Asquith Girls High School

2019 Annual Report

![NSW Government logo]

![Asquith GHS school crest — LEARN TO LIVE]

8222

Introduction

The Annual Report for 2019 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.

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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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

In 2019, Asquith Girls High School met the descriptor for Sustaining and Growing for thirteen of the fourteen areas of the School Excellence Framework and Excelling in 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 2020.

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.

Improvement Measures

School data demonstrates improvement in positive learning climates.

Students meet or exceed individual expected growth in literacy and numeracy.

Data demonstrates an increase in teacher and student efficacy in providing, receiving and applying quality feedback.

Progress towards achieving improvement measures

Process 1:   Establish a consistent approach to student wellbeing, based on agreed values and clear expectations, to ensure optimum conditions for student learning.

Evaluation	Funds Expended (Resources)
In the first year of implementation of PBL with students and the parent body, all target areas (non–classroom spaces) have had expected behaviours explicitly taught. Survey and focus group feedback found that the most effective lessons were those that were designed and implemented by students (eg. the prefect body during Spirit week, or SIS leaders) and that lessons involving teacher–created videos had high impact in promoting desired behaviours in outdoor spaces. Tell Them From Me data indicates that throughout 2019 there has been moderate improvement in students' perceptions of positive behaviour. For example the school has seen growth in the following domains: • Positive behaviour in schools: 96% (+ 1% from 2018; gov norm 87%) • Sense of belonging: 68% (+ 5% from 2018; gov norm 66%) • Positive learning climate: 63% (+4% from 2018, gov norm 56%) • Effective learning time: 66% (+3% from 2018, gov norm 63%) The behaviour management flowcharts that have been implemented have also led to improved teacher perceptions of student behaviour and leadership practices in the Teacher survey and a reduction in the number of Sentral entries for behaviour in 2019 compared to 2018. The next steps in the implementation process are to install signs across the school to reinforce expected behaviours aligned to school values. Signage has been costed and will be included in the 2020 school budget. Classroom spaces will be targeted in 2020. While XCEL assemblies are well attended and recognise students in each year group who have accumulated the most merit points, there is a need to update the merit system so that XCEL points are being used to positively reinforce values consistently by all teachers.	Annual Expenditure: $5,000 Professional Learning $4,400 Student Leadership $1,150 XCEL Initiatives

Process 2:   Develop and implement consistent and informative feedback strategies to support individual growth.

Evaluation	Funds Expended (Resources)
Throughout 2019, the Visible Learning group targeted feedback/feedforward as teaching practices with high impact. From 2020, student assessment handbooks and assessment tasks sheets from 7–12 will all include explicit processes for feedback. Professional learning for staff and student workshops have focused on the concept of feed–forward to build a collective	Annual Expenditure $2,000 Professional Learning

Progress towards achieving improvement measures	
understanding of Hattie's approach.

Compared to September 2018, Tell Them From Me Data in September 2019 shows a 6.8% improvement in student perceptions of rigour. Students this year are now 7.1% more likely to have high levels of perseverance (the extent to which students can pursue goals to completion even when faced with obstacles).

The work completed by this team in 2019 will be used to inform the Academic Mentoring (Coaching) program in 2020. Coaching will give a structure for a whole school commitment to feedforward and increased student agency. By partnering with James Anderson there will be alignment between the work of each strategic direction and increased student agency to enact feedforward for individual, targeted growth. | |

Process 3: Develop internal data analysis tools and enhance the use of external data to target student growth in literacy and numeracy.

Evaluation	Funds Expended (Resources)
The implementation of Instructional Rounds as a tool for internal data collection has had a significant impact on the school's learning culture. The significant resource allocation to this program enabled staff to collaborate and engage in evaluative practices to reflect on pedagogy aligned to the Strategic Direction: Build Practice Excellence. Throughout 2019, more than 50 teachers took part in Instructional Rounds and the internal data collected was used to target professional learning initiatives such as the focus on Harvard Thinking Routines and explicit teaching. Through successive Rounds, teachers observed greater prevalence of higher order thinking and metacognitive strategies. In 2020, students will also be trained in Instructional Rounds to increase student voice in decision making and evaluation of learning culture.

The team identified a need for greater use and understanding of quantitative data in 2018. While the school was unsuccessful in registering for BestStart in 2019, the school has been selected for 2020 and this data will support teachers to track student growth. In place of BestStart, the team this year developed strategies for using existing available internal data using the Analysis modules on Sentral. Using reporting data tracked over several years the team trialled this process with the year nine cohort prior to AIM mentoring so that mentor teachers were able to have a greater understanding of student achievement trends prior to interview. The intention is for this process to be used by all teacher–coaches from 2020 to track the achievement of students in their coaching groups.

In 2019 AGHS had a greater share of students in Y9 achieve or exceed their expected growth than the state average in Reading and Writing. While the average scaled growth in numeracy was greater than both the state and statistically similar schools, fewer than expected students achieved growth in numeracy when compared to the state. From 2020, the newly appointed HT Teaching and Learning will lead these evaluative practices and strategies to target ongoing improvement in literacy and numeracy. | Annual Expenditure:

$50,000 from staffing (0.5 FTE) for Instructional Rounds coordination

$37,000 Professional Learning |

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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.

Improvement Measures

School data indicates an improvement in student engagement and relevance.

School data demonstrates an increased teacher emphasis on future–focused skills.

Progress towards achieving improvement measures

Process 1: Evaluate and further develop teaching programs and assessment tasks to reflect elements of design thinking, creative problem solving, collaboration and critical analysis.

Evaluation	Funds Expended (Resources)
In 2019, the Authentic Assessment team developed a plan to identify best practice for evaluating assessment tasks with a focus on increasing both relevance and rigour for students in tasks across the school. The team presented a series of professional learning sessions for all teachers that were implemented at staff development days and staff meetings to highlight the importance of deep understanding, higher order thinking, connectedness and knowledge integration in assessment tasks in order to improve the quality of assessment tasks being used in classes across the school. Members of the Authentic Assessment team presented sample assessment tasks and four reflection rubrics to provide staff with the tools for thorough evaluation of the assessment tasks being used in Stage 4 and 5. Using the evaluation rubrics that were presented to all teachers at the professional learning sessions, Head Teachers from all faculties then led the evaluation of tasks in their faculties for the purpose of improving task quality in every KLA. After completing this process, each faculty provided one of their improved tasks from Stage 4 and one task from Stage 5 to the Authentic Assessment team in Term 4 for comparison to ensure that the desired outcomes were being met. Key improvement measures for this initiative can be indicated by data showing enhanced student engagement and relevance. Analysis of Tell Them From Me data has indicated an increase in relevance in 2019 using the combined relevance score, where a score of 5.6 out of 10 was achieved compared with 5.4 in 2018. Tell Them From Me data also indicated an improvement in rigour, increasing from 5.9 (out of 10) in 2018 to 6.2 in 2019. While it is evident that this improvement is likely to be attributed to a number of initiatives, the improved relevance and rigour in assessment tasks is likely to be a contributing factor. This is reinforced by responses in surveys completed in Term 2 by 230 students from Year 7–12 which indicated that the vast majority of students (92%) prefer tasks that are linked to real world problems and solutions, and 79% of respondents valued tasks that had elements of student choice involved in the task. Initial planning for 2020 has highlighted the importance of collaboration with teams that are focussed on best practice for the use of feedback and feedforward strategies, and accurate student self–reflection on future focussed learning habits and skills. Data shows that 80% of students feel that they would benefit from more ongoing feedback throughout the task	

Progress towards achieving improvement measures	
completion process. Linking improved feedback and feed forward mechanisms with formative assessment as well as summative assessment, and incorporating deep self–reflection by students, should create improved student growth and learning.	

Process 2: Evaluate and implement strategies that encourage students to embrace entrepreneurial mindsets.

Evaluation	Funds Expended (Resources)
Entrepreneurial mindsets are characterised by a range of skills that will set students up for success in a rapidly changing world. This includes skills like creativity, collaboration, problem solving, intelligent risk taking, recognising opportunities, resilience, perseverance and the ability to accept failure as part of the learning process. Throughout 2019, a reflection tool was developed, implemented and evaluated to help students to self–evaluate on their development and use of a range of these future focussed learning skills. After adjustments to the original design of the self–reflection tool to promote greater depth of thinking and evaluation, students in Year 9 & 11 were asked to complete a thorough self–reflection using this tool prior to their mentoring interviews in Term 3. To determine the impact of this process and identify whether the evaluation tool promoted the further development of an entrepreneurial mindset, students completed surveys on the mode of delivery, the depth of questioning and the success of this tool in achieving its purpose. This evaluation identified the need for further refinement of the self–reflection process and the logistics of when and how it will be used. Approximately 75% of Year 9 & 11 students completed an evaluation after using the self–reflection tool in Term 3. In their responses, a large proportion of students indicated that the purpose of the self–reflection was unclear and they did not understand that the focus was on the development of a growth mindset and entrepreneurial skills rather than to highlight weakness. It is likely that this would improve with more regular and consistent use. Teachers also reported concerns regarding a lack of honesty in student self–reflection when using the tool, with low to middle achieving students being more likely to provide unrealistic or inaccurate responses. The benefits of completing the self–reflection with a mentor or class teacher rather than individually was highlighted by this evidence. In 2020, it has been identified that this self–reflection tool would be more appropriately used on a more regular and consistent basis in every class and every subject. Initial discussions have occurred to enable the current model to be adapted so that it can be used for evaluating progress, achievement and successful preparation for individual tasks. Using this tool in conjunction with enhanced practices to ensure students receive clear and consistent feedback and feedforward from class teachers on specific tasks, such as a sample of work or an assessment task, will allow for more accurate and realistic reflection. Emphasis on how to improve learning habits and skills will be created through the links with the feedback and feedforward being provided by teachers. This should ensure that the accuracy of the refection is not dependent on the level of achievement and maturity displayed by the student. Collaboration with teams that are focussed on best practice in the provision of quality feedback and the implementation of authentic assessment will be a vital aspect of ensuring the success of this initiative in 2020.	Annual Expenditure: Professional Learning $1500 Business Innovation Challenge $2500

Process 3: Develop holistic programs that connect learners and the educational community and provide authentic, real–world experiences.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Asquith Girls High School has successfully developed programs that connect learners and the educational community and provide authentic, real–world experiences through the implementation of the Authentic Learning electives in Year 9. In 2019, the second year of implementation of these electives occurred with an increased number of electives being designed by teachers and offered to students. A total of 10 courses were presented to students, with the six most popular courses being implemented. The electives that ended up being implemented based on student choices were Barista Cafe, Kitchen Gardens, Micro Mastery, Game Design, Ageless Communities, and Mind, Body, Spirit. The Authentic Learning team built on this positive culture by conducting a professional learning session for all staff in Term 2 that highlighted the value of developing future focussed learning skills and the role that the Authentic Learning courses play in their development through the provision of relevant and engaging real–world experiences. An important goal for 2019 with Authentic Learning was to improve student and parent awareness of the program and increase their understanding of the value of developing entrepreneurial skills such as creativity, collaboration, problem solving, design thinking and critical analysis through real–world experiences. To achieve this, an enhanced Authentic Learning showcase was implemented, with Year 9 students presenting their learning experiences to their Year 8 peers. The selection process was also timed to coincide more effectively with the selection of the traditional electives in Term 2, and the subject selection handbook contained more thorough information about the Authentic Learning program. The school Facebook page was used to share the experiences of Year 9 students in the Authentic Learning electives with the school community. Evidence of impact of this initiative can be seen through a number of measures that show an increased teacher emphasis on future focussed skills and an increased student understanding of the values of an entrepreneurial mindset, including: • The Authentic Learning program was nominated for an award at the Australian Education awards in the category of Innovation in Curriculum Design. While AGHS did not end up receiving this award, the school was short–listed as a finalist in this category and as a result, representatives of the team were invited to the awards ceremony. This level of national recognition highlights the success of this program. • Tell Them From Me data regarding student perception of the importance of certain skills for future success showed that students had an increased understanding of the value of the future focussed skills that the authentic learning program was aiming to develop. This included increases in the perceived importance in critical thinking from 49% in 2018 to 55% in 2019, creative thinking from 48% in 2018 to 57% in 2019, problem solving from 47% in 2018 to 49% in 2019, and team work from 54% in 2018 to 58% in 2019. • Surveys conducted by the Authentic Learning team with Year 9 students indicated that there was an increase in the number of students preferring the Authentic Learning courses over the traditional elective courses, with an increase from 42% in 2018 to 50% in 2019. After implementing a competency–based reporting model for the Authentic Learning courses that highlighted student progress towards the development of future focussed skills, the Authentic Learning team explored the possibility of reporting on the development of these skills across all courses to replace the current personal learning profile used in the end of semester reports. A proposal was presented to the school Executive in December, but it was recognised that further consultation with students, parents/caregivers and staff was required before this proposal could be implemented across the school.	Annual Expenditure: Teaching and Learning Resources $1500

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Strategic Direction 3

Empower Connected Leaders

Purpose

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

Improvement Measures

School data indicates an improvement in valuing education.

School data indicates an improvement in school pride.

Internal data indicates increased engagement in XCEL programs.

Progress towards achieving improvement measures

Process 1: Strong collaboration between parents, community and school supports continuity of learning at key points of transition.

Evaluation	Funds Expended (Resources)
Asquith Girls High School's priority to engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, culminated in *The Big Day Out* on December 13 2019. The day included a focus on Year 9 and Year 10 students involved in career focussed workshops. In Term 1, all Stage 5 students were surveyed and main career directions for the cohort were identified to inform choice of businesses to approach for the purpose of community mentoring. Data collected indicated a number of future career perspectives across a range of areas within the workplace. These interests were used as focused targets when distributing emails to community members, local businesses and organisations. Twelve organisations were confirmed to participate in workshops to provide students with the knowledge and understanding of career opportunities during the key transition period into Stage 6 and/or future employment. The outcome was a highly successful product, evident by feedback from both the students and the community mentors. This initiative truly embraced building strong collaborative and productive partnerships within the community across a range of industries and businesses. This has helped to inform and inspire all Stage 5 students during this important transitional period about the value of education and also the endless possibilities to make positive contributions as global citizens and assist them fulfill their career potential.	Annual Expenditure Casual Relief: $1500 Incidental expenses: $500

Process 2: Leadership skills and relationships are enhanced through volunteering, social justice and wellbeing programs.

Evaluation	Funds Expended (Resources)
Process 2 – Leadership skills and relationships are enhanced through volunteering, social justice and wellbeing programs To empower leadership at all levels, and build relationships with the community, a number of initiatives with a social justice focus were implemented in 2019. AGHS community members and local schools participated in the annual International Women's Day Breakfast held at the school in Term 1 which was run by the Social Justice Prefects. Mahboba Rawi spoke at the event with guest speaker Kylie Green, Managing Director	Annual Expenditure Casual Relief: $1000

Progress towards achieving improvement measures	
of Kimberlin Education, to challenge and inspire students to be involved in Social Justice and volunteering. The aim; to promote, support and grow social justice initiatives at AGHS was highly successful with the Social Justice Team growing by 400% over the year. The Social Justice Prefects attended the International Women's Day Breakfast at Auburn Girls and members of the team attended a Social Justice Forum at Brigidine College. Further initiatives included the organisation of a Mock UN where students from Asquith Boys High School participated by representing different countries in the forum, increasing links between local schools. Further links with Mahboba's Promise included the organisation of a stall at the AGHS 60th Anniversary Open Day and a presentation by Mahboba's son, Sourosh Cina at our Multicultural Day.

To further promote volunteering and social justice initiatives at Asquith Girls High School, a new initiative called *The Big Day Out* was held on December 13th 2019 which focussed on inspiring Year 7 and 8 students to be involved in volunteering programs and a Social Justice Forum. Students chose to volunteer at local primary schools, retirement villages, Cowan RFS and at Mahboba's Promise offices, or were involved in the Social Justice Forum where Ravenswood Girls presented their 'Days for Girls' initiative, ex AGHS students talked about their involvement in RFS and a number of NGOs including World Animal Protection, Anglicare, Every Little Bit Counts, Hornsby Connect, Amnesty International The Smith Family and the Australian Human Rights Commission ran workshops for students to give insight into the important work they do in the community and on a national and global level.

Students were engaged throughout the day and valued the opportunity to ask questions from the presenters or to proudly work alongside the community in a volunteering capacity. Prior to the day the Social Justice Team ran a charity drive to collect items to donate to Hornsby Women's Shelter and other charities. The *Big Day Out* instigated significant interest in volunteering by Year 7 and Year 8 students with over 90% stating they enjoyed the program and found it valuable, and over 90% of students indicating they think the program should run again in 2021. | |

Process 3:   Individualised mentoring programs increase aspirations and challenge personal best.

Evaluation	Funds Expended (Resources)
The Asquith Individual Mentoring Program (AIM) was implemented in 2019 to increase student aspirations and challenge personal best.

Year 11 and 12 student interviews were conducted in Term 1 and student referrals were communicated to relevant staff members for follow up and support.

The Year 10 student Interviews were conducted in Term 2 and allowed students to reflect on their HSC Subject choices for 2020. Mentors included the Principal, Deputy Principals, Year Advisers, Head Teacher Welfare and Careers Adviser. Students were able to reflect on their choices through effective coaching techniques and provide feedback on the process to their mentors. Students reflected that they appreciated the support and direction provided by their mentor and felt that they were more satisfied with their final subject choices.

The Year 7 student interviews were also conducted in Term 2 and whilst students initially found the concept of an interview daunting, through support and encouragement of the whole–school staff, students successfully completed their interview with keenness and enthusiasm.

In the post interview evaluation, the ICA Team reviewed feedback provided by parents on the goal setting sheets. Whilst some some parents felt that the career–based concepts were challenging for younger students, the overwhelming majority found the program to be useful and felt that the career | Annual Expenditure

$4000 (8 days casual relief) |

Progress towards achieving improvement measures	
focus was essential. The ICA team used the feedback to review the language used in the goal setting sheet to make sure it was more accessible to all students. Having reviewed the feedback from previous interviews, the ICA team then developed interview schedules. ICA team members developed resources and goal setting sheets ready for distribution to students in Term 4. At the School Executive conference, the decision was made that the school would be expanding the AIM Program into a whole–school program encompassing all students and staff in a new coaching initiative. The Year 8 & 9 student Interviews were cancelled so time and effort could be put into planning the new coaching initiative for 2020. As a consequence of the new direction, it was agreed that the AIM Interview ICA would work jointly with the Entrepreneurial Mindset ICA in developing an outline for implementation of the new coaching program using the feedback and experience gained from the 2019 AIM interviews. The coaching program was presented to staff in a staff meeting. Staff were briefed on the overview of the program and how it will operate in 2020. A staff meeting on 26.11.19 was dedicated to introductory coaching techniques with staff being given the opportunity to role play. The staff development day held on 19.12.19 was dedicated to a coaching seminar by James Anderson, with whom the school will be working closely over the coming 12 months of the program. James will be providing training, resources and ongoing support for the program.	

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	$48,895 RAM equity funding to support access to resources and wellbeing	One of the key goals of the Department of Education's 2018–2022 strategic plan is to ensure that our education system reduces the impact of disadvantage. In 2019 at Asquith Girls High School, students are supported to participate in the full range of curricular and co–curricular opportunities available at the school. The Bring Your Own Device (BYOD) approach to technology integration in classrooms is supported by an extensive pool of equity loan devices available to students. In 2019 an additional 40 Chromebooks were purchased and made available to ensure all students had access to quality computing hardware at school and at home. 83% of students responded in the Tell Them From Me survey that quality technology supports learning at the school. In 2019, student wellbeing was supported through the provision of canteen and uniform assistance for families experiencing economic hardship. The school also assisted families with the cost of subject course fees and costs associated with excursions and co–curricular programs. The 2019–2020 prefect group have identified a 'Breakfast club' to support student wellbeing with nutritious food before school as a key initiative for 2020.
Support for beginning teachers	Early Career teacher and mentor reduced timetable allowance (two periods each) – $100,000 Professional learning including network partnerships – $10,000	In 2019, Beginning Teachers at Asquith Girls High School were supported by the Deputy Principal responsible for Teaching and Learning as well as faculty head teachers. Early career teachers and their supervising head teachers have a reduced timetable to allow time for lesson observation, coaching and mentoring. Early career teachers also seek to expand their professional networks with master teachers from other local high schools. Through these networks, experienced teachers assist with peer marking, lesson observation and coaching. Additional funding is also provided to beginning teachers to attend professional learning workshops. In particular, the school supports early career teachers to attend HSC study days with students to further increase understanding of assessment requirements. In 2019, four teachers gained accreditation at proficiency.
Low level adjustment for disability	1.2 FTE additional staff – $120,000 Additional funding towards SLSO in addition to targeted support – $29,013	Asquith Girls High School strives to achieve the Department of Education's goal that every student improves every year through low–level adjustments and support for students with disabilities. The Learning and Support Team meets each fortnight to case

| Low level adjustment for disability | 1.2 FTE additional staff – $120,000

Additional funding towards SLSO in addition to targeted support – $29,013 | students who require additional support to access the curriculum. The school's Learning and Support teacher collaborates with the Head Teacher Wellbeing and stage Deputy Principal to develop comprehensive Individualised Learning Plans, Health Care Plans and develop strategies for additional support. In addition, Student Learning and Support Officers (SLSOs) work with individuals and small groups to assist in the classroom and in small group settings.

In 2019, the school also funded 1.2 full time equivalent staff to support literacy and numeracy programs. These teachers targeted literacy and numeracy skill development for students who had not achieved the national minimum standard in Year 7 NAPLAN and provided advice to teachers about appropriate differentiation and assessment adjustment strategies so that all students are able to demonstrate improvement in their learning. These teachers also supported students in the library Learning Hub before and after school providing additional assistance for assessment tasks.

The Maths Enrichment and Improvement on Wednesdays (MEIOW) initiative saw numeracy specialist teachers continue to support student learning in small group settings after school, by providing additional assistance and tuition to develop numeracy skills. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	0	0	0	0
Girls	898	819	813	770

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.6	95.9	95.5	94.3
8	93.4	94.3	95.1	93.2
9	91.2	92.1	93.1	94.1
10	91.9	92.3	91.9	93.3
11	92.7	91.8	93.5	92.1
12	91.9	91	94.9	93.9
All Years	92.6	92.8	94	93.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

The overall student attendance rate of 93.5% continued to be above the state average of 88%. 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.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	5
TAFE entry	1	2	3
University Entry	0	0	62
Other	0	0	0
Unknown	0	0	30

Year 12 students undertaking vocational or trade training

14.74% of Year 12 students at Asquith Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Asquith Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

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 11 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	9.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Staffing at Asquith Girls High School

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 2019, to support student wellbeing, instructional leadership and school administration, an Above Centrally Identified Position (ACIP) Deputy Principal role was formalised. The school also funds a Head Teacher Administration position from its staffing budget as well as a part–time position leading the Instructional Rounds team.

Professional Learning in 2019

Teacher and SASS professional development at Asquith Girls High School is supported through a range of initiatives and professional learning opportunities. Each executive, staff and faculty 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 2019, a program of Instructional Rounds was incorporated into the school's professional learning culture. All staff members were trained and participated in Instructional Rounds. Through this process, teaching and learning practices across the school were observed and the Instructional Rounds team developed a program of professional learning activities to target focus areas for improvement. For example, to increase rigour and higher order thinking in lessons, explicit strategies for using Harvard Thinking Routines were included in staff meetings and teachers shared examples of how these strategies made a positive impact in their lessons.

Throughout the year, professional learning topics included: implementing positive behaviour for learning, effective feed–forward, Robert Kay's Education 3.0 and differentiation for gifted and high potential students.

In 2019, 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.

Professional learning for school administration and support staff has focused on improving knowledge and application using new software as part of ongoing education reforms.

In 2019, four teachers achieved accreditation at Proficient levels, and a further six 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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	2,109,525
Revenue	9,447,073
Appropriation	8,484,088
Sale of Goods and Services	29,839
Grants and contributions	723,066
Investment income	16,427
Other revenue	193,653
Expenses	-9,261,853
Employee related	-7,898,050
Operating expenses	-1,363,803
Surplus / deficit for the year	185,220

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

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	46,218
Equity Total	409,026
Equity - Aboriginal	8,440
Equity - Socio-economic	48,895
Equity - Language	202,678
Equity - Disability	149,013
Base Total	7,369,981
Base - Per Capita	190,690
Base - Location	0
Base - Other	7,179,291
Other Total	234,919
Grand Total	8,060,144

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 school as part of its educational management plan, is saving to continue to acquire human resources to continue the Stage Deputy Principal model, place a teacher on higher duty as Head Teacher Administration, employ full–time IT Support, employ two teachers above staffing entitlement to support students to achieve Above the National Minimum Standards in NAPLAN, the Minimum HSC Standards, and enrich opportunities for High Potential and Gifted students.

The school employs extra SASS and a General Assistant (1 day per week) to support the needs of the Administration Office and those of the school.

The school also is planning for an outdoor cover and to refurbish Teaching and learning spaces to provide flexible learning environments.

These projects cannot be funded within a financial year.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
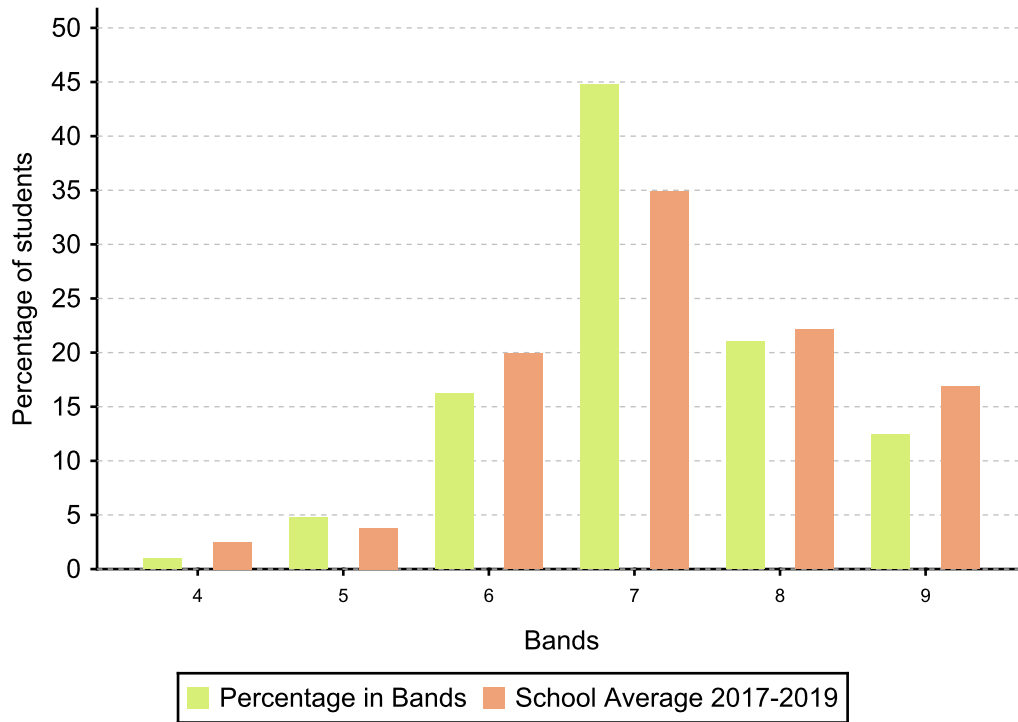
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
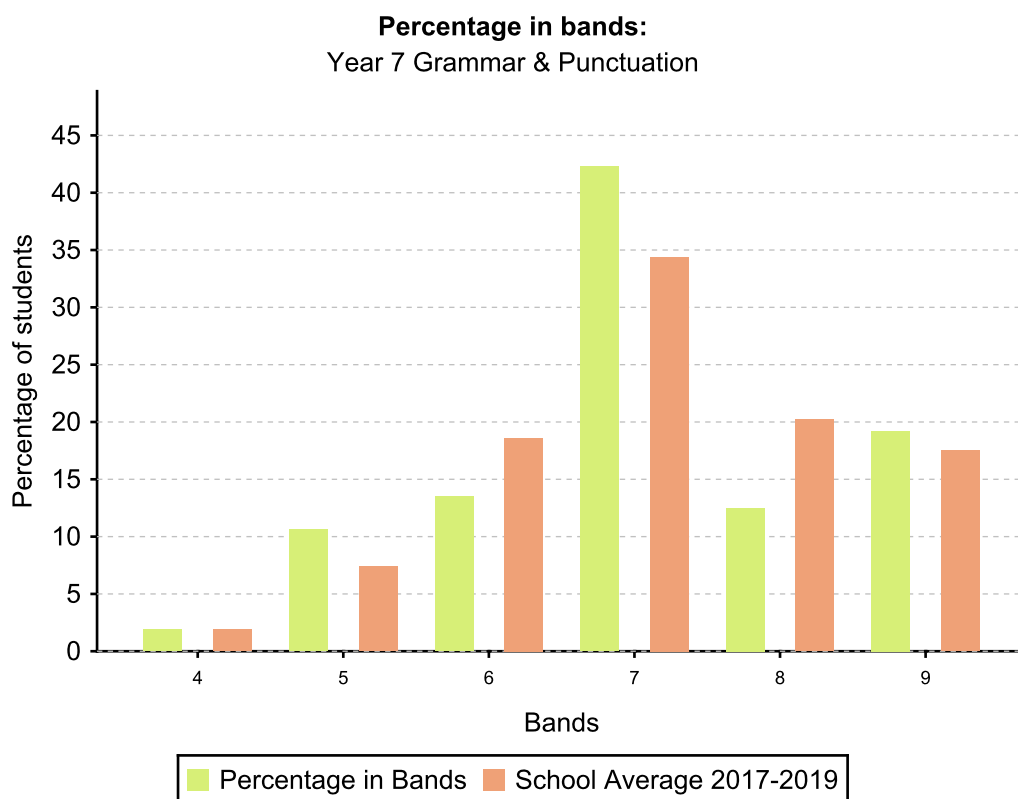
Band	4	5	6	7	8	9
Percentage of students	1.9	10.6	13.5	42.3	12.5	19.2
School avg 2017-2019	1.9	7.4	18.6	34.4	20.2	17.5

Percentage in bands:
Year 7 Reading

Band	4	5	6	7	8	9
Percentage of students	1.0	4.8	16.2	44.8	21.0	12.4
School avg 2017-2019	2.5	3.8	19.9	34.9	22.1	16.9

Percentage in bands:
Year 7 Spelling
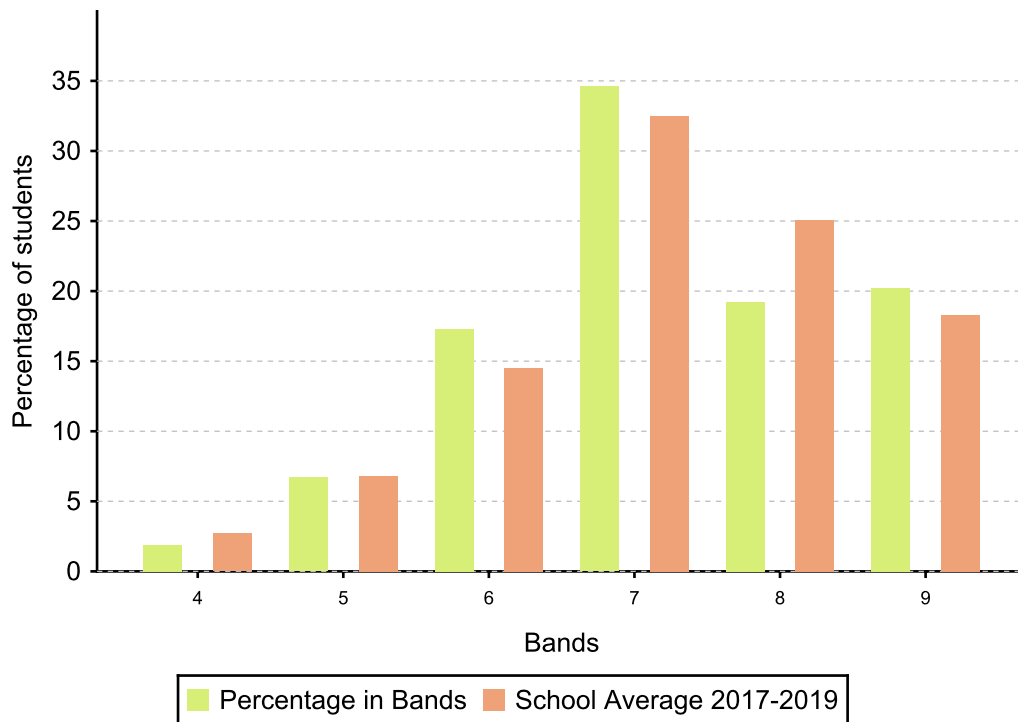
Band	4	5	6	7	8	9
Percentage of students	1.9	6.7	17.3	34.6	19.2	20.2
School avg 2017-2019	2.7	6.8	14.5	32.5	25.1	18.3

Percentage in bands:
Year 7 Writing
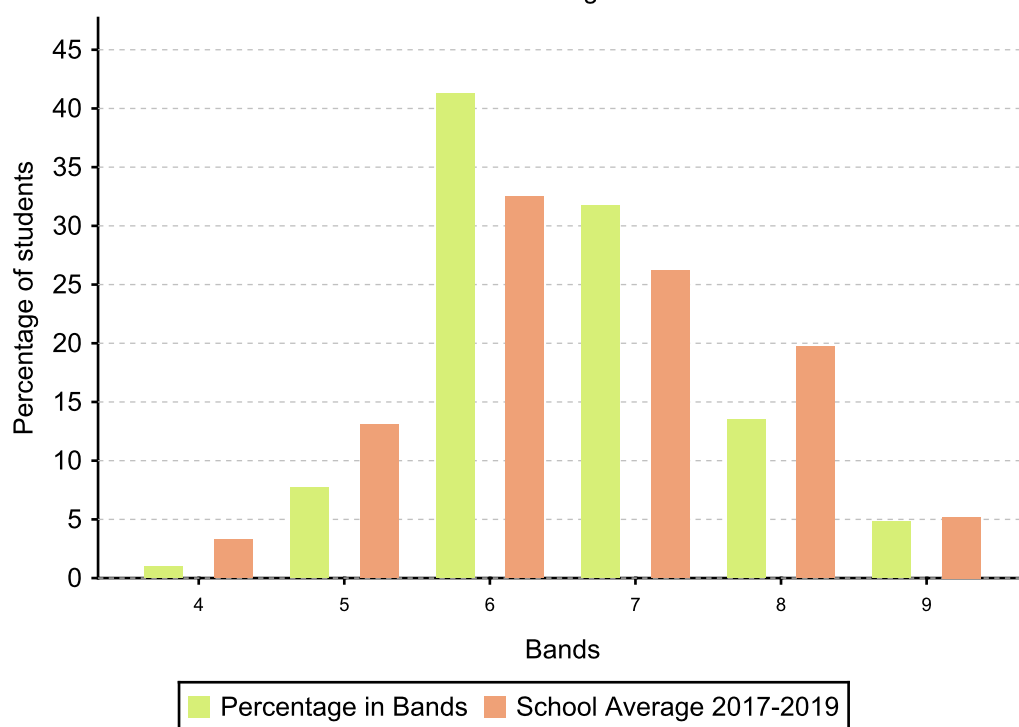
Band	4	5	6	7	8	9
Percentage of students	1.0	7.7	41.3	31.7	13.5	4.8
School avg 2017-2019	3.3	13.1	32.5	26.2	19.7	5.2

Percentage in bands:
Year 9 Grammar & Punctuation
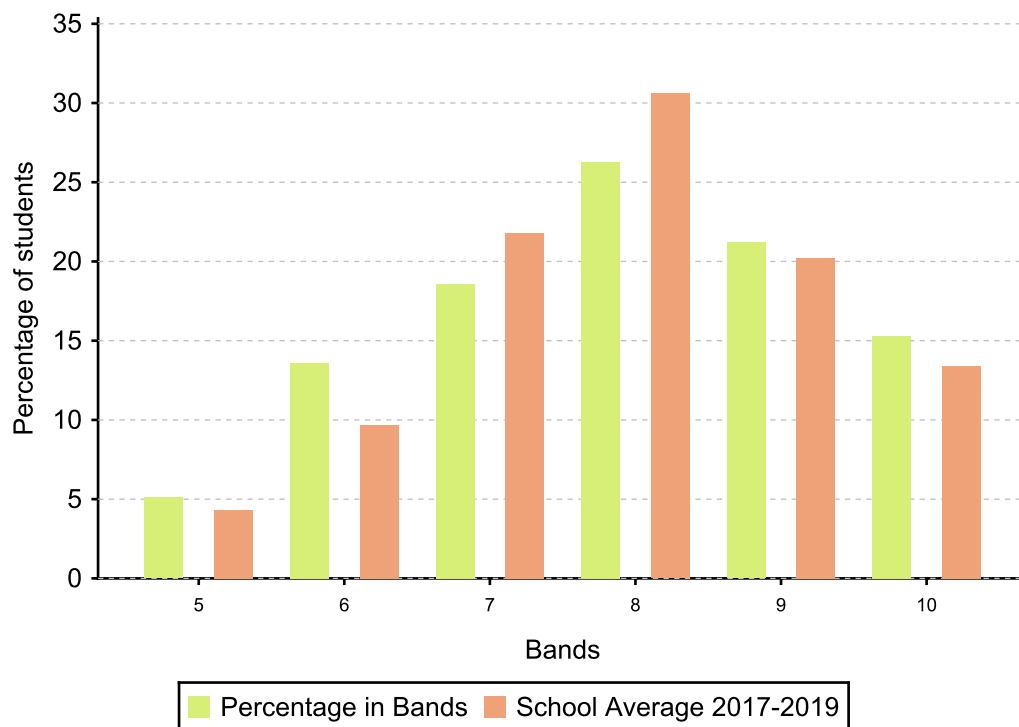
Band	5	6	7	8	9	10
Percentage of students	5.1	13.6	18.6	26.3	21.2	15.3
School avg 2017-2019	4.3	9.7	21.8	30.6	20.2	13.4

Percentage in bands:
Year 9 Reading
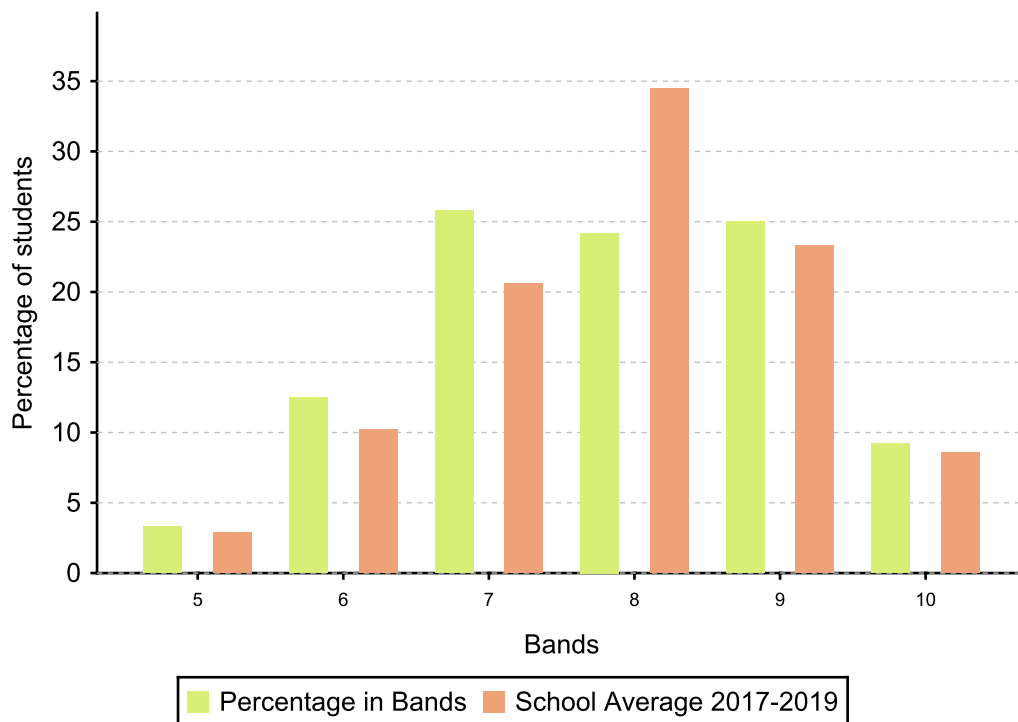
Band	5	6	7	8	9	10
Percentage of students	3.3	12.5	25.8	24.2	25.0	9.2
School avg 2017-2019	2.9	10.2	20.6	34.5	23.3	8.6

Percentage in bands:
Year 9 Spelling
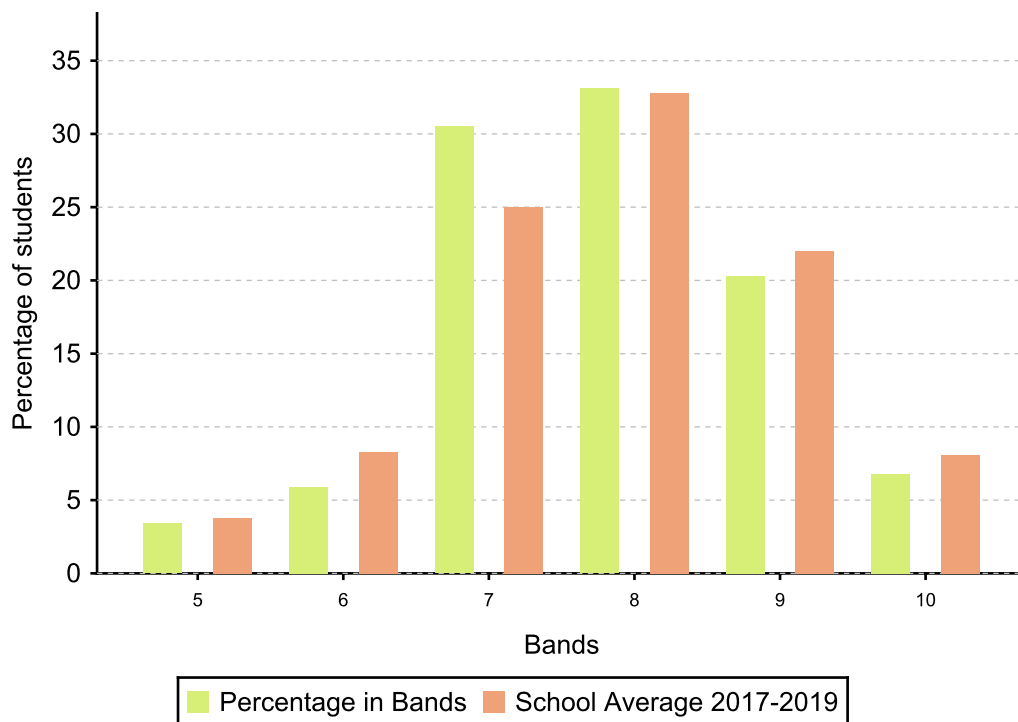
Band	5	6	7	8	9	10
Percentage of students	3.4	5.9	30.5	33.1	20.3	6.8
School avg 2017-2019	3.8	8.3	25	32.8	22	8.1

Percentage in bands:
Year 9 Writing
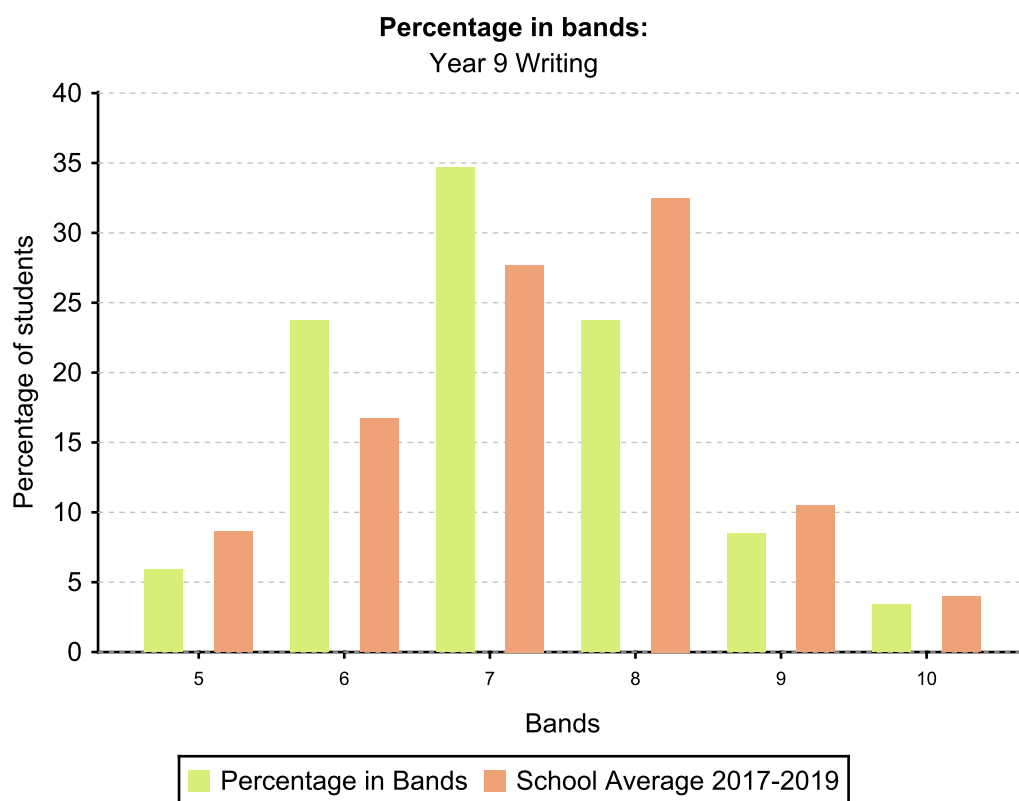
Band	5	6	7	8	9	10
Percentage of students	5.9	23.7	34.7	23.7	8.5	3.4
School avg 2017-2019	8.6	16.7	27.7	32.5	10.5	4

Percentage in bands:
Year 7 Numeracy
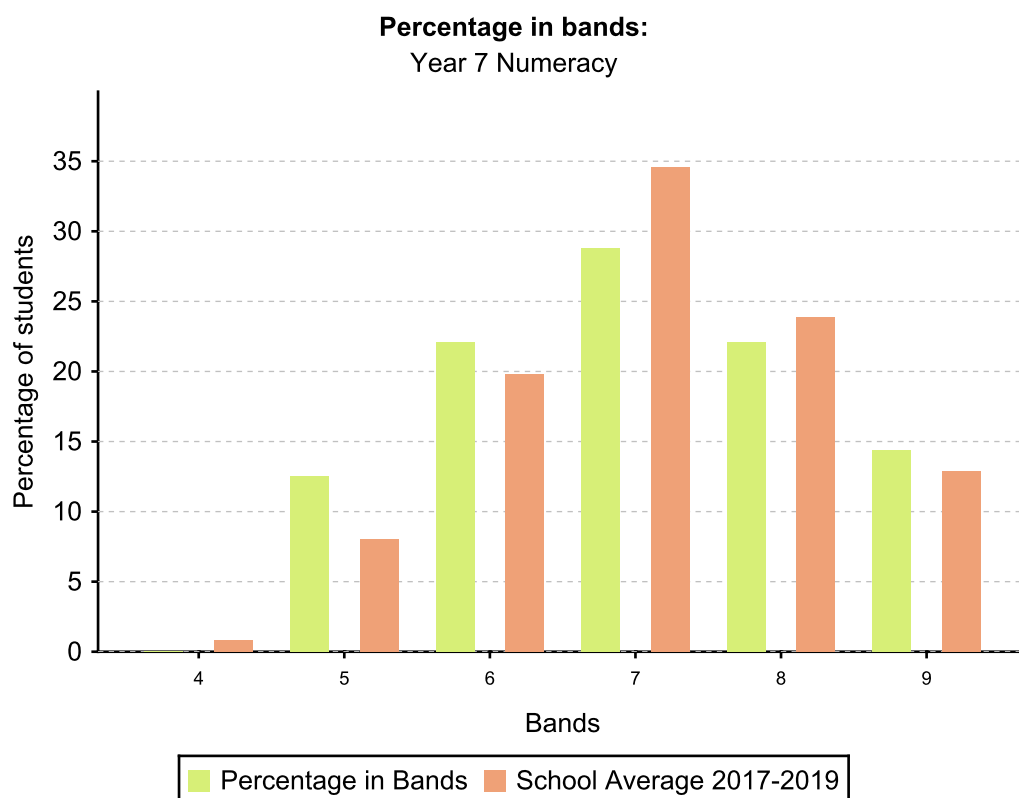
Band	4	5	6	7	8	9
Percentage of students	0.0	12.5	22.1	28.8	22.1	14.4
School avg 2017-2019	0.8	8	19.8	34.6	23.9	12.9

Percentage in bands:
Year 9 Numeracy
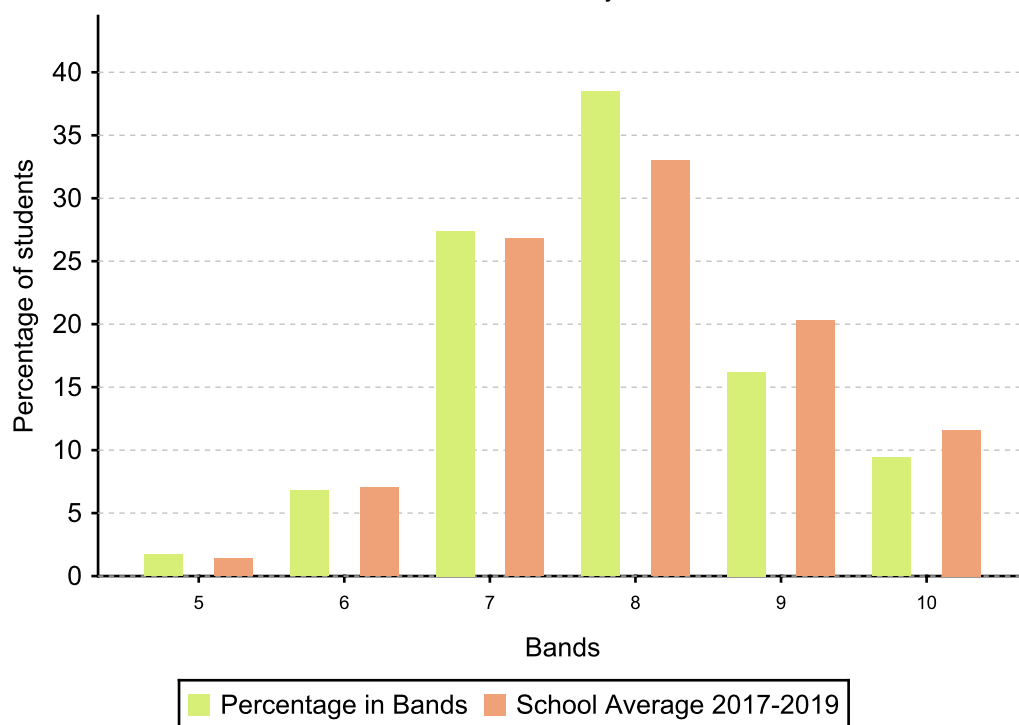
Band	5	6	7	8	9	10
Percentage of students	1.7	6.8	27.4	38.5	16.2	9.4
School avg 2017-2019	1.4	7	26.8	33	20.3	11.6

In 2019, Year 9 students achieved greater average scale growth compared to the state average in Reading, Writing and Numeracy and a greater share of students achieved or exceeded their expected growth in Reading and Writing when compared to the state.

Across all domains, students improved 40.9 points between Year 7 and 9 which is the highest value–added result achieved at the school since 2013.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
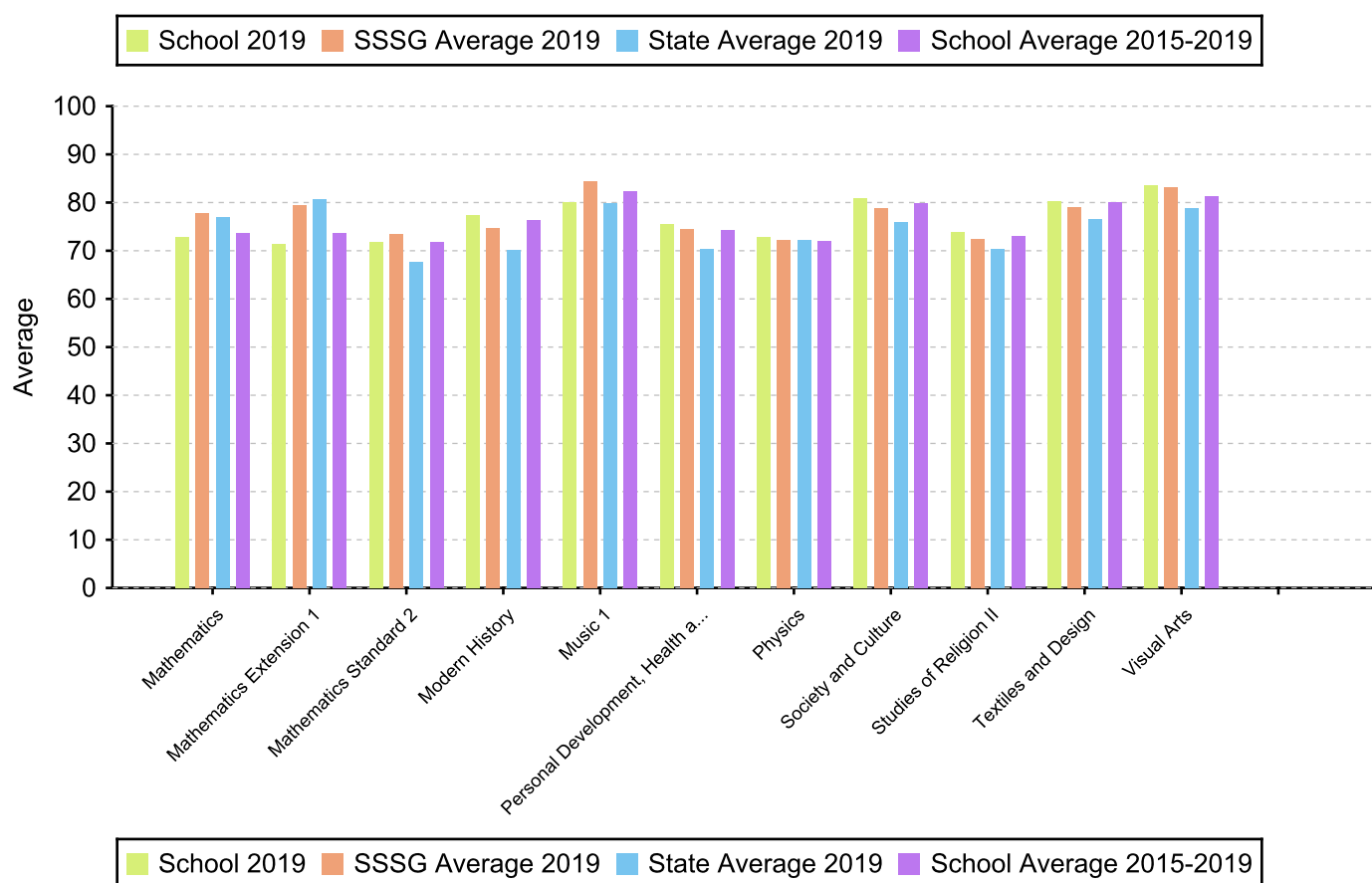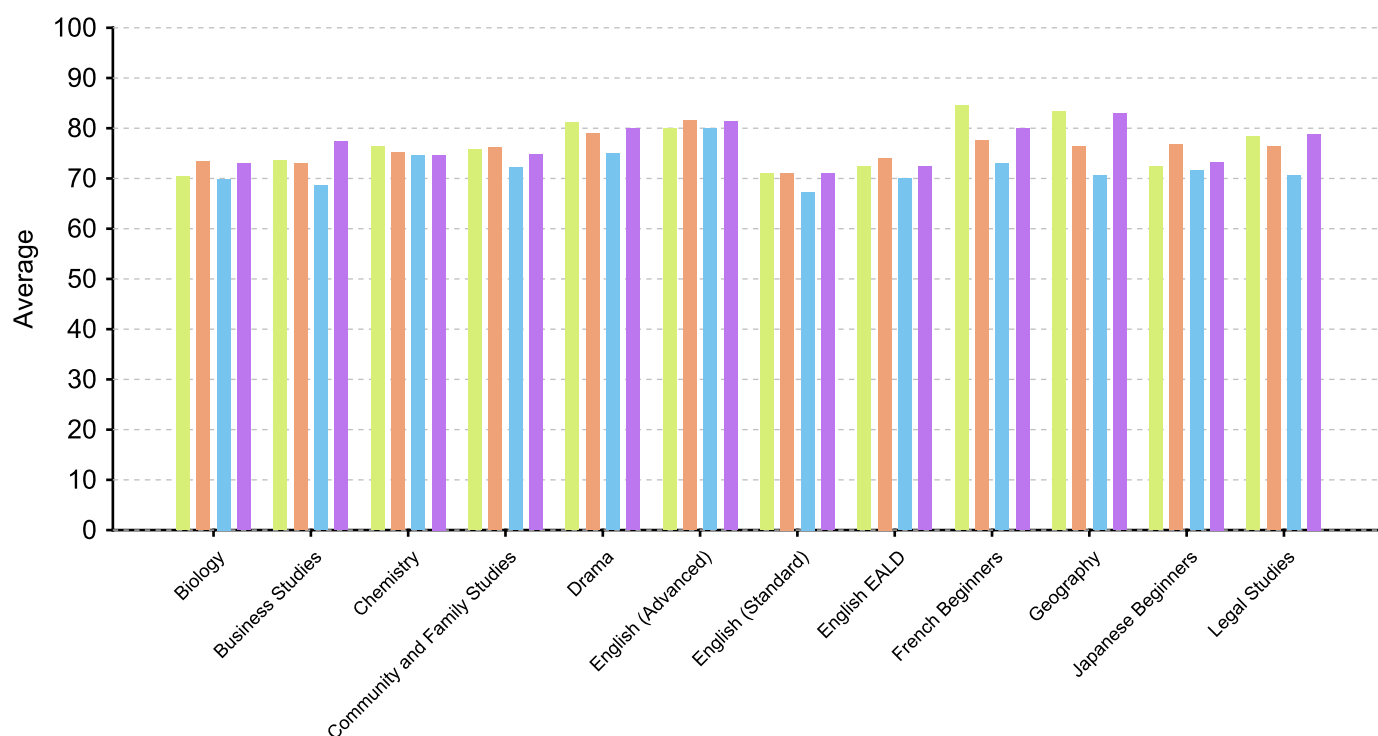
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	70.4	73.3	69.9	73.1
Business Studies	73.6	73.1	68.6	77.3
Chemistry	76.4	75.1	74.7	74.7
Community and Family Studies	75.8	76.2	72.2	74.8
Drama	81.1	79.0	75.0	79.9
English (Advanced)	79.9	81.5	80.0	81.3
English (Standard)	71.0	71.1	67.3	70.9
English EALD	72.4	74.1	70.0	72.4
French Beginners	84.5	77.6	72.9	80.0
Geography	83.3	76.4	70.6	82.9
Japanese Beginners	72.4	76.8	71.6	73.3
Legal Studies	78.3	76.4	70.6	78.8
Mathematics	72.9	77.7	76.9	73.7
Mathematics Extension 1	71.4	79.4	80.6	73.6
Mathematics Standard 2	71.8	73.4	67.7	71.8
Modern History	77.4	74.6	70.2	76.3
Music 1	80.1	84.4	79.9	82.4
Personal Development, Health and Physical Education	75.5	74.4	70.5	74.3
Physics	72.9	72.3	72.1	72.0
Society and Culture	80.8	78.8	75.9	79.8
Studies of Religion II	73.8	72.5	70.4	73.0
Textiles and Design	80.3	79.0	76.6	80.0
Visual Arts	83.6	83.2	78.8	81.4

Parent/caregiver, student, teacher satisfaction

The Wellbeing curriculum at AGHS is delivered through the Sisters in School program, Year Meetings, whole school celebrations and student led initiatives. In 2019, the Semester Two Tell Them From Me student survey recorded the following improvements in areas of student wellbeing targeted through the Wellbeing curriculum.

- Sense of belonging increased from 63% to 67% (compared to state 66%);
- Positive relationships increased from 85% to 86% (compared to state 78%);
- High Optimism increased from 42% to 45% (compared to state 43%);
- Positive student– teacher relationships increased from 6.0 to 6.3 (compared to state 5.7).

Other indicators of student wellbeing such as truancy and positive behaviour remained stable (and favourable compared to the state norm). The percentage of students who value schooling increased significantly from 59% to 63% however this is still below the state norm.

107 respondents completed the 2019 Partner in Learning Tell Them From Me parent survey. Compared to the 2018 parent survey, there was an improvement in every area measured: Parents feel welcome, Parents are informed, Parents support learning at home, School supports learning, School supports positive behaviour, Safety at school and Inclusive school. It is important to note that for each of these areas, the school achieved its highest result since the survey began in 2016.

Teacher feedback was sought through the Tell Them From Me teacher survey. In 2018, 59% believed that school leaders were effectively leading improvement and change; this measure increased to 77% in 2019. Similarly, the proportion of staff who believe leaders clearly communicate their strategic vision and values for our school increased by 8 points to 86%. Compared to 2018, staff reported improvements in Leadership (increasing from 6.8 to 7.1 in 2019) and staff morale (improving 3 points). Collaboration, Learning Culture and Use of Data continue to be above the state norm.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Asquith Girls High School is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students. The Australian Indigenous Mentoring Experience (AIME) program, run in conjunction with the University of Sydney, provides a key platform of support for ATSI students. The AIME program provides students with tutoring for one hour each week.

In addition to assisting students with their learning, the AIME tutors also provided a strong mentor program for Asquith students. The AIME program provided students with the opportunity to attend program days and workshops at the University of Sydney. There were four program days in 2019, 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.

Asquith Girls High School's Aboriginal Education team promotes shared responsibility for Aboriginal education across the school by asking students to nominate a teacher mentor, who then take responsibility for completing and updating the students' Personalised Learning Pathways (PLP). The team led professional development of all staff and audited the teaching of Indigenous perspectives across all KLA's to identify ways to improve teaching and learning and enrich indigenous education for all students.

The celebration of NAIDOC Week enabled our students to connect with a highly significant and relevant theme, 'Voice. Treaty. Truth.' 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, serving as School Captain in 2019.

Anti-Racism Policy

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

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The 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.

2019 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.