to think critically, engage in oral argument and respond to the unknown issues that come up in the respective cases. Students take on a variety of roles, ranging from court officer, witnesses, instructing solicitors and barristers. Students spend around two weeks preparing for their case, speculating the opponents case and preparing examination and cross examination questions for their witnesses. The students won their final trial on points and were successful in winning their case against Asquith Girls. The team has continued to work after the competition, mentoring the new members for the 2023 competition.

## **LEVEL UP**

In Week 6 of Term 4, Year 10 students participated in the LEVEL UP program for 2022. On day 1, students were challenged to develop their design thinking skills by completing activities around the United Nations Sustainable Development Goals. Students used Lego to design prototypes to solve world issues, empathising with disadvantaged groups from around the world.

For the rest of the week, students were given the following design question "How might we better bring individuals and communities closer together?". Students used design thinking techniques to create and manufacture different solutions to this design thinking process. The designs that originated from this program were outstanding and truly showcased Year 10's creativity and ingenuity.

In student and teacher evaluation reports, over 90% of participants reported that they refined their skills in collaboration, critical thinking, communication and creativity. Students produced incredible innovations, inventions and creations that connected them specifically to the community.

## **Duke of Edinburgh**

This year we had an increase of students participating in the Duke of Edinburgh program. We have also moved to an external provider, and it is now running through YouthAdvance. This also means we are no longer an award centre. Overall, students have worked with the company to work towards their personal goals.

Over the year we have had a range of students complete the bronze award and continue into the silver program. We have also had some students beginning in the silver program. This shows students strong interest in working on a skill, helping the community and building their relations within a global community.

We also ran 4 adventurous journeys this year and some students also attended external journeys. Students battled the elements during these journeys with some of them set during some stormy weather. We did not have any major injuries over the courses and students enjoyed camping out in the elements.

There were also some changes due to Covid-19 that students adapted to. Because of these changes, students had to take some extra precautions during the journeys.

Next year we are expecting a bigger increase to the number of students completing the award. This is due to a firmer establishment of the processes needed to establish the award with the new provider.

## **Student Leadership**

### **Debating and Public Speaking**

2022 was a big year for Debating and Public Speaking at Cheltenham Girls' High School. After two years of disruptions relating to Covid, it was wonderful to have all year levels participate in the Premier's Debating Challenge. Students also engaged in workshops throughout the year to further develop their debating skills. In addition to this, there were many opportunities for students to represent the school in Public Speaking Competitions, including the Rostrum Voice of Youth Competition, the Legacy Public Speaking Award, and the Plain English Speaking Competition. A special congratulations to Shreya Mukherjee and Brooke Yu for making it to the regional final for Rostrum Voice of Youth, and to Freyja Hazelton for making it to the regional final for Plain English. Last, but certainly not least, came Presentation Day. Jaime Pitcher, Hasti Rostami, Silvia Chervenкова, and Tanisha Navaratne all delivered exceptional speeches. It goes without saying that 2022 has been a huge success for both Debating and Public Speaking and we look forward to continued success in 2023.

## **Cloud 9**

Cloud 9 is a student-led extracurricular group has organised a range of activities throughout the past year to promote positive mental wellbeing at Cheltenham Girls High School.

One of the highlights was the successful coordination of RUOK Day, where students were encouraged to check in with their peers and have meaningful conversations about mental health. Additionally, Cloud 9 also celebrated World Teachers' Day by recognising the invaluable contribution of our school's educators to the academic and personal growth of our students. The group also recognised and promoted cultural diversity and the school's focus on harmony and concord through their contribution to the Lunar New Year celebration through the distribution of a small token and card to every student and teacher.

The group has also been active in organizing a range of engaging weekly meetings to discuss reducing the stigma surrounding mental health issues and promote the importance of prioritising self-care and wellbeing.

## **Prefect Body**

The 24 prefects for 2022-2023 were elected by their peers in Years 10, 11 and 12 and the staff in May. In June, the prefects attended a 2-day leadership retreat at the Baden Powell Activity Centre in Pennant Hills. Whilst on the retreat the executive body was elected by the prefects, consisting of Lilly Rath as School Captain, Shreya Mukherjee as Vice-Captain and Anika Joshi as Senior Prefect. The first task of the prefect body was to choreograph and rehearse the prefect dance for the Prefect Induction Ceremony. The induction ceremony was a reminder to us all of the legacy the outgoing 2021-2022 prefects would leave behind including their incredibly successful major project called Just Bee.

The central theme of their project was all about being present and being in the moment, letting go of negative thoughts, embracing the positive and the benefits of positive self-affirmation. As part of the fund raising for the Heart On My Sleeve charity the prefects also held a cake stall, a mufti day and in a Cheltenham first, students and staff painted rocks with images of what makes them happy. These rocks became part of a permanent installation at school. All students had the opportunity to write about what makes them happy and the prefects turned their words into an amazing honey comb themed installation in the lower quad. The Prefects ran two school assemblies with a special video appearance by Mitch

Wallis, founder of Heart On My Sleeve charity and a presentation from Mrs Helena Choi, the Student Support Officer. The girls raised over \$2000 for their charity. The outgoing prefect body also raised approximately \$36 000 for the various charities they supported. In amongst all this they also worked with the other leadership groups in the school to raise money to support the Lismore collegiate of schools so badly affected by the floods earlier in 2022.

The 2022-23 Prefects had a very busy first six months. They organised fund raising events for Movember, a charity initiative aiming to raise awareness and support for men's mental health and wellbeing that invites participants to grow a moustache for the month of November to show their support, for the White ribbon Foundation, a foundation and events that aims to educate and protect young women against domestic violence. And collaborating with the SRC they collected food and gift donations to be made into hampers for homeless people to enjoy at Christmas. The prefects also organised and ran a highly successful Cheltenham's Got Talent event.

## **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. Last year the transport prefects assisted students stay COVID Safe on public transport by ensuring they follow social distancing restrictions. This ensured 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**

2022 kicked off with the SRC's annual highlight event, Spirit Week. In what would be an end to the school COVID-19 restrictions and back to normalcy for the school and the event. Once again, the student representatives tackled each challenge with creativity, flexibility, and enthusiasm. The week's activities included a bake sale, bring anything but a bag day, school fete and the free sausage sizzle. The theme of Celebrities and Pop Icons spotlighted during the fete, where students had fun participating in games such as celebrity cup, spiders and fairy bread, style the head of Harry, photo booth, henna tattoos and ice cream and lolly bags. All in all, store proceeds and mufti donations totalled \$3466.90. The charity the school voted on to donate these funds to the Starlight Foundation, to help sick children within the community and due to the events of the Lismore floods, SRC provided a portion of the profits to the Lismore High School Flood Relief.

SRC completed its mission statement of striving to empower and represent students voice and working to enact changes they wished to see in the 2021-22 cycle with the selection of the canteen and student suggestion google form. We continued this legacy into the 2022-23 cycle with a new representative council and mission statement that not only included student voice and empowerment but also changed the focus to student wellbeing at Cheltenham to create an inclusive community.

SRC's diligent approach to student voice within the school was also embodied in the dedicated Student Feedback Google Form posted on Sentral for all students to voice their feedback and present the SRC with their opinions on school culture, activities, events, and improvements to be made. On top of our plans for student voice and providing students with a platform to voice their opinions is a goal, SRC are focused on promoting student wellbeing and inclusivity within the Cheltenham community for the SRC moving into 2023.

Late in Term 2, the student body came together to vote for their Student Representative Council of 2022-2023, which comprised of 34 students from Years 7-11. The newly elected SRC representatives came together for a training day to meet the team, delegate new roles, and kickstart the new cycle. They participated in ice-breakers to meet and get to know everyone and had many discussions about real-life scenarios that could be encountered as SRC representatives, as well as brainstorming sessions about how they could encourage student voice for the year ahead. At the end of the day, they voted for the new executives for the upcoming cycle. Anna Pham was voted President, Freyja Hazelton as Vice President, Eilene Dolman as Senior Secretary, and Keziah Hoskin as Junior Secretary.

Term 3, we started focusing on collaborating as a new SRC body and helping new students into the roll of SRC. We did this by planning for our big wellbeing events to focus on student inclusivity and wellbeing within the school. Our "Chill Chuesday" event focused on providing students with the opportunity to write inclusive messages to other students to provide a strong sense of inclusivity and community at Cheltenham. Students distributed notes in classroom accompanied by a lolly throw and had a bake sale for students to get involved in the Chill Chuesday event.

The hugely popular Faculty Face-off was SRC's last main event of 2022. With the event back to normal after the COVID restrictions of 2021, SRC could finally have an audience to watch Faculty Face Off live in person. The SRC once again worked around the clock to brainstorm, prepare, and film teachers from various faculties to promote the event. The theme of the event was Musicals with English, Science, Maths, Social Science, 2x PDHPE groups and History. Teachers participated in Taboo, Musical Chairs, Pictionary and of course the main event of Lip Sync, with music from High School Musical, Frozen and School of Rock being covered. The event was lives in concert in the Hall in the last week of the year, with students celebrating and/or gritting their teeth as English took out their 7th consecutive trophy, with Science

tied as best in show.

Finally, the SRC also assisted during the Year 6 Orientation Day at the end of the year, providing a sausage sizzle lunch for Year 6 into 7 students, Peer Support Students and teachers. They were busy throughout the day making the new Cheltenham girls feel comfortable by providing a positive, happy environment.

Both cycles of the CGHS SRC worked tirelessly across the whole of 2022, playing 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. The students of the SRC would like to thank Mr Lam and Mr De Paoli, our SRC co-ordinators, for their continuous support. Nothing could have been possible without their assistance and the tireless hours they put aside in order for us to bring our ideas to life. The SRC co-coordinators would like to thank the student representatives for all of their hard work, enthusiasm, and diligence, and we look forward to an exciting and prosperous 2023.

## **Social Justice**

The Social Justice group has shown great tenacity in a year which has presented many challenges! But neither social distancing, nor online learning could keep us apart, and we continued to meet and plan in a virtual space. In face to face meetings, Social Justice members number over 40, and all year groups are strongly represented.

The year launched with the International Women's Day breakfast in early March. The Social Justice team worked hard, flipping pancakes to meet the demand presented by hungry students milling around in the lower quad. Petitions were organised and purple ribbons (the internationally recognised colour to signify this important day) were distributed. International Women's Day seeks to celebrate women's achievements, work towards gender equality, and increase the visibility of all women.

As the COVID 19 virus rapidly spread throughout the world, with catastrophic consequences for India in particular, Social Justice responded thoughtfully. As our immediate and wider Cheltenham community was directly affected by the tragic events in India, a bake sale event was organised with revenue to be donated to UNICEF Australia India Crisis Appeal. Students presented an array of baked goods, lollies and jellies, which were enthusiastically purchased by the school community, generating \$260 for the urgent cause.

Celebrating the achievements of Aboriginal and Torres Strait Islanders was the next purpose-filled initiative adopted by the Social Justice group. Aligning with two key celebrations- Reconciliation Week which ran from 27th of May through to the 3rd of June, and NAIDOC Week which was celebrated from the 4th to the 11th of July - Social Justice sought to recognise action taken to work towards reconciliation and to promote the significant cultural, sporting, and academic achievements of our First Nations' Peoples. An awareness raising campaign was conducted, with profiles of Aboriginal people who have excelled or continue to excel in their field being broadcast on the school's Sentral platform. Furthermore, a school-wide project was undertaken, with our very own 'Sea of Hands' being created. Members of Social Justice patiently cut out hand templates in our lunchtime meetings, with these then being made available to all students in roll call classes. Students were each asked to write an affirmation on a hand, and these were then fashioned into letters spelling the words: Hands Up For Reconciliation, Respect, Justice. Upon completion this project was installed in I block. Its success is testament to the power of collective action!

Lockdown could not keep Social Justice down, as we continued to meet via Zoom each week to plan ahead for our post-lockdown events. During the time of lockdown, Social Justice continued to promote 'good news' stories on the Sentral platform. This agenda of awareness raising was wide ranging: from stories of the successful evacuation of Afghan athletes to the Tokyo Olympic Games, to the sustained action of community groups providing food and care hampers to Sydney-siders facing challenges throughout the COVID 19 pandemic, to a focus on the excellent health care provided through the Purple House to Aboriginal renal patients in Alice Springs. Our promotion of these positive stories aimed to provide an antidote to the challenges presented by the lengthy lockdown.

Upon our happy return to school, we planned our next campaign to coincide with Remembrance Day. Two very endearing novelty teddy bears were raffled to raise funds for Legacy. The WW1 nurse (complete with veil and apron) and the Royal Australian Navy Sailor proved very popular, with \$80 raised through the sale of raffle tickets. The two winners, Ms McGilchrist, and Tessa Burke in Year 8 were very happy recipients. We have it on very good authority that nurse bear will be a frequent visitor to the History classroom!

Our hard work does not stop there! We currently have two projects in the planning stages. The next event, Camp4Afghanistan is scheduled for the 10th December. The North Ryde based charity Mahboba's Promise which has been working for 25 years, provides support to women and orphans in Afghanistan, as well as facilitating the resettlement of Afghan refugees here in Australia. The vital work undertaken by this organisation is worthy of promotion in our school community, and it is because of this that we seek to hold our first Camp4Afghanistan event. Having spent far too much time apart this year, Social Justice has sought to collaborate with other groups within the school, to create a school-wide, inclusive event. Students will be able to 'camp' from home by either pitching a tent, sleeping on a balcony, or even sleeping on the lounge room floor. This inclusive event is intended as a fun way to end the year, a way of raising

awareness for the vital work of Mahboba's Promise, an act of solidarity with the people of Afghanistan and as a fund raiser. Although students may participate with no compulsion to donate, individuals are invited to send donations directly.

Continuing the tradition of many years, Social Justice will be conducting the annual Salvation Army Christmas hamper drive. Aligning with our vision for uniting the students following a year of being quite 'apart', Social Justice is collaborating with other school groups (Cloud 9, the Prefects, SRC, and REV) to promote this project. The Salvation Army's motto this year is 'Hamper of Hope'. After a particularly challenging year, the need for support for individuals and families in need is greater than ever. Social Justice is honoured to be part of this charitable undertaking.

Social Justice looks forward to an exciting 2023, and hopes that the year will allow for us to gather, plan, and act to make the world just that little bit fairer, kinder and more tolerant!

## **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.

Students would individually design a project that appeals to their own scientific interests. They were encouraged to conduct experiments, build models and design infographics for Science. Students were given feedback for their work and there was a prize for the overall best projects awarded at the end of the year. This year's winner was Victoria Li, who investigated on how pressure affects the boiling point of water.

## **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 stage, sound and light quality.

In 2022, sound and lighting members were proud to be able to be involved in more activities as COVID restrictions were removed. This included the successful running of PAF 1 and 2, On the Move, World's Greatest Shave, SRC inductions, award ceremonies, faculty faceoff and Cheltenham's got Talent. All members were also involved in the smooth running of weekly assemblies. Additionally, with the introduction of new technology and sound system in the hall and COLA at the end of the year, the students were provided with the opportunity to have a go and work out the new skills and techniques required to run the program. The opening of the new MPC building has also allowed the student to start to learn how to use the equipment in that building. However, as all equipment were ready end of the year, more time and training will be required for students to build up their confidence and skills with the new equipment.

The younger students always start to develop their techniques in controlling the sound and lighting systems by first shadowing the seniors to learn the ropes of the different roles and being involved themselves on the various activities to learn by doing. As they were often encouraged to try and have a go, towards the end of the year the students were all able to run the Stage, Sound and Light system in the MPC, Hall and COLA collaboratively and independently. The team was also reminded, and they would allocate specific roles to each individual involved in each event that they are responsible for. This developed not only their independence and techniques, but also their leadership and communication skills as they had to take charge of the event with minimal intervention from the teachers during the preparation and event. We were also able to buy wireless communication equipment that allows for clearer coms between the sound box and stagehand in the hall, allowing for smoother running of events. The major installation of the new program in the hall for lights and sound, and the light and sound system in the MPC is still a work in progress for all members of the Stage, Sound and Lighting team.

At the beginning of the year, as the coordinator in charge, we would develop a roster for the major events around the school to ensure that the team members know the expectations of their role. The students are they to take on the responsibility and closer to each major event, they would be encouraged to discuss with the teacher-in - charge about the details of the activity. Occasionally, there are smaller events around school that required sound check up and volunteers would be asked from the team to set those up. One area that still needs to be considered is areas that may have events and assemblies but don't have a sound system, e.g. Lower Quad. So far, they have borrowed portable mic and simplifier from the music department.

The team will continue to support the whole school events such as the running of CGT, Faculty Face off, on the move etc and hope that the team will be able to further improve their collegiality, communication and technical skills to produce even better outcomes for those events.

## **Peer Support**

The principal objective of the CGHS Peer Support program is to furnish students in Year 7 and Year 8 with appropriate mentorship, support, and networking opportunities to enhance their wellbeing. This is accomplished through the

assiduous endeavors of our skilled Peer Support leaders in Year 10 and Year 11, who invest substantial time and energy into their sessions and presentations, particularly during the Year 7 Badge Ceremony.

During Term 1 of 2022, we sustained our camp program by having Year 10 Peer Support leaders accompany their respective Year 7 groups to Year 7 camp. This scheme proved to be remarkably advantageous for all involved, as the Peer Support leaders were perceived as a valuable asset by both staff and students. They rendered invaluable assistance to Year 7s, including facilitating various activities, conversing with introverted individuals, and generally exhibiting an affable and obliging disposition towards everyone.

During Term 1 and 2, our Peer Support leaders persisted in conducting frequent sessions with Year 7 students, emphasizing the importance of self-efficacy and cultivating favorable relationships. Additionally, the Peer Mediation initiative continued to offer Year 7 pupils the chance to consult with a Peer Support Leader concerning effective strategies and techniques to enhance their academic performance, beyond the confines of scheduled sessions.

In preparation for the next cohort of leaders in 2023, the Peer Support Training Day once again incorporated face-to-face meetings and a series of online modules, akin to the previous years. The new leaders found these modules to be highly advantageous, fostering a collaborative environment in which they could delve into topics such as empathy, bullying, conflict management, communication skills, and organizational strategies. Notably, this group of leaders exhibited remarkable fortitude in navigating the current challenging circumstances, dedicating a substantial amount of time to honing their skills, ensuring their proficiency, and equipping themselves with the necessary tools to effectively mentor their junior counterparts throughout their initial years of education.

As we progress into 2023, we aim to introduce novel initiatives into our program, affording our leaders with greater opportunities for involvement beyond their usual scheduled sessions.

## **Environmental Education and Sustainability**

### **Green team**

The Green Team is CGHS's environmental group with a focus on raising awareness of issues regarding sustainability and the environment. We also raise money for different environmental charities and promote recycling within school.

In Term 1 2022, Clean Up Australia day activities were planned for Booth Park and Beecroft where a small group of students volunteered to walk and clear litter around the community. However, due to weather conditions, it was modified, and students completed the activity around the school ground instead. Earth hour was also completed in Term 1, where all classes were encouraged to have electronic devices and appliances off for 1 period. Green team was also involved in SRC's annual spirit week by selling fairy floss bread and spiders; encouraging students to BYO cup or recycle cups used by placing in Coffee recycling unit.

In Term 2, the students promoted World Environmental day but running a bake sale with a Green Team theme and guess the number of cans in the yellow bins stall to raise awareness about the appropriate items to place in the yellow bins. All Green Team members had also started to work towards co-ordinating Term 3 event: the Trashion Show, generating ideas and gathering resources ready.

In Term 3, Trashion show was organised and ran midterm. In addition to the show, students also sold glow sticks with entry and sold lolly and chocolate bags to raise extra funds with the funds donated to 'Take 3 for the sea'. It was successful as we raised around \$400 and had sold out on the bags. It took a whole day to have green team members set up, complete a run through with contestants and pack up.

Throughout the year, the students were also involved in clearing the yellow bins for cans and bottles that could be recycled through the return and earn program. The teachers would then return the cans and collect the funds for it before the funds were donated on behalf of the school. However, the yellow bins were not being used appropriately. An evaluation of this program will need to be done. All funds raised from that was also donated to 'Take 3 to the sea'.

Throughout the year, coffee cup recycling was also continued. The coffee cups were returned to the Simply Cups 7 eleven program with the teacher dropping it off in the nearest 7 Eleven store once students have cleared it.

In Term 4, Green team was involved in the cross curricular activity through Multicultural day. They were involved in the preparation of activities, food, and stall decorations. A reflection of the effective use of the yellow bins was also mentioned, whereby the yellow bin in the Upper Quad which was not being used correctly was moved to the Senior Common room. As above, further evaluation of its effectiveness will need to be done for all yellow bins.

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

### **Creative and Performing Arts**

Our school ensembles gained momentum in 2022, despite the challenges of recent times. The program currently boasting over two hundred and fifty students across all years. Each of these ensembles rehearse at least once a week and performs at the School's Performing Arts Festivals (PAF).

**Junior Choir** started the year with approximately 100 members from Years 7-9. **Senior Choir**, with the support of parent and vocal teacher Mrs Sarah Marshall, the students made a very positive start to the year preparing works for the first Performing Arts Festival in term 2.

The **Wind Ensemble (approx. 65 students)**, **Orchestra (approx. 66 students)** and **Stage Band (20 students)** performed a variety of repertoire in the PAF concert series, involving audience members from two feeder primary schools in the matinee, and parents in the evening concert.

All ensembles performed at **Presentation Day** in the newly renovated Opera House.

### **Dance Ensemble**

The CGHS dance ensembles continued to grow in demand in 2022 with hundreds of talented dancers attending an audition across all year groups. This year Ballet Ensemble was established for students who shared an interest and passion for Classical Ballet. In 2022, we had three ensembles perform at numerous school events such as PAF and On the Move. Additionally, our Junior and Senior dance ensembles successfully auditioned and performed at the prestigious Sydney North Dance Festival. Throughout the year, dance students had the opportunity to participate in workshops with Sydney Dance Company. A select group of dance students represented the school at the Celebration Sing Out at Knox Grammar School, this event raised money for the Music Therapy Department. Our senior dance students are commended on their outstanding performance at the annual Presentation Day, accompanied by student pianist, at the Sydney Opera House.

### **Sport**

2022 was another successful year in sport at Cheltenham Girls' High School. Once again, students achieved some outstanding individual results at all levels of competition in Swimming, Cross Country and Athletics. At each CHS carnival, a number of students progressed to the finals in their events.

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly. Awards were presented to over 120 students. This year our guest speaker was Ms Julie Charlton, a para-athlete who has competed in the national and international arena in Athletics and is a strong advocate for para-sport in Australia. She gave messages about balancing everyday commitments and celebrating achievements, even the little ones.

School Sporting Blues were awarded to 20 students in Year 12 with 7 students achieving School Blues in multiple sports. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. During 2022, one student was awarded a Zone Blue for excellence in Netball and one student was awarded a Zone Blue Endorsement for her continued achievement in Swimming.

Two students were both awarded 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.

Students have once again had a great deal of success in school sport pathways this year. A number of individuals and teams have represented at CHS level as part of school teams and Sydney North teams.

In 2022, 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 came 1st overall, taking out the title of Zone Swimming Champions for the 2nd consecutive year. 21 students were selected to represent the Zone at the Regional Carnival. Special mention to the 13 years relay team who won the silver medal. 13 students who swam at Sydney North were selected to compete at NSWCHS with many making the finals in their events.

Our School Cross Country Carnival was held at Fagan Park in March. 54 students represented the school at the Zone Cross Country Carnival at Meadowbank Park in May. Cheltenham was placed 1st overall, taking out the title of Zone Cross Country Champions for the 2nd consecutive year, which included the 15 Years age champion. Cheltenham was responsible for the organisation of the zone event. In conjunction with the administration of the Zone Cross Country Carnival, our Year 9 PASS elective students also assisted and helped with the running of the event. 21 students went on to compete at the Sydney North Cross Country Carnival in Gosford.

The School Athletics Carnival was held in May at Sydney Olympic Park Athletics Centre with 11 records broken on the day. 58 students represented the school at the Zone Athletics Carnival at Sydney Olympic Park in June. Cheltenham finished 1st overall at this carnival, taking out the title of Zone Athletics Champions for the 2nd consecutive year. This



made Cheltenham the Champions of all three carnivals for 2022, which is an outstanding achievement. Cheltenham was awarded the Zone 12 years Age Champion. 37 students were selected to represent the zone at the Sydney North Carnival in July. 10 students were selected to represent Sydney North region at the CHS carnival at Sydney Olympic Park and many made finals in their events.

This year we had a number of students trial successfully for Sydney North teams. One student achieved gold in bars, placing 3rd in vault and 3rd overall. Two students were selected for Squash, with one of our students selected for the final day of the competition to represent Australia against New Zealand in which she won the match. One student was selected for diving and won silver in springboard and placed 4th in the team knockout. One student was selected to represent in Tennis with the team placing 2nd overall. One student was selected for the Sydney North Netball team who played at a 3-day carnival in June and placed 3rd overall. One student was selected for Volleyball and one student was also selected for Gymnastics.

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 Sofcrosse, Athletics, Netball and Cricket. Year 8 also received specialist coaching in Backyard League.

Students in Years 9 and 10 participated in Monday afternoon sport. Year 9 students had the opportunity to trial for a Grade Sport team in Netball, Soccer and Oztag. These teams were selected to compete against the other zone schools. Cheltenham placed 1st and 3rd in Netball, 2nd and 3rd in Soccer and 2nd and 7th in Oztag. All other students 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, Ice-skating, 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 and 8 students were involved in the challenge over a 10-week period. The school was awarded a silver award, with individual teams being awarded silver, gold and diamond awards.

The Sports Council continued to support the school sports program. They developed leadership skills throughout the year and started the year by painting new house banners. They helped with weekly sport, the Swimming, Cross Country and Athletics carnivals and assemblies. The Sports Council organised the McGrath Pink Stumps Day. The event raised money for cancer and breast care nurses, through promotion of wearing pink, a bake sale, face painting & hairspray, selling merchandise and holding a staff vs student cricket match. They also lead Year 7 in house cheers at the swimming carnival, ran a lunchtime Newcombeball competition for Year 7 & 8 students during Term 2 and lunchtime Basketball competition during Term 3.

We look forward to another great sporting year in 2023.



Library Mural



Opening of Yallambee Welcome to Country  
Cheltenham Girls High School 8208 (2022)