

Asquith Girls High School

Annual Report



2018



8222

Introduction

The Annual Report for 2018 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

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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 emphasis on future-focused learning, engaging students through project based learning, enrichment programs, use of innovative technologies, 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 develop skills for their personal growth. We aim to empower students with the necessary social and emotional capabilities to be resilient leaders who make a positive difference in an ever-changing world. Asquith Girls High School continues to educate each individual through a diverse curriculum and co-curricular programs while achieving excellence in the external NAPLAN, VALID8 (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 2018 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.

Elizabeth Amvrazis

Principal

Message from the school community

Asquith Girls High School is a wonderful school and the members of the P & C committee are very proud to be involved with it. We actively engage in the operation of the school and are always available to enhance the facilities for our students and staff. Asquith Girls High School is a leader in girls' education; a testament to the passionate and committed staff and executive at the school. Students at Asquith Girls High School excel in their academic achievements, and the school has a culture and an 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, Father Daughter Breakfast and Year 7 Orientation Day. This year, we held a fund-raising movie night to see *Mamma Mia! Here We Go Again*. This was a film that appealed to both students and their parents/caregivers and we had a wonderful turn out for it.

The P & C has been actively involved in Merit Selection Panels for various teaching and non-teaching positions throughout 2018. We have also participated in the development of the School Plan 2018–2020, various school-led committees and provided feedback on whole school programs, and provided parental representation for whole-school programs.

The P & C is actively involved in making the school grounds better for the girls and staff. This year we received \$60,000 in a Community Building Partnership grant which, together with \$75,000 of P & C funds, has been given to the school to go towards building the new Covered Outdoor Learning Area (COLA) over Quadrangle 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 hope that this will be complete in early 2019.

In early spring, a planting day was held by the P & C, where more than forty native plants were planted by parents and students in one of the garden beds. A boundary fence that needed rejuvenation.

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 we expect.

We believe our girls' education can only benefit from greater interest and commitment from the parents/caregivers, and we encourage all parents/caregivers to get involved wherever they can.

Christina Martin

President Asquith Girls High School P & C

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 a comprehensive girls' secondary school which is located within the Hornsby District. 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 lead rewarding and productive lives in a complex and dynamic world.

Developing the social and emotional capabilities of students underpins the emphasis on wellbeing at the school. We are committed to developing resilient and confident learners based on individual strengths and goals.

Leadership and social endeavour are provided in an inclusive environment to support learning, teaching and positive relationships.

The school has an experienced and highly dedicated staff with a strong, united culture of collaboration, professional learning and the pursuit of excellence.

The school provides numerous opportunities for students to achieve personal excellence in the areas of academic studies, sport, leadership, performing and creative arts, design and technology and whole-school leadership.

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results in external examinations such as the Higher School Certificate.

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 Department of Education's School Excellence Framework, school achievements and the next steps to be pursued.

In 2018, 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 school executive then collated these examples of evidence to complete the self-assessment.

In 2018, 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 areas of learning culture and leading management practices and processes. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The school community will continue to work towards exceeding targets for student performance measures in 2019.

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

Build Practice Excellence

Purpose

To build a positive school culture that fosters best practice in learning, teaching and wellbeing with a strong emphasis on literacy, numeracy and character development.

Overall summary of progress

Asquith Girls High School's commitment to Build Practice Excellence in 2018 has seen professional learning communities undertake extensive research, training and community consultation to ensure that the programs and initiatives undertaken reflect models of best practice and address the particular needs of our community.

The implementation of Positive Behaviour for Learning (PBL) has been a major process undertaken in 2018 in order to establish a consistent approach to student wellbeing, based on agreed values and clear expectations, to ensure optimum conditions for student learning. The process began with the formation of a dedicated PBL team consisting of Year Advisers, Head Teacher Wellbeing and the Senior Executive and extensive training for all team members in the principles of PBL. Throughout the year, the team also received coaching to ensure all products aligned with models of best practice. The team engaged in extensive consultation with teachers, students and parents/caregivers to identify challenging behaviours, specific to our school's context, and construct a matrix of expected behaviours aligned to the school's XCEL values: Excellence, Commitment, Effort and Leadership. This strategic direction group has also developed lessons for explicitly teaching expected behaviours to students. PBL lessons will be delivered through the Sisters in Schools (SIS) wellbeing groups throughout 2019. Lesson activities will be led by teachers and SIS student leaders focusing on different areas of the behaviour matrix. These lessons will continue to be evaluated by analysing behaviour data, student and teacher feedback so that challenging behaviours will continue to be targeted and students will be supported to demonstrate XCEL values.

The findings of Hattie's Visible Learning research has been used to develop whole school approaches to teaching and learning. The two day conference attended by the school's Senior Executive and professional learning delivered at School Development Days and staff meetings led to the adoption of Learning Intentions and Success Criteria being used by all teachers in all classrooms. This strategy was implemented to target teacher clarity and support students to understand the relevance of their learning. Similarly, teacher efficacy was also targeted through whole school professional learning and roundtable discussions where teachers shared examples of practice excellence. The major focus of this strategic direction in 2018 was to target feedback strategies that would have the greatest impact on student learning. The professional learning team reviewed a range of academic research papers to identify feedback strategies and models of best practice. Teachers and students were also surveyed to identify the areas of greatest need across classrooms at AGHS. This research has led to the creation of a feedback tool, trialled in different faculties that will be implemented across the school in 2019.

The strategic use of data to evaluate the impact of teaching strategies on student growth has been a key initiative for AGHS in 2018. Teams conducted an audit of data practices and identified areas for streamlining processes. For example, by training staff in the analysis tools of Sentral, teachers have been able to access more information about learning outcomes, to target growth. At the Executive Conference and through whole school professional learning, all teachers were trained in the use of data tools such as SCOUT. Teachers applied these skills to evaluate NAPLAN data and develop targeted literacy and numeracy strategies that would have the greatest impact on student learning.

Asquith Girls High School's commitment to consistent practice also resulted in the creation and implementation of a whole school model for teaching and learning programs. The model, based on Visible Learning and NESA requirements ensures that all teaching and learning programs address cross-curriculum priorities, targeted literacy and numeracy strategies and differentiated teaching approaches to provide appropriate levels of challenge for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data demonstrates improvement in positive learning climates.	3 Day Universal PBL Training for PBL team.	Tell Them From Me student surveys report positive learning climates 10% greater than NSW average for government schools and 11% higher for positive behaviours.
Students meet or exceed	SCOUT professional	AGHS has been recognised by ACARA as having

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
individual expected growth in literacy and numeracy.	learning for all staff; Executive Conference training	demonstrated substantially above average gain in Year 9 numeracy as measured by NAPLAN.
Data demonstrates an increase in teacher and student efficacy in providing, receiving and applying quality feedback.	Visible Learning Senior Executive conference	Tell Them From Me teacher surveys report teacher use of quality data greater than NSW averages.

Next Steps

In 2019, our commitment to Build Practice Excellence will be evident as the research undertaken in 2018 is implemented in processes and practices. PBL will be launched for students and lessons delivered to explicitly teach expected behaviours using XCEL values. Teachers will develop a consistent understanding of behaviour management by co-creating a student management system communicated across the school community to develop consistent expectations across different settings. The PBL team will also work with students, teachers and parents to evaluate the matrix of expected behaviours and use these findings to create a model of expected behaviours for classroom settings.

Visible Learning strategies will focus on developing a common language of learning for teachers and students regarding feedback. A feedback "handbook" will be developed for staff and students to streamline practices and to support students to better interpret and implement feedback to target improvement. The data team will develop internal data measurement practices through the use of exit surveys so that teachers may analyse the impact of particular learning strategies on student understanding.

In 2019, Asquith Girls High School will undertake extensive Instructional Rounds, providing opportunities for all staff to be trained and to observe colleagues to build teacher efficacy.



Strategic Direction 2

Grow Entrepreneurial Mindsets

Purpose

To support the growth of confident and creative individuals with success-oriented attitudes which embrace initiative, intelligent risk taking, collaboration, opportunity recognition and design thinking to respond to personal and global challenges and advance human wellbeing.

Overall summary of progress

Asquith Girls High School continues to promote the development of future-focused learning skills in students through our aim to grow entrepreneurial mindsets. This approach involves the use of teaching programs and assessment practices that support the growth of confident and creative individuals who embrace challenges, take initiative, and display intelligent risk-taking, collaboration, design thinking, problem-solving and critical analysis.

The Authentic Learning initiative commenced in 2018 using a range of school-developed elective courses for Year 9 students and gave students the opportunity to study an elective each semester. Each elective course was designed to provide students with real-world opportunities, and in the process, support their development of an entrepreneurial mindset. Through the evaluation and planning that occurred in 2018, a broader range of electives were developed for students to choose in 2019. The Authentic Learning team established semester reports that indicated the development of selected future-focused learning skills in each course and presented a showcase to parents and students to provide the school community with a broader understanding of the program.

Significant review of research into entrepreneurial mindsets occurred in 2018 with the view to establish a process that could be implemented with students to assist them to reflect on their development of entrepreneurial skills. This included research into programs being implemented in other schools. From this, the Entrepreneurial Mindset team developed a plan for the establishment of a learning journey process that promoted student self-reflection. The team created a self-reflection checklist and explored ways that the learning journey program could be linked with other programs in the school to ensure that it was achievable and sustainable. Samples of assessment tasks were gathered from across the school, and these were evaluated by the Authentic Assessment team. Students were surveyed to determine attitudes towards assessment to assist in an audit of current assessment practices in the school. The team began reviewing best practice, including ways to incorporate assessment into learning, reduce the number of formal assessment tasks and develop cross-faculty collaboration on assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data indicate an improvement in student engagement and relevance.	Implementation of Authentic Learning programs	Relevance as measured by Tell Them From Me survey has increased to 5.4 from 5.0 in 2017. Student intellectual engagement also increased by 6% compared to the previous year.
School data demonstrates an increased teacher emphasis on future-focused skills.	Teacher participation in the Sydney University STEM Academy.	Asquith Girls High School's STEM initiative was recognised by Sydney University as an exemplar program.

Next Steps

In the second year of the 2018–2020 school plan, significant steps are expected to be made towards the achievement of programs and processes in Strategic Direction 2.

The Authentic Assessment team will use exemplar assessment tasks from across the school to evaluate the key features of a meaningful, relevant and authentic task. The team will use the Quality Teaching Framework to audit the sample assessment tasks in order to provide clear direction for teachers in the development of tasks for students.

The Entrepreneurial Mindset team will refine the student self-reflection checklist that was designed to be used as part of the learning journey process, then trial this with students and staff to test its effectiveness. The team will also continue to explore the most appropriate way to implement the learning journeys in the school to ensure maximum impact and prevent interference with other programs.

The Authentic Learning program will undergo an extensive evaluation process to ensure that the electives being offered continue to meet the interests of students and cater for the development of entrepreneurial mindsets. There will also be a focus on improving the understanding of staff on how to assess the achievement of future-focused learning capabilities in each course, and greater promotion of the courses to the school community will occur to ensure that parents and caregivers have a clear understanding of the benefits of this program.



Strategic Direction 3

Empower Connected Leaders

Purpose

To empower leadership at all levels by building collaborative leadership capacity, creating productive partnerships, and nurturing relationships.

Overall summary of progress

Asquith Girls High School continues to provide opportunities to maximise a holistic approach to education via the empowerment of connected leaders. Evidence-based initiatives are designed to facilitate the opportunity for students to actively own their learning through reflective practices and goal setting, whilst utilising their personal capabilities to affect positive change.

The Asquith Individual Mentoring program was launched in 2018. Professional learning was coordinated to increase the capacity of all staff to coach and mentor students. Students in Year 10, 11 and 12 engaged in individual mentoring conversations with an identified staff member who provided advice, support, and assistance to help students fulfil their potential. Students were guided in the identification of their individual strengths and how to utilise them to achieve their learning goals. This personalised approach to student goal setting, transition planning and learning ensured that the unique needs of individuals were addressed.

A social and emotional skill development matrix was developed to frame all wellbeing initiatives within the school. The areas for skill development included: Self-Awareness, Self-Management, Social-Awareness and Social-Management. All wellbeing programs were evaluated to ensure appropriate skill development occurred in a continual and consistent manner to build individual resilience and social capital. Positive Behaviour for Learning, Sisters in School, Year Meetings, Connecting Learning and Life, and Academic Mentoring now have a connected approach to developing students' social and emotional skills and improve overall wellbeing.

Significant data has been collected to identify social justice issues that the students are passionate about and areas in which they can volunteer. This data has been used to develop a program of community-focused initiatives to empower students to make a valuable contribution as global citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data indicates an improvement in valuing education.	All staff trained in coaching and mentoring by an external provider.	Tell Them From Me student survey results show a five percentage point improvement in students valuing education compared to 2017.
School data indicates an improvement in school pride.	Sisters in School wellbeing program reviewed to incorporate lessons based on improving self and school perception.	The share of students that respond positively to the statement "I feel proud of my school" has increased by ten percentage points compared to 2017.
Internal data indicates increased engagement in XCEL programs.	Positive Behaviour for learning lessons developed and implemented on a whole school level.	The total number of XCEL points given and the percentage of students receiving XCEL points has increased compared to 2017.

Next Steps

In 2019, our commitment to empowering connected leaders will be evident through the establishment of "Day in the life of: Mentor tutorials" for Stage 5 students. The aim of this is to deepen relevance of the curriculum taught and develop strong community partnerships. Year 8 students will all be involved in a volunteering initiative to deepen their social awareness.

The Asquith Individual Mentoring conversations for 2019 and 2020 will build upon the foundations laid in 2018 with a focus on the refinement of the referral processes and follow up actions.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	920	898	819	813

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

In February 2018, our school enrolment was 813 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.3	94.6	95.9	95.5
8	93	93.4	94.3	95.1
9	91.5	91.2	92.1	93.1
10	91.3	91.9	92.3	91.9
11	90.9	92.7	91.8	93.5
12	91.3	91.9	91	94.9
All Years	92.2	92.6	92.8	94
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The overall student attendance rate of 93.94% continued to be above the state average of 91.34%. The school has a robust attendance policy with targeted support for students from the Wellbeing Team, Home School Liaison Officer (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 and has increased by more than 2% over a four year period.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	2	3
TAFE entry	3	2	5
University Entry	0	0	70
Other	0	0	0
Unknown	0	0	20

In 2018 there were 37 November Round 1 (early entry) university offers including 7 Macquarie Global Leadership Program offers made to AGHS students.

Year 12 students undertaking vocational or trade training

Year 12 students have included vocational education courses in their HSC course 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.

An accelerated Hospitality course was offered at school to Year 10 students who elected to commence their HSC course early. This pathway enabled 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 Hospitality also completed their HSC course as part of their study pattern in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and 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.

In 2018, to support student wellbeing, instructional leadership and school administration, two school-funded positions were established: a Deputy Principal responsible for Stage 5 and teaching and learning, and a Head Teacher Administration. These positions will continue in 2019 to ensure continuous support for teaching and learning and wellbeing.

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 involves 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 2018, professional learning topics included: implementing positive behaviour for learning, developing cross-curricular programs for STEM engagement, John Hattie's Visible Learning, effective data and evaluation strategies, and innovative program development for new syllabuses. In 2018, a two day Executive Conference and one day Wellbeing Conference were held for school leaders to engage in collaborative professional learning, targeting the priorities of the 2018–2020 school plan such as mentoring and coaching.

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 have been awarded prizes for their outstanding contributions to the profession, including the Premier's Teaching Scholarship. 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 2018, six teachers achieved accreditation at Proficient levels, and a further four members of staff achieved their five-year Maintenance of Accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,237,366
Revenue	9,833,510
Appropriation	8,503,385
Sale of Goods and Services	98,490
Grants and Contributions	1,073,994
Gain and Loss	0
Other Revenue	139,402
Investment Income	18,237
Expenses	-8,961,350
Recurrent Expenses	-8,961,350
Employee Related	-7,755,898
Operating Expenses	-1,205,452
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	872,159
Balance Carried Forward	2,109,525

The financial management processes and governance structures at Asquith Girls High School meet the financial policy requirements through:

- The school has a Finance Committee and it is responsible for the financial management of the school. The Finance committee is made up of the Principal, Deputy Principals, a Staff Representative, a P&C Representative and the School Administrative Manager.
- Day to Day accounting functions are performed by the Finance Officers under the supervision of the School Administrative Manager.
- The Finance Committee is responsible for budget approvals. The Principal has overall responsibility for budget allocation and monitoring.
- A considerable amount of money has gone towards the cost of a Covered Outdoor Learning Area (COLA), future-focused learning spaces, Professional Learning, the creation of a third Deputy Principal position, a Head Teacher Administration position and Technology Support Officer and hire of specialist staff to support students' learning needs.
- Funds available will be used to support teacher

leadership through Instructional Rounds, enhancement of literacy, numeracy and STEM programs, upgrade learning spaces, plan for a Dance Studio, upgrade outdoor furniture and continue to support the Deputy Principal, Head Teacher Administration and Technology Support Officer positions. The school will replace all lights with LED lighting and purchase a new electronic notice board.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,716,199
Base Per Capita	158,292
Base Location	0
Other Base	7,557,907
Equity Total	352,846
Equity Aboriginal	8,233
Equity Socio economic	41,454
Equity Language	163,166
Equity Disability	139,993
Targeted Total	75,600
Other Total	108,691
Grand Total	8,253,335

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 skill and understanding demonstrated in these assessments.

In 2018, Asquith Girls High School exceeded the Premier's Targets for Reading and Numeracy with 36.9% of students in Years 7 and 9 achieving results in the highest bands. This outstanding result follows a trend of sustained improvement with results towards the Premier's Target improving by 14.7% in four years. Asquith Girls High School was also recognised by ACARA for demonstrating substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Both Year 7 and Year 9 literacy results continue to exceed average state results. Year 7 students on average also outperform our statistically similar schools.

The performance of students in Year 9 were buoyed by the introduction of targeted literacy classes, once per week, throughout 2017, where essential literacy skills were explicitly taught and students challenged to apply these skills to communicate effectively. Over the past two years, the percentage of Year 9 students performing in the top two bands in writing has improved by 33% and in reading by 7%.

Furthermore, the percentage of students in the lowest two bands for Year 9 writing has decreased by 30%. This progression to higher bands has been supported by the explicit teaching of literacy in Years 7 and 8, QuickSmart program, RAM support and a whole school focus on reading using the Super Six strategy.

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	2.1	2.8	23.9	31.0	23.2	16.9
School avg 2016-2018	3.3	5.6	22.8	28.9	24.3	15.1

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	4.2	16.9	26.8	24.6	21.1	6.3
School avg 2016-2018	3.3	16.9	29.2	24.3	21.2	5.1

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	4.2	10.0	19.2	35.8	21.7	9.2
School avg 2016-2018	2.8	9.9	19.3	37.8	21.3	8.9

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	13.3	16.7	23.3	30.8	10.8	5.0
School avg 2016-2018	8.7	13.3	28.9	34.8	9.5	4.9

At AGHS, the percentage of Year 9 students who performed at, or exceeded, their expected growth in Numeracy was 80% (14% points higher than the state average). The average numeracy score for Year 9 students also rose 3% compared to the previous year. In 2018, 43% of Year 9 students achieved a numeracy result in the top two bands.

These outstanding results in Numeracy have been assisted by whole school programs including: targeted numeracy classes for students in Years 7 and 8 and a targeted numeracy support withdrawal program. In addition, teachers from the Mathematics faculty have run the MEIOW (Maths Enrichment and Improvement On Wednesdays) program after school to provide further support for students developing their skills and understanding in Numeracy.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	1.4	5.0	22.7	37.6	24.1	9.2
School avg 2016-2018	1	7	18.3	36.1	25.3	12.4

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	1.7	5.8	21.7	27.5	26.7	16.7
School avg 2016-2018	1.3	7.7	27.9	29.5	23.3	10.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* aims to increase the percentage of Aboriginal students achieving results in the top two bands. Due to a small cohort size, the school is unable to report progress on the Premier's Priorities.



Italian Beginners	73.7	77.6	73.2	73.7
Legal Studies	81.7	78.0	71.2	79.2
Mathematics	74.5	78.1	74.8	76.3
Mathematics Extension 1	75.1	77.2	78.7	74.9
Mathematics General 2	72.8	73.1	65.1	72.1
Modern History	75.4	76.2	69.5	76.2
Personal Development, Health and Physical Education	70.2	74.8	69.5	70.2
Physics	75.6	72.4	70.6	71.9
Society and Culture	79.9	78.8	76.1	80.6
Studies of Religion II	71.8	75.7	68.5	74.0
Visual Arts	79.4	81.5	78.0	81.8

Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	77.6	75.0	69.5	76.5
Biology	73.7	76.1	70.7	73.0
Business Studies	80.2	74.2	69.3	73.7
Chemistry	70.8	74.9	71.8	73.2
Community and Family Studies	73.3	73.6	69.9	74.6
Drama	80.6	77.7	74.8	77.4
Economics	77.6	74.2	74.7	73.8
English (Advanced)	83.6	81.7	77.5	83.9
English (Standard)	69.7	71.3	65.0	72.3
English as a Second Language	73.1	72.2	70.1	71.4
Food Technology	80.3	76.0	70.7	79.3
Industrial Technology	76.6	72.7	66.2	76.6

The Class of 2018 is congratulated for their outstanding achievements in the HSC. This group utilised their schooling to develop traits of perseverance, resilience, critical thinking, problem-solving, teamwork, creativity, collaboration, independence and goal setting. These learning habits enhanced their HSC performance.

In 2018, the average HSC course mark received at AGHS was 70; compared to the state average of 67.

35 out of 41 HSC courses offered received an average school mark greater than the state average and our distinguished scholars achieved 76 Band 6 results.

Katherine Tejcek achieved first in NSW in Community and Family Studies (she was also first in NSW in Business Services in 2017) and Orana Durney-Benson and Erinn Branagh were recognised as HSC all-rounders by achieving results in the highest band in 10 or more units studied.

In addition, eight students were nominated for On Stage Group Drama Performances, Ella Kearney received a Dance Call Back for outstanding Core Composition. There were 3 nominations for Shape with 1 being accepted and showcased and 3 nominations for In Tech.

Parent/caregiver, student, teacher satisfaction

Throughout 2018, a range of data collection methods were used to evaluate parent/caregiver, student and teacher satisfaction including school developed and external surveys and focus groups.

The Tell Them From Me student surveys, administered in Term 1 and 3 were used to track student perceptions of school culture by comparing 2018 data sets with responses from previous years.

The introduction of Authentic Learning elective courses for Year 9 students, the STEM initiative in Year 8 and the Girls in Property project in Year 10 aimed at making learning more relevant and engaging for our students. In 2018 students reported increased levels of relevance compared to previous years. Students also reported greater levels of engagement compared to previous years' results. Students at Asquith Girls High School continue to report greater levels of positive relationships, positive behaviour and a positive sense of belonging compared to state norms. Compared to other schools in NSW, students are significantly less likely to experience bullying at our school. 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 the development and implementation of our Strategic Directions and 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 provided feedback through Tell Them From Me surveys completed by 29 teachers and 69 parents.

Teachers reported improvements in all domains of school leadership, particularly school leaders providing guidance for monitoring student progress, create new learning opportunities for students and leading improvement and change. In teacher focus groups, this perceived improvement in leadership practices was attributed to the Stage-based organisational structure implemented in 2018 with three Deputy Principals, instructional leadership meetings between Head Teachers and their Senior Executive mentors and a whole school professional development focus on coaching.

Teachers also reported increased opportunities for cross-curricular collaboration, widespread integration of technology to engage students in learning and use of a wide repertoire of feedback strategies to support student growth. In 2018 all teachers were trained in the use of data to inform practice and our teachers score significantly above state norms in this measure.

Compared to previous years, a greater share of parents report feeling welcome at school and significantly more parents report feeling well informed about school

activities. The introduction of social media platforms, such as Facebook, to promote student success and support key messages about exceptional teaching and learning programs at the school have been attributed to these improvements. In 2018, 74% of respondents said they would recommend the school to others (an increase from 56% in 2017).

Evaluation of whole-school programs and practices as a result of parent/giver, student and teacher feedback has informed strategic directions in 2019.



Policy requirements

Aboriginal education

At Asquith Girls High School, we are committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students. Our involvement in the Australian Indigenous Mentoring Experience (AIME) program, which is run in conjunction with the University of Sydney, provides a key platform to help us to achieve this goal. This program provided our Aboriginal students with tutoring for one hour each week. In 2018, the tutoring sessions occurred on Mondays, with Year 7–10 students participating in the sessions during the second half of Period 3 and continuing throughout lunch time while Year 11 and 12 students participated in the tutoring sessions during their study period. In addition to assisting students with their learning, the AIME tutors also provided a strong mentor program for our students. The AIME program provided students with the opportunity to attend program days and workshops at the University of Sydney. There were six program days in 2018, with each one focused on different issues including goal setting, planning for the future, tertiary study options, links with Aboriginal culture, and a focus on current local and global issues.

The celebration of NAIDOC Week enabled our students to connect with a highly significant and relevant theme, 'Because of her we can.' Students identified significant Aboriginal women in their own lives and in the local and national community. A local Elder conducted a traditional smoking ceremony and emphasised the importance of Aboriginal culture.

Promotion on leadership skills and pride in Aboriginal culture at the school has resulted in one of our Aboriginal students, Elizabeth Argent, being elected as School Captain for 2019.

To further build on the progress made in Aboriginal education, the school has expanded our Aboriginal Education team. The team adjusted the Personalised Learning Pathways (PLP) process in 2018 to promote shared responsibility for Aboriginal education across the school by asking students to nominate a teacher mentor, who then took responsibility for completing and updating the students' PLPs. The team plans to focus on auditing the teaching of Indigenous perspectives across all KLA's to identify ways to improve teaching and learning in this important area of focus in 2019.



Multicultural and anti-racism education

English language proficiency

2018 EAL/D census information shows that approximately 30% of Asquith Girls High School students identified themselves as being from a Language Background Other Than English (LBOTE). Within this group, 51 different languages are spoken.

EAL/D teachers supported more than 70 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 EAL/D 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.

Multicultural programs

The cultural and linguistic diversity of the Asquith Girls High School learning community was recognised and supported through a range of programs and events, including Harmony Day. Activities encouraged harmony and raised funds for the school's sister school in Afghanistan.

International students

More than 70 international students were enrolled at Asquith Girls High School in 2018. Students came from China, Iran, Mongolia, The Philippines and South Korea. The school's International Student Coordinator and the International Students Mentor worked with members of the school Wellbeing team to actively support international students. Members of the school team undertook training at DEI professional learning events. International students were represented on the school representative council and the prefect body.

In 2018, 6 AGHS international students were listed as Distinguished Achievers on the Honour Roll. The highest ATAR achieved was 98.2. Students were also nominated for the annual DEI student awards in the categories of leadership, school service and academic achievement. Many Asquith Girls High School international students who graduated in 2018 successfully gained university places in NSW and interstate.

Anti-Racism Contact Officer (ARCO)

The school has two trained Anti-Racism Contact Officers. 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.

Other school programs

Sporting Achievements

2018 was an outstanding year for co-curricular sporting activities at Asquith Girls High School.

Athletics

Asquith Girls High School was placed 3rd in the North West Metropolitan Girls Athletics Carnival at Sydney Olympic Park. 17 of our students progressed to Sydney North Athletics Carnival. Erin Partridge, Jasmin Guthrie, Isabella Guthrie, Mackenzie Williams and Cara Simms were all successful in securing a position in the NSW Combined High Schools Athletics Carnival in various team and individual events. Erin, Jasmin and Isabella progressed to participate at the Australian All Schools Athletics Championships in Cairns. Both Jasmin and Isabella ran personal bests, achieving silver and bronze respectively.

Football

Uma van Egmond-Jones received a Silver Medal at the NSW Combined High Schools Carnival. The Opens Football team won their way through to the Final 4 of the 2018 Sydney North Knockout Event.

Swimming

Asquith Girls High School finished in 4th place at the 2018 North West Metropolitan Girls Swimming Carnival. Emma Reid was the 12 Years Age Champion of the Zone. Emma, Rhian Davies and our 12 Years 4x100m Relay team represented Asquith Girls High School and the Sydney North Zone at the NSW Combined High Schools Swimming Carnival.

Basketball

2018 was another strong year for Basketball to consolidate our success over recent years. Both our Under 15's and Opens teams progressed through the Sydney North phase of the competition and into the NSW Combined High Schools draw. The Opens Basketball team finished 4th in the State for 2018, while the Under 15's team managed to win a bronze medal and finished as the 3rd best school team in NSW for 2018.

Cross Country

Asquith Girls placed 4th in the zone country with over 11 students placed in top 10 across all age groups competing at the Sydney North Cross Country Carnival. Jasmin Guthrie finished first in her event at Zone and was crowned the 15 Years Zone Age Champion for 2018. Tessa Hobday progressed on to represent Asquith Girls High School at the NSW Combined High Schools Cross Country event.

Equestrian

Mikayla Medworth and Ainslie O'Donnell were in the horse show jumping, cross country and dressage and

exhibition rider events.

Gymnastics

Ella Gurney, received the NSW Combined High Schools Silver Medal as part of the Sydney North Division D team. Sera Conry (Year 7), Ellie Morgan (Year 7), Ella Horan (Year 8) and Mika Conry (Year 10) finished in third place overall in Division C. Ella Horan placed 9th as an individual in Division C.

Netball

The Asquith Girls High School Under 15's team placed second overall in the Sydney North Grand Final.

Sailing

Aimee Gallaway was able to end the regatta as Runner Up Overall (out of 130 competitors), Runner Up Flying 11s, Runner Up Division 4, Combined High Schools and NSW, and Winner of the All Girls Category.

Softball

The knockout team won their way through to the NSW Combined High Schools State Carnival and finished in a brilliant 5th place.

Debating

The Asquith Girls High School debating teams, represented by Year 7–9 students, competed in the Premier's Debating Competition this year. Their debates were articulate, logical and persuasive however, we were unable to make it to the finals in our region. We were privileged to host the Premier's Junior and Senior Finals at Asquith Girls High School and our debating students supported Ms Horler and Mrs Kyrikos. The State Debate Tryouts were also held at Asquith Girls High School in term 4. Our Year 10 student, Hayley Winch, was selected to join the team representing our region to compete at State level in November. Overall in 2018, debating allowed our students to showcase their skills and build upon the knowledge they acquired through debating, hosting and spectating. We look forward to a successful debating season in 2019.

Creative and Performing Arts Programs

Led by a focus on authentic experiences in the Arts, 2018 saw a variety of rich learning occur both within and beyond the classroom walls.

Dance

Students were able to develop their skills and understanding of Dance through kinaesthetic learning. Our curriculum program is delivered on the basis of differentiation, ensuring all students are appropriately challenged in all learning experiences. To enrich our curriculum program we ran a highly successful co-curricular program including four Dance ensembles. This year those ensembles rehearsed weekly and performed at the Sydney North Dance Festivals, Presentation Day, our annual school Dance Night and

our Musical Production at the Concourse 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 nomination.

Drama

Through group work, collaboration and perseverance, Drama students at Asquith Girls High School develop resilience alongside their performance skills. A focus on performance and analytical skills has seen students actively engage in learning through a variety of experiences. The mandatory and elective curriculum program endeavours to find each student's expressive performance language. Students in all elective classes and ensemble programs worked towards a performance piece as part of our musical production "Much Ado About Everything" at the Concourse Theatre, Chatswood. This production saw three community performances in front of over 900 audience members. It provided a highly successful authentic learning experience for students in Dance and Drama electives as well as the Music Ensembles. Our HSC students demonstrated excellence in all skill areas at their HSC Drama Nights. Their achievements were celebrated by the nomination of two group performances for the prestigious OnStage showcase. Additional to our curriculum program, Asquith Girls High School expands students' performance skills through two co-curricular Drama Ensembles, performing key acts in the Musical as well as several school-based performances. Senior ensemble students competed in the North Shore Theatre Sports competition.

Music

Music classes and extracurricular programs have seen a continual evolution of learning experiences throughout 2018. Our curricular programs have seen progressive evaluation and improvement to allow greater differentiation, particularly in Stage 4 Music. Elective students attended Meet the Music at the Sydney Opera House, an evening concert series on four separate dates. Curriculum programs were enhanced by a broad variety of extra-curricular programs including Stage Band, Concert Band, Wind Ensemble and vocal ensembles. The Concert Band and Wind Ensemble, as a joint venture with Asquith Boys High School, continues to grow in numbers. 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. We hosted our ensemble evening, Musicale, to celebrate our curricular and extracurricular achievements with performances from five local primary schools as well as our accomplished musicians.

Visual Arts

Teaching and learning in Visual Arts explicitly develops skills of problem-solving, decision making, and analysis, leading to creativity. Driven by investigative cross-disciplinary practices, Visual Arts develops student critical and creative thinking skills through an

emerging transdisciplinary approach. 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 to 11 to celebrate their creative achievements with the broader community.

On top of our growing extra-curricular programs we successfully coordinated and led an overseas tour to Japan and Singapore, providing opportunities for thirty-eight students across all of our elective classes to extend their learning in an international context.