

# Asquith Girls High School

## Annual Report



2017



8222

## Introduction

The Annual Report for 2017 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 our annual self-assessment reflecting on the impact of key school strategies for improved learning and wellbeing outcomes. This report also details the educational benefits derived from the expenditure of resources, including equity funding.

Elizabeth Amvrazis

Principal

## School contact details

Asquith Girls High School

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## Message from the Principal

Asquith Girls High School 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 holistic education and encourage our students to challenge their personal best. We strive to empower students with the necessary capabilities to be resilient leaders who make a positive difference in an ever-changing world. Asquith Girls High School 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. We are proud of our students' achievements.

It is with great pride that I present this 2017 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.

## Message from the school community

### Message from the Parents and Citizens Association President

Asquith Girls High School is a wonderful education community and the P & C is very proud to be involved in the school. We actively engage in the operation of the school and are always available to support our students and staff. Asquith Girls High School is a leader in girls' education, testament to the passionate and committed staff and executive at the school. Not only do Asquith Girls excel in their academic achievements, the school has a culture and atmosphere that develops girls into confident, well prepared young women.

We support the school in functions throughout the year such as the Open Night for prospective Year 5 and 6 students, Meet & Greet social gathering, Father Daughter Breakfast, and Year 7 Orientation Day. In 2017, we successfully held two joint-activities with the P&C at Asquith Boys – a Mexican-themed Trivia Night and SAFETalk – suicide awareness training for parents and carers. We believe our girls' education can only benefit from greater interest and commitment by the parents, and we are aiming to encourage parental engagement.

The P & C has also been actively involved in staff selection for various roles throughout the school, through the Merit Selection Panels convened for many of the positions.

The P & C is committed to making the school grounds better for the girls and staff. In 2017 we had an oversize fan installed in the hall to move the air during hot weather. The fan can also be run in reverse during the colder months to better distribute the warm air from the heaters. We had drinking fountains repaired and special taps installed at key points so that the girls can fill their water bottles easily. To end the year on a high note, we contributed a significant amount of money to the CAPA department to assist in the purchase of a set of new timpani for the band to use. In 2018 we intend refurbishing the hall kitchen and the kitchenette in the staff Common Room. We have continued to campaign to our local and federal government representatives for better facilities and funding.

At the end of 2017, we were delighted when we were informed that we had been successful in obtaining a significant amount of money from the 2017 Community Building Partnership Program. These funds, together with the larger amount that the P&C has already committed, will be used by the School in building a replacement COLA over Quad B. This will ensure that the girls are provided with more shade and should provide a versatile under-cover area that can be used outside of recess and lunch.

We continue to lobby on behalf of Asquith Girls High School to have funding and resources delivered to our school to ensure our girls continue to receive the standard of education.

Christina Martin

P&C President

## 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 promotes holistic education to enable students to understand the world around them and the talents within them so they become fulfilled individuals, active, resilient and compassionate citizens and confident global leaders who make a difference to their ever changing world.

Asquith Girls High School is a comprehensive girls' secondary school located within the Hornsby District and is surrounded by beautiful natural bushland. The school enjoys a high standing in its community and is committed to developing young women who are independent, responsible learners and leaders, able to contribute as future citizens.

Teachers cater for individual learning styles, by differentiating the curriculum and providing inspirational and motivational pedagogies, 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 as we strive to educate the modern female learner.

The school provides numerous opportunities for students to achieve personal excellence in the areas of academic studies (including high achievements in external examinations), sport, leadership, performing and creative arts, design and technology, citizenship, extra-curricular and extension programs.

There is a strong emphasis on wellbeing for all members of our school community.

The excellent achievement of students not only reflects their sustained commitment and effort, 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. 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.

Teachers in faculty groups reflected upon areas of the School Excellence Framework and provided evidence of achievement using the descriptors of practice. The executive then collated these examples of evidence to complete the self-assessment.

In 2017, Asquith Girls High School met the descriptor for Sustaining and Growing for eleven of the fourteen areas of the School Excellence Framework and Excelling in the the areas of leading management practices and processes. The 2018–2020 school plan identifies feedback, assessment practices, mentoring and improved use of internal data as priority areas for further improvement.

For more information about the School Excellence Framework:

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



## 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

Over the course of the 2015–2017 school planning cycle, many new processes and practices have successfully been embedded into the learning culture at Asquith Girls High School.

The principles of Positive Psychology (PERMA) are now routinely used to shape the scope and sequence of wellbeing programs for each year group. Key initiatives, such as House Families deliver wellbeing programs by explicitly teaching and reinforce the concepts of PERMA.

XCEL (Excellence, Commitment, Effort and Leadership) values are now being used to recognise and reward holistic student achievement. Celebration assemblies held each semester recognise students from each year group for their efforts and wellbeing programs such as House Families also endorse and teach these values.

This year, student voice has been an important part of the evaluation of the 2015–2017 school plan and the shaping of the next school planning cycle. Students were actively involved in the "Aspirations for Asquith" community forum and student focus groups provided detailed feedback on data including *Tell them from me* and community surveys.

Changes in the delivery structure of the school plan in 2017 created additional opportunities for distributed leadership for teachers and many teachers have been recognised and celebrated for their achievements and service to the teaching profession including Ms Catherine Dawe who received the Rotary Pride of Workmanship award and Ms Alana Lewis who was recognised with a NSW Premier's Teacher Scholarship.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data sources reflect consistent approaches to managing positive learning environments.	Professional learning funds have supported the implementation of these strategies.	Data from multiple sources including student, parent and teacher <i>Tell them from me</i> surveys indicate that a greater share of AGHS students feel there are positive learning climates compared to state norms. Parent and teacher perceptions of positive behaviour have improved and teachers are more likely to report a positive learning culture compared to the state average.
90% of students achieve a minimum of 4 XCEL points each year.	Funds have been used to purchase awards to recognise students, including badges, and celebration events including the Principal's Luncheon for recipients and their families.	In 2017, 16,776 XCEL points were awarded across the school for an average of 19 points per student. XCEL celebrations have been successfully embedded into the annual events calendar to recognise the holistic achievements of students in all year groups.
Wellbeing curriculum embeds PERMA framework and identified key initiatives are designed to address the evolving wellbeing and learning needs of students.	Funding for these initiatives includes teacher professional learning and conferences for student leaders.	In Term 4, students worked collaboratively to re-brand the "House Family" program as "Sisters in School". Students in Years 9–11 received training to develop their mentoring capabilities in delivering wellbeing activities, based around school XCEL values. A mentoring program was introduced for Y12 students to support growth mindsets throughout the HSC.
Average score of 8 across	Guest speakers at School	In 2017 the average score across all domains of the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
domains of the <i>Tell them from me</i> : Focus on Learning Teacher Survey Report.	Development Days have addressed staff wellbeing. Teachers have been supported to achieve goals identified in their Performance and Development Plan (PDP) through professional learning funds.	<i>Tell them from me</i> teacher survey increased to 7.7. This reflects a 10% increase on the previous year. The greatest increase was in the domain of "data use to inform practice".
Learning spaces provide opportunities for collaborative learning for both students and staff.	Over \$170,000 has been spent on upgrading learning spaces and supporting new technologies to meet emerging teaching and learning needs.	In 2017, classrooms such as the Design and Technology studio and music rooms were redesigned to provide greater opportunities for collaborative learning. Students participating in the "Girls in Property" program provided detailed input into the design of 21st century learning spaces. The 2018 budget will allow faculties to nominate further classrooms for remodelling.

## Next Steps

In the 2018–2020 school plan, student and staff wellbeing will not be a stand alone strategic direction, rather the domains of the Wellbeing Framework (to Connect, Succeed and Thrive) will be evident in all strategic directions.

The "House Families" program will be modified based on student feedback and planning. Students in 2017 decided to re-brand the program as "Sisters in School" with a renewed focus on XCEL values. Students have been mentored to develop and deliver resources for this key wellbeing initiative in 2018.

In order to further develop our whole-school approach to wellbeing, Asquith Girls High School will implement Positive Behaviour for Learning (PBL) in 2018. Through this program, school values and expectations will be explicitly taught to students to ensure consistent practice in all settings. Our XCEL values will continue to be used to articulate expected behaviours and to celebrate holistic student achievement.

In the 2018–2020 school plan, further strategies to improve wellbeing include:

- creating student reports that align with the wellbeing scope and sequence to reflect the development of capabilities required for entrepreneurial mindsets;
- strategies to increase levels of student agency so that student voice is embraced and evident across school programs;
- all teachers will have regular opportunities to meet with an identified coach who can provide advice, support and assistance for professional development; and
- an individualised mentoring program for students, particularly in Year 7, will allow learners to meet with an identified staff member who can provide advice, support, and assistance to help students fulfil their potential.



## 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

Asquith Girls High School is continuing to develop a school culture where academic research, internal and external data inform teaching and learning programs, student goal setting and reflection. Key initiatives delivered through the 2015–2017 school planning cycle such as the Curriculum Review saw teachers engaging with current academic research to create a learning platform that will continue to shape teaching and learning practices into the future. A targeted literacy and numeracy program was introduced this year for Year 7 and 8 students to explicitly teach core skills and extend learners as they progress in literacy and numeracy. Writing strategies such as PETAL were complemented by whole school reading strategies (Super Six) and numeracy strategies (focusing on graphing) to develop consistent practices across key learning areas. This year, teachers from diverse faculties have created rich, project based, authentic–learning courses to be delivered in 2018. These courses will each run for a semester and will provide Year 9 students with the opportunity to engage in collaborative, inquiry based tasks, drawing upon skills and knowledge from across the curriculum. In 2017, the Evaluative Thinking team was created to implement processes to collect and interpret data for evaluative measures across the school. This group not only analysed data from multiple sources, including the Aspirations for Asquith community forum, but also engaged in academic research to make recommendations on school improvement strategies. Instructional Rounds were also conducted as a strategy for collecting qualitative information about learning and this practice will continue in 2018 and beyond.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Asquith Girls High School teachers participate in collegial observations with opportunities to provide quality feedback to colleagues and engage in reflective practice.	Professional learning funds were used to support teachers to participate in Instructional Rounds and staff meeting time was dedicated to support teacher collaboration, data analysis, reflection and feedback on observations.	The Evaluative Thinking Team successfully increased data literacy across the school with teachers reporting a 6.2% increase in the use of data to inform practice.
Increase value-added achievement measures between Years 7–9 and from Years 9–12.	To implement the Years 7 and 8 Literacy and Numeracy initiatives, \$34,000 was allocated from equity funding for teachers to develop resources and supervise the effective delivery of the programs.	Years 7–9 and 9–12 value-added measures have been increasing each year since 2014. 97% of Year 8 students showed an overall improvement in their numeracy skills in 2017 compared to their 2016 performance.
Increase average HSC results across the school above the state mean.	Professional learning funds to attend subject specific training, support the development of teaching resources and corporate marking of assessment tasks.	In 2017 over 67% of subjects offered in Year 12 achieved results above state average; Industrial Technology achieved the greatest variation at 19.7% above state.
Exceed the Premier's Target with more than 37% of students achieve Year 9 reading, writing and numeracy results in the top	The Literacy and Numeracy program in year 7 and 8 was introduced to support student growth in these	While the Premier's Target remains a goal for our school, the share of students receiving NAPLAN results in the top two bands increased in both Reading and Writing. Compared to the state, AGHS

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
two bands.	domains.	students were far more likely to achieve band 8 and higher in NAPLAN exceeding the average by 14.7 points in reading.
Improved levels of student engagement and relevance reflected through internal and external data sources.	School funds were allocated to support a range of initiatives such as Girls In Property, STEM and leadership opportunities as well as enrichment and co-curricular programs.	Multiple data sources show an increase in student engagement and understanding of curriculum relevance in 2017 compared to 2016. Internal and external data including <i>Tell them from me</i> identifies significantly higher levels of interest and motivation for Year 10 at AGHS compared to state averages.

## Next Steps

Key teaching and learning programs developed during the 2015–2017 school planning cycle will continue to be refined as part of the future directions of the school.

The seven Authentic Learning programs, created this year, will be introduced in 2018 and will be further refined based on student feedback and program evaluation. Likewise, the literacy and numeracy programs in Year 7 and Year 8 will continue to be modified based on the needs of current and future students. In 2018, additional support in literacy and numeracy will also be offered to students in Year 10 who are yet to demonstrate the HSC Minimum standard in reading, writing and numeracy.

In 2018, AGHS will begin a partnership with Sydney University STEM Academy, providing professional learning for teachers in Science, TAS and Mathematics to develop programs for increased student engagement in these subjects. This partnership will be further supported by other STEM extra-curricular opportunities and programs such as Girls in Property that will continue to provide rich and authentic learning experiences to target engagement and relevance.

In the 2018–2020 school plan, further strategies to improve engagement include:

- the development of consistent, evidence based structures for providing feedback and tracking student growth;
- the use of Visible Learning tools to promote consistent reflection and evaluation of learning goals;
- further develop teaching programs and assessment tasks to reflect elements of design thinking, creative problem solving, collaboration and critical analysis.



### 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

Asquith Girls High School has embedded a coordinated program to facilitate stronger communication and interactions with local feeder Primary Schools and High Schools to enrich learning opportunities in the local community. The combined band program has continued to strengthen the relationship between our school and Asquith Boys High School, teachers have developed relationships with local high schools to share expertise and support HSC programs and primary school enrichment days continue to provide opportunities for primary school students to engage in extra-curricular programs.

Transition interviews were held with every year six student as part of our focus on transition. This program allowed the school to better prepare for the learning needs of individuals and set goals for progress in 2018.

In 2017, parents and carers were invited to participate in lessons as part of Education Week and teams developed resources for parents to actively support their children using whole school literacy strategies. Parent support and involvement in our school community was most evident at the "Aspirations for Asquith" community forum where parents worked alongside students and teachers to evaluate our current progress and outline a vision for future improvement.

The Global Citizenship team continued to foster partnerships with organisations such as Mahboba's Promise through International Women's Day, student-led fundraisers and hosting the day of Global Empathy for schools across the Sydney region. The Sisterhood initiative introduced in 2017 offered a range of activities to promote school spirit and the principles of global citizenship. These programs complemented the initiatives of the social justice team and student leadership council who also organised events including Mock UN with Asquith Boys High School and donating hair to children's cancer charities.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To be considered the school of choice by 75% of girls from local primary schools who participate in the AGHS transition program	School funds were allocated for key personnel to conduct one on one interviews with prospective students and parents. Funds were also allocated to peer support and transition programs.	The inclusion of Year 7 interviews as part of the transition program has had a significant, positive impact on student transition to high school. This strategy has been complemented by a host of transition activities targeting local primary schools. In 2018 a greater number of students from 4 out of 5 local primary schools enrolled at AGHS compared to 2017.
Parents report increased levels of engagement in their child's education reflected through <i>Tell them from me</i> , community forums and share of parents using online platforms.	Funding was allocated to the organisation and delivery of the community forum and upskilling school leaders to deliver key initiatives.	Data indicates a larger share of parents feel informed about the school and their perception of the school's reputation has also improved. Parent engagement was reflected in the high levels of participation in the community forum deciding the future directions of the school 2018–2020.
Increase opportunities for students to actively engage in the promotion of school activities, achievements and sense of school pride.		In 2017, the share of students reporting a positive sense of school pride increased by 5%. New events such as an expanded "Multicultural Week" and "Sisterhood" celebration have promoted a stronger student sense of belonging.
Increased community partnerships with community experts and higher education institutions within and outside the		AGHS has entered a partnership with Sydney University STEM Academy to develop expertise in STEM subjects. Increased community partnerships with Asquith Boys High School through creative and



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
local community.		performing arts has led to the expansion of the band programs in both schools.

## Next Steps

In 2017, global citizenship will continue to be a focus of social justice and student leadership initiatives. These programs will be strengthened along with new, community-focused initiatives developed to empower students to make a valuable contribution as global citizens.

The program of interviews for year six students will be expanded so that students in all year groups have the opportunity to develop meaningful mentoring relationships to support learning at key transition points.

Communication strategies, such as the Parent Portal, will be relaunched in 2018 to provide regular information to families about learning and student wellbeing. Systems to streamline communication and payments will also be introduced in response to community feedback.

The 2018–2020 school plan will aim to increase levels of parent and community involved in learning and actively promote the value of education by engaging community members to share their expertise and use their skills to connect learners to real-world opportunities.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8,695	Aboriginal background funding is used to support the AIME mentoring program, cultural initiatives and leadership camps. NAPLAN data indicate a performance increase for Year 7 ATSI students. However, Year 9 data demonstrates the need for ongoing support to achieve the goals outlined in each student's personalised learning plan.
<b>Low level adjustment for disability</b>	\$124,511	A teacher is employed full-time as Individualised Learning Support to coach students individually and in small groups to develop literacy and numeracy skills. The QuickSmart program supports individuals in Years 7 and 8 who are yet to meet the minimum standard and equity funding is used to provide SLSO support for students with identified needs.
<b>Socio-economic background</b>	\$42,867	<p>Equity programs are supported to address socio-economic background in the school. An equity pool of laptops is maintained to ensure all students have access to technology resources.</p> <p>A "Homework Hub" operates three mornings and "Learning Center" runs two afternoons each week. These resources are staffed by a teacher who supports students to develop literacy and numeracy skills and assist with identified homework needs. During these times, technology resources are available to support their learning.</p> <p>Socio-economic support strategies also include assisting with meals, uniforms and extra-curricular programs.</p> <p>The average NAPLAN score of students in the lowest SES Quartile increased by 3.4% in Year 9 and 3.1% in Year 7 compared to 2016.</p>
<b>Support for beginning teachers</b>	\$10,788	In 2017 beginning and early career teachers were supported through targeted professional development, reduced teaching responsibilities and individualised mentoring to support their professional growth. Permanent and temporary teachers used their reduced teaching loads to engage in collaborative lesson planning, team teaching and lesson observations to develop practice excellence.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	0	0	0	0
Girls	934	920	898	819

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 819 students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.3	95.3	94.6	95.9
8	94.3	93	93.4	94.3
9	93.5	91.5	91.2	92.1
10	93.7	91.3	91.9	92.3
11	95.9	90.9	92.7	91.8
12	96.3	91.3	91.9	91
All Years	94.9	92.2	92.6	92.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The overall student attendance rate of 92.8% continued to be above the state average of 89.6%. 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. As a result of our school's attendance strategies, overall attendance has risen each year since 2015.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	0	1	15
TAFE entry	0	1	7
University Entry	0	0	65
Other	0	0	2
Unknown	0	0	8

### 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 Year 10 students who elect to commence these HSC courses early. This program enables 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. Students in Year 11 Business Services and Hospitality also completed an HSC subject as part of their study pattern in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	41.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	10.48
Other Positions	1

\*Full Time Equivalent

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

The teaching staff comprised of early career and experienced teachers who were well supported by an administration team, learning support officers, counsellor, community liaison officers, youth worker and general assistants. The school also employed a band director, technology support officer 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	25

### Professional learning and teacher accreditation

Teacher and SASS professional development at Asquith Girls High School is supported through a range of initiatives and professional learning opportunities.

Each executive and staff meeting involve a professional learning component where teachers participate in activities aimed at developing a consistent understanding of educational research and providing opportunities for collaborative learning activities. These sessions were designed to complement and extend the learning undertaken on school development days. In 2017, professional learning topics included: developing cross-curricular programs for authentic learning, formative assessment, John Hattie's Visible Learning, group work, differentiation and adjustment strategies, and neuroscience. In 2017, two one-day executive conferences were held to plan the Aspirations for Asquith community forum and to analyse and reflect upon data that was used to shape the 2018–2020 plan.

Every member of staff completes a Performance and Development Plan throughout the year which includes goals for professional learning. The school allocates resources to allow individuals to complete professional learning that aligns with school strategic directions and personal aspirations. In addition to attending a range of courses aligned to these goals, teachers at AGHS have been recognised as experts in their fields by being selected to speak at a range of conferences and awarded prizes for their outstanding contributions to the profession. Professional learning for school administration and support staff has focused on improving knowledge and application using new software as part of the LMBR reforms.

In 2017, three teachers achieved accreditation at Proficient levels, and a further four members of staff achieved their five-year maintenance of accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>1,213,298</b>
Global funds	377,961
Tied funds	215,156
School & community sources	475,765
Interest	8,890
Trust receipts	314,129
Canteen	0
<b>Total Receipts</b>	<b>1,391,901</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	146,967
Excursions	59,804
Extracurricular dissections	99,172
Library	2,939
Training & Development	3,273
Tied Funds Payments	172,029
Short Term Relief	44,904
Administration & Office	95,774
Canteen Payments	0
Utilities	58,133
Maintenance	37,604
Trust Payments	251,242
Capital Programs	138,000
<b>Total Payments</b>	<b>1,109,841</b>
<b>Balance carried forward</b>	<b>1,495,359</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>2,552,737</b>
Appropriation	1,996,615
Sale of Goods and Services	175,090
Grants and Contributions	377,235
Gain and Loss	0
Other Revenue	0
Investment Income	3,797
<b>Expenses</b>	<b>-1,315,371</b>
Recurrent Expenses	-1,315,371
Employee Related	-511,593
Operating Expenses	-803,778
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,237,366</b>
<b>Balance Carried Forward</b>	<b>1,237,366</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.



	2017 Actual (\$)
<b>Base Total</b>	7,604,829
Base Per Capita	137,299
Base Location	0
Other Base	7,467,530
<b>Equity Total</b>	320,790
Equity Aboriginal	8,695
Equity Socio economic	42,867
Equity Language	144,716
Equity Disability	124,511
<b>Targeted Total</b>	54,570
<b>Other Total</b>	106,381
<b>Grand Total</b>	8,086,569

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

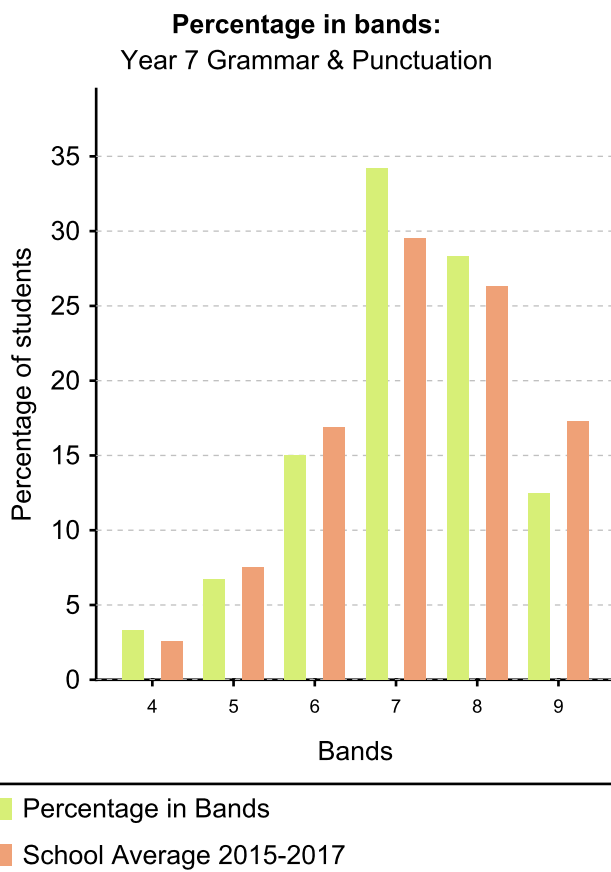
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Between 2015 and 2017 trends in Year 9 NAPLAN show a positive shift from Bands 5–6 to 7 and 8.

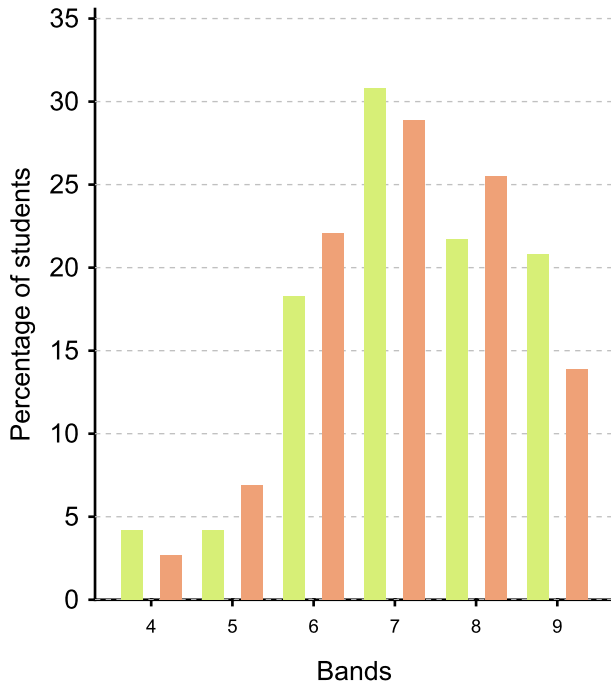
In Year 9 Reading, the percentage of students achieving Band 8 and higher has increased from 68% to 74%. This progression has been supported by the QuickSmart program, RAM support and a whole school focus on reading using the Super Six strategy.

Similarly, the share of students receiving Band 8 or higher in writing has increased from 51% to 58%. We have adopted a whole school approach (PETAL) to persuasive and analytical writing and in 2017 we introduced a whole school strategy to support creative writing.

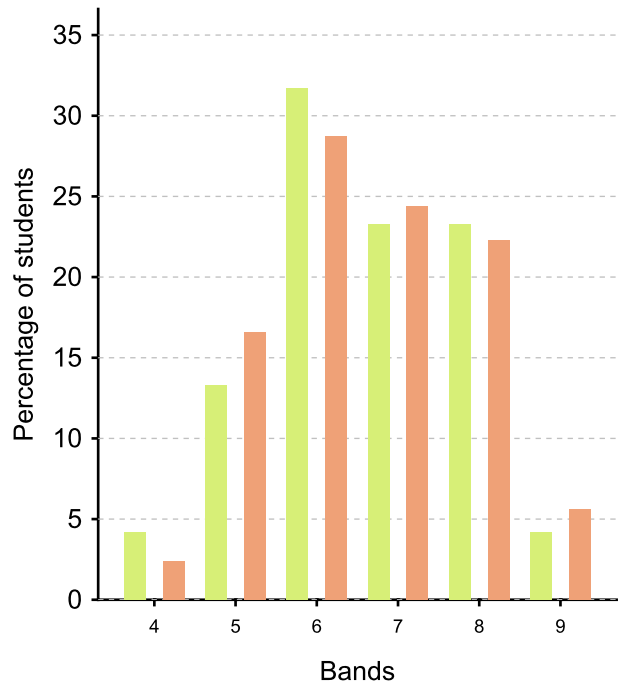
While the share of students receiving Band 9 in Year 7 Reading has increased significantly (from 12% to 22%) between 2015–2017 the share of students in Band 4 has also increased. Our school has responded by developing an intensive literacy and numeracy program for Year 7 and 8 (introduced for the first time in 2017) to develop core skills through a targeted approach.



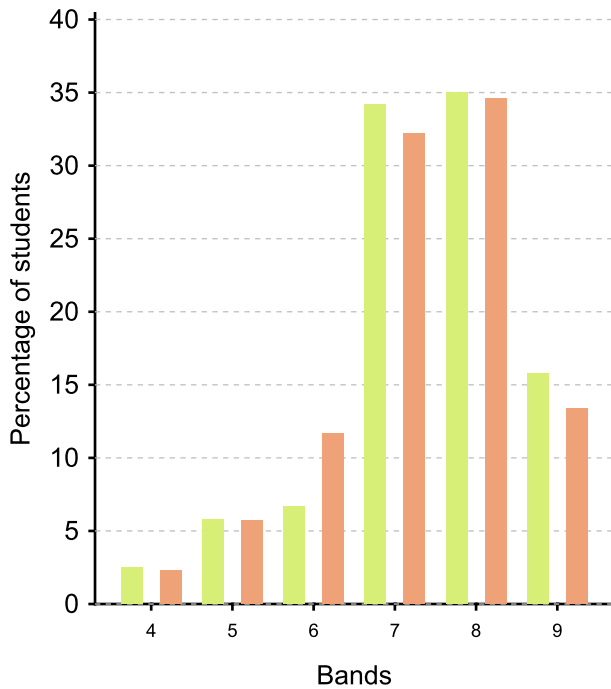
**Percentage in bands:**  
Year 7 Reading



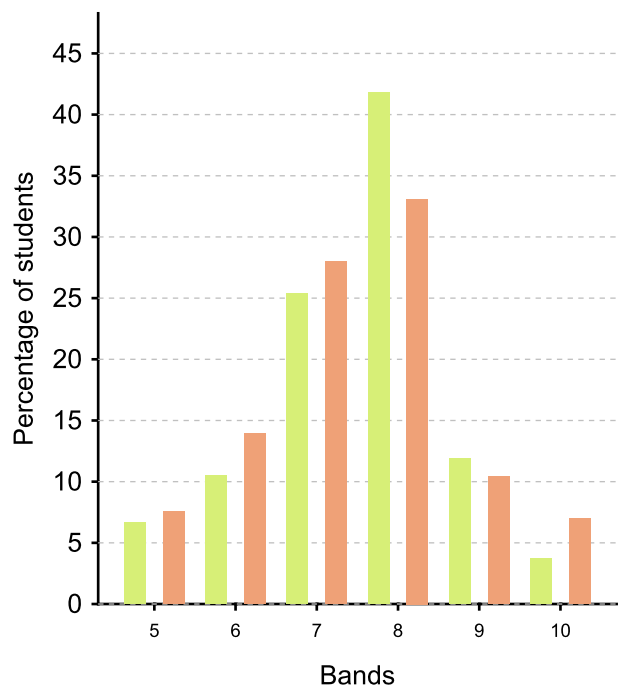
**Percentage in bands:**  
Year 7 Writing



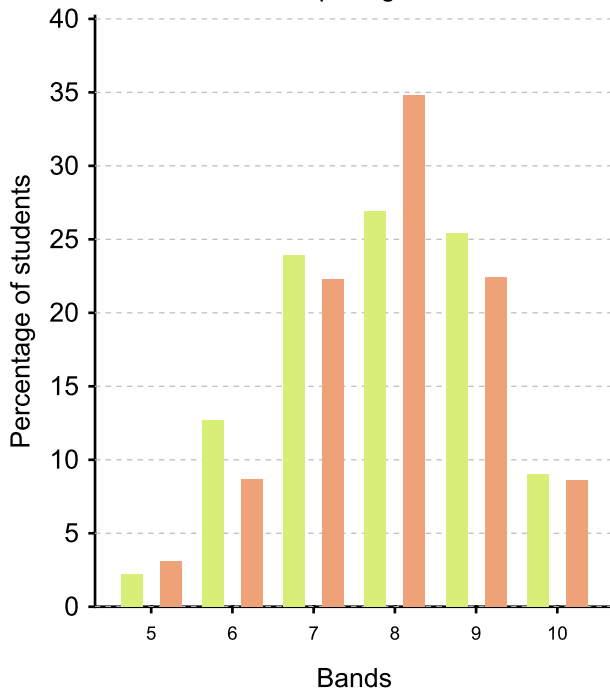
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Writing

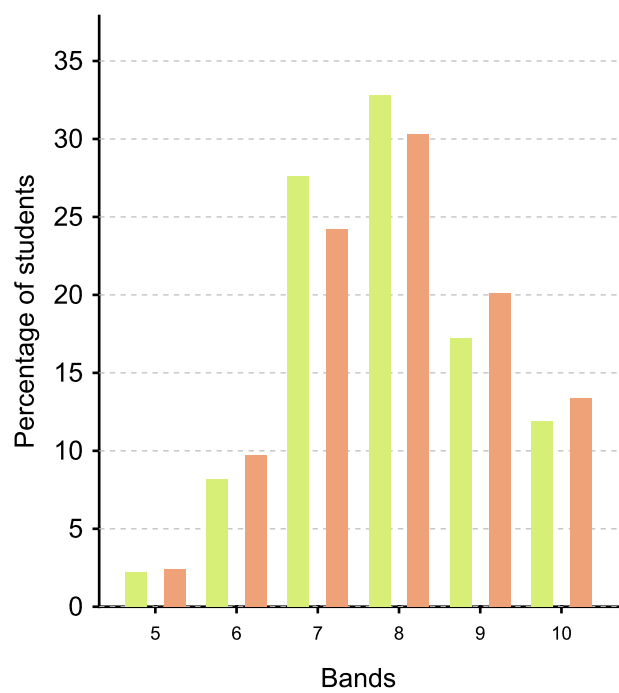


**Percentage in bands:**  
Year 9 Spelling



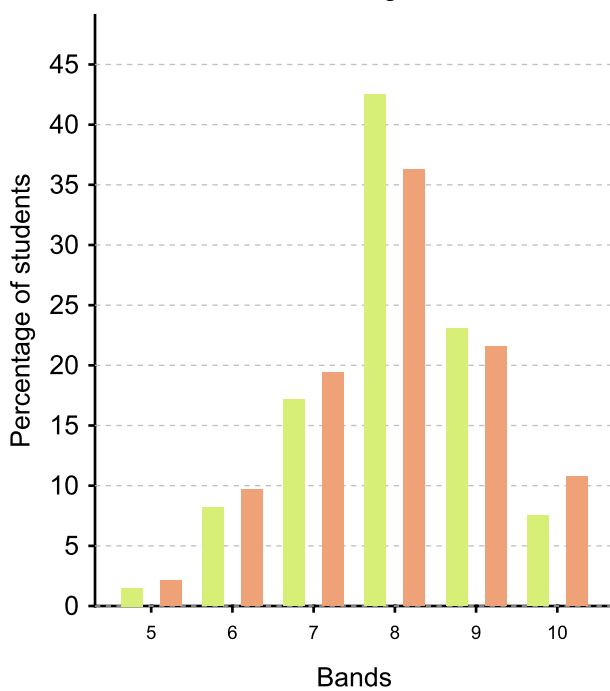
Percentage in Bands  
School Average 2015-2017

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



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Reading

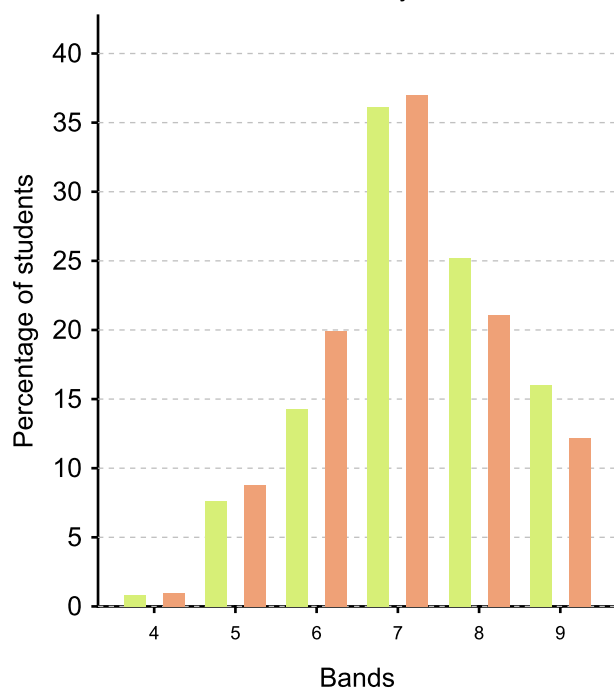


Percentage in Bands  
School Average 2015-2017

Overall Year 9 Numeracy trends between 2015–2017 have remained stable over the three year period, however, in 2017, the percentage of students receiving Band 10 has increased from 5% to 9%. Year 7 Numeracy has shown significant improvement since 2015 with the share of students achieving Band 8 and higher increasing from 20% to 40%. The Year 7 and 8 Literacy and Numeracy program has supported student growth in Numeracy by explicitly teaching core skills, using ongoing formative assessment and using targeted teaching strategies.

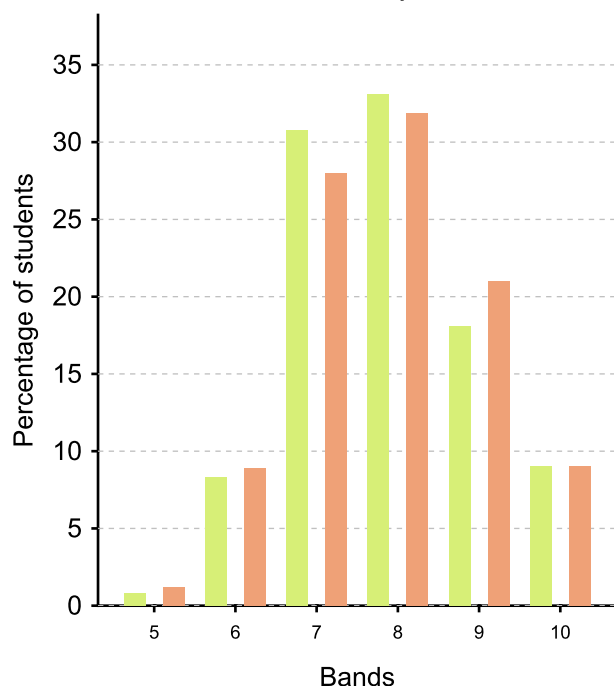
In 2017, a whole school approach to creating and interpreting graphs and charts was developed to explicitly teach these skills in all key learning areas.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Numeracy

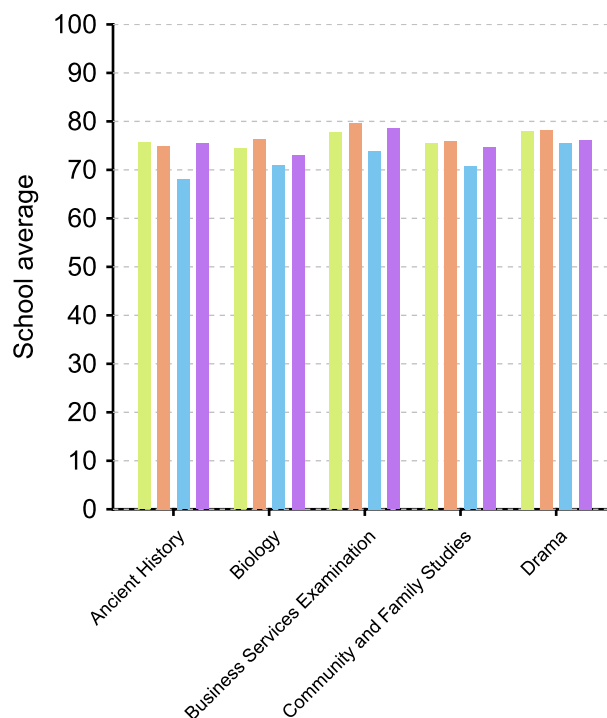


Percentage in Bands  
School Average 2015-2017

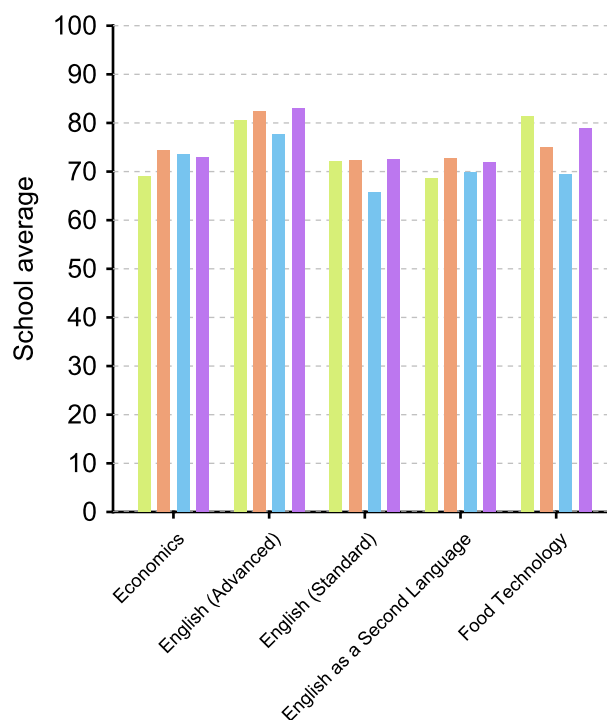
In 2017, the average NAPLAN mark of Year 7 Aboriginal and Torres Strait Islander students increased in Numeracy, Reading, Writing, Grammar and Punctuation.

## Higher School Certificate (HSC)

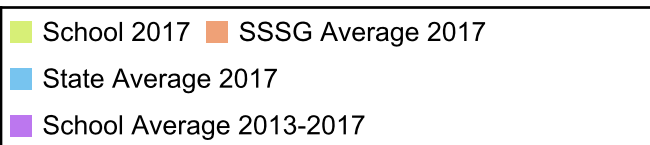
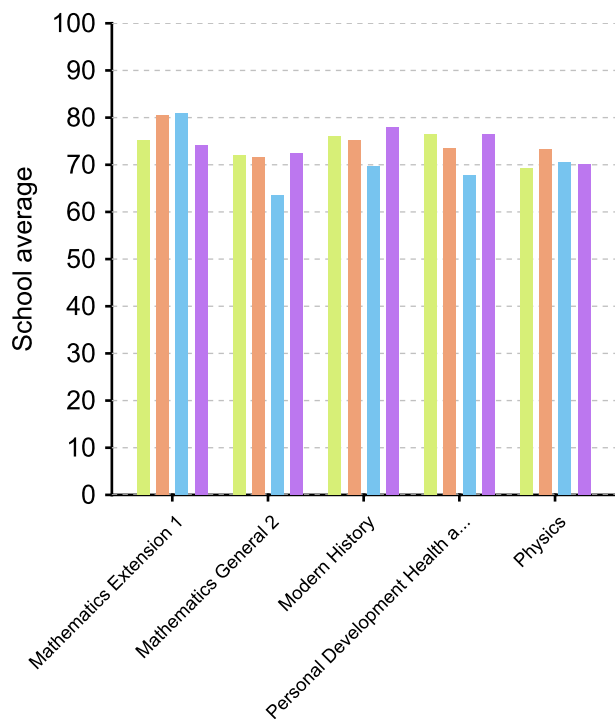
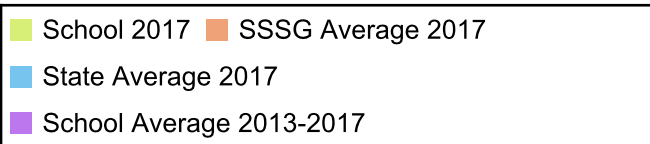
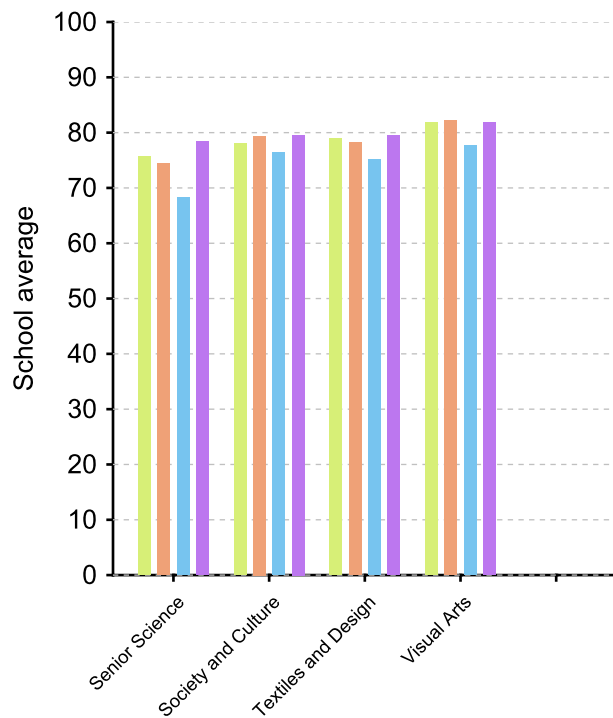
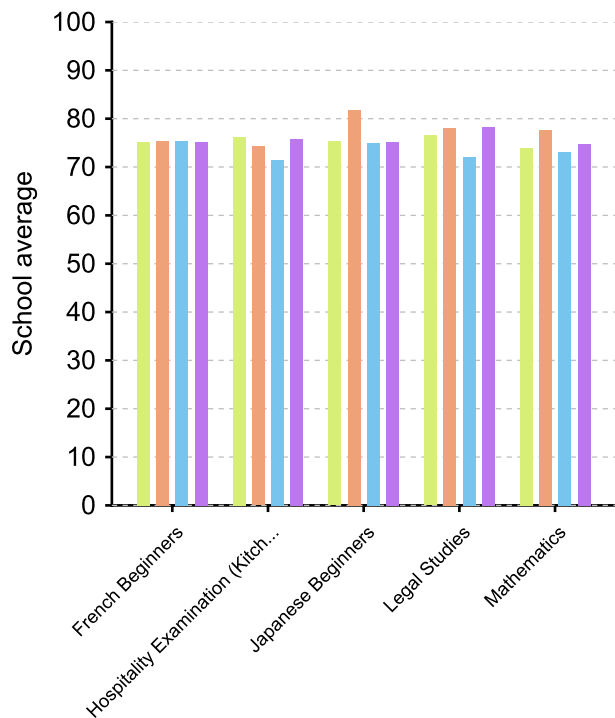
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017  
State Average 2017  
School Average 2013-2017



School 2017 SSSG Average 2017  
State Average 2017  
School Average 2013-2017



In 2017, 149 students attempted the Higher School Certificate in 41 courses. Performance in these courses reflect overall trend improvement. For the 24 courses shown, students achieved above state average results in 79% of courses.

The following graphs reflect the schools' achievement compared to the average of like schools and that of the state.

The 2017 HSC results reflect the ongoing commitment of staff and a continuation of a trend of consistent improvement in HSC results at Asquith Girls' High School.



## Parent/caregiver, student, teacher satisfaction

Throughout 2017, a range of data collection methods were used to evaluate parent/caregiver, student and teacher satisfaction including surveys, focus groups and community forums.

The *Tell them from me* student surveys, administered in Term 1 and 3 were used to track student perceptions of school culture by comparing 2017 data sets with responses from previous years. 581 students completed the survey in semester 1 and 611 completed *Tell them from me* in Semester 2. Compared to previous years, students have reported improvements in our school's learning culture in areas such as academic rigour, relevance, intellectual engagement and positive relationships. There was also a significant increase in the proportion of students responding positively to the statement "I feel proud of my school". Students also contributed to both the community forum and school planning survey. The student leadership body has also been involved in the analysis of improvement data. Focus groups, led by the principal, gave students the opportunity to expand upon their responses and identify emerging themes in the data.

Parents/caregivers and teachers also provided feedback through *Tell them from me* surveys, our community survey and the "Aspirations for Asquith" community forum. *Tell them from me* was completed by 34 teachers and 88 parents and more than 440 people completed the community survey.

Evaluation of whole-school programs and practices as a result of parent/carer, student and teacher feedback has informed the 2018–2020 School Plan and initiative such as:

- Asquith Girls High School will adapt its organisational structure to create an additional Deputy Principal role. Each of the three Deputy Principals will be responsible for one stage and two faculties. This strategy is intended to support student wellbeing within stages and give a greater emphasis to instructional leadership in faculties by increasing the support available to students, teachers and head teachers
- The 'House Families' program has been modified significantly based on student feedback. Students have re-branded the program as "Sisters in School" and have collaborated with teachers to create new, student-centred wellbeing and leadership activities to be delivered in 2018. As a result of student-voice this program will be re-positioned as a key wellbeing initiative in our school
- 'Positive Behaviour for Learning' (PBL) shall be introduced in 2018. This program aims to clearly define and promote XCEL values and explicitly teach expected behaviours for greater consistency across different learning environments.



## 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 university or employment at the same rate as all Australians. Students in Years 9, 10, 11 and 12 participate in four 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 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.

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.

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

### English language proficiency

2017 EAL/D census information shows that 29.2% of AGHS students identified themselves as being from a Language Background Other Than English (LBOTE). Within this group, 49 different languages are spoken.

EAL/D teachers supported more than 50 students to better access the curriculum and improve learning outcomes. These students needed language and literacy support in a range of subjects. Eligible EAL/D students were able to study Stage 6 English via the Preliminary and HSC English ESL courses.

EAL/D teachers identified target students, assessed their English language proficiency and worked collaboratively with teachers using the principles and practices of EAL/D differentiation. Student progress was measured against the ESL Reporting Scale and was communicated to parents and caregivers of EAL/D students receiving assistance via their semester reports. Staff capacity to differentiate for EAL/D learners was built through professional learning on EAL/D pedagogy.

### Multicultural programs

The cultural and linguistic diversity of the AGHS learning community was recognised and supported through a range of programs and events.

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.

More than 60 international students were enrolled at AGHS in 2017. Students came from China, Korea, The Philippines, Vietnam and Mongolia. The school's International Student Coordinator and the International Students Mentor worked with members of the school Wellbeing team to actively support international students. International students were represented on the School Representative Council and the prefect body.

### 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 DoE complaint procedures was communicated to students, staff and the wider school community.

## Other school programs

### Student Leadership

The Asquith Girls High School Prefect Body is a group of vibrant and innovative young leaders who aim to encourage personal growth and awareness within the school, as well as helping the larger community around us.

In 2017 we organised and ran successful initiatives such as 'Hero for a Day,' which encouraged students to dress up as their personal heroes and raised money for the Starlight Children's Foundation. We also had a week-long multicultural celebration which raised \$2,149 for Mahboba's Promise. The aim of these two events was to promote student wellbeing by celebrating and embracing diversity in our community. Other wellbeing initiatives included festive assemblies and student vs teacher sporting games during lunch.

The Prefect Body was highly involved in the following whole school initiatives: Year 6 Xcel Day; Year 5 High School Experience Day; Yr 12 Graduation and Xcel Assemblies; Yr 12 High Achievers Assembly; Presentation Day and Open Night. In addition, the student body represented AGHS at prefect afternoon teas and the Halogen Foundation's National Young Leaders Day. The team has also been planning and drafting annual events for 2018 such as SPIRIT week, and International Women's Day Breakfast and the AGHS Prefect Afternoon tea.

### Achievements across the curriculum

#### Technology and Applied Studies

Technology and Applied Studies (TAS) courses at Asquith Girls High School promote creative problem solving skills; develop decision making abilities; foster independent learning styles; encourage an awareness of social and global issues; engage students in real life learning situations and extend their literacy and numeracy skills in real life contexts.

The annual TAS display, themed "Health is Wealth", was a night to showcase the wonderful work of technology students at AGHS. All students, parents and friends were invited to come along to view and experience what TAS subjects have to offer. Projects were from subjects such as Textiles and Design, Design and Technology, Industrial Technology Multi-Media, Software Design and Development, Food Technology, Hospitality and Technology Mandatory all demonstrating hard work, creativity and innovation. The evening also showcased edible live demonstrations held by Years 7, 9, 10 and 11 Food Technology students. Hospitality students showcased their culinary expertise by preparing, presenting and serving a range

of appetisers and beverages.

Another highlight is our fashion parade displaying the diverse range of textile items created by the students. TAS students have achieved a range of successes in 2017. Jasmine Morton was nominated for InTech for her Multimedia HSC major project. Two accelerated (Year 11) Hospitality students achieved band 6 in Hospitality. The Design and Technology room was renovated and turned into a flexible learning space which the students have been thoroughly enjoying.

## **Creative and Performing Arts**

### ***Dance***

Students expand their understanding of creative expression through kinaesthetic learning in Dance. By connecting skills of research, analysis and creation, Dance students learned skills to interpret their world through movement. Accompanying our curricular program is a rich extra-curricular program comprising of five Dance ensembles. In 2017, ensembles rehearsed weekly and performed at the Sydney North Dance Festivals, eisteddfods, Presentation Day and our annual school Dance Night, held at Glen Street Theatre. Our ensemble collaborated with our primary school community by leading Dance and movement workshops. Amongst the most notable student achievements in Dance this year was our HSC callback nominations. 2017 saw nine HSC Dance works nominated for the prestigious callback performance, demonstrating the breadth of talent and enrichment in Dance at Asquith Girls High School.

### ***Drama***

Collaboration, group work and actively engaging in creativity allows Drama students at Asquith to grow as performers and people. The mandatory and elective curricular program continues to endeavour to find each student's expressive performance language. Students in elective classes worked towards an authentic performance at Glen Street Theatre – the much celebrated, "Drama Night". This entertaining performance enabled an audience of 350 community members to be entertained by our talented students. Our HSC students exemplified commitment, performance skills and stagecraft at the HSC Drama Night. Their achievements were celebrated by the nomination of the group performance "The Button" for OnStage.

Additional to our curricular program, Asquith Girls expands students' performance skills through two extra-curricular Drama Ensembles, performing key acts in the annual Drama Night as well as several school based performances. Senior ensemble students competed in the North Shore Theatre Sports competition, placing second.

### ***Music***

Throughout 2017, innovative and engaging music lessons were delivered to our curricular classes with increased focus on learning through composition. Curricular music was enhanced by a broad variety of

extra-curricular programs including Stage Band, Concert Band, Wind Ensemble and two vocal ensembles. The Concert Band and Wind Ensemble, as a joint venture with Asquith Boys High School grew in numbers, sound and community involvement. Additional to our Music Camp and regular appearances at local fetes and festivals, our Stage Band toured to Port Macquarie with Asquith Boys High School to perform at the international music festival Big Band Blast. To celebrate our achievements, we hosted our ensemble evening Musicale with performances from three local primary schools as well as our accomplished musicians.

### ***Visual Arts***

Driven by investigative cross disciplinary practices, Visual Arts continued to develop student critical and creative thinking skills. Through the language of Visual Communication, students from Year 7–12 explored big questions in science, humanities and the arts to enable greater flexibility in their understanding of world issues. We shared and celebrated student learning through two community exhibitions. Our HSC Showcase celebrated the exceptional results of student-centred learning, with students engaging in their own broad research practices to each develop and create a body of artwork. Our Annual Visual Arts exhibition enabled students from Years 7–11 to celebrate their creative achievements with the broader community. Student achievements in all courses were excellent, exemplified by the selection of HSC student Maddie Hughes into the prestigious Artexpress exhibition.

## ***Staff Achievements in Creative and Performing Arts***

Underpinning the multitude of student achievements are talented and highly dedicated teachers. This year saw two faculty members formally recognised for their commitment and passion. Music teacher Alex Manton was one of four national finalists for the ARIA Music Teacher of the Year, selected from eleven hundred nominees. Art teacher Alana Lewis won the prestigious Premier's Teacher Scholarship for Creativity and Innovation, winning a significant financial scholarship that allowed her to undertake a worldwide sabbatical to further the educational practices of herself and her peers.

## ***English and Languages***

In 2017, the English faculty has continued to provide students at Asquith Girls High School with opportunities to extend their learning and achieve success both in and beyond the classroom. In particular, Erinn Branagh, Kaitlan Buckingham and Alyssa Diment earned prizes in external writing competitions, while our Year 8 Debating Team were regional champions and placed fifth in the state.

In 2017 LOTE offered a variety of languages, including Japanese Extension. Students were offered a range of incursions and excursions rich in traditions and authenticity, including: La Saint-Valentin, le Carnaval and le Mardi Gras, l'Alliance Française French Film Festival and the Japan Foundation calligraphy and language workshop. Students also entered

competitions including the MLTA Film Competition, Language Perfect and ACER Language Competition, in which many students received the top band. Senior students were also extended through study skills days, holiday workshops and mock HSC speaking days prior to the HSC.

Within the classroom, students were extended by using a range of ICTs, including Google Suite, Language Perfect and Languages Online. We continued to master the four macro skills: listening, reading writing and speaking through role plays, games, traditional fairy tales and stories, flipped classroom activities, station work and both independent and collaborative learning.

## **Science**

Science at AGHS is strongly supporting the development of future focused learning to lead students to become successful global citizens. Programming and assessments are being constantly reviewed and improved to incorporate deep thinking, the design process and authentic learning linked to real world situations. Science in the classroom is hands on, challenging students to solve problems and investigate further using BYOD. This is being reinforced through the use of purchased software that makes BYOD a meaningful and valuable learning resource for both school and at home. Stileapp in Years 7 to 10 presents students with science linked to relevant real life experiences, links literacy and numeracy to learning in Science, informs students of careers choices in STEM and allows students to complete online quizzes to gauge their learning progress. Teachers also provide ongoing feedback to students via this app. In Year 12, Edrolo gives student access to HSC markers presenting succinct videos on HSC concepts, followed up with marked questions.

Science also offers rich extra-curricular activities to engage students in STEM; Science Club, Robotics Club, Garden Club, Sleek Geeks Competition, Science and Engineering Challenge, program-linked excursions each year and the year's highlight of student scientific investigations: Science Expo. Science Expo brings the community together with parents with science backgrounds and people's choice judging, together with a prominent female scientist as guest speaker to inspire our students in the fields of STEM.

## **Sporting Highlights**

Asquith has a rich sporting program. Our girls take part in many knockout sports such as softball, netball, soccer, basketball, cricket, volleyball, waterpolo and tennis. In addition to the knockout sports, students also compete in three major carnivals Swimming, Cross Country and Athletics. AGHS has achieved outstanding results in both Cross Country and Athletics with over 50 athletes attending CHS carnivals for these events. Achievements in a range of sporting pursuits are highlighted below.

## **Sailing**

Congratulations to Aimee Gallaway who won the following National Titles at the Australian All Schools

Championship:

- NSW All Schools Division 1
- Division 4 Combined High Schools Championship
- Flying 11 class championship
- Race 4 overall winner

## **Athletics**

Jasmin & Isabella Guthrie competed at the elite level in the Australian All Schools Athletics Championships. Jaslyn Setiadji earned the title of CHS Hurdles Champion

## **Basketball**

The Open Girls Knockout Team placed third overall in the CHS competition making them Bronze medallists. Erica Pitman and Daila Walker were selected to represent NSW at the 2017 U16 National Basketball Championships. Erica Pitman, Daila Walker, Gen Audette and Carla Pitman were part of the Sydney North Team and Asquith Girls High School participated in the NSWCHSSA Secondary Girls Basketball Championships in Goulburn.

## **Gymnastics**

In August, five students represented AGHS and Sydney North Region in the CHS State Gymnastics Championships in Artistic Gymnastics at Hunter Sports Centre in Newcastle. The students were Ella Horan, Maddie Binet, Maravel Conte, Georgie Shipton and Iona Stanton.

## **Softball**

The Open Softball Knockout team Played in the CHS Knockout competition and placed second overall in Sydney North region.

## **Netball**

The Open Netball team made it through to round 3 of the Open knockout competition while the Under 15's Netball team played right through to the final round of the knockout competition.