

Asquith Girls High School  
Annual Report



2016



## Introduction

The Annual Report for 2016 is provided to the community of Asquith Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Elizabeth Amvrazis

Principal

## School contact details

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## Message from the Principal

Asquith Girls High School (AGHS) offers an innovative and diverse curriculum leading towards the Higher School Certificate (HSC), combining academic and wellbeing education to meet the needs and aspirations of our students. The school has a strong focus on 21st century learning, engaging students through project based learning, gifted and talented programs and innovative technology, and facilitating an environment where students participate actively and strive to achieve personal excellence.

Our purpose is to provide scholastic education and encourage our students to achieve their personal best. We strive to empower them with the necessary skills to be resilient leaders who make a positive difference in an ever-changing world. AGHS continues to educate the whole student through a diverse curriculum and co-curricula programs while achieving excellence in the external NAPLAN, VALID (Validation of Assessment for Learning and Individual Development) and HSC examinations. Our 2016 HSC results were exceptional and repositioned the school in the educational arena.

It is with great pride that I present this 2016 Annual Report for Asquith Girls High School. I certify that the information in this report is the result of a rigorous self assessment process and is a balanced and genuine account of the school's achievements and future areas of development.

## School background

### School vision statement

***To nurture personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.***

### School context

Asquith Girls High School is located within the Hornsby District and is surrounded by a beautiful natural bushland.

Asquith Girls High School is a comprehensive single gender secondary school which enjoys a high standing in its community and is committed to developing young women who are independent, responsible learners and leaders, able to work cooperatively as future citizens.

Staff cater for individual learning styles, through differentiating the curriculum and providing inspirational pedagogies to motivate students, so that all students have the opportunity to achieve their personal best. Effective implementation of technology into teaching and learning continues to be a major priority at Asquith Girls High School.

The school provides many opportunities for students to achieve personal excellence in the areas of academic studies, sport, leadership, performing and creative arts, design and technology, citizenship and extra-curricular activities. There is a strong emphasis on wellbeing and pastoral care program. Asquith Girls provides holistic education while achieving excellence in all areas, including the external examinations. The excellent achievement of students not only reflects their hard work, but also the dedication of our caring and professional staff.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The external validation process has been an effective reflection tool that has provided Asquith Girls High School with the opportunity to work collaboratively to reflect on future directions in the following areas:

- Developing a culture of using evidence and consistent practice to inform classroom, faculty and whole-school planning to improve student outcomes across all stages;
- Building explicit assessment and reporting practices that identify student growth using internal and external data at a classroom, faculty and whole-school level;
- Identifying the implementation and impact of explicit differentiation strategies (including ICT, literacy and numeracy) in teaching and learning programs, using evaluation and reflection to ensure student learning outcomes are met.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student and Staff Wellbeing

#### Purpose

To provide a safe, vibrant learning environment where staff and students feel valued and empowered. To provide a foundation for students to achieve their personal best.

#### Overall summary of progress

Providing a holistic education is a priority for AGHS. The 2015–2017 plan identified the need to review a range of approaches to student wellbeing and to embed these into the school culture. After successfully implementing positive psychology and PERMA (Positive Emotion, Engagement, Positive Relationships, Meaning, Accomplishment) investigations began into various models of behaviour management to support positive wellbeing structures. Implementation of our Wellbeing Framework and PERMA has meant that all 2016–2017 year meetings have been planned and identified as aligning to Positive Psychology, Tell Them From Me and Motivation and Engagement Surveys. While this goal has been achieved programs will be evaluated and evolve as part of the AGHS Wellbeing structure. This forms the basis for the development of a Wellbeing curriculum.

In 2016, one teacher was recognised for Rotary achievement and a teacher achieved second in Premier's Scholarship application. Staff Wellbeing was also a core component of professional learning at the end of 2016. To further promote staff wellbeing, an external specialist in positive psychology delivered professional learning on the development of a wellbeing plan for 2017.

As part of our 2015–2017 School Plan, AGHS expanded our positive psychology approach by researching Restorative Justice, Choice Theory and other behaviour management approaches, such as Bill Rogers, suitable to our school's context. Staff were trained by teachers with expertise and experience in Choice Theory and teachers and the Executive will be trained in how to facilitate restorative conversations between teachers and students and with parents in early 2017.

XCEL is a values platform developed by staff and students (Excellence, Commitment, Effort, Leadership) and used to celebrate student achievement through a 'points' system. In 2016, the XCEL values program has resulted in a significant increase in share of students being recognised for their achievements and commitments. These values are an integral part of teaching and learning, creating and reinforcing our school's learning culture. Teachers explicitly teaching these values and creating a positive learning culture by using the language of XCEL in the classroom and all students received at least one XCEL point throughout the year.

Teacher-led student teams have successfully collected evidence to support the development of collaborative spaces around the school in line with student need and current educational research. This process has included surveys of current rooms and spatial use documents to develop plans to renovate underutilised spaces into collaborative shared spaces. In early 2016, new furniture was installed into the library and interview room to create engaging spaces to facilitate collaboration between students and teachers. While many milestones of this project were achieved, budget constraints have delayed this project.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Restorative justice practices implemented and reflected in policy documents	Staff training in Restorative Justice and Choice Theory conducted in Term Four, to be reinforced through professional learning in 2017.	\$961 Staff Training
90% of student achievement is recognised through the XCEL system	Staff were trained to use the XCEL achievement system to record (through Sentral) individual and group student achievement based on a broad range of categories that included: academic excellence, commitment, effort, and leadership. The students have valued their success and this is evidenced by the fact that all AGHS students have achieved XCEL awards over the year demonstrating the inclusiveness of the system.	\$3100 badges and achievement assesmbly



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing year meetings reflect PERMA	All wellbeing initiatives for all Year groups reflect a component of PERMA and link with results from the Tell Them From Me survey and Motivation and Engagement Survey. Staff have been trained in choice theory and are actively applying these skills within the classroom. The wellbeing and Discipline policy are undergoing a review in order to permeate the practices of positive conflict resolution throughout it.	\$2000 staff training at Staff Development Day
Establishment of a common teacher collaborative working space	Library and interview spaces fitted with new furniture to facilitate collaboration. In 2017 this project will be managed by the Girls In Property week team to involve students in an authentic learning setting and give students ownership in the design of spaces within the school.	Budget for furniture allocated in 2015

## Next Steps

As part of our school's evaluation of Strategic Direction 1 (Student and Staff Wellbeing) it was decided that improvement measures required clarification to best reflect the needs of the community. In 2017 the modified improvement measures will be:

- A consistent approach to classroom management implemented with evidence of practice recorded using Sentral (our school database system).
- 90% of students achieve a minimum of 4 XCEL points each year.
- Wellbeing curriculum embeds PERMA focus and key initiatives are designed to address the evolving needs of students.
- Average score of 8 across domains of the Tell Them From Me: Focus on Learning Teacher Survey Report.

Adapt spaces to increase opportunities for collaborative learning for both students and staff.

In order to work towards these measures, the school would develop the following processes:

**SD1.1 Positive Relationships:** This group would be responsible for delivering processes and practices that embed PERMA, Choice Theory/Bill Rogers' and restorative practices into the Wellbeing curriculum to inform student learning culture. This group would work closely with the Welfare team to further refine and deliver deliver programs in line with the Wellbeing curriculum and investigate opportunities to further support and promote staff wellbeing.

**SD1.2 XCEL:** This group would be responsible for managing the processes which recognise and celebrate student and staff achievement throughout the school. This would include managing and enhancing the XCEL values, co-ordinating recognition assemblies and promoting XCEL values by developing common resources to explicitly teach these values.

**SD1.3 Student Agency:** This group would work closely with student representatives and leaders to support student led programs and include students in decision making. This group will also investigate ways to increase student engagement through student choice, collaborative learning spaces and student directed learning.

To reflect these changes, the following products and practices will be pursued in 2017:

- A wellbeing framework based on positive psychology to promote and support individual and collective wellbeing.
- Professional learning for staff on identified wellbeing issues including developing positive classroom environments, classroom management, developing collaborative positive relationships, high expectations and implementing restitution practices.
- Learning environments that enhance teaching, learning and teacher collaboration.
- A dynamic and representative student leadership body which actively contribute to whole school decision making and their learning.
- The XCEL recognition values (Excellence, Commitment, Effort and Leadership) form the basis for teaching, learning and wellbeing across the school. By embedding XCEL values into classroom practice.
- Initiatives implemented to promote staff wellbeing.

## Strategic Direction 2

### Active and Engaged Learners

#### Purpose

To equip learners with the capabilities they need to succeed at and beyond school. To embrace challenging opportunities, build resilience and problem solving abilities through actively engaging in learning. To make a powerful impact as creative, responsible global citizens.

#### Overall summary of progress

AGHS has a strong commitment to providing a holistic education for all students.

At the 2016 Executive Conference, academic consultants led a reflection of our school Mission Statement and how this vision is reflected in teaching and learning programs. As a result, a curriculum review was initiated to review current academic research, collect data from a range of community stakeholders and develop a 21st Century learning platform for the school that represents the school's commitment to active and engaged learners. Investigating innovative timetabling structures has also been a key focus of the curriculum review and this team will deliver their findings in early 2017.

AGHS commitment to school-wide literacy improvement is evident through the PETAL initiative. PETAL (an acronym standing for Point, Evidence, Technique, Analysis, Link) is a school-wide approach to persuasive writing that has successfully created a common understanding and common language for students when composing paragraphs. These whole school writing programs have contributed to the tremendous HSC results achieved by the 2016 year twelve cohort. The school's 2016 HSC results demonstrate a growing confidence in writing and its application to subjects across the school. In 2015, during PETAL's first year of implementation, the school received 62 Band 6 results. In 2016, the school received 101 Band 6 results in total, thus reflecting the growing profile of PETAL as a strategy to support student learning in Stage 6. In NAPLAN, there was a significant reduction in the percentage of students in the bottom two bands for writing compared with the previous cohort. Due to the imaginative nature of the writing task comparisons can not be made between the 2015 and 2016 NAPLAN to measure the effect of this program.

Throughout 2016 the school has continued to develop structures to facilitate constructive lesson observations between colleagues in accordance with the Quality Teacher Framework and the Performance and Development Framework. All teachers took part in collegial observations and provided feedback on a range of teaching and learning strategies. In 2017 these processes will be expanded further to include bi-annual Instructional Rounds to collect qualitative evidence of practice and two dedicated observation weeks where teachers will work in teams to set goals, plan lessons, observe, and provide professional feedback and coaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Faculty and cross faculty instructional rounds based on best practice tools.  An increase in teacher collaboration in the classroom to a minimum 50% within faculty and 20% across faculties.	After completing this process investigative process, teachers are prepared to implement peer observations as part of whole school "Open Weeks" in 2017. This process will be overseen by the newly appointed HT Teaching and Learning and a strategic direction team that will implement Instructional Rounds twice per year.	\$20,000 professional development
Annual improvement of 5% in HSC Band 5 and 6 representation in writing based subjects.	The school's 2016 HSC results demonstrate a growing confidence in writing and its application to subjects across the school. In 2015, during PETAL's first year of implementation, the school received 62 Band 6 results. In 2016, the school received 101 Band 6 results in total, thus, reflecting the growing profile of PETAL as a strategy to support student learning in Stage 6.	\$500 literacy initiative
A 3% increase in the number of students at the proficiency level	The school will continue to explore literacy strategies to reach the 3% target. In NAPLAN, there	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of writing in the Year 9 NAPLAN.	was a significant reduction in the percentage of students in the bottom two bands for writing compared with the previous cohort. Due to the imaginative nature of the writing task, growth data is not available through SMART.	
Tell Them From Me survey (TTFM) reflects positive student engagement in lessons.	Tell Them From Me survey reported improved levels of student interest and motivation from March to August surveys for Yr 8–12 and a significant increase in intellectual engagement in Yr 11 from 39% to 47%. Findings indicate that there is still room to improve regarding student motivation for Yr 7–10.	\$1992 STEM conference for student engagement

## Next Steps

As part of our school's evaluation of Strategic Direction 2 (Active and Engaged Learners) it was decided that improvement measures required clarification to best reflect the needs of the community. In 2017 the modified improvement measures will be:

- Full participation of Asquith Girls High School teachers in collegial observations with opportunities to provide quality feedback.
- Increase value-added achievement measures to 42 between years 7–9 and 25 from years 9–12.
- Increase average HSC results across the school to at least 2 points above the state mean.
- Exceed the Premier's Target with more than 37% of students achieve Y9 reading and numeracy results in the top two bands.

Improved levels of student engagement and relevance reflected in Tell Them From Me survey data

In order to work towards these measures, the school would develop the following processes:

**SD2.1.1 Literacy:** This group would be responsible for implementing programs and strategies aimed at exceeding the Premier's targets for literacy and will deliver literacy targeted programs to that develop whole school approaches to writing and reading with a focus on increasing value-added measures. A key function of this group will be to develop resources for KLAs to enhance literacy strategies.

**SD2.1.2 Numeracy:** This group would be responsible for implementing programs and strategies aimed at exceeding the Premier's targets for numeracy. A key function of this group will be to develop resources for KLAs to enhance numeracy across the school and implement numeracy strategies to differentiate learning for high achieving students.

**SD2.2 Authentic Learning:** This group will design and co-ordinate cross curricular and co curricular authentic learning opportunities designed to increase student engagement and enrichment through design thinking, collaboration and non traditional areas for girls. This group will also investigate strategies for increasing authentic learning experiences through cross curricular excursions, assessment and subject choice.

**SD2.3 Evaluative Thinking:** This group will be responsible for co-ordinating products and practices that collect and interpret data for evaluative measures across the school. The data collected will be both qualitative and quantitative and include feedback, observations, instructional rounds, external surveys such as TTFM and SMART.

To reflect these changes, the following products and practices will be pursued in 2017:

- Deliver key cross curricular initiatives to offer innovative learning experiences that meet the needs of current and future learners informed by the Curriculum Review.
- Develop a school culture where academic research, internal and external data informs teaching and learning programs, student goal setting and substantive reflection.
- Teachers, as a community of learners, collaboratively enquire into best practice, through Classroom Observations, Instructional Rounds and effective feedback.
- Drive and sustain ongoing, school-wide improvement in literacy and numeracy through key initiatives such as PETAL and Yr 7–8 targeted literacy and numeracy programs.
- Enhancing practice through quality teacher professional development to lead the development of appropriate course to enhance learning outcomes.

## Strategic Direction 3

### Communication and Community Links

#### Purpose

To strengthen and improve communication links, encourage involvement, celebrate success and promote initiatives and programs. To enhance effective educational partnerships in the local and global communities.

#### Overall summary of progress

During 2016 it was identified that there was a need for greater engagement with parents and community and to increase the number of new activities designed to increase community participation. The aims of these goals included reducing student anxiety during transition, to familiarise students with high school subjects and procedures, to encourage students to be actively involved in being civic minded, to increase relationships with partner schools and the wider community and to increase student leadership in school community activities.

There was increased use of the AGHS Sentral modules to enhance effective communication between AGHS and Parent/Caregivers and Students. Parents reported increased levels of engagement in their child's education reflected through TTFM and feedback of parents using Sentral portals. Additional modules such as parent teacher night have been added successfully. The increased community engagement can be measured by the Internet traffic outreach. Students have also reported increased use of the Student Portal.

The progress of the Strategic Direction includes significant increases with local feeder Primary School including over ten different new activities and programs where AGHS students participated in the community. Furthermore, there has been increased opportunities for students to actively engage in the promotion of school activities and achievements including the completion of the student magazine (SMART) which was finalised in Term 4 2016.

- HSIE Transition/Skills Program involving Year 7's mentoring Asquith Public and Asquith Boys students. There were the same number of Primary schools involved for HSIE Transition/Skills project, however, there was a significant increase in interest from local primary schools to be involved. There was a 5% increase in the participation of community schools in AGHS transition initiatives:
- Joint AGHS and ABHS Band Initiative
- AGHS students tutoring music to Mt Colah P.S
- New music performances at Hornsby Mall
- New drama Performance at Mt Colah P.S
- Introduction of Not Another Team Musical at AGHS
- 15 primary schools participated in Yr 5 High School Experience Day compared to 12. (3 were new schools and 2 were new private schools)
- Sporting initiatives remained unchanged due to the current initiatives already being effective

As a result of these transition initiatives, AGHS has been recognised as a leader in delivering public education to girls and is considered the school of choice by more than 60% of year six primary school students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% increase of participation of community schools in the AGHS transition initiatives.	Stronger relationships were created with Community of Schools and a range of initiatives were completed. There was an increase in local Primary School attendance and involvement at Transition initiatives.	\$396 for engagement days
Increase use of AGHS Sentral Modules to enhance effective communication between AGHS and Parents/Caregivers and Students.	Throughout 2016 the team has successfully designed and developed a new school website and virtual, interactive tour to be launched in 2017.	\$3610 website Projected cost of virtual tour, up to \$5000
Increase opportunities for students to actively engage in the promotion of school activities and achievements.	Student magazine pilot has successfully published a student magazine, emailed to all community members showcasing student work. The feedback from the publication has been overwhelmingly positive and in 2017 the magazine will be published once per semester.	



## Next Steps

As part of our school's evaluation of Strategic Direction 3 (Communication and Community Links) it was decided that improvement measures required clarification to best reflect the needs of the community. In 2017 the modified improvement measures will be:

- To be considered the school of choice by 75% girls from local primary school who participate in high school transition programs
- Parents report increased levels of engagement in their child's education reflected through TTFM and share of parents using Sentral portals.
- Increase opportunities for students to actively engage in the promotion of school activities and achievements.
- Increased community engagement measured by Internet traffic outreach.

Increased community partnerships with community experts and higher education institutions.

In order to work towards these measures, the school would develop the following processes:

**SD3.1: Community Engagement:** This group will be responsible for co-ordinating links between our school and schools in the local community. This group will be actively involved in transition programs and promote the school in the local community through these events.

**SD3.2: Global Citizenship:** This group would be responsible for managing the processes which facilitate and celebrate Global Connection. Using the definition that a global citizen is *someone who acts in the long-term, collective interest of humanity*, this group will coordinate whole school events that promote social justice, intercultural understanding and student-volunteering. This group will also be responsible for identifying key technological resources to be used across KLAS to enhance global understanding in the classroom.

**SD3.3: Parent Collaboration:** This group coordinates opportunities to involves parents in the education of their children. Products and practices of this group will involve strategies to engage parents through information evenings, celebrations of learning, parent/teacher nights, alumni etc.

To reflect these changes, the following products and practices will be pursued in 2017:

- Create opportunities for effective collaboration with parents and community stakeholders.
- Implement efficient promotions and communications processes and practices to celebrate student learning.
- The school website reflects evidence of achievements, succinctly to the world.
- Coordinated program to facilitate stronger communication and interactions with Community of Schools, local feeder Primary Schools and High Schools, supporting student transition into new learning environments and providing opportunities to share student and staff expertise.
- Cohesive and structured program of co-curricular, authentic learning opportunities to engage students as global citizens.
- Use of the School Assessment Tool (Reflection Matrix) from Strengthening family and community in student learning to identify projects to enhance collaboration.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>AGHS has successfully improved the quality of teaching and learning for Aboriginal students through programs such as the intensive literacy and numeracy initiative. This program promotes the development of core literacy and numeracy skills and improves automaticity. The NORTA NORTA program has provided individual assistance, mentoring and tutoring for Aboriginal students. All of these programs have ensured positive growth in NAPLAN.</p> <p>The school has strengthened partnerships, communication and promoted genuine collaboration between school, Aboriginal families, students and Aboriginal community organisations via the school Aboriginal engagement teacher.</p> <p>Improving the quality of leadership and workforce development for has increased outcomes for Aboriginal families.</p> <p>Increased Aboriginal students' attendance, participation and engagement in the senior school has supported the success of post school opportunities.</p>	<p>\$16102.82</p> <p>(includes \$12987.00 spent in Term 4 2016 and early Term 1 2017 for program individually tailored to senior students of Aboriginal background using Norta Norta Individual Sponsorship receipts).</p>
<b>Low level adjustment for disability</b>	<p>The learning and support team developed, in consultation with student, staff, parents and agencies individual individualised learning plans to support the delivery of learning across all KLAs.</p> <p>Targeted funding has allowed for the continued employment of School Learning Support Officers to support improved learning outcomes and access to the curriculum. Further, the employment of an additional LaST to implement intensive literacy and numeracy support, individualised support and wellbeing initiatives has further enhanced learning opportunities for students requiring low level adjustments.</p> <p>Professional learning has addressed the diversity of learners including accommodations, adjustments and best practice to support student learning needs.</p>	<p>\$54724.91 (including Funding Support/Integration and Low Level adjustment)</p>
<b>Socio-economic background</b>	<p>Students were supported in the payment of school fees, uniforms and extra curricula activities. In addition we have established a breakfast club and lunch from the canteen. A homework morning hub was established to provide homework assistance and access to internet for students three mornings a week.</p>	<p>\$58219.40</p>
<b>Support for beginning teachers</b>	<p>To ensure beginning teachers are supported in the early stages of their careers additional resources are provided in the form of mentoring, professional learning and relief from face to face teaching to allow time for reflection and completion of accreditation processes.</p>	<p>\$33441.11</p>

## Support for beginning teachers

\$33441.11

In 2016, five teachers completed their proficient-level accreditation. With the appointment of a new HT Teaching and Learning in late 2016, all beginning teachers will have further support with a designated mentor and supervisor.

Beginning teachers attended professional learning programs in behaviour management, engagement and pedagogy and all beginning teachers participated in strategic direction groups to facilitate involvement in whole school initiatives.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	947	935	920	899

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

In February 2017, our school enrolment was 899 students.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.1	96.3	95.3	94.6
8	91.7	94.3	93	93.4
9	92.9	93.5	91.5	91.2
10	91.5	93.7	91.3	91.9
11	93.6	95.9	90.9	92.7
12	93.8	96.3	91.3	91.9
All Years	93.1	94.9	92.2	92.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The overall student attendance rate of 92.6% continued to be above the state average of 92.4%. The school has a robust attendance policy with targeted support for students from the wellbeing team, HSLO and community agencies supporting students and their families.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			3
Employment		1	16
TAFE entry	1	1	9
University Entry			63
Other			2
Unknown			5

### Year 12 students undertaking vocational or trade training

A significant proportion of Year 12 students have included vocational education courses in their HSC subject pattern. This has involved study both at school and TAFE. Both Certificate II and III qualifications have been achieved in a wide range of courses including Business Services, Hospitality, Human Services (Nursing), Tourism, Travel and Events, and Hairdressing.

Business Services and Hospitality courses are currently being delivered at school to many Year 10 students as early commencement HSC courses. This will enable students to complete their vocational studies, undertake the HSC examination and achieve their VET credentials in Year 11.

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

In the cohort of students in Year 12, all students attained an HSC or equivalent vocational education qualification. One student in Year 11 and one in Year 10 also completed an HSC subject as part of their study pattern in 2016.

## Workforce information



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1.7

\*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The teaching staff comprised of new scheme and experienced teachers who were well supported by an administration team, learning support officers, counselor, community liaison officers, youth worker and general assistants. The school also employed a band director, computer support technician and an additional teacher to support students through a targeted literacy and numeracy program.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one full time Indigenous member of staff.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

During 2016, professional learning focused on developing engaging and authentic learning experiences through STEM (Science, Technology, Engineering and Mathematics) pedagogies, wellbeing programs and building staff capacity to address school

strategic directions such as improving student engagement, school communication and staff and student wellbeing.

Staff participated in workshops at staff development days and attended regular staff training sessions and meetings throughout the year. These meetings included professional learning on:

- the DoE Schools Excellence Framework,
- differentiation for students with specific learning needs,
- the NCCD scheme,
- technology and BYOD workshops,
- DEC mandatory training,
- Choice theory,
- Restorative Justice,
- the PETAL framework,
- the Wellbeing framework,
- data analysis,
- evaluative thinking.

Total professional learning expenditure in 2016 was \$57467.16.

Teaching and Executive staff developed a Professional Development Plan (PDP) in 2016, linked to the Australian Professional Standards for Teachers and participated in reciprocal lesson observations to obtain and provide feedback on the progression of their professional learning goals. In line with the Department of Education staff Performance and Development Framework (PDF), staff provided evidence of their progression towards achieving their personalised professional learning goals, and participated in an annual review with their supervisor.

Staff participated in professional learning which focused on the implementation of our School Plan. A unique model was developed to ensure all staff were aware of the school's strategic directions outlined in the 2015 – 2017 AGHS School Plan. Each strategic direction was managed by a Vision Leader. Three processes in each strategic direction were developed, led by Innovative Change Agents (ICAs) with a team of Innovation Delivery Agents (IDAs) meeting twice a term to collaborate and discuss the identified milestones for each strategic direction process.

The keynote speaker at the 2016 Executive Conference was Westley Field who led a reflection of the 2015–2017 Strategic Directions and Mission

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016, and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 240 088.24</b>
Global funds	761 656.00
Tied funds	382 565.89
School & community sources	927 525.40
Interest	26 360.52
Trust receipts	518 016.54
Canteen	0.00
Total income	3 856 212.59
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	365 379.31
Excursions	248 058.69
Extracurricular dissections	249 187.45
Library	14 621.58
Training & development	1 331.36
Tied funds	318 646.11
Short term relief	203 102.85
Administration & office	254 104.88
School-operated canteen	0.00
Utilities	126 747.09
Maintenance	104 165.04
Trust accounts	792 438.39
Capital programs	19 497.28
Total expenditure	2 697 280.03
<b>Balance carried forward</b>	<b>1 158 932.56</b>

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

## School performance

### NAPLAN

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

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy .

The percentage of students achieving in the top two bands for Reading in Year 7 and 9 has declined compared to 2015.

The percentage of students achieving in the top two bands for Numeracy in Year 7 has increased significantly while the same measure for year 9 has remained steady compared to 2015.

### Spelling / Grammar and Punctuation

The 2016 NAPLAN data for spelling indicates that 43% of the Year 7 students performed at proficiency level. This equates to 12% above the state performance. In addition, 75% of the Year 7 cohort were placed in the top three bands. Year 9 spelling results indicate that 30% of the students are at proficiency which is 4% above state performance. Furthermore, 68.3% of students were placed in the top three bands.

The school's 2016 NAPLAN performance reveals that 44% of Year 7 students achieved proficiency in Grammar and Punctuation, which is 13% above state performance. This reflects over 71% of the cohort achieving results in the top three bands. Furthermore, 33% of Year 9 students achieved proficiency, which is 11% above state performance. Over 62% of Year 9 students achieved top three band results.

Trend data indicates that our students consistently achieve results above state average.

### Reading and Writing

AGHS is exceeding the state target for year 7 and year 9 levels for writing.

There was an improvement in Year 9 writing in 2016 with fewer students in Band 5 and 6 compared to 2015.

In year 9 writing for 2016 43% of students achieved a Band 8, 9 or 10 compared 35% of students in the state.

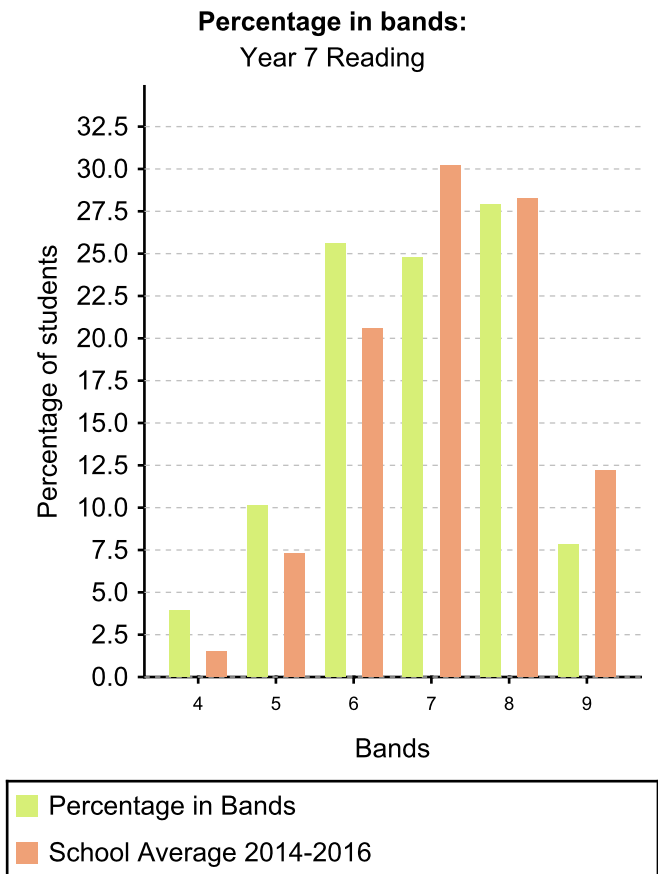
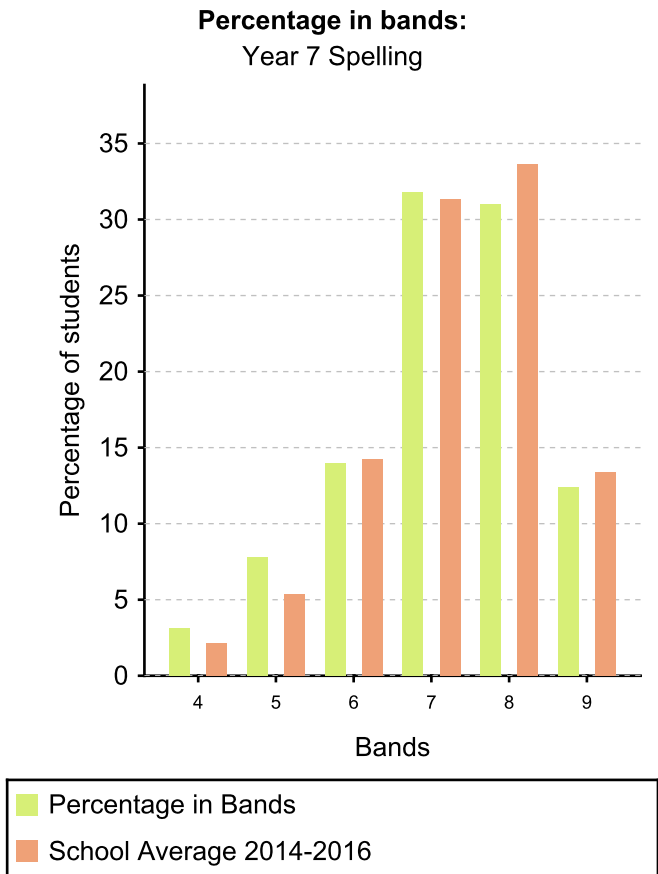
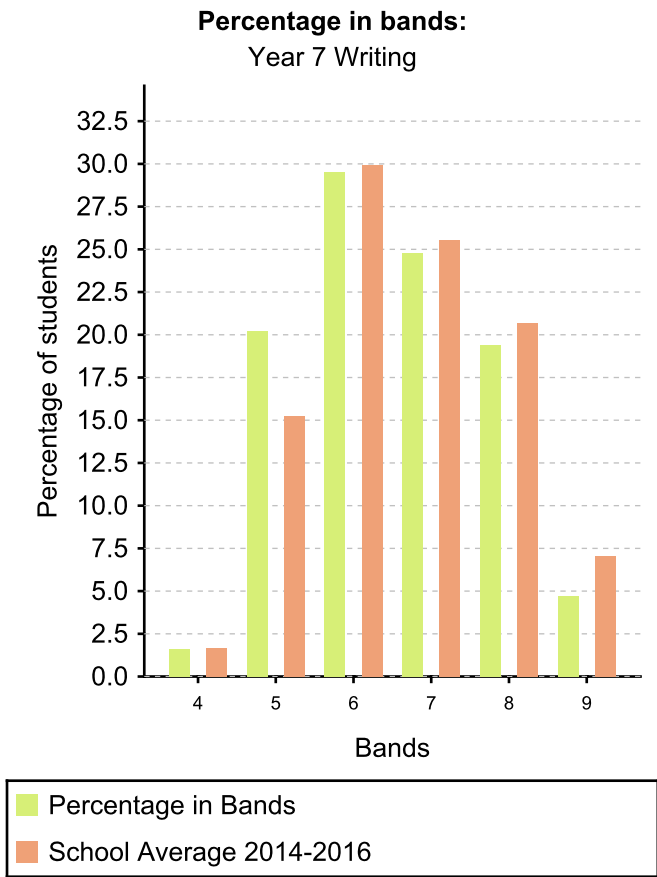
In year 9 reading for 2016 64.3% of students achieved a Band 8, 9 or 10 compared 51% of students in the state.

In year 7 writing for 2016 48.9% of students achieved a

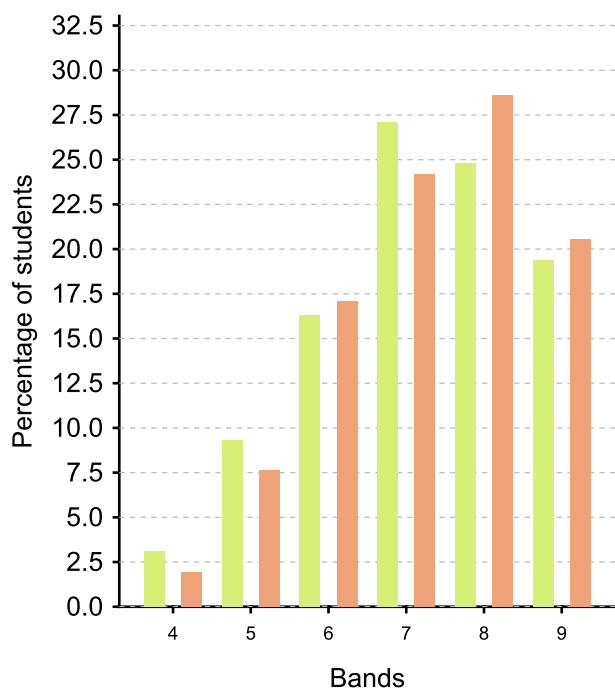
Band 7,8 or 9 compared 41.9% of students in the state.

In year 7 reading for 2016 60.5% of students achieved a Band 7, 8 or 9 compared 53.1% of students in the state.

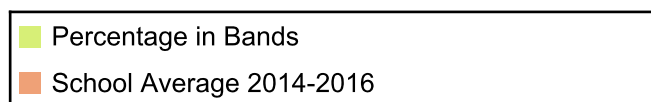
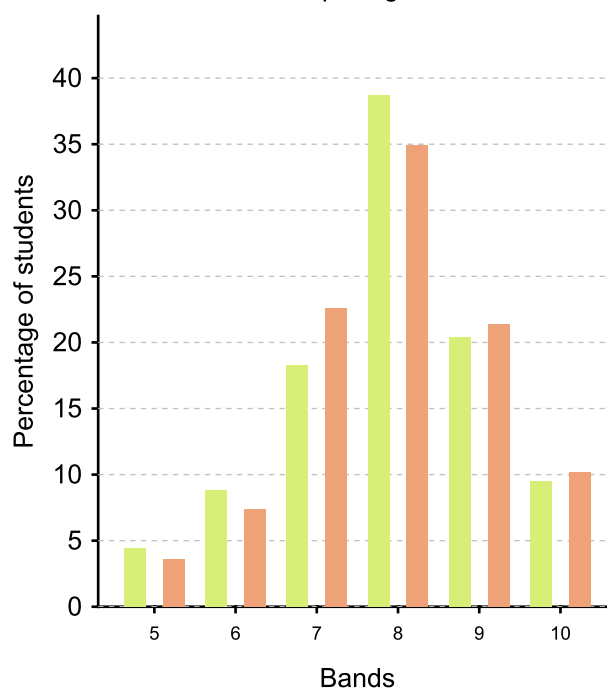
In 2017 AGHS will be implementing targeted literacy classes in years 7 and 8 with the aim of improving overall literacy in stage 4 to increase the percentage of students achieving the top two bands in reading. This initiative will be data driven and evidence based.



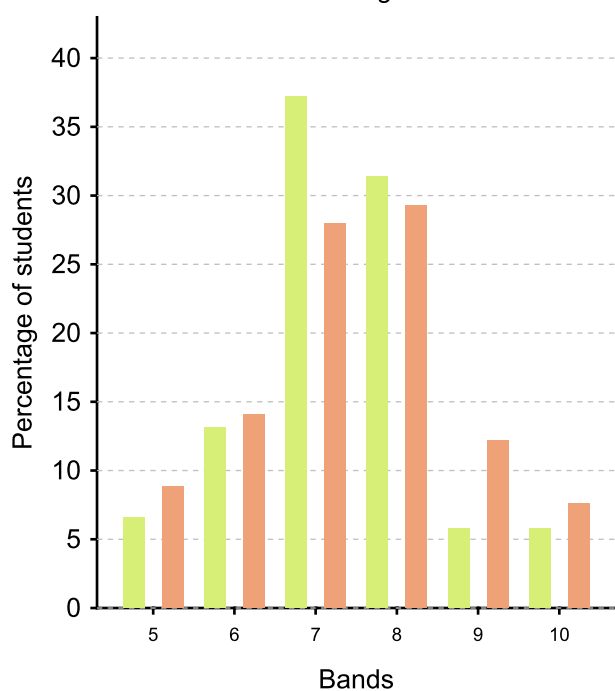
**Percentage in bands:**  
Year 7 Grammar & Punctuation



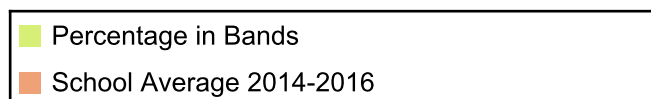
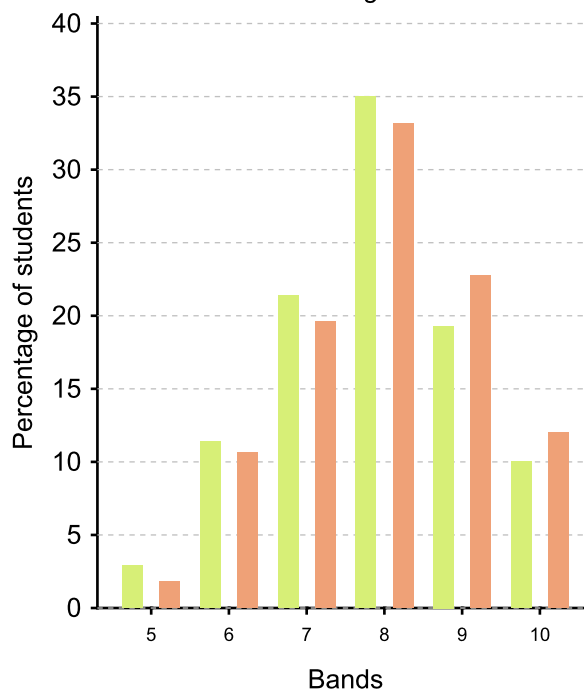
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing

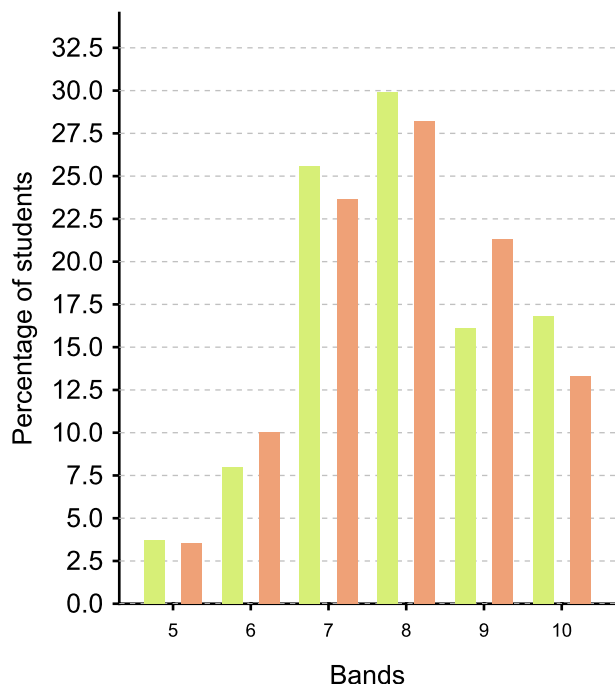


**Percentage in bands:**  
Year 9 Reading



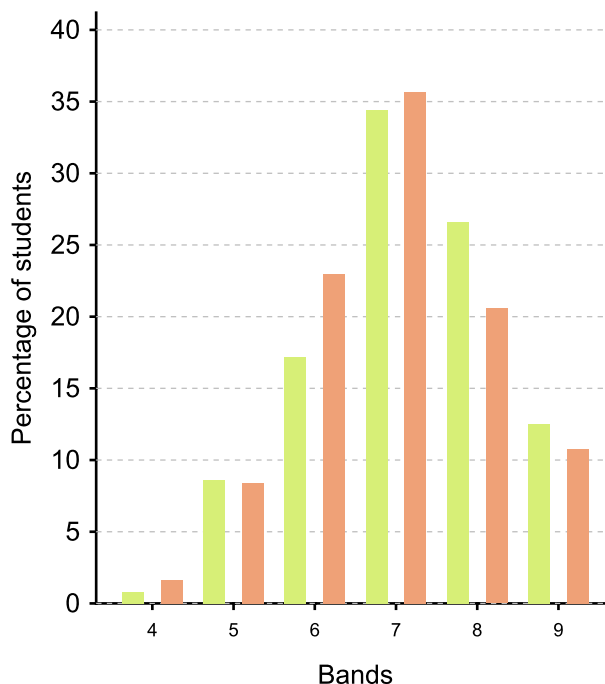


**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Numeracy



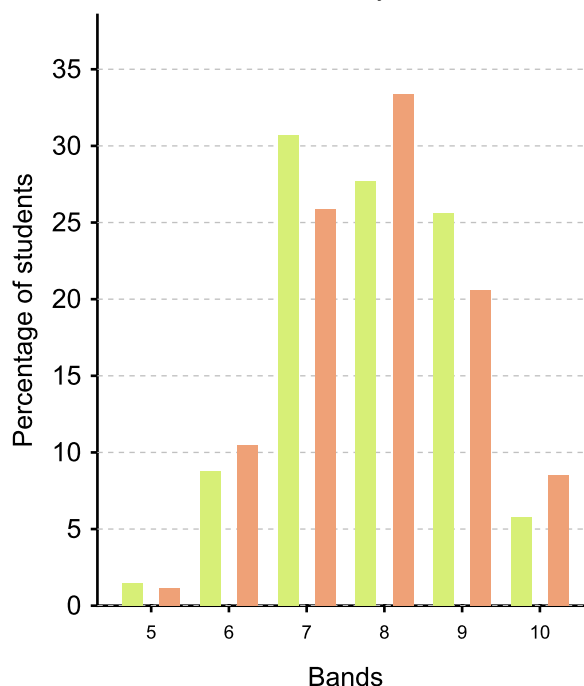
Percentage in Bands  
School Average 2014-2016

## Numeracy

Students in both Year 7 and Year 9 have consistently performed above state average in the Numeracy component of NAPLAN. In the 2016 NAPLAN, average scores were above state performance. Year 9 students in Numeracy scored 598.6 compared to the state average of 595.8 and Year 7 students in Numeracy scored 563.5 compared to the state average of 554.0. 76.9% of our Year 7 students have greater than or equal to expected growth from their Year 5 results. 59% of our Year 9 students received a Band 8 or higher, compared to 52.8% of the state.

In 2017 AGHS will be implementing targeted numeracy classes in years 7 and 8 with the aim of improving overall numeracy in stage 4. This initiative will be data driven and evidence based.

**Percentage in bands:**  
Year 9 Numeracy

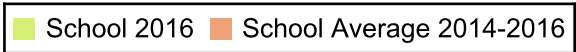
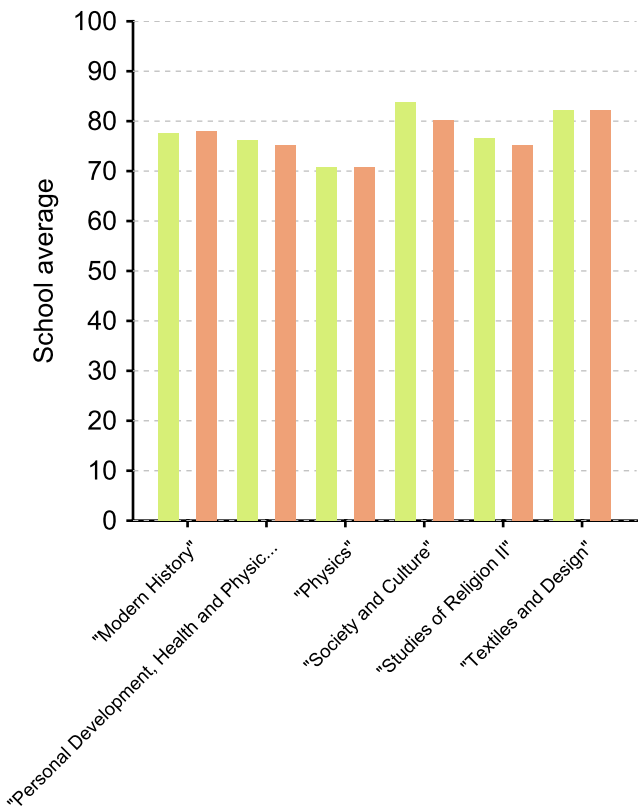
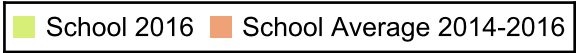
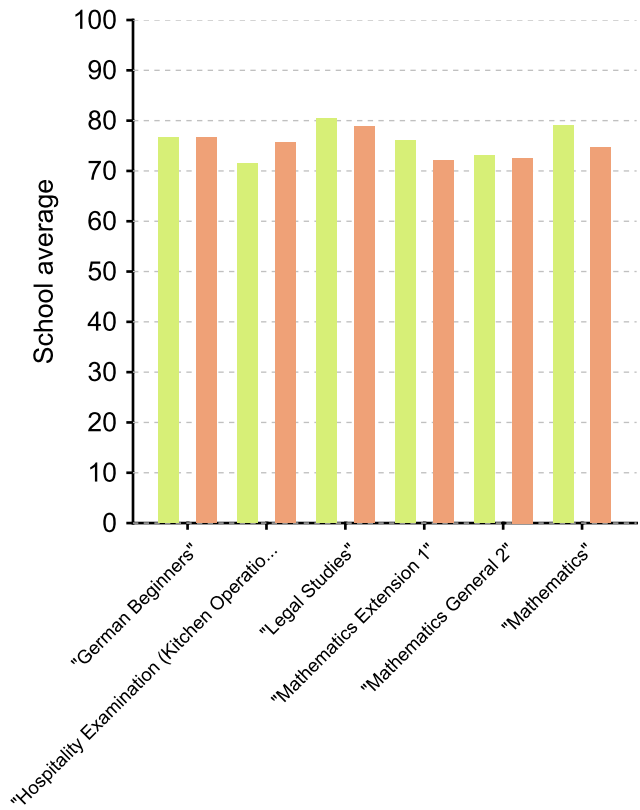
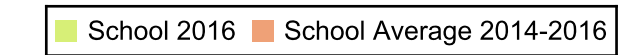
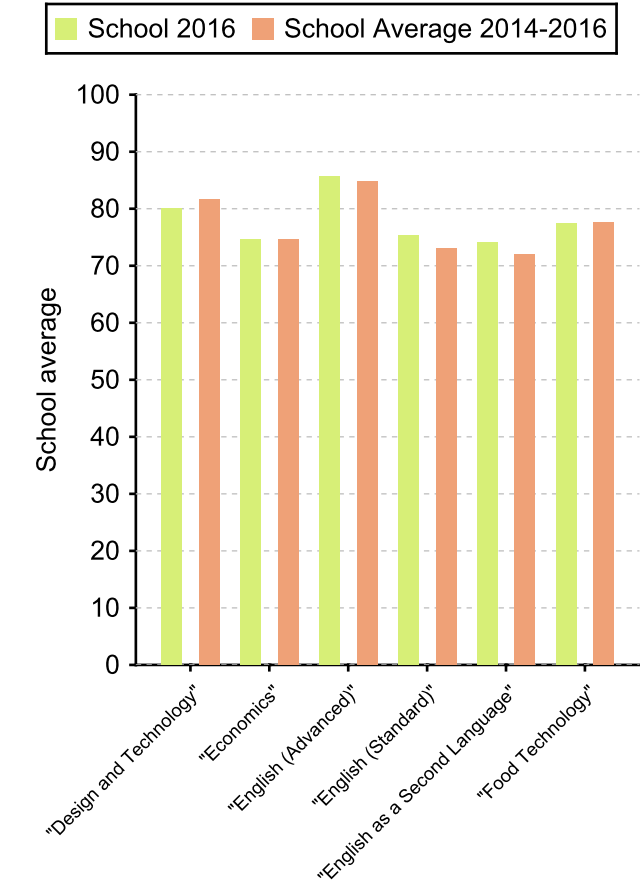
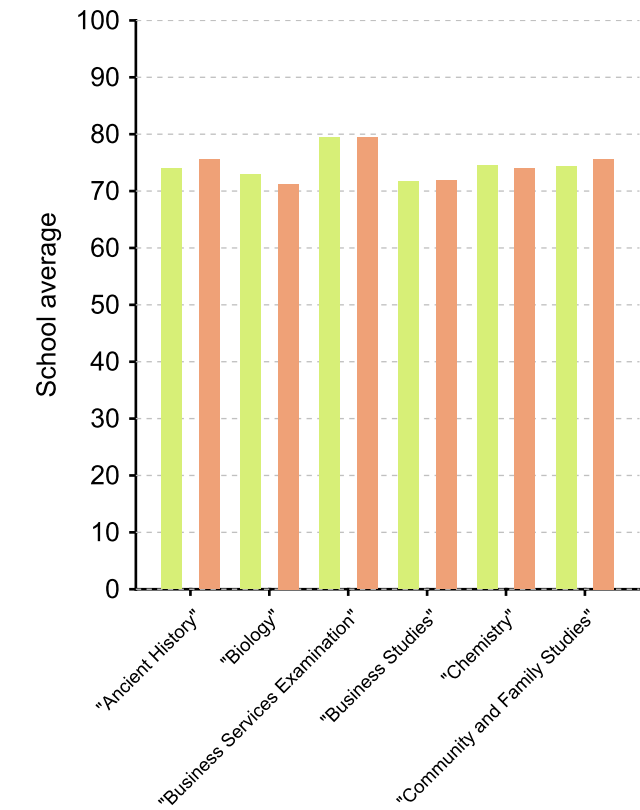


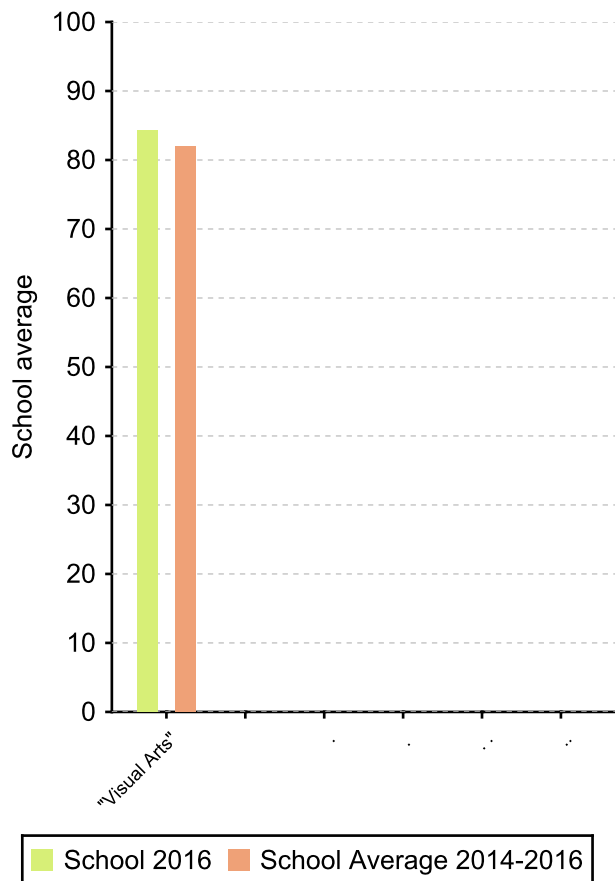
Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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





In 2016 our year twelve cohort achieved excellent results in the HSC. Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. 55% of students achieved at least two grades in Bands 5–6 (an increase from 51% in 2015) and in 69% of courses studied, Asquith Girls High School student a greater proportions of Band 5–6 results than the state.

Asquith Girls High School achieved outstanding HSC results with many students being recognised for their academic success. The Dux prize was awarded to Annika Reynolds who achieved an ATAR of 99.55; Georgia Koos, Stina Landgren and Annika Reynolds were recognised as High Achievers, with Natasha Burrows, Shamal Deolekar, Bianca Harris, Stina Landgren and Georgina Cant all achieved in the top ten in the state for courses including Community and Family Studies, Food Technology and Business Services.

Students were supported throughout the HSC by dedicated teachers and mentors who coached students to set goals, manage their time and seek feedback to improve on their results.

The preceeding graphs show the average HSC score for subjects this year compared with the school average for the last three years

## Parent/caregiver, student, teacher satisfaction

Throughout 2016 feedback was sought from students, parents/caregivers and teachers to monitor the impact of teaching and learning practices.

686 students completed the Tell Them From Me surveys in March and April which included ten measures of student engagement alongside the five drivers of student outcomes. The findings demonstrated that the percentage of students who felt socially engaged, all all school level factors associated with student engagement (quality instruction, teacher student relations , learning climate and expectations for success) were comparable to NSW government norms, however our students reported greater levels of positive friendships, positive behaviour and attendance. Incidence of bullying were significantly lower than NSW government norms. In 2017 AGHS will further investigate strategies for increasing levels of interest, motivation and intellectual engagement.

43 teachers completed the Focus on Learning survey in October. The most positive responses (>9 out of 10) related to teacher commitment to new skill acquisition and mastery, and strategies used to provide feedback to enhance student learning. The weakest responses (<6 out of 10) related to strategies used to engage parents in learning opportunities. The Strategic Direction 3 team will be pursuing strategies to increase parental involvement in student learning in 2017.

A majority of respondents felt that school leaders clearly communicate their strategic vision and values, and are leading improvement and change. Additional opportunities to build staff morale will be investigated by the Strategic Direction 1 team in 2017.

80 parents completed the Tell The From Me Parent Survey with a majority of parents reporting that they would recommend AGHS to parents of primary school students (53.8%), that the school had a good reputation in the community (53.8%) and they were satisfied with communication from the school (69.6%). One area for improvement highlighted from the survey is that parents would like to receive additional information about the social and emotional development of their child.

The 2016 Asquith Girls High School Curriculum Review sought feedback from teachers, parents and students on Inspired Teaching, Vibrant Learning asking respondents to identify the most significant aspects of 21st Century Learning for our school community. The areas respondents believed were the most important aspects of pedagogy were to make learning relevant and engaging by linking it to authentic situations, creating opportunities for students to thinking critically and creatively and having high expectations for every student. The findings of this survey were used in conjunction with other data sources to create the "Asquith Approach" learning platform used to symbolise teaching and learning culture at our school.



## Policy requirements

### Aboriginal education

The AIME mentoring project is a community partnership with the University of Sydney. AIME is an educational program proven to support Indigenous students through high school and into uni or employment at the same rate as all Australians. Students in year's 9,10,11 and 12 participate in 4 days over two terms at Sydney University. The year groups are broken up to address the most important issues faced by students within that year group. For example year 9 last year had a strong focus on numeracy whilst year 12 had a strong focus on where to go after school ceases and the options available to them. Years 7 and 8 attend one day of the year which allows them to experience the program and determine if they wish to be a part of it in future years. The Aboriginal students of Asquith Girls High School all attend AIME mentoring.

In addition to the on campus days AIME also provides free weekly tutoring sessions to the Aboriginal students at Asquith. The students are provided with free tutoring in any subject they require additional assistance with for one hour per week delivered within the school environment. The tutoring sessions have assisted in improved Naplan results and also fostered a strong connection between the mentors and students.

NAIDOC week is a celebration that the Aboriginal students of Asquith take great pride in. A local Elder of the community (Uncle Laurie Bimson) conducts a traditional smoking ceremony and addresses the girls on the specified theme of NAIDOC week and its importance within the community. The smoking ceremony is something that is enjoyed by all students, however the Indigenous students take great pride in organising this assembly and special day for the students and staff.

Aboriginal funding has Improved the quality of teaching and learning for Aboriginal students through programs such as the intensive literacy and numeracy initiative. It has Provided individual assistance, mentoring and tutoring through the NORTA NORTA program. All of these programs are improving NAPLAN results in

stages 4 and 5. Strengthened partnerships and communication promoted genuine collaboration between school, Aboriginal families, students and Aboriginal community organisations via the school engagement teacher. This improved the quality of leadership and workforce development for improved outcomes for Aboriginal families. Increased Aboriginal students' attendance, participation and engagement in the senior school supported the success of post school opportunities.



### Multicultural and anti-racism education

#### Multicultural programs

The cultural and linguistic diversity of the AGHS learning community was recognised and supported through a range of programs and events. International student were represented on the school representative council and the prefect body. Multicultural Day, a major event on the school calendar, fostered understanding and appreciation of a range of perspectives. The day involved staff, students and members of the community. Activities encouraged harmony and raised funds for the school's sister school in Afghanistan.

The school's International Student Coordinator and the International Students Mentor worked with members of the school Wellbeing team to actively support international students.

#### Anti-Racism Contact Officer (ARCO)

The school has an Anti-Racism Contact Officer. As part the commitment to ensuring Asquith Girls High School is free of racism and is a productive, safe and enjoyable experience for all students, information regarding DE complaint procedures was communicated to students, staff and the wider school community.

#### International Students

In 2016, 59 international students were enrolled in Years 7–12 at AGHS. They came from China, Japan, Korea, Philippines, Vietnam and Mongolia.



These students were provided language and literacy support in a range of subjects by qualified EAL/D staff. The school's International Student Coordinator and the International Students Mentor were the first point of contact for international students. They worked alongside the Principal, Deputy Principal (International Students) and Enrolment Officer to actively support international students. The school team worked closely with members of the school wellbeing team and administration staff to monitor student welfare, academic progress and attendance. School team members also attended DE International training courses and local network meetings to receive current compliance information.

Students were assisted to participate in a range of school activities and gain experience of authentic Australian school experiences with their Australian peers. International students enriched the school community by sharing their culture and contributing to learning in the classroom. International students were represented on the Student Representative Council and by the leadership of the International Students Prefects who served as part of the prefect body.

International students who completed their HSC in 2016 achieved sound results and many are pursuing tertiary education in Australia.

## Other school programs

### Student Leadership

The Student Representative Council (SRC) in 2016 had a great year of collaborative and engaging leadership with both the House Captains and Prefect Team.

There was a close focus by the leadership group on the Asquith Olympics at the end of the year and the SRC assisted in this by running a sausage sizzle to raise additional funds for the chosen charity. Due to inclement weather the full involvement of the SRC was not possible. However, the 2016 SPIRIT week provided an excellent opportunity for SRC members to collaborate and celebrate the school with their peers. The Flower Power day run by the SRC involved the delivery of over 900 flowers to every student within the school as a way to say thank you and to acknowledge the Asquith spirit and family.

SRC members also had many opportunities to participate in Personal and Professional Development programs including the National Young Leaders Day, Legacy Badge selling, ANZAC Day proceedings and the Ku-ring-gai Youth Mental Health Forum.

All of these initiatives and opportunities have allowed the vibrant SRC team in 2016 to support the school and each other in strengthening the unity of students at Asquith Girls High School.

### Creative and Performing Arts

The Creative and Performing Arts faculty designed and implemented a range of authentic learning activities to extend our young learners as well as build upon strong

cultural roots. A highlight of 2016 was the inaugural school musical that saw students from all areas of Creative and Performing Arts contribute to the professional, engaging and entertaining production of *Not Another Teen Musical*. To further enrich our established extracurricular music program, 2016 saw AGHS combine two of our Music Ensembles with Asquith Boys High School. This has led to greater harmonic balance, increased community links and structured opportunities for coeducational learning.

### Visual Arts

Visual Arts teaches students to think critically and creatively through the language of visual communication. Throughout 2016 we designed learning experiences to complement and enrich our curriculum offerings; All Year 7 students participated in "Collective Creativity Day" where they danced, sang and created works of art inspired by indigenous practices of mapping alongside an investigation of our local environment. Art Club continued in 2016 allowing the girls to explore their creativity through artmaking and friendship. Excursions during the year took the students to a variety of galleries both local and in the city, this included ArtExpress, White Rabbit Gallery, Sculptures by the Sea and an excursion to Hobart with Hospitality students. The first HSC Visual Arts exhibition was held in August, celebrating student achievement whilst engaging students in authentic learning practices. The Annual art exhibition was held in late November and was a great success. A diverse range of ideas and media were exhibited by the students from Years 7–12.

### Music

Students studying music in both curricular and extracurricular courses at AGHS were able to develop their cognitive and psychomotor skills. Throughout the year a variety of programs ran to develop a breadth of skills through rich and authentic learning environments.

The annual Music Camp was held at Galston in which 110 music students who were involved in band or vocal group attended for 3 days of rehearsals, professional instrumental tuition and group activities. The Concert Band and Wind Ensemble participated in the NSW School Band Festival achieving silver awards. Our junior choir performed as special guests at the Festival of Children's Music. Our Concert Band, Stage Band, Wind Ensemble and Choir all performed within our inaugural musical and Finally, all of the AGHS music ensembles and Year 12 HSC Music students participated in the annual "Musical" evening which showcased the talent of over 150 of our music students.

### Drama

Students studying Drama at AGHS develop an active and cooperative approach to exploring our world. 2016 was a year of growth in Drama, marked by the establishment of two extra curricular ensembles and an increased public presence of Drama both within AGHS and the broader community. The Junior Drama ensemble performed at local primary schools whilst the Yr9 Drama class prepared and performed at the schools' Presentation Day. HSC students performed to

our community over two nights for the HSC Drama Showcase.

## **Dance**

Students across Stages 4 – 6 Dance explored the interrelated study of performance, composition and appreciation. Throughout the year the students were given opportunities to collaborate and produce their own dance works as well as enhance their dance technique and performance quality. 'Not Another Teen Musical' provided students with an authentic learning experience embedding their core performance assessments in the production and presented in a professional theatre environment; Glen St Theatre, Belrose.

A restructure of the preliminary dance course saw pleasing results with the class performing their Senior Dance Company dance work 'HoME' at both the Sydney North Dance Festival as well as being selected to perform at the NSW State Dance Festival. Two Year 11 dance students were successfully selected for the Arts Unit's 'Dance Iquail: International Choreographic Residency'. This 6-day program extended the student's understanding and knowledge of the choreographic process and dance performance.

The co-curricular dance program expanded once again to include five ensembles and companies; Year 7 Dance Ensemble, Year 8 Dance Ensemble, Elective Musical Theatre Company, Elective Contemporary Company and Senior Dance Company. All ensembles and companies had multiple performance opportunities including eisteddfods, school events, Sydney North Dance Festival, 'Not Another Teen Musical', Orientation Day and Presentation Day. A partnership with local primary schools was formed to further develop the skills and understanding of the Stage 2–3 students in dance performance and composition. Year 10 dance students performed and assistant-taught the workshops which further developed their understanding of composition and presented a valuable leadership opportunity for the students.