

2020 Annual Report

Asquith Girls High School



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Introduction

The Annual Report for 2020 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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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 is committed to developing young women, who are independent, responsible learners and leaders, able to work cooperatively as future citizens. The school prides itself on its holistic approach to education and has a strong emphasis on future-focused learning. Our students are engaged through the provision of enrichment programs, the use of innovative technologies and a creative environment where active learners strive to achieve their personal excellence. The Asquith AIM Coaching initiative encourages our students to develop skills for their personal growth. It empowers students with the necessary social and emotional capabilities to become resilient leaders who make a positive difference in an ever-changing world. The COVID-19 challenges in 2020, attested to the importance of developing resilient, agile learners and embracing community links.

Our wellbeing platform is based on Positive Psychology and student behaviour management that embraces Restorative Justice and Mediation practices.

The excellent academic and extra-curricular achievements of our students, including NAPLAN, VALID, and the HSC, not only reflect their hard work, but also the dedication of our caring and professional staff.

It is with great pride that I present this 2020 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 education community and the P&C is very proud to be involved in the school. We actively engage in the operation of the school and are always available to support our students and staff. Asquith Girls High School is a leader in girls' education, a testament to the passionate and committed staff and executive at the school. Not only do Asquith Girls excel in their academic achievements, but the school also has a culture and atmosphere that develops girls into confident young women.

The P&C has also been actively involved in staff selection for various roles throughout the school, through the Merit Selection Panel process.

We support the school in functions throughout the year such as the Open Night for prospective Year 5 and 6 students, Meet & Greet social gatherings, Father-Daughter Breakfast, and Year 7 Orientation Day. We believe our girls' education can only benefit from greater interest and commitment from the parents, and we are aiming to encourage parental engagement.

The P&C is committed to making the school grounds better for the girls and staff. In 2020, we continued to support the school with maintenance to the gardens. We also contributed a significant amount of money to the faculties to enable them to purchase equipment that will further develop the educational studies of all students.

In 2020, we faced a Global Pandemic and with that a very different world. Technology became the primary source of communication and teaching for all students for an extended period and also our only source of communication with the community for events such as Presentation Day and Assemblies. With this in mind, the P&C contributed a large sum of money towards a new sound system for the school hall and a live streaming of the Year 12 Graduation Evening so all parents and community members could join virtually.

In 2021, we intend to refurbish the hall kitchen and will continue to campaign to our local and federal government representatives for better facilities and funding. At the end of 2020, a submission was accepted into the Community Building Partnership Program. These funds, if successful, together with the large amount that the P&C have already committed, will be used to build two new netball courts.

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 high standard of education.

Lisa Rothwell

Asquith Girls High Parents and Citizens Association President.

Message from the students

The 2019/2020 Prefect Team, led by the school captains and vice captains, commenced by assisting with the AGHS 60th Birthday celebrations in November 2019. The Prefect Team also organised and ran the Sunsational Summer Fun Day on the last day of the 2019 school year. The day was a major success, creating a great deal of laughter as various volunteer teachers were dropped into the dunk tank and the team raised over \$1000 for the Rural Fire Service.

Term 1 2020 started in an exciting fashion. The Prefect Team led the tours for the AGHS Open Night and the Assembly Prefects led the Term 1 celebration assemblies. The Social Justice Prefects led and coordinated the International Women's Day Breakfast, and the Wellbeing Prefects supported students at the Wellbeing Wednesday's lunch Club.

The Prefect Team planned for the first ever joint Asquith Girls High and Asquith Boys High School Prefect afternoon tea. The Prefects from 20 other schools had been invited to participate in planned activities. The afternoon tea was to be prepared by the Asquith Boys Food Technology classes, however, all was cancelled by the arrival of COVID-19 Pandemic. The lockdown restrictions and the online home schooling introduced us all to new realities and provided opportunities for innovation and different ways to stay connected. This led to the Prefect Team creating and running the first ever online Spirit Week in Week 2 term 2 2020. The created online resources engaged all students and the frequent student videos brought smiles to those at home.

The sudden change to school life caused by COVID 19 was disappointing for all, but the Prefect Team knew that they had to lead and model a positive outlook for all AGHS students. This was the goal of all the Prefects throughout the online home learning.

Returning to school in mid Term 2 was a relief, but there were still adjustments to be made. The Prefect Team had to adapt to leading online and live streamed assemblies and they became adept at solving problems quickly when an assembly was 'on air'. The COVID-19 restrictions put limits on public gatherings and reduced plans for other activities planned for term 2 and term 3, such as the ABHS and AGHS lunchtime sporting competitions. However, the Prefect team were still able to recognise important dates in the social justice calendar, such as IDAHOBIT Day and Reconciliation Week.

The Prefect Team and all of Year 12 graduated in September 2020. The Captains and Vice Captains delivered rousing and emotional speeches at the Graduation Ceremony in which they celebrated the cohesion between the Leadership Team and the whole year group. They acknowledged their teachers' efforts and contribution during the pandemic.

The consistent leadership shown by the student leaders and all members of the Prefect Team attested to the strong legacy of student leadership and voice at Asquith Girls High School.



School vision

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, and who are 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 aspirations.

Leadership and social endeavour are provided in an inclusive and cohesive environment to support learning, teaching and positive relationships. The school provides numerous opportunities for students to achieve personal excellence in the areas of academic studies, sport, creative and performing arts, design and technology and whole-school leadership.

The school has a unique Literacy and Numeracy initiative and provides numerous opportunities for students to achieve personal excellence in the areas of academic studies, wellbeing, sport, leadership, performing and creative arts, design, technology, whole-school leadership and individualised coaching.

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results in external examinations including the Higher School Certificate, NAPLAN, Check-in assessments, Best Start and VALID. The excellent academic and extra-curricular achievements of our students not only reflect their hard work, 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing

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)
<p>The implementation of Asquith AIM Coaching program has had significant input from members of the Wellbeing team including the formation of coaching groups and design of activities to create alignment between coaching and other wellbeing programs such as Sisters in Schools (SIS), Connection to Life and Learning (CLL) and Year Meetings.</p> <p>Positive Behaviour for Learning (PBL) was incorporated into the induction program for new teachers and Peer Support and Connecting Life to Learning programs for new students. In Term One, whole school professional learning focused on the identification of classroom behaviours to be included in PBL matrix. Signage for outdoor spaces has been designed and quotes obtained by the school business manager.</p> <p>All staff participated in an evaluation of the PBL program for digital classroom settings with focus areas for 'reteaching' identified and lessons developed for the Sisters In Schools program (taught remotely due to Covid). While the online lessons did not allow for the same level of student interaction that is possible in a classroom setting, the targeted areas were addressed.</p> <p>The Term Two extended staff meeting provided a forum to analyse internal data, develop an explicit positive language guide which address challenging behaviours and establishes school-wide consistent expectations. This information was further refined by the Wellbeing Team who created a draft PBL matrix.</p> <p>Remote learning highlighted the need for effective strategies to monitor student engagement. A process was developed by the Wellbeing Team and Senior Executive to monitor student engagement in online learning and to contact the families of students, similar to the attendance monitoring processes followed under face-to-face learning. Year Advisers, their assistants, Deputy Principals and Head Teacher Wellbeing were included in the flowchart process for wellbeing and engagement monitoring. These processes were later modified to include greater recognition of student achievement using the school's values of Excellence, Commitment, Effort, Leadership (XCEL) points as remote learning had seen a decline in the number of awards granted. The phased return to school model was based on a Wellbeing-First approach that used AIM coach groupings to prioritise connection and relationships for students as well as support Y12. The Tell Them From Me survey (TTFM) was completed as part of the phased return to school under the guidance of the AIM Coaches.</p>	<p>Professional Learning library for faculties and beginning teachers, focused on positive behaviour strategies, \$700</p> <p>Wellbeing Conference, \$5000</p> <p>Student Leadership Conference, \$2000</p> <p>Outdoor Spaces PBL Signage, \$8000</p>

Progress towards achieving improvement measures

The XCEL Values Recognition Assembly was delivered via Adobe Connect to allow parents to participate and celebrate their child's achievements. The video conference model allowed for 135 individual log-ins, substantially more community participants than the number that typically take part in these assemblies.

Student feedback reveals strong support for the AIM Coaching program. Students value the connection and relationships with a teacher who is an advocate for their learning. Conversely, feedback from both the leadership conference and focus groups have identified that students do not find value in the Sisters in Schools program and have made suggestions for improving this program in 2021. The student responses will be further analysed by the Wellbeing Team and Senior Executive to make changes for 2021 and beyond.

Tell Them From Me data that will be used to evaluate Wellbeing initiatives include:

- * Positive behaviour; 2017 to 2020, showed a 3.2% increase.
- * Positive learning climate; 2017 to 2020, showed a 3% increase.
- * Belonging; 2017 to 2020 showed a 8.8% increase.
- * Advocacy in School; 2017 to 2020 showed a 8% increase.

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

Evaluation	Funds Expended (Resources)
<p>After staff were surveyed on impact of different types of feedback on their students, the aim in 2020 was to develop consistency across all KLAs in regards to the process, form and timing of feedback and feed-forward to improve student learning.</p> <p>Feedback processes for summative tasks are now explicitly stated in the Assessment Booklets for all stages. The changes included trialling a 'feed-forward' section of the school's assessment scaffold for teachers to use in their summative tasks. These structures have been effective in prompting teachers to focus on explicitly advising students about the next steps to help them achieve in the higher band.</p> <p>Through reflection of the impact of feedforward strategies it was noted that greater consistency was required across all key learning areas in regards to peer-feedback. A survey for students and teachers about the effectiveness of peer feedback was developed and the team's next steps will be to collate and analyse the data, and devise strategies to ensure peer-feedback is implemented effectively across the school.</p> <p>Throughout 2020, the school's commitment to Visible Learning also developed strategies for the use of exit slips both during remote and face to face learning. Exit slips have proved effective in lifting teacher expectations (as evidenced through both online and face to face instructional rounds) and improving student understanding. Moving forward, a common tool for exit-slips may be useful for students as it allows for a shared learning journey.</p>	<p>Instructional Rounds evaluating explicit teaching, \$2000</p>

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)
<p>Throughout 2020, there was ongoing progress towards the development of</p>	<p>Student-led Instructional Rounds,</p>

Progress towards achieving improvement measures

internal data measures that foster improved student learning outcomes in literacy and numeracy. Specifically, the school focused on using whole-school mechanisms to gauge collective practices in order to identify instructional areas in need of additional development.

The analysis of the data collated from the Instructional Rounds indicates significant improvements in teacher-practice linked to Learning Intentions/Success Criteria, Higher Order Thinking Skills and Explicit Teaching. To facilitate further progress, teacher professional learning focused on evidence based practices and strategies to co-construct learning intentions and success criteria with students.

Furthermore, the Instructional Rounds process continued to be used as an in-school framework to gather quantitative and qualitative information about whole-school literacy and numeracy data. The analysis of data collated from the Student Instructional Rounds process indicated that students identified a need for increased levels of agency within their learning activities, thereby allowing them to engage with tasks at their point of need. Overall, the Student Instructional Rounds have been a highly successful process that have increased the available database related to student voice and attitudinal trends related to learning and engagement. Furthermore, it has provided an evidence set that can mapped against the teacher patterns of learning following the collation of the available data.

In relation to the development of Literacy and Numeracy skills, pre- and post-testing data indicated that students displayed an increased ability to engage with more complex questions and infer key information from complex texts. Additionally, staff members anecdotally reported that their targeted student cohort displayed an increased likelihood to reflect on their problem solving strategies when using a defined framework, like Super Six or Here, Hidden and Head. However, there was still a need to guide students through the implicitly inferential components of questions.

Selected teachers implemented a Stage 4 focus on the development of students' inferential reading comprehension and drawing conclusions skills. To achieve this, staff members used common instructional strategies and modeled their use in relation to the DoE Check-In assessment task results.

Ultimately, the comparative analysis of internal and external data was used to inform the planning for the Stage 4 Literacy and Numeracy programs in 2021. In 2021, specialist teachers will be employed to oversee the Stage 4 Literacy and Numeracy programs, employing common teaching approaches to address identified areas in need of development. To enhance the effectiveness of data tracking in 2021, the school will use PLAN2 software to map and analyse student achievement to the Literacy and Numeracy progressions.

\$2000

Instructional Rounds for staff
(Professional Learning), \$10000

Literacy and Numeracy Coordinators
budgeted for in 2021 financial planning
(1.0 FTE), \$100000

Next Steps

Positive Behaviour for Learning

A continued focus on reinforcing Positive Behaviour for Learning (PBL) is vital for maintaining the learning environment that exists in the school. This will involve reinforcing the common vision, language and experience to support PBL implementation, and maintaining consistent and clear expectations for students and staff. Collecting and using data to inform decision-making on the next steps, especially for implementation in the classroom, will be important to the ongoing success of this initiative.

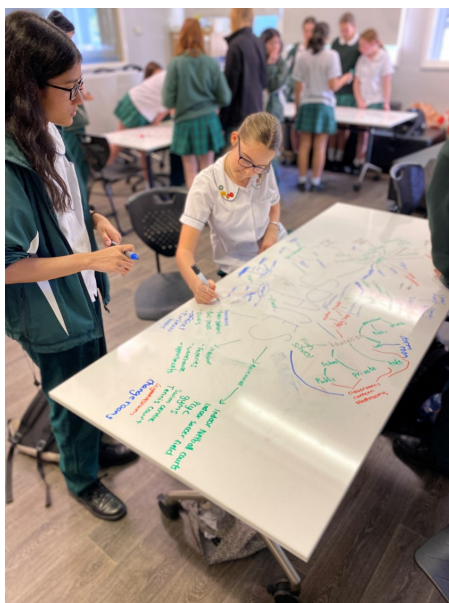
Improvement and Attainment

The school will focus on student performance which is driven by research-based whole school approaches to effective teaching in literacy and numeracy. Achievement of literacy and numeracy targets will form a major aspect of the new Strategic Improvement Plan. School based funding for a Literacy Coordinator and a Numeracy Coordinator will enable greater consistency of testing to analyse student progress using the literacy and numeracy progressions. Literacy and

Numeracy coordinators will provide a streamlined approach to delivery strategies addressing areas of deficit, for example, planning for 2021 will focus on increasing student capacity to understand complex visual and written texts in alignment with literacy progressions, and a focus on numerical operations in graphic and written texts with numeracy progressions.

High Potential and Gifted Education (HPGE) is also an area of focus for the school. Whilst the school achieves strongly in the top two HSC bands (Bands 5 and 6) the proportion of students achieving Band 5 is significantly greater than those achieving Band 6 comparative to the state. The school will continue to develop HPGE focused strategies to support a shift from Band 5 to Band 6.

To enable greater analysis of progress towards targets, further professional learning for staff will be implemented. This will support staff in implementing consistent processes for whole school analysis of student performance data tracking student growth. This is reinforced by staff reflection on the CESE What Works Best report, where 64% of teachers identified the need to improve their use of data.



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)
<p>The goal this year was to implement a more cohesive approach to feedback structures in assessment tasks in terms of critical and creative and collaborative thinking skills. These structures will continue to be refined in current programs and strengthened for 2021 faculty-based programs/units of work. Faculties were surveyed as to their use of peer assessment in their units of work.</p> <p>Individual and faculty responses to the collection tool indicate that peer assessment strategies are being implemented in Stage 4, with 63% of respondents indicating they regularly use these strategies in the classroom. However, there is an indication that a small number of teachers have yet to implement these strategies. Responses indicated that peer feedback was used in both formative and summative assessments.</p> <p>The trend for Stage 5 indicates that fewer teachers are using peer assessment as part of their regular teaching practice, as well as faculties using fewer peer feedback strategies in summative assessment tasks. Faculties such as TAS, however, incorporated peer feedback into their assessment tasks as part of the design process.</p> <p>Possible next steps for optimising the use of strategies such as peer assessment could include:</p> <ul style="list-style-type: none">• Collecting more data from all KLAs.• Further research to collect and collate effective evidence-based peer-assessment strategies and exploring the possibility of whole-school protocols in utilising these.• Ensuring students are providing constructive and effective peer feedback through explicit teaching of the skills required and by providing scaffolds.	

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

Evaluation	Funds Expended (Resources)
<p>The targeted improvement measure for this strategic direction focused on refining the student reflection survey so that it would be most effective for student growth with respect to improving their academic capacity across assessment tasks.</p> <p>It is proposed that the development of a generic model can be used in AIM coaching to enhance its relevance in conjunction with the transferable skills</p>	

Progress towards achieving improvement measures

that can be gained from student reflection across all their subjects.

Upon reflection of where the personal evaluation can contribute to student growth on the whole school level, it is recommended that it is to be used for projects/investigative task assessments and completed each semester with the AIM coach for one subject area of choice.

The most recently adapted models need to be evaluated and adjusted accordingly to suit the needs of supporting student academic growth and agency.

Currently, all subject areas have models that target reflection and evaluation as part of their assessment tasks. This works effectively within each subject area and is directly related to the outcome and content area specifics.

In planning for the 2021 implementation of growth mindset surveys in coaching sessions, there needs to be further discussion, evaluation, and refinement of the generic model.

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

Evaluation	Funds Expended (Resources)
<p>At the conclusion of the 2018-2020 plan, significant achievements have been made in relation to the development of holistic programs that connect learners with the educational community and provide authentic, real-world experiences.</p> <p>In 2020, the Year 9 Authentic Learning elective program was implemented for the third consecutive year. 11 cross-curricular electives were offered to students; four of which were newly developed courses. This program is now embedded into our school's culture and embraced by students. In 2020 50% of Year 9 students survey responses reflected their preference for the Authentic Learning electives to the traditional NESAs developed course, an increase from 42% in 2018.</p> <p>A key improvement measure for Strategic Direction 2 was aimed at achieving enhanced school data in relation to engagement and relevance, with the Authentic Learning program being one of the initiatives that was designed to enable this target to be reached. From TTFM data 2020, improvements have been made in both these areas; Engagement increased from 8.6 to 8.8 (out of 10) and Relevance increased from 5.6 to 7.7 (out of 10).</p> <p>One of the significant aspects of the Authentic Learning program was the use of assessment and reporting to reflect on the development of future focused skills and entrepreneurial mindsets. After implementing this successfully in these electives over the first two years of this plan, the focus in 2020 turned to the investigation of whether reporting on future focused skills could be applied to the personal learning profile in all courses in Year 7-10.</p> <p>In Semester 1, remote learning and the subsequent changes to report requirements from the Department of Education (DoE) gave the school the impetus to trial a new personal learning profile for Year 7-10 reports. After consultation with staff, four future focused learning criteria were included in the personal learning profiles to replace the previous lower order skills that appeared in this section of the semester reports. This was repeated in the second semester to ensure consistency throughout the year.</p> <p>The implementation of the new personal learning profiles was designed to create an increased emphasis on future focused skills, which is one of the key improvement measures for this Strategic Direction.</p> <p>Staff surveys indicated that only 18% of teachers reported feeling confident to</p>	

Progress towards achieving improvement measures

make judgments of these skills in relation to student reports. This indicates that these skills may not be emphasised as much as had been anticipated in the targets for this plan.

Parents also indicated that teachers' capacity to make evidence based judgments about the skills their child demonstrates in the classroom could improve. 50% of students believed that teacher judgment of their use of future focused skills in the classroom was accurate.

While teacher and parent data indicates some need to improve in this area, it is important to note that student TTFM data reinforces the results from student surveys on the new report format listed above. Student perception of the importance of certain skills for future success showed that students had an increased understanding of the value of the future focused skills that the initiatives in this Strategic Direction were aiming to address. This included increases in the perceived importance in critical thinking from 49% in 2018 to 53% in 2020, creative thinking from 48% in 2018 to 55% in 2020, and team work from 54% in 2018 to 61% in 2020.

Other key findings from surveys into the revised reporting format indicated the following:

- Survey results showed that parents would like to see how their child is performing in comparison to the rest of the cohort in semester reports. The school currently provides this information on request in line with DoE policy, but avoids publishing this information in every student's report so that the focus remains on individual student growth and extending personal best achievement rather than comparison to others. This survey data indicates the need for better communication with parents about the values of Growth Mindset and the importance of comparison of growth to previous achievement rather than to other students.

- Student surveys show a disconnect in student perception regarding the link between application, effort and the skills in the personal learning profile. Whilst 75% students knew that improving the skills in the learning profile would result in improved grades, 65% of students think grades are more important than the personal learning profile. It was also evident from these surveys that many students link grades to self esteem and future success. To address these issues in the future, there is scope for developing teacher capacity by focusing on how 21st century learning skills can be demonstrated in each KLA as well as the development of objective methods to assess these skills accurately and consistently.

There is a clear need for staff, students and parents to have a common understanding of what the achievement of future focused skills looks like in the classroom, as well as communication to parents regarding the value of formative assessment in making judgments about student performance.

Planning for 2021 requires further discussion and evaluation regarding whether this new approach to reporting should be continued and the adjustments that need to be made to enhance the relevance of assessment and reporting for students and parents.

Next Steps

Future Focused Skills

It is increasingly evident that future focused skills are essential for student success beyond school. Jobs of the future call for skills such as critical thinking, creativity, collaboration and problem solving, and universities are increasingly looking beyond the ATAR to the capabilities that are important when offering places in their courses. The focus on entrepreneurial mindsets in the current school plan has seen some success through implementation and refinement of Authentic Learning electives, and the introduction of reporting on the development of these future focused skills. It is clear that further attention is needed in the area of future focused skills, where the school would benefit from exploring different programs, initiatives, research and resources in this area.

There is also the potential to link the future focused skills being reported on by teachers in semester reports to an accurate and consistent student reflection process. This could involve embedding the general capabilities from the Australian Curriculum into assessment tasks using stage descriptors to enable links to be made between student self-reflection and teacher feedback to support student growth. This approach could enable students to track their growth in the achievement of these descriptors and shift the focus of assessment from content to skills. This approach may have a positive impact on the proportion of students that value school outcomes which is consistently below state norms.

Culture of Growth

Instructional Rounds has formed a strong cornerstone of improving teacher capacity and collective efficacy as part of the school's focus on building practice excellence. There has been an increase in teachers' use of clarifying questions, the implementation of Learning Intentions and Success Criteria, use of explicit teaching practices and a greater focus on student agency. To ensure an ongoing emphasis on effective teaching and learning, the benefits of Instructional Rounds remain clearly evident as part of the schools practices and processes. The School Excellence Framework (SEF) Self-Assessment indicates that the school is currently sustaining and growing in the domains of Learning Culture, Curriculum and Effective Classroom Practice. Through emphasis on improvements to high expectations, differentiation, explicit teaching and the use of feedback, Instructional Rounds can inform continued improvements to teaching practice across the school.

Maintaining and enhancing a culture of growth within the staff at Asquith Girls HS forms an important part of the future directions of the school. Currently, the low proportion of teachers looking at higher levels of accreditation and the low proportion of staff who believe that morale amongst their colleagues is good are areas for attention. Celebration of teacher efficacy, teacher success and achievement may be effective in enhancing a culture of growth. Devoting time and respect to celebrate the work of teachers and sharing their stories with the school community should be considered.

Developing a Teacher Learning Centre dedicated to identifying and implementing best practices for improved student outcomes, the sharing of ideas and expertise, and providing support for colleagues in their areas of improvement and aspirations would address the decline in collaboration indicated in TTFM data. This centre could build a growth mindset around professional development of teachers, promote collaboration and dialogue for teachers, and incorporate enhanced use of best practice and research in the classroom.

Maintaining a focus on instructional leadership and quality teaching and learning is essential to address this culture of growth, along with the need to avoid excessive attention to administration and compliance . A possibility to enhance this culture may involve structuring meetings at all levels of the school to focus on impact for students and areas for student growth, rather than administration. This could be achieved through changing the agenda structure and procedures for meetings to ensure that every discussion is student-centred, with a clear plan for growth that includes actions and timelines.



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)
<p>As a key element of the 2018-2020 School Plan, Asquith Girls High School set a goal to engage in strong collaborations between parents, students and the community to inform and support continuity of learning for all students at transition points. With the school already having an exceptional transition program for students moving from primary to high school, this plan aimed at strengthening the transition of students through the later stages of high school.</p> <p>A vital aspect in achieving this goal was the Big Day In initiative in 2020. This was a modified version of the Big Day Out event that was conducted in 2019, due to changes that resulted from student and staff evaluations as well as the impact of the COVID-19 pandemic.</p> <p>After significant reflection and evaluation of the 2019 event, the decision was made to retain many elements of the 2019 Big Day Out structure but with activities that could be run using online or remote delivery if no visitors were allowed to enter the school under COVID guidelines.</p> <p>The reformatted structure engaged Year 9 students in career pathway workshops through real time virtual presentations to assist students in considering future pathways when moving towards HSC patterns of study and post school pathways. This occurred at the same time as the Year 7 Social Justice activities that also formed part of the same Big Day In initiative.</p> <p>In Term 3, all Year 9 students were surveyed and a range of career directions were identified from student responses to inform the choice of businesses and personnel to approach for the purpose of community mentoring. This data was then used to commence communication with community members, local businesses and organisations to seek suitable presenters for the Big Day In. Seven organisations were confirmed to participate in the online workshops as well as multiple AGHS staff who had experience in different industries prior to working at the school.</p> <p>The implementation of these Year 9 careers workshops as part of the Big Day In helped to inform and inspire Year 9 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 to fulfil their career potential. Despite the challenges of running this event online, it was a highly beneficial learning experience for students, supported by the positive feedback received from both the students and the community</p>	<p>Teacher relief for delivery of Big Day In, \$2000</p>

Progress towards achieving improvement measures

presenters.

A number of measures that this initiative was designed to address have shown improvement over the duration of the 2018-2020 School Plan. Data from TTFM student surveys shows an increase in the proportion of students valuing education from 60% in 2017 to 69% in 2020, and an improvement in the proportion of students displaying optimism from 40% to 49% over the same period.

This initiative has the potential to continue to embrace and build strong collaborative partnerships within the community across a range of industries and businesses, enabling students to gain a greater understanding of possible future pathways. To ensure that it becomes embedded in school culture, it is recommended that this forms part of the planned range of initiatives implemented through the Careers program.

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

Evaluation	Funds Expended (Resources)
<p>The 'Big Day In' initiative targeted the enhancement of leadership skills and relationships through volunteering, social justice and wellbeing programs. In 2020, the Big Day In was a modified version of the Big Day Out event that was conducted in 2019. The modifications to this event were based on evaluations from the previous year along with changes that were required due to the impact of COVID restrictions.</p> <p>'Big Day In' was a highly successful event that enabled Year 7 students to participate in a range of volunteering opportunities to support local charities and individuals. Prior to the event, Year 7 HSIE teachers presented a lesson to students to introduce students to the nature of social justice and volunteering. Classes discussed the importance of social justice and identified opportunities for students to volunteer on a local level. The aim of the lesson was to encourage students to have a positive impact on the world around them.</p> <p>During the 'Big Day In' activities, students were involved in:</p> <ul style="list-style-type: none"> • Making videos to send to Abdara Girls' School, Afghanistan • Knitting squares to make blankets for the homeless • Recording Reading Books for students with literacy needs • Making recycled Christmas Craft to donate to Hornsby Women's Shelter and Christophorus House Aged Care Facility • Making soft toys to donate to Children's Hospitals and decorating bags to donate to Hornsby Women's Shelter • Creating Performance Videos for Aged Care Facilities <p>At the beginning of the day, a Social Justice Forum was held where the Social Justice Team had the opportunity to present to Year 7 and inform them of the initiatives planned for 2021. Students were invited to become members of the Social Justice Team and encouraged to take a proactive approach to volunteering by listening to some personal experiences by Social Justice Team members.</p> <p>A highlight of the Social Justice Forum was a keynote address delivered by Sourosh Cina, representative from Mahboba's Promise and son of the founder Mahboba Rawi. Sourosh gave an informative presentation about the important work that Mahboba's Promise conducts in Afghanistan, most notably the Abdara Girls School in the Panjshir Valley which is significantly supported by fundraising events by Asquith Girls High School through the International Women's Day Breakfast and Multicultural Week events. Sourosh also shared personal insight into the position for women in Afghanistan and talked about the need to see others as equals. As a result Year 7 students had a thorough introduction to the fundraising efforts of the school and the important link that has been sustained for over 15 years</p>	<p>Teacher relief for delivery of Big Day In, \$2000</p>

Progress towards achieving improvement measures

between Asquith Girls High School and Mahboba's Promise.

At the end of the day students were involved in packaging the 260 items donated by AGHS students through Charity Drives coordinated by the Social Justice Team for Anglicare and the Hornsby Connect Women's Shelter into Christmas hampers. Students showed creativity and enthusiasm to ensure each hamper was beautifully wrapped and included a range of items to ensure the recipient would feel cared for at Christmas.

Year 7 students responded with overwhelmingly positive feedback in the Big Day In exit survey. An amazing 97.1% of students stated that they enjoyed the day with a wide range of responses regarding their favourite part of the day. When asked about how the school could promote social justice more effectively, students cited the need for more opportunities to actively contribute to social justice initiatives, with 95.7% of students stating that Asquith Girls High School should offer more volunteering opportunities in the community and an astounding 100% of Year 7 students surveyed responded that they thought it is important to be involved in social justice activities. These responses highlight the success of the event and indicate passion for social justice and volunteering that Year 7 students have developed. This initiative has helped to achieve one of the targets of this Strategic Direction, with TTFM data indicating an improvement in School Pride from 46% in 2018 to 61% in 2020.

This data indicates the need to continue this initiative in future years, although the format of the day may need further consideration. Suggestions for improvement to the implementation and timing of the day include expanding the day to encompass all year groups and to combine it with the Prefect led activities on the final day of the school year. These suggestions will ensure that the event is student driven, will enhance student leadership opportunities and ensure that a passion for social justice and volunteering is further enhanced as one of the foundations of the school community.

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

Evaluation	Funds Expended (Resources)
<p>The partnership with James Anderson commenced in 2019 and the Term One School Development Day targeted the "nudges" (targeted 'mindset mover' strategies) to support student growth. All staff were provided with Online PL modules to support and reinforce the learning through the SDD. Staff feedback highlighted the need to allocate time in the PL calendar to complete the modules.</p> <p>Staff continued with individual coaching sessions with their allocated students both in groups and individually applying strategies developed through the James Anderson Professional Development sessions. Staff mentored students in the areas of "signature strengths" and students analysed what they believe makes a great lesson in their group coaching session. Despite the challenges of COVID-19, staff were still able to continue on with their individual coaching sessions and communicate with their allocated students through the use of remote learning technologies.</p> <p>Throughout the year, staff participated in coaching-based professional development training provided by James Anderson remotely. This included "Mindset Diagnostic" and allowed opportunities to collaborate with colleagues, focusing on the practical applications of the learning agency matrix to teacher and student communication. This provided a mechanism for staff to improve practice through sustained reflection on the application of coaching frameworks to a school setting.</p> <p>Staff, students and parents participated in coaching sessions remotely in</p>	<p>Partnership with James Anderson, \$60000</p> <p>Coaching period allocation for staff (1.2 FTE), \$120000</p>

Progress towards achieving improvement measures

place of traditional Parent/Teacher interviews. Students and staff were able to discuss goals and appropriate strategies with parents. Parents were able to participate in the reflection of students' progress and agree upon actions needed to help with further development.

Parents were provided with professional development sessions by James Anderson which enabled them to gain insights into the AGHS Coaching Program as well as an understanding of key concepts and language of coaching being used with staff and students on a daily basis.

Forward planning for 2021 Aim Coaching involved 2021 AIM Coaches during the Y7 Transition Interviews to establish student and mentor connections.

Students in Year 10-12 completed a Career Survey which included post-school pathway plans, study intentions, study and extra-curricular habits. Compared to the 2017 survey the data indicated significant increases in a number of areas that reflect a positive increase in aspirations and motivation to challenge their personal best.

Student TTFM Survey results saw an increase in the following areas:

- Positive Relationships (+3.9%)
- Advocacy (+8.1%)
- Positive Teacher-student relationships (+7.9%)
- Students valuing school outcomes (+11.3%)
- Expectations for success (+4.1%).

As we move into 2021, the focus is now moving on strengthening some of the administrative sides of the AIM Coaching Program including a review of coaching record keeping practices being completed collaboratively between students and their coach. There will be a greater focus on succession planning of the AIM program as well as clearer communication and organisational structures (ie rooming and resources). In order to improve the organisational systems of the program and it's effectiveness it is imperative that resources are developed well in advance in-line with whole-school focus areas clearly identified, to assist providing clear direction to coaches.

Next Steps

Connection and Purpose

The AIM Coaching program has been a major initiative in the school, and data indicates that it is valued by students, parents and staff. This program will continue in 2021, with a focus on strengthening it further.

There is a need to increase the number of AIM group sessions, with students and staff recognising that these sessions were more valuable and effective than the Sisters in Schools (SIS) program in its current format. This information is based on feedback from students at the student leadership conference, AIM surveys and SIS focus groups. In response to the feedback, content from the SIS program will be consolidated into AIM group sessions to maximise AIM Coaching's impact. In 2021, the AIM coaching program will focus on developing student, staff and parent/caregiver understanding of Habits of Mind, and this will be tied to the work that is being done by James Anderson with teachers, students and parents.

The continuation of the school's partnership with James Anderson will form a valuable part of supporting the AIM Coaching program. Professional learning for staff will consolidate their understanding of habits of mind and learner agility, and up-skill teachers to more effectively support students in individual coaching sessions. Feedback from parents was overwhelming in its recognition of the value of the two parent workshops that were conducted in 2020, indicating that there is ongoing value in engaging parents in this valuable aspect of the school's vision.

The individual AIM Coaching sessions have the potential to address areas for growth based on TTFM data. Student scores for valuing school outcomes, interest and motivation, and effort are all areas where improvement is needed, and this could be addressed through coaching sessions. The individual AIM coaching sessions can be further improved through greater consistency from staff in using Sentral to accurately document a record of coaching conversations, as this is currently not being done effectively by all staff.

Group sessions in the Year 12 mentoring program need to have a greater careers focus, after feedback from students

indicated that this is an area of need. This will provide continuity with the Careers program in Year 10, and could also incorporate elements of the guest speakers and partnerships that were established with the Big Day Out from 2019, due to the likelihood that this event is not sustainable in its current format. The addition of careers focused sessions in the Year 12 group mentoring will also prevent overlap in the concepts being discussed in these sessions now that many of the areas that were addressed in the old Year 12 mentoring program are now covered much more comprehensively with all year groups through the AIM Coaching model.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background		<p>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 2020 at Asquith Girls High School, students are supported to participate in the full range of curricular and co-curricular opportunities available at the school.</p> <p>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 2020 an additional 40 Chromebooks were purchased and made available to ensure all students had access to quality computing hardware at school and at home. Wireless internet devices were also made available to families in need during the period of remote learning.</p> <p>In 2020, 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.</p>
Support for beginning teachers	<p>Additional professional learning for Early Career Teachers</p> <p>Reduced face to face teaching allocation for Early Career Teachers and their mentors</p>	<p>Asquith Girls High School understands that the development of professional skills is an ongoing process that requires continued support through professional development. Early-career teachers need formalised support networks to enhance their pedagogical effectiveness, reflective thinking skills and understanding of varied instructional strategies. School-based support systems facilitate the development of adaptive educators who utilise best practice to create inclusive learning environments built on student achievement.</p> <p>In 2020, all beginning teachers participated in a structured program, led by the Head Teacher Teaching and Learning, designed to foster a professional support network built on meaningful collaboration. This program focused on providing professional learning sessions that centred on lesson planning, lesson observation formative assessment, behaviour management and NESA accreditation requirements. These sessions were designed in alignment with the Strong Start, Great Teachers website, What Works Best - 2020 Update and the Australian Professional Standards for Teachers, which describe the knowledge, skills and understanding expected of adaptive and effective teachers.</p> <p>Each teacher participated in regular meetings designed to explicitly outline the requirements of the accreditation process, provide opportunities to analyse relevant work</p>

Support for beginning teachers	<p>Additional professional learning for Early Career Teachers</p> <p>Reduced face to face teaching allocation for Early Career Teachers and their mentors</p>	<p>samples and reflect on their teaching experiences, thereby fostering meaningful growth. Furthermore, staff participated in whole-school professional learning sessions that documented and analysed relevant resources. Consequently, teachers developed a better understanding of professional, administrative and legislative requirements. In 2020, four beginning teachers were accredited at a proficient level, with the remaining beginning teachers working towards being accredited at this level.</p>
Low level adjustment for disability		<p>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 manage 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.</p> <p>In 2020, the school funded 0.8 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 supported students in the library Learning Hub before and after school providing additional assistance for assessment tasks.</p> <p>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.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	0	0	0	0
Girls	819	813	770	720

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.9	95.5	94.3	95.3
8	94.3	95.1	93.2	93.2
9	92.1	93.1	94.1	93.1
10	92.3	91.9	93.3	93.2
11	91.8	93.5	92.1	94.1
12	91	94.9	93.9	93
All Years	92.8	94	93.5	93.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance

School attendance rates, both daily attendance and percentage above 90%, have mainly tracked above the state and statistically similar school groups.

The school has an Attendance procedure that includes daily monitoring of student attendance by class teachers (with a procedure for partial attendance/truancy). Truancy (5% TTFM in August 2020) has declined throughout the course of the current School Plan (down from 7% TTFM in August 2017), and the school is consistently below the government norm of 10%. Attendance is monitored weekly using data by Year Advisers and the HT Wellbeing through open communication between the student and their parent/carers. Students are case managed and discussed at Wellbeing Team meetings with the Senior Executive and HSLO. Currently, students with outstanding attendance are recognised as part of the Annual Presentation Day.

During Remote Learning in 2020, the Wellbeing Team processes for monitoring attendance were modified to track engagement by students in remote learning. Year advisers tracked data of students with two consecutive days of non-engagement, communicating with families to identify potential barriers to learning or the needs for additional wellbeing or learning support.

The RAISE mentoring program, introduced in 2020 has also supported students in Stage 5, resulting in improved attendance for the students involved.

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	1
Employment	0	1	13
TAFE entry	1	2	5
University Entry	0	0	53
Other	1	1	5
Unknown	0	0	23

Year 12 students undertaking vocational or trade training

18.57% of Year 12 students at Asquith Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of all Year 12 students at Asquith Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Staffing

Throughout 2020, staff have been deployed to explicitly address identified needs in teaching, learning and wellbeing. A third ACIP Deputy Principal position has been funded to provide instructional and strategic leadership as well as wellbeing support for stages; the school has funded a Head Teacher Administration position (above entitlement) and additional teachers have been engaged in learning and support and instructional rounds. Whole school programs have also been supported with supplementary funding provided to allow head teachers greater opportunities to observe and coach staff and for the implementation of Instructional Rounds. Funding has also been provided for an additional SAO and Principal support funds have been used to employ a 0.4 FTE facilities manager, allowing senior executive to devote more time to instructional leadership. In 2020, a Business Manager position was created on a trial basis and this position was advertised and filled for 2021.

Mentoring and Coaching

Formal mentoring and coaching delivered at AGHS for executive staff and teachers seeking higher levels of accreditation. Financial resources have been allocated to provide each head teacher with an additional two periods to observe, coach and mentor the staff in their faculties and the school professional learning calendar has, since 2019, structured formal coaching meeting between deputy principals and head teachers. This program is supported by the partnership with James Anderson in which all staff, students and families participated in professional learning about growth mindsets and learner agency. This enhanced the common understanding of all stakeholders regarding learning biases and beliefs.

Professional Learning

Throughout the year, professional learning for staff is informed by the results of instructional rounds observations. Teachers with particular areas of expertise are invited to lead whole school professional learning. This year professional learning has targeted strategies for engaging EAL/D students, differentiation for high potential and gifted (HPG) students, adjustments for students with autism and explicit teaching in face to face and remote learning settings. Throughout the remote learning phase of 2020, a school wide procedure for formative assessment using exit slips on Google Classroom was implemented. The online instructional rounds conducted in Term 2 was then able to assess the efficacy of this strategy by analysing how students engaged with this form of formative assessment.

To ensure all teachers continually develop an evidenced-based understanding of best-practice in relation to HPGE, the school has coordinated and delivered multiple professional learning sessions focused on policy implementation and classroom differentiation. The school has liaised with the Department of Education's Strategic Support Services to provide teachers with relevant resources they can utilise to inform their everyday practice and make meaningful adjustments to existing teaching and learning programs. The analysis of staff survey responses indicates an improved ability to embed varied differentiation strategies into all lessons following the completion of these sessions.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,294,746
Revenue	8,876,324
Appropriation	8,285,450
Sale of Goods and Services	67,894
Grants and contributions	388,759
Investment income	4,875
Other revenue	129,345
Expenses	-9,077,414
Employee related	-8,086,857
Operating expenses	-990,558
Surplus / deficit for the year	-201,090
Closing Balance	2,093,655

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.

	2020 Approved SBA (\$)
Targeted Total	37,168
Equity Total	410,950
Equity - Aboriginal	7,152
Equity - Socio-economic	49,784
Equity - Language	208,144
Equity - Disability	145,870
Base Total	7,454,905
Base - Per Capita	185,284
Base - Location	0
Base - Other	7,269,621
Other Total	208,891
Grand Total	8,111,915

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

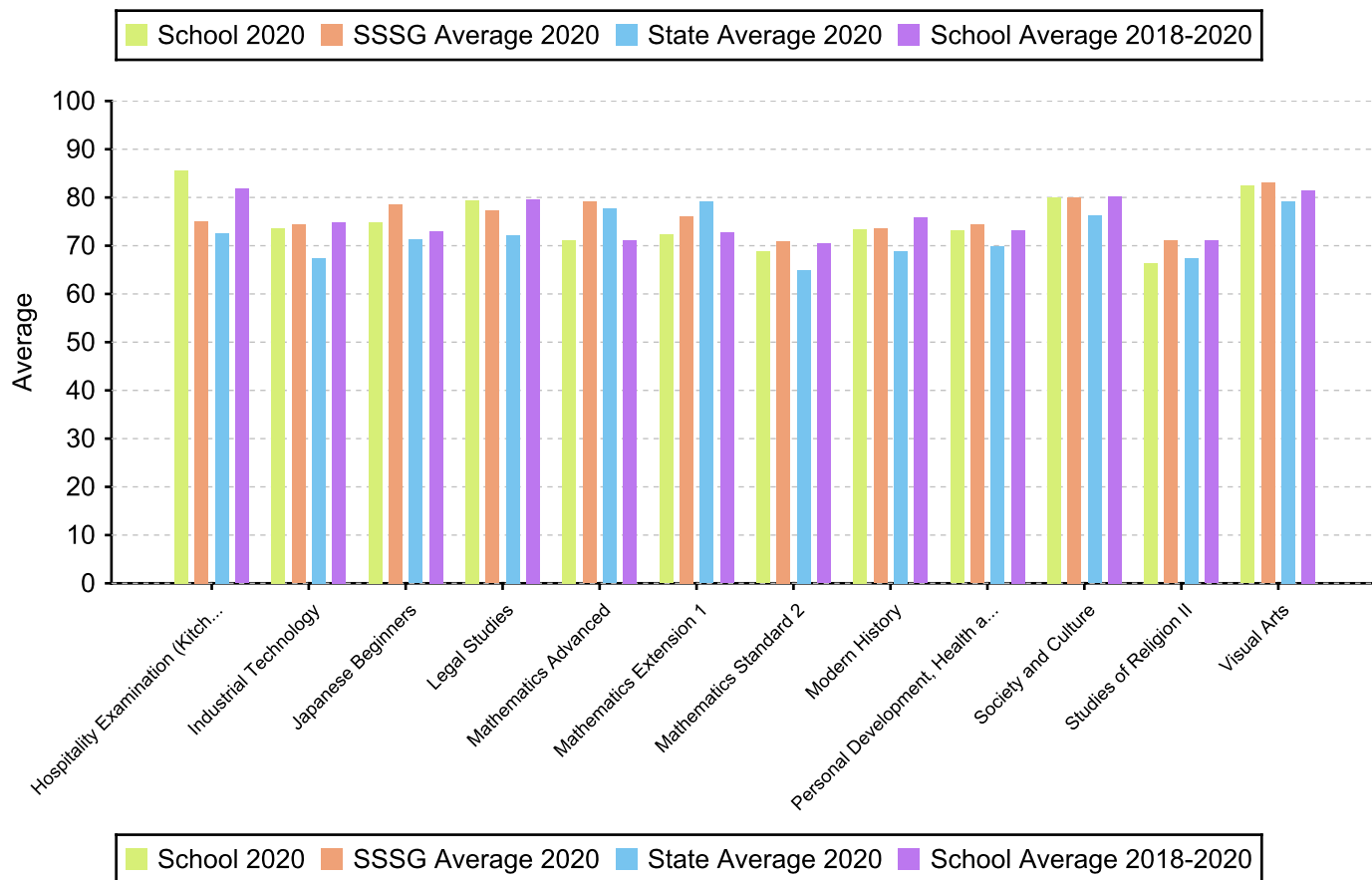
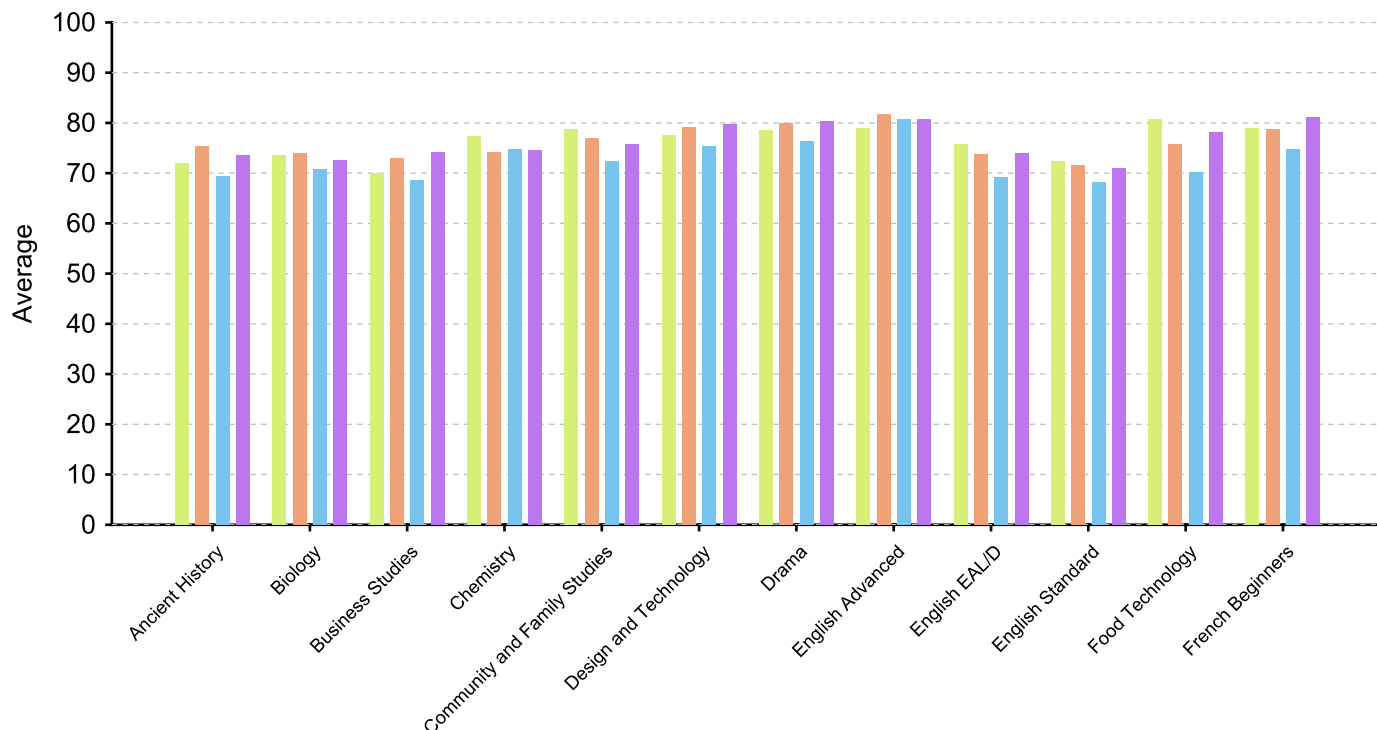
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

In 2020, Asquith Girls High School used a range of formative assessment measures to track student learning in literacy and numeracy including participating in Best Start (Year 7), VALID (science skills assessments in years 8 and 10) Check-In Assessment (Year 9) and HSC Minimum Standards (targeting Year 10 students). Teachers used these external assessment instruments to identify trends and to target specific skills for further growth. For example, Year 9 numeracy results indicated a need to develop a range of appropriate problem-solving strategies for students to engage with complex questions by increasing the frequency of guided, in-class activities focused on the development of higher-order thinking skills. Likewise, literacy results have led to teachers emphasising strategies to develop students' understanding of the varied language and stylistic decisions employed by authors to position reader understanding.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	71.9	75.3	69.4	73.5
Biology	73.5	74.0	70.8	72.5
Business Studies	70.0	72.9	68.6	74.2
Chemistry	77.4	74.2	74.8	74.6
Community and Family Studies	78.7	77.0	72.4	75.7
Design and Technology	77.6	79.2	75.4	79.8
Drama	78.6	79.8	76.4	80.3
English Advanced	78.9	81.8	80.8	80.8
English EAL/D	75.8	73.8	69.3	73.9
English Standard	72.3	71.6	68.1	70.9
Food Technology	80.8	75.7	70.2	78.2
French Beginners	79.0	78.7	74.7	81.1
Hospitality Examination (Kitchen Operations and Cookery)	85.6	75.1	72.5	81.8
Industrial Technology	73.6	74.4	67.5	74.9
Japanese Beginners	74.9	78.6	71.2	73.1
Legal Studies	79.4	77.2	72.1	79.7
Mathematics Advanced	71.2	79.1	77.7	71.2
Mathematics Extension 1	72.3	76.2	79.1	72.7
Mathematics Standard 2	68.8	71.0	64.9	70.4
Modern History	73.4	73.5	68.9	75.8
Personal Development, Health and Physical Education	73.1	74.3	69.9	73.2
Society and Culture	80.0	80.0	76.2	80.3
Studies of Religion II	66.4	71.0	67.5	71.0
Visual Arts	82.4	83.1	79.2	81.5

As the table above shows, AGHS exceeded the state average in 20 of the 24 subjects listed. Despite the challenges presented by remote learning, AGHS students excelled in subjects including Chemistry, Community and Family Studies, EAL/D, English Standard, Food Technology, and Hospitality (Kitchen Operations) where the 2020 cohort exceeded statistically similar schools, the NSW average and the school's average results.

Parent/caregiver, student, teacher satisfaction

TTFM indicates that there has been a significant wellbeing improvements in a number of student wellbeing measures between 2017 and 2020. There has been an 8.8% increase in positive belonging, a 3.5% increase in positive relationships, a 3.2% increase in positive behaviour and an 32% increase in school pride. All of these factors are also well above state norms. There has been a decline in bullying of 6.1% and truancy is steady, but both of these measures are significantly lower than state norms.

TTFM results for valuing education have improved between 2017 (60%) and 2020 (69%), however, they continue to be below government norms. The school's emphasis on coaching (rather than mentoring or pastoral care) is deliberate to accentuate student agency and high expectation.

In 2020 parents/caregivers were invited to take part in AIM (Asquith Individualised Mentor) Coaching alongside students to increase parental involvement. Additionally workshops have been arranged for parents to increase alignment between expectations for success at home and at school. Parents and Caregivers were surveyed on their perceptions of the impact of AIM Coaching following the Term 3 parent/caregiver workshop (live-streamed) by James Anderson and virtual coach/student/parent/caregiver conferences. Of the 60 respondents to the survey, 58.30% reported positively that AIM Coaching supports my child's academic growth and wellbeing (compared to 11.7% negative responses). Of the survey respondents who also participated in the parent/caregiver workshop with James Anderson, 93% found the information useful.

Student focus groups in Term 3 evaluated wellbeing initiatives such as AIM Coaching, Sisters in School, Year Meetings, Whole School Assemblies and other wellbeing support such as the initiation of the Stage Deputy Principal model and access to school counselling services. The feedback from these focus groups was then further analysed at the Wellbeing Conference to identify areas for further growth.

In Semester 1 2020, a new personal learning profile was trialed as part of reporting processes to better reflect the development of future focused skills. Students, teachers and parents/caregivers were surveyed with the majority of students preferring the new personal learning profile, believing it gave an accurate reflection of their progress. Teachers held a similar opinion, with 56% preferring the new profile and the same number feeling confident in their ability to accurately assess student attainment of these skills.

Parents/Caregivers indicated they valued the skills being reported on in the personal learning profile, with over 85% of parents/caregivers indicating that each of the skills reported on in 2020 were important skills to include.

Students indicated that they understood what they could do to move to the higher levels of performance of these future focused skills, with 65% stating that they knew what they could do to reach a higher level of attainment. These survey results show that there is value in continuing to report on these skills and further benefit in linking the learning profile in end of semester reports to student reflection on the development of these skills.



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.

In keeping with the Department of Education Aboriginal Education Policy and the dedication of the Asquith Girls High School community in meeting the educational needs of all students, the school continued to implement initiatives aimed at closing the achievement gap for our Indigenous students while fostering their cultural identity. As established by the Department's Aboriginal Education Policy, all staff actively participated in the implementation of these initiatives. Appropriate and relevant training to assist teachers with the application of this policy in line with the key focus of achieving improved educational outcomes in Aboriginal education was also provided. Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities has served as a significant resource to enhance this effort.

The Australian Indigenous Mentoring Experience (AIME) program, run in conjunction with the University of Sydney, has offered a key platform of support for ATSI students. Previously, the program provided 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. In 2020, the program was not run in its entirety due to the COVID 19 pandemic, although AIME mentors connected with students via Zoom on a fortnightly basis throughout the second half of the year. A revamp of the AIME program in 2021, including the return of tutoring and mentoring programs, and program days at universities will continue to provide our students with support in 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 promoted shared responsibility for Aboriginal education across the school. Volunteers from different faculties represented their KLA within the team. Each faculty's representative reviewed their Stage Four programs to evaluate the programs' cultural, historical and pedagogical content. In this initiative, our staff were guided by staff from the DoE Tuggerah Office, including Aboriginal Education Wellbeing Officers Clarence Bruinsma and Leslie Pitt. The focus of this support was the evaluation of teaching of Indigenous pedagogy and perspectives across all KLA's to identify ways to improve teaching and learning. This focus will continue in 2021, with professional learning for staff in this area and program updates being key targets for the school.

As part of the AIM Coaching Program, our Aboriginal students worked with their teacher coach, who then took on the responsibility for completing and updating the students' Personalised Learning Pathways (PLP).

The celebration of NAIDOC Week enabled our students to connect with a highly significant and relevant theme, *Always Was, Always Will Be*. A local Elder, Uncle Laurie Bimson conducted a traditional smoking ceremony during our NAIDOC week assembly to emphasise the continued relevance and importance of Indigenous culture. The ceremony promoted pride in Aboriginal culture, providing a highly significant window into Indigenous beliefs and practices. With the date of NAIDOC Week changing due to the global pandemic, it was highly valuable for the school community that the first whole school assembly after the easing of restrictions was this special occasion.

As AGHS discusses and develops our Strategic Improvement Plan for 2021-2024, the learning and wellbeing of our Aboriginal students, and professional development for our teachers in supporting enhanced educational outcomes will continue to be priorities for the school.

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 DoE 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.

Asquith Girls High School has a very diverse and multicultural learning community. As verified in the EAL/D census, there are approximately 32% of students who have identified themselves as being from a Language Background Other Than English and 48 different languages spoken. This is highly valued and recognised in a variety of welfare initiatives and teaching programs.

Diverse teaching and learning programs implemented are aimed to develop intercultural understanding, positive relationships. This enables all students to participate as active Australian and global citizens. In the teaching practices of Asquith Girls High School, all cultural, linguistic and religious backgrounds are recognised and respected.

Through the delivery of differentiated curriculum, there were more than 65 students who received EAL/D support which catered and targeted the wellbeing and learning needs of students from diverse backgrounds. This included language and literacy support provided by specialist EAL/D staff to enable students to fully access the curriculum and achieve educational outcomes for a variety 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.

Other School Programs (optional)

Creative and Performing Arts

Musical Production: 'The Love Algorithm'

Our 2020 Musical Production titled, 'The Love Algorithm' was live streamed in November to students, parents and teachers of the Asquith community. The incredible show involved an amazing 172 of our AGHS students including our wonderful Authentic Learning elective 'It's Showbiz!' class who made up the Production Crew. It was recorded that 400 people tuned in to watch from home which is a testament to the students' talent and collaborative effort of the entire school community.

Visual Arts:

Former student, Ella Harris, was awarded the Noel Chettle Memorial Art Prize and Anna Thompson and Jane Wrigley from Year 11 Visual Arts, were accepted into the National Art School's HSC Intensive Studio Practice Program. Jane and Anna were required to submit an application and portfolio of artworks and will receive intensive practical workshop experience with specialist tutors at the National Art School, which is a wonderful opportunity to develop their artistic practice moving into HSC Visual Arts.

Drama:

In February of this year, students in our Drama Ensembles program had the opportunity to audition to be in our 2020 Theatresports Teams. We decided to take an Intermediate (Years 9 & 10) and Senior (Years 11 & 12) to the competition. Unfortunately, due to COVID, this competition was cancelled however, students trained every Friday developing their skills and learning over 40 different improvisation and theatrical games.

In Term 3, Drama Club was introduced. This is a lunchtime club where Year 7 students can participate in warm ups, improvisational and training games. This Club requires no sign up or audition, allowing students the flexibility of attending a fun lunchtime activity.

Congratulations to Year 12 Drama student Libby Presdee who received an OnSTAGE Nomination for her Individual

Project in Performance titled 'Teabags'. OnSTAGE is a presentation and exhibition of the best individual performances and projects by HSC Drama students.

Music:

Abigail Morgan (Year 9) was accepted into the Arts Unit State Vocal Camp 2020.

Haley McCudden (Year 12) received a nomination for her vocal performance in Music 1 to be presented at the HSC Showcase ENCORE.

Dance:

The enrichment Dance program has continued to expand in 2020 with additional a Classical Ballet Ensemble established for students in years 7-10.

HSIE

Despite the many challenges presented by Covid-19, the HSIE faculty continued to create enrichment opportunities for students. While sadly the planned HSIE tour to Germany and Italy was cancelled due to government travel restrictions, HSIE students were lucky enough to squeeze in excursions to Careel Bay, the Jewish Museum and Collaroy Beach before the period of remote learning. The Mock Trial team embraced videoconferencing technology to continue to compete, including winning a tightly contested trial.

Six students achieved High Distinctions in the Australian Geography Competition (Sinead Behan and Alison Carr, Year 11; Alyssa Diment, Year 10; Jessica Liu, Year 9; and Alana Herrmann and Elizabeth Vasileieva, Year 8). A further 10 students were awarded certificates of Distinction. In History, Mariella Rodelas, Year 10, was awarded a Highly Commended Certificate for her essay in the 2020 Simpson Prize Competition.

A highlight for Year 9 Commerce students was Market Day where students ran their own businesses and the class recorded a net profit of over \$650 which was donated to Save the Children Fund.

HSIE Teachers were heavily involved in social justice initiatives throughout the year. This included the annual International Womens' Day Breakfast fundraiser for Mahboba's Promise which was attended by approximately 180 guests including Hornsby Mayor Philip Ruddock, Hornsby Councillor Nathan Tilbury, local schools Cheltenham Girls, Auburn Girls, Asquith Boys, Normanhurst Boys, Hornsby North P.S, Hornsby Soroptimists, ex students and ex staff. The social justice team also coordinated Anti Poverty Week which saw students in all year levels participate in activities designed to increase awareness of social issues in our local community.

English and Languages other than English

LOTE adapted to the COVID-19 restrictions by providing opportunities for students with a French Patisserie incursion and the Japanese Bento Box incursion. Students enjoyed learning about the layered meaning of food, the expectations during mealtimes and nuanced conversation during meals.

Debating competitions in Years 9, 10 and 11 adapted to social distancing through the use of Zoom. The competitions ran successfully and all Asquith teams achieved wins throughout their season.

English and LOTE teachers embraced the use of technology with new programs and assessments incorporating a range of ICT including Powtoons, Google Earth, Google littrips, Google Expeditions, Pear Deck and Padlet. 11 EAL/D created Vlogs for their multimodal task (using film editing and other technological tools) and the Year 10 Multimodal Presentation task saw students adapt Shakespeare's Macbeth.

Mathematics

This year, all of our Mathematics students gained greater experience in participating in a variety of enriching experiences which has contributed to improving their understanding of how Mathematics is relevant in the real world. Students have explored mathematical properties by engaging in visual representations of ideas through their use of Desmos Graphing Calculator and Geogebra, and through the use of online feedback from the Mathsonline learning platform that has supported them with their learning and individual progress.

There has been much success in the challenges that have been offered in the Kangaroo Sans Frontieres and Australian Mathematics Trust Mathematics Competitions, with candidates from all year groups participating and a majority of our students receiving credits and distinctions with a 'best in the school award' also offered for this competition. The Stage 4 students gained great insight into developing their problem solving strategies and were successful in their participation in the Mathematics Olympiads, with 8 students receiving the Olympiad medals for their outstanding performances.

Science

AGHS celebrated Science Week by going into the *Deep Blue* to raise awareness surrounding the importance of our oceans. Our school has also been invited to participate in the Wattle Seeds in Space program in 2021. Despite Covid-19 restrictions, two students participated in the Futures Project and were awarded prizes.

In 2020 our students sat Year 10 VALID for the first time so that we can better track cohort growth across the Stages. New programs were developed for Stage 5 Marine Science and Stage 4 Forensics and Psychology subjects which will be delivered in 2021.

We also thank the P&C for their generous grant to all KLAs. These grants have been used to purchase exciting new equipment for the extra-curricular STEM program.

TAS

Our students have excelled in their resilience and ability to adapt to new situations. As a result of the remote learning situations the faculty developed a weaving project for textiles students in lieu of sewing boxer shorts. The students demonstrated immense creativity using recycled materials they had in their own home to develop outside woven designs.

2020 is the first year the faculty has implemented Food & Agriculture in Year 8. This has seen students growing their own fruit and vegetables from seeds and seedlings. The students are continuously working hard to ensure the garden is well kept and that all classes can reap the delicious benefits of the food grown. The Year 8 group have brought new life to the garden beds and have even started a native garden to create a natural habitat for native wildlife.

In Term 1, the faculty were involved in a VET Audit conducted by Macquarie Park RTO. The results were outstanding and the faculty showed their excellence in teaching and learning. The staff ensured our accelerated class were able to attend their final work placement and all students have had exceptional training to prepare them for the workplace.

This year our annual TAS Display moved online to Facebook! The faculty prepared a large number of Facebook posts to showcase the incredible work of our students. The highlight of the virtual TAS Display was being able to reach so many people in our community and showcased the exceptional work of AGHS students.