

# 2022 Annual Report

## Asquith Girls High School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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Asquith Girls High School, is a place where learners are empowered to achieve their full potential. We are a school that values academic excellence, personal growth, and values-based education. At the forefront of our philosophy is a focus on a holistic approach to education and prioritise personal growth and development. Asquith Girls High School supports the development of physical, mental, social, emotional, and spiritual wellbeing of every child. Our students are highly engaged, enthusiastic, and focused learners. Our wellbeing platform is based on Positive Psychology and student behaviour management that embraces Restorative Justice and Mediation practices.

We are committed to developing learners, who are independent, responsible and leaders, able to work cooperatively as effective global citizens. The school 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 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 teachers cater for students' individual learning styles and differentiate the curriculum to meet the needs of students. We are committed to providing a challenging and supportive learning environment that encourages critical thinking, creativity, and collaboration.

We believe our students have the power to change the world and we educate them towards this vision. Our Asquith Individualised Mentoring (AIM) coaching empowers student voice and promotes self-confidence to challenge the status quo. Our students consistently achieve academic success, in NAPLAN, Check-In assessments, VALID, and the HSC.

Our culture is one of inclusivity, respect, and empathy, where students are supported to be their authentic selves and to explore their interests and passions. Our community is made up of students from a wide range of backgrounds, and we strive to create an environment where every one feels welcome, safe, supported and valued.

We offer a range of extracurricular activities and leadership opportunities to help our students develop their leadership skills, discover their strengths, and gain real-world experience. Our school community is grounded in our XCEL values (eXcellence, Commitment, Effort, Leadership), which we believe are essential for them to become ethical and responsible leaders.

Our students are gaining early university offers and attend top local, national and international universities and pursue successful global careers. Our graduates go on to become successful leaders in a variety of fields, from business and technology to the arts and sciences. We are proud of the accomplishments of our alumnae, who are making a difference in the world and inspiring the next generation of women to reach for the stars.

We are proud of our school community and the partnerships that we have developed, both locally and globally. We continue to foster a culture of excellence by promoting a strong academic tradition whilst embracing and celebrating

excellence in a wide range of fields including sport, creative and performing arts, STEM (Science, Technology, Engineering, Maths), debating and public speaking, and student leadership.

It is with great pride that I present this 2022 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

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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, the school 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 by 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 2022 we continued to support the school with maintenance to the gardens and we also contributed a significant amount of money towards the purchase of new furniture for the gardens and playgrounds.

In 2023 we intend to continue to campaign to our local and federal government representatives for better facilities and funding.

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 an education of the highest standard.

Lisa Rothwell

Asquith Girls High School P&C.

### Message from the students

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The 2021/2022 prefects, led by the school captains and vice-captains, started their leadership journey midway through 2021, facing some initial challenges as we commenced our roles during lockdown. The team began their time as school leaders by successfully running a variety of engaging initiatives but also responding to events in the community to raise awareness and promote support for a variety of causes. School spirit post-lockdown was a key focus of the team and morale was effectively raised by the team through all the initiatives run.

Towards the beginning of the term, we recorded a video to be shared with the school regarding 'R U OK?' day, which aimed to promote supportive conversations with friends, particularly with the isolation many were experiencing with lockdown. During this time of online learning, we also prepared a presentation for the school about our connection to Mahboba's Promise, to share information about our sister school in the Panjshir Valley and provide ways by which students could show support. Harmony Week incorporated the 'Anti Bullying Day' sent positive and clear messages about diversity and the need to acknowledge diversity and respect for everyone. The student leadership body also facilitated the annual 'Upside Down Christmas Tree' encouraging students to understand people are in need and prompt them to donate non-perishable items to Hornsby Ku-ring-gai Women's Shelter.

Our main initiative in Term 4 2021 was planning the last day of school celebrations. With Covid-19 restrictions still in place from the lockdown at the beginning of our time as prefects, we were faced with challenges in planning an engaging day within the current restrictions. However, we successfully achieved this with our 'Here Comes the Sun' themed day, aiming to boost morale and school spirit following a difficult few months. One aspect of the celebration was the mufti day, in which students were encouraged to dress in yellow clothes to match the bright atmosphere of the day. A virtual

assembly was held to celebrate significant female figures and women in our daily lives. While students were required to stay in their class groups, supplies for various activities were delivered throughout the day, allowing all students to participate in craft activities, spend time doing sports activities outside, watch a movie and make hampers out of the donated goods from the 'Upside Down Christmas Tree'.

The start of 2022 marked the countdown to our graduation. Talent Fest has always been a highlight of the school year and was an important tradition to many of the students in our year and is always enjoyed thoroughly. As the school Captains we were also given the opportunity to sit on the panel of judges which was a massive privilege and a great way to experience our last Talent Fest final. Spirit Week is an important and exciting tradition at Asquith Girls High School where the prefects get our time to shine and organise four of the five days with fun activities, events and themes. In 2023 we had Monopoly Monday, where we hid homemade monopoly cards around the school to collect and prizes were made available at staff rooms. Traffic Tuesday, where prefects dress up in "police cars" made out of cardboard boxes and patrol the hallways during breaks. Wing Wednesday, this day was also Athletics carnival which was thankfully not cancelled and gave the school a much needed break from the rain and nice outdoor time. Year 12 took the theme of Wings Wednesday and came up with fun costumes in our groups final high school carinval. Finally, Funky Friday marked the end of Spirit Week where the school was allowed to wear mufti and activities were run in order for the prefect body to raise money and awareness for the flood victims from 2021-2022 which was a major success for the school and prefect team.

Throughout this term many excursions were held for year 12 where classes from different courses were given the chance to go to different universities and experience lectures about each subject and what to expect for the HSC, which was used as a great summarising tool as well as a good way to experience a taste of University.

Term 3 2022 was a daunting yet exciting term for our cohort, it was the term of trial examinations, many 'last' high school experiences, and the term that led us into the HSC period. Towards the beginning of term we worked alongside the SRC body to run the NAIDOC week assembly involving speeches from guest speakers and students. Following this, we hosted our annual Prefect Afternoon Tea in the library with around six schools attending. We all played icebreaker and team building games and got to develop connections with each other as we discussed initiatives for our school and our futures ahead. This event required large amounts of planning and commitment from each member and was a great success in the end, becoming one of the most enjoyable moments of our term.

To close our time as prefects and captains we held transitional meetings with the incoming prefect team sharing key advice broadly as a group and as per portfolio and answering any questions they had. With this ending along came our graduation which included ceremonies, assemblies and the traditional clap out. We were grateful to have shared our graduation with the school, and all the community members who helped us get to the very end.



## School vision

Our vision is to embrace inclusivity and diversity as a world-class educational lighthouse for learners, where everyone is inspired to develop respect, curiosity, perseverance, high expectations and moral courage in their local and global communities.

We strive to challenge our current mindsets and expectations through innovative school-wide practices that create a culture of aspirations, agility and agency within the global sphere.

## School context

Asquith Girls High School is a comprehensive secondary high 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, 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.

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

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

This Strategic Improvement Plan is a product of a rigorous situational analysis of the school's performance against the School Excellence Framework carried out by the school's leadership team in consultation with staff, students, parents and caregivers.

The Strategic Improvement Plan 2022-2026 reaffirms our commitment and ambition to offer students a pragmatic education that readies them for success. Our value proposition rests on our vision that includes proven capabilities commonly attributed to being a successful learner plus special emphasis on literacy, numeracy, High Potential and Gifted Education, wellbeing, community engagement, global education and responsiveness to change.

Our progress measures aim to further develop a whole-school culture of:

- Coaching, observation, feedback and continuation of building classroom teacher data literacy to enable deeper analysis and use of data through explicit professional learning and cross-faculty interactions.
- High expectations with strong emphasis on expanding student ownership of and responsibility for learning by further strengthening the AIM coaching initiative, in particular regarding individual learning goal setting, learner reflection, agency and aspirations.
- Educators who have the capacity in applying differentiation strategies to classroom learning and to inform student improvement.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

### Aspirations

Maximise student learning outcomes in literacy and numeracy to build strong foundations for sustained success, personal growth and aspirations for individual students using data driven practices across the school.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-Based Explicit Teaching of Literacy and Numeracy
- High Expectations in Teaching and Learning

### Resources allocated to this strategic direction

**Refugee Student Support:** \$831.87

**Socio-economic background:** \$41,456.67

**Professional learning:** \$2,500.00

**Per capita:** \$11,000.00

### Summary of progress

#### Evidence-Based Explicit Teaching of Literacy and Numeracy

Over the course of 2022, Strategic Direction 1 analysed student assessment data derived from NAPLAN, Check-In assessments and PAT tests. The findings determined whole school literacy and numeracy focuses and strategies for the year. The Literacy team focused on explicit inferential reading practices, explicit teaching of vocabulary/metalanguage, and the application of these specific words using writing scaffolds.

The Numeracy team identified that the skill of graphing was a challenge for our Stage 4 students. Stage 4 coordinators were surveyed to identify the activities and assessments requiring graphing skills across KLAs to determine common language and methods for cross KLA consistency. The Numeracy team worked closely with the Strategic School Support (SSS) Numeracy team, co-designing and co-delivering Year 8 geometry lessons. Explicit numeracy teaching practices have been incorporated into classrooms, i.e. number talks and open strategy.

The (SSS) team, working closely with the school executive and maths faculty, brought numeracy to the forefront for all faculties to focus on in their classroom activities for 2022 and their program planning for 2023. The mathematics faculty and executive team worked with SSS to drive student improvement in Year 8 geometry and measurement. The Numeracy team surveyed faculties, collated responses and began working on resources and teaching strategies that could be used across Key Learning Areas (KLAs) to further student learning, relating to graphing skills. Commitment from the science faculty saw the development and implementation of microlessons to develop students skills in interpreting tables and graphing to track the Year 7 cohort of 2021 and their progress.

The Numeracy team changed their focus direction from graphing to geometry and measurement when they began their engagement with the SSS team. As such, the graphing focus was put on pause and is yet to be revisited. Focus shifted towards measurement and getting students to verbalise their reasoning.

The impact of the Numeracy team has improved numeracy results in 2022 and the school is making progress towards our NAPLAN numeracy targets (increase in attainment in top 2 bands: 29.5% in 2022, 23.2% in 2021, 25.6% in 2019). The Term 4 check-in data will soon be compared with previous check-in data for the Year 8 cohort to assess their progress and movement across bands.

The Literacy team has had success with the implementation of explicit inferential reading practices, explicit teaching of vocabulary/metalanguage, and the application of these specific words with the use of writing scaffolds across faculties. This was achieved through a whole-staff audience at School Development Days. Cross-faculty meetings also reinforced the use of writing scaffolds as the meetings allowed for teachers in different faculties to showcase the writing scaffolds that they use. Close-passages have been implemented in lessons to consolidate students' comprehension skills and metalanguage. All faculties have written explicit literacy strategies into their programs for 2022 and will continue to do so in 2023. Examples of this include science's implementation of regular inferential reading practice and barrier crosswords and HSIE's tier 2 vocabulary focus.

The Literacy team needed specific evidence and feedback from all KLAs, however, not all faculties engaged rigorously. This evidence could take the form of results from formative or summative tasks that involved comprehension skills or use of metalanguage (vocabulary focus). This lack of evidence hindered the team's progress in regards to measuring the impact of programs or even specific lessons.

Specific test results on reading and vocabulary e.g. increase in mean for Year 8 cohort from 2021-2022; NAPLAN results: from 2019 - 2022, the percentage of students achieving the top 2 bands in NAPLAN increased by 2 percentage points in reading; 8 percentage points in writing and 4 percentage points in grammar and punctuation.

In 2023, the Numeracy team will share their key takeaways with the rest of the school so that the explicit numeracy strategies can become more holistically integrated into AGHS school culture. The maths, english and HSIE Faculties will be presenting professional learning to staff. They will be focusing on the implementation of micro-lessons across KLAs, suggesting consistent language between faculties and sharing resources. They will identify when these key numeracy skills are taught explicitly in maths, HSIE and science in their Scope and Sequence program. Then they will compare resources and students' common knowledge, connecting to previous lessons in other KLAs. A Google Drive will be developed to share resources between faculty on numeracy skill lessons. Assessments will be mapped to numeracy progressions and PLAN2 will be used to implement and track.

The Literacy team will implement school-wide tasks to garner specific evidence. There are plans to implement reading/comprehension tasks that will encourage the use of a consistent tool, which is the Here-Hidden-Head (HHH) inferential reading strategy. The team will seek out texts that are relevant to each faculty (i.e.: texts as advised by the HT or the team will use past NAPLAN texts that are appropriate for the subject). In addition, the team will model a series of tasks that are sequential and wider-reading. Firstly, there will be provision of engaging spelling activities that faculties can adapt to their lessons in order to increase vocabulary knowledge (e.g. Spelling Bingo). The spelling words will also be the Tier 2 and Tier 3 words so that students are able to address definitions and spelling at the same time. Following this will be the application of the words through close passage activities. To garner results/evidence, the team will monitor pre and post testing when teachers implement the reading tasks using the HHH.

High Expectations in Teaching and Learning

Across the school, we have continued our practice of using explicit Learning Intentions and Success Criteria (LISC) in each lesson. Teaching programs in each KLA, course and cohort have explicit teaching practices, differentiated content and HPGE extension opportunities.

The team focusing on the improvement of Stage 6 results are compiling evidence regarding school culture and students' Band 5 & 6 achievements. They have also investigated evidence-based practices, researching current literature and local school data comparisons. The team have created a survey for high achieving former students for further data collation and analysis of what has and may continue to work in our school context.

The team divided up to explore various strands of research including evidence based practices, statistically similar schools (how are we achieving by comparison), past HSC results and study patterns. They supported the whole school professional learning focuses on LISC and explicit teaching.

The school's continued focus on LISC and explicit teaching has created positive growth in our HSC results. Our 2021 cohort saw 49.4% of their results in Bands 5 and 6 and extension E3 and E4. The average HSC mark for the cohort was 77, the highest it has been in 5 years.

The team used the data collected from their research to develop the a survey for graduated students that will examine the effectiveness of our existing strategies and their impact on student achievement and cross-check this with what is being implemented into learning practices.

In 2023, the Strategic Direction 1 team will collect and analyse survey data, develop recommendations and future directions moving forward, make decisions about what we should focus on moving into 2023 - 2025. Further exploration into the culture of student learning and high expectations, through explicit teaching practices and student reflection on their meta-cognitive processes to move from their Performance Zone to their Learning Zone.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading  Improvement in the percentage of	35.45% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.

students achieving in the top two bands to be above the school's lower bound system-negotiated target in Reading of 35.4%	
<b>NAPLAN Top 2 Bands - Numeracy</b> Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 40.4%.	29.52% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<b>HSC Top 2 Bands</b> Increase the percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 47.8%.	39.77% of students achieved in the top two bands in the HSC indicating progress is yet to be seen toward the lower-bound target.
<b>Expected Growth - Reading</b> Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 71.9%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>Expected Growth - Numeracy</b> Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 72.3%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.



Students' contribution on SIP Annual Reflection

## Strategic Direction 2: Connection and purpose

### Purpose

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### Agility

Enable a learning culture that creates agile, resilient and connected learners who utilise the skills and capabilities to tackle current and emerging challenges and opportunities.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Coaching and Development (AIM Coaching)
- Educational Purpose and Relevance

### Resources allocated to this strategic direction

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**Student support officer (SSO):** \$96,058.00

**Flexible Funding for Wellbeing Services:** \$20,000.00

**Professional learning:** \$62,000.00

**English language proficiency:** \$2,670.00

### Summary of progress

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#### Personalised Coaching and Development (AIM Coaching)

Over the course of 2022, Strategic Direction 2 focused on further developing the Asquith Individualised Mentoring (AIM) Coaching Program to ensure that students were equipped with voice, choice and influence in their learning. As a school that excels in the wellbeing and learning domain, this structured and collaborative program continued to represent a school-wide, collective responsibility for student learning, designed to ensure that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. The coach/student relationship empowers students to actively engage with their learning, navigate and address learning challenges and develop decision-making, negotiation, goal setting and communication skills to lay a foundation for students success and positive learning outcomes.

Throughout 2022, the AIM Mentoring Program continued with AIM coaches scheduling individual one on one interviews with students once per term to focus on the individual student's learning goals. All students from Year 7-12 took part in the program with each cohort following a specifically designed program to support their learning journey. Students were introduced to Habits of Mind and how to positively adopt each habit in order to employ a growth mindset and keep moving forward in their learning. Students were challenged to move from their Performance Zone into their Learning Zone and to become independent and agile learners. Most notably, Year 11 students reported consistent responses in TTFM data indicating that they enjoy a positive learning climate, are intellectually engaged in their learning with high expectations for success, display positive homework behaviours, try hard to succeed and are motivated in their learning, finding classroom instruction relevant to their everyday lives. Alongside individual group sessions, AIM coaches facilitated three group coaching sessions per school term to build the learnership skills of the cohort. Professional learning was delivered to staff by renowned academic James Anderson through School Development Days and staff meetings where AIM Coaches were upskilled on how to run effective coaching conversations to enhance the effectiveness of the AIM Coaching sessions. The development of the Asquith Girls High School AIM Portal in 2022 by James Anderson supported staff in providing the direction for each group coaching session and staff skilfully developed and differentiated resources provided for their group using their professional judgement of the progress of each student and the collective needs of the group, ensuring that each student was known, valued and cared for. The Strategic Direction 2 team worked to audit the portal and provide feedback to James Anderson on the culture of Asquith Girls so that resources would be more effective in engaging students at their level and AIM Coaches would be confident in their delivery of the program.

A number of processes and procedures were refined and significantly improved over the course of 2022 with the program in its third year of delivery. The process of booking meetings was refined to incorporate strong support from administration staff to ensure that organisation was streamlined and the AIM meeting time was optimised for coach and student dialogue, developing strong coach/student relationships to facilitate personalised discussion of student goals. AIM coaches reported that they were building rapport with the students in both individual and group sessions and that students had an improved understanding of Habits of Mind language which supported their ability to articulate their learning aspirations. This is evidenced by Tell Them From Me (TTFM) data which indicates that positive teacher-student relations were above the NSW Government norm (5.7) at 5.9.

The audit of the Asquith Girls portal created by James Anderson revealed that there was a need for a diverse range of user friendly resources that could be shared more effectively amongst AIM coaches to support the growth of the cohort as a whole and also on an individual student level. Therefore, the Strategic Direction 2 team discussed strategies to create and collate differentiated resources for their individual AIM meetings, adapting activities to suit student and teacher strengths. As a result of this, James Anderson will lead professional learning on the Staff Development Day and allocate programming time for staff to collaborate in Stage groups and create shared resources to more effectively support the program in 2023.

Difficulties in scheduling all students in individual AIM coaching meetings arose due to time constraints and student absences, especially in Terms 1 and 2 with the impact of Covid related illness. This meant that some students missed participating in their scheduled meetings over the year and this presented a disruption to the consistency of the program. Similarly, students missed AIM group sessions which disrupted the flow of the discussion and undermined the impact of the program and the intention for the cohort to be engaging in the same themes. Communication of the nature of the resources on the AIM Portal also needed further streamlining as some staff were confused by the intention of the videos provided by James Anderson. They assumed that they were to be shown to students in group sessions rather than to be used as a teacher prompt for discussion and relevant activities. Furthermore, due to the ongoing impact of the Covid pandemic and the arrival of new staff, some new staff felt that they did not have a thorough understanding of the program and struggled to deliver the program without significant support from colleagues.

Due to the refinements in the AIM Coaching Program staff have gained a more thorough understanding of the initiative and began to feel more empowered and well equipped in their interactions with students in both individual and group situations. A shared language has disseminated across the school so staff and students feel comfortable speaking of goals and aspirations, resulting in a culture of high expectations being consolidated. Students report that they enjoy the individual sessions with their AIM Coaches and they have become confident when speaking about their learning journey; they are reflective and goal orientated. Students know the areas they need to develop and are able to prioritise their goals to work towards success. Opportunities to collaborate and build upon relationships with students and staff have been presented as staff have responded by creating engaging activities to further inspire this positive culture and report that through professional learning they have a clear understanding of roles and responsibilities. This is evidenced by TTFM data which indicates that all cohorts report that they experience positive relationships at school, with the school mean at 83% comparing favourably with the NSW Government norm of 78%. As a result, in 2022, Asquith Girls High School's AIM Coaching program was recognised as a finalist in the Best Wellbeing Program category at the Australian Education Awards.

In 2023, a thorough approach has been implemented to ensure all staff feel supported and well informed regarding the AIM Coaching Program. Furthermore, in the classroom, a shared language has emerged that supports Positive Behaviour for Learning and Habits of Mind have been embedded in the School's core XCEL values (Excellence, Commitment, Effort and Leadership) which aligns wellbeing initiatives with academic success. It is anticipated that in 2023, this initiative will continue to develop and positively impact the Asquith Girls community. A renewed focus to deliver consistent and impactful professional learning to staff should be prioritised and continued workshops presented by James Anderson with parents and students is vital to ensure that the gains from 2020 to 2022 are not lost. This will be fundamental to ensuring that all stakeholders remain on the same page and continue to engage with the program.

A primary focus is for staff to work on creating a bank of resources for group AIM sessions located on a shared Google Drive to support the AIM portal. Both the Strategic Direction 2 team and all AIM Coaches will work to create engaging, challenging and meaningful resources to support the collective learning journey for each cohort. Further refinements towards streamlining the AIM Coaching individual interviews including learner agency in selecting meeting times and discussion points is to be implemented.

### **Educational Purpose and Relevance**

The Strategic Direction 2 team worked to build and develop Connection and Purpose amongst the school community. This was done through the refinement of Wellbeing programs, in particular the Student Led Parent Teacher Conferences, which continued in 2022, and through the generation and development of a common language across the school based on Habits of Mind principles. Wellbeing initiatives continue to provide a strategic and planned approach to whole school well-being processes that support all students to connect, succeed, and thrive. TTFM data indicates that in particular, students in Stage 6 at AGHS feel a positive sense of belonging at a higher level than the NSW Government norm.

To further develop purpose and relevance and to complement programs implemented by the Wellbeing team (comprised of Year Advisers and Assistant Year Advisers, Head Teacher Wellbeing, Deputy Principals, Principal, and School Psychological Services), all staff continued to participate in Student Led Parent Teacher Conferences in 2022 as AIM Coaches, meeting with students and parents/caregivers to discuss the progress towards each student's goals for the year. The Strategic Direction 2 team created a refined coaching scaffold for coaches and students to utilise in their individual coaching sessions to plan for the meetings so that students felt supported in leading the conference and directing the conversation. Collaborative Google Documents were created so that AIM Coaches could provide critical feedback to individual classroom teachers to facilitate follow up and phone calls were made to parents when there was a

need for further discussion regarding individual student performance and support. Furthermore, the team worked reflectively to create surveys for parents/caregivers, students and staff to gauge the effectiveness of the structure of the conference and the impact on student support. Feedback was sought from the Student Leadership Body and P&C, with continued positive endorsement of the program and acknowledgement of its ability to generate educational purpose and relevance across the school community. This has translated into a positive learning environment with TTFM data indicating that students display positive behaviours at school with the school mean of 96% in contrast to the NSW Government norm of 87%.

In order to generate a common understanding and connection across the Asquith Girls community, the Strategic Direction 2 team created and delivered professional learning to all staff with a focus on incorporating a shared language based on the development of the Habits of Mind in report comments. The team initiated the creation of a report comment bank aligned to our school's reporting guidelines for staff to refer to with sample comments provided for analysis. Feedback was sought from James Anderson and the team integrated this feedback into the final presentation. Staff were encouraged to contribute to a shared document with a range of report comments based on the strengths of the student, areas of achievement, targeted areas for improvement and explicit advice and strategies for growth relevant to the concepts and skills in each faculty, with Habits of Mind terminology embedded in each comment. Staff used the comment bank for the Semester 2 reporting period, continuing to work collaboratively within and across faculties to refine and improve the incorporation of growth mindset language.

The Student Led Parent Teacher Conferences led to fruitful discussion by all stakeholders and feedback surveys were issued to parents seeking insight from all stakeholders involved to access honest feedback. 90% of parents surveyed stated that their child was engaged in their learning and knew where they were heading, with 87% of parents stating that as a result of the conference they have a better understanding of how to support their child's learning at home. This can be attributed to the effective communication of the expectations and structure of the meetings conveyed during staff meetings and preparation time allocated to ensure that staff were well prepared with direction on how to access student reports, personalised learning plans and attendance data and staff were given time to consider different scenarios with coaching conversation prompts and scaffolds for effective communication. This enabled staff to effectively facilitate the conferences with students and parents, supporting students in leading the dialogue and building an effective support team for optimal student learning and progress.

Whilst parents/caregivers who attended the Student Led Parent Teacher Conferences provided positive feedback on the initiative, the numbers of parents who attended was lower than in pre Covid meetings, especially in Stage 6. This was unexpected and could be attributed to reduced lead time of the notification of dates and times and the need for more effective communication with the AGHS community. This was addressed prior to the Stage 4 and 5 meetings, resulting in increased attendance for these stages. Staff were also asked to encourage students to remind parents and commit to attendance at the meetings which led to increased attendance in Stages 4 and 5. The Strategic Direction 2 team also worked on surveys to distribute to parents/caregivers, students and teachers to gain a greater understanding of their experiences, perspectives and concerns regarding the initiative, however, there were delays in issuing the surveys, undermining the depth, breadth and reliability of the data collected. This also limited the level of reflection that the group could engage with and subsequent planning and implementation in 2023.

Whilst there was a significant increase in the use of growth mindset language in Semester 2 reports, the timing of the professional learning by Strategic Direction 2 for incorporation of Habits of Mind language into report comments was delayed, which meant that 2022 Semester 2 Year 12 report comments did not consistently reflect the progress and direction that was occurring across the school. Moreover, as the use of Habits of Mind language in classroom situations was in the beginning stages and was not yet consistently practiced amongst all staff, some students found the comments confusing and lacking in relevance. Upon reflection of the shared document with sample comments, the team noted that there were some improvements that could be made to increase clarity and understanding for all stakeholders.

The incorporation of growth mindset language into report comments and across the school using the Habits of Mind has been a positive step forward. General staff feedback was that the comment bank was extremely useful and that it will enable deep conversations with students and parents during Student Led Parent Teacher Conferences in 2023. It is envisaged that as the use of a shared language is more widely spread, a positive school culture will flourish and collective aspirations for the student body will be evident in TTFM data.

The refinement of a survey to be distributed to all stakeholders will provide valuable data and feedback to measure the impact of the Student Led Parent Teacher Conferences. Finally, the incorporation of more explicit growth mindset language into all areas of the school community, going beyond school reports, and utilising the Positive Behaviour for Learning program and XCEL values should be impactful. This will include, but is not limited to, signage in classrooms and consistent promotion through school assemblies, newsletters and community events.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>Wellbeing</b></p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) to be moving towards the school's lower bound system-negotiated target of 72.7%.</p>	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 50% of students report a positive advocacy, 61% positive sense of belonging at school and 73% high expectations for success.</li> <li>• In the TTFM Data between September 2018 and 2022, likely as a result of online learning, sense of belonging has declined from 69% to 61%, student advocacy has declined from 57% to 50% and student expectations for declined from 84% to 73%.</li> </ul>
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 86.6%.</p>	<ul style="list-style-type: none"> <li>• In 2022, 48.1% of students had an attendance rate greater than 90% indicating that more work is required to achieve the target. It is acknowledged that mandatory isolation due to Covid have affected school attendance.</li> </ul>
<p><b>AIM COACHING</b></p> <p>AIM Coaching evaluation surveys indicate that the school is moving towards 90% of students reporting the program was a meaningful, valuable and purposeful component of their educational growth.</p>	<p>In 2022, 90% of parents reported that through the AIM Student Led conferences, students were engaged in their learning and knew how to progress and 86% of parents felt that as a result of the student led conferences, they had a better understanding of their child's learning and how to support learning at home.</p>



Cross Country Day

## Strategic Direction 3: Culture of growth

### Purpose

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### Agency

Empower a strong culture of continuous learning where practices are driven by contemporary educational research, data analysis and evidence of impact to build agency and shared ownership of collective goals.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High impact professional learning
- Data practice

### Resources allocated to this strategic direction

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**Aboriginal background:** \$9,201.48

**Per capita:** \$49,000.00

**Beginning teacher support:** \$30,434.00

### Summary of progress

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#### Teacher Learning Centres

Establishing a number of Teacher Learning Centres (TLCs) across the school has been one of the major goals of Strategic Direction 3 (SD3), so that staff have appropriate spaces to work collaboratively and focus on their professional growth without the constant interruptions that can impact on their day-to-day operations in staff rooms. In 2022, the aim was to establish two TLCs in accessible locations in the school that supported a culture of growth and the sharing of exemplary practices.

At the start of the year, a project team was formed to plan and implement the establishment of the TLCs, the members of which set about to identify the ideal technology, furniture, facilities and layout that would facilitate effective collaboration and professional learning. Staff were surveyed regarding their professional learning needs and were asked to provide input into the design of these rooms. The result of this survey was the confirmation of two centrally located spaces and the development of room designs that addressed the feedback provided by staff.

In the second half of the year while the resources, furniture and technology were being ordered, the project team began planning for the effective utilisation of the spaces allocated for the TLCs to ensure that they would have an impact once they opened for use in 2023. Expert teachers were identified as potential leaders of professional learning and the team sought the input from the designers of the coaching and mentoring initiative to see how the spaces could facilitate the effective implementation of their project.

The project team faced some challenges and set backs in their planning for these facilities, including supply-chain issues resulting in slow delivery times for the furniture, extended consultation times to ensure that staff currently using the identified spaces did not feel under-valued, as well as a lower number of staff than anticipated volunteering for leadership roles in professional learning and mentoring once the TLCs become operational.

The impact of the thorough planning process was the creation of the two TLCs by the end of the year, ready for use in early 2023 and the successful relocation of the Teaching and Learning team to a new staffroom in the library. Simultaneously, a new Intensive Learning Centre for students receiving small group learning support was established in the under-utilised Digital Media room.

In 2023, these spaces will be officially opened and will be promoted to staff as valuable professional spaces to be used as required. Further work needs to be done in collaboration with the Head Teacher of Teaching and Learning (HT TAL) to ensure that these spaces are not under-utilised. Linking the use of these spaces to the professional learning calendar along with School Development Days, staff meetings, cross-faculty and faculty meetings will be crucial in ensuring that they get maximum usage. It will also be essential to ensure that the list of staff experts is consolidated to provide an ongoing plan for coaching, mentoring and targeted professional learning.

#### Teacher Coaching/Mentoring

The SD3 team commenced the planning and implementation of an initiative to further expand the coaching and

mentoring of staff in 2022. The intention of this plan was to enhance the growth culture in the school through coaching and mentoring of staff, with a focus on continuous improvement of teaching and learning.

The school has run a very successful model of coaching for school leaders for a number of years, where the principal leads the coaching of deputy principals, who in turn provide coaching and mentoring for the head teachers that they supervise. This model is embedded into the executive meeting structure, and has been highly regarded by all participants. By commencing the expansion of this initiative in 2022 to new and beginning teachers, the SD3 team was taking the first step in the aim to have all teaching staff involved in meaningful coaching and mentoring by the end of a five year period.

A significant amount of consultation and research was completed by the team to ensure that the intended initiative met its goals to support the professional growth of staff and have a positive impact on teaching and learning.

Barriers to this project were created by the time poor nature of teachers' work, with 95% of respondents indicating this as their major challenge in their willingness to participate in a coaching and mentoring program. Managing workloads, receiving adequate support, feeling overwhelmed, competing priorities and lack of lesson preparation time were also concerns raised by survey participants. While the vast majority of both early career teachers and experienced teachers, indicated that a formal mentoring program would be valuable (94%), the barriers and challenges mentioned above far outweighed any positive buy-in from respondents. Suggestions such as: allocated release time, informal meetings and observations, using cross faculty meetings and School Development Days, were all points raised in the survey, to help support and overcome the barriers all teachers face.

As a result of this feedback from staff, the team adjusted their approach to this coaching and mentoring initiative. It was identified that an alternative approach to explicit and individualised mentoring was to compile a list of staff experts on a range of topics, and provide this list to staff so that they could seek out relevant advice and support on specific topics as required. This proposal was further expanded to incorporate the use of these staff experts in running professional learning sessions at staff meetings and School Development Days, as well as implementing a series of regular sessions in the new TLCs on topics that will help enhance the professional practice of teaching staff.

In 2023, collaboration between the HT TAL and the SD3 team to implement the regular professional learning sessions delivered by staff experts in the TLCs will be the main goal. The intention is for this to occur after the conclusion of the induction program for new staff. This will then be evaluated at the end of the year to determine ways to ensure its ongoing impact on teaching and learning.

## **Instructional Rounds**

Instructional Rounds continues to function as a valuable framework for assessing whole-school practices, building teacher effectiveness and enhancing collective efficacy. The impact of Instructional Rounds at Asquith Girls High School has been evaluated through the comparative analysis of patterns of learning and the sustained discussion of relevant survey data. Specifically, the longitudinal analysis of the collated patterns of learning provides a rich data-set to consider the achievement of key aims associated with the development of students' critical and creative thinking skills.

At the beginning of 2022, Instructional Rounds data indicated that the extended period of remote learning in the previous year was impacting teaching and learning practices in some classes. As a result of this, the Teaching and Learning Team developed a detailed action plan to target essential elements of teaching practice, including explicit teaching, effective questioning, high expectations and differentiation. The plan involved updating plans for professional learning for the year, and utilising experts within the school to run sessions at School Development Days, staff meetings and faculty meetings on these identified areas of priority.

An additional aspect of this Teaching and Learning action plan involved upskilling head teachers on how to conduct an effective lesson observation with meaningful feedback, so that all teachers could be empowered to improve their teaching practice through coaching from their supervisor. This aspect of the plan required some delicate negotiations to ensure that the school was not in breach of any industrial issues in relation to lesson observations, and to work with staff to ensure that they recognised this plan was about professional growth rather than judgement. The lesson observations were conducted with varying levels of success across the school due to the constraints created by staffing changes and time pressures on head teachers. Anecdotal evidence suggests that those staff who participated in this model in the way it was designed found the process extremely valuable.

The evaluation of the Instructional Rounds data indicates that the strategies implemented throughout the year had a positive impact on teaching and learning, with vast improvements in the data that was collected at the end of the year. This included improvements to the use of explicit teaching practices including (LISC), a greater use of meaningful feedback and effective questioning techniques used across the school.

Moving forward, additional consideration needs to be made in relation to the patterns of learning being observed in the Instructional Rounds process to ensure that the focus is on areas that are being emphasised by the school in professional learning. A clear example of this are the aspects of the observations related to technology. While this data may provide interesting information, it is unreasonable to expect that there would be any change to this data when the

professional learning focus for the school has been directed towards those areas of CESE What Works Best that have a greater impact on student outcomes. Therefore, it is recommended that the observations in 2023 only focus on the patterns of teaching and learning that relate directly to the whole school professional learning focus for the year.

## Data Practice

Data analysis is vital to enable teachers to check and understand where their students are at in their learning and to plan what to do next. Effective analysis of student data helps teachers identify areas where students' learning needs may require additional attention and development. As part of the initiatives in SD3, Asquith Girls High School has facilitated enhanced data practice throughout 2022, based on the evaluation of the initiatives that were implemented in this area in previous years. The purpose of this approach has been to ensure that all teachers are effectively using data to inform teaching and learning, which is targeted to improve student outcomes.

In 2022, the SD3 team identified that the majority of staff (63%) had a moderate to a high level of confidence in using SCOUT and HSC data using the Results Analysis Package (RAP), including using these data sources to make adjustments to teaching practices, there was 16% of staff who indicated that they had little to no understanding of these data analysis platforms. To ensure that these data platforms were accessible and easily usable for all teachers, the team created a series of User Guides that were designed to enable every teacher to maximise the effectiveness of their data analysis. A range of use guides were created by the team and shared with staff on the online Operations Manual.

The team also worked with key school personnel, including the Head Teacher of Teaching & Learning and the Head Teacher of School Priorities to create data summaries of key data sets, which resulted in teachers being able to spend their time analysing data at Faculty Meetings, Cross-Faculty Meetings and Whole Staff Meetings, rather than use up time finding the data on the various data platforms. This was particularly valuable in Cross-Faculty Meetings, where the focus in Term 1 was on improving numeracy strategies, in Term 2 staff analysed Best Start and Check-In data, in Term 3 the focus was on improving Literacy through Tier 2 vocabulary, and in Term 4 staff took a deep dive into analysing NAPLAN results. The provision of these data sets in each of these meetings effectively facilitated a detailed analysis of student performance and resulted in greater depth in planning of teaching and learning strategies to address areas of deficit.

The impact of the guides were evidenced through the staff survey conducted during Term 4 of 2022 during a Cross-Faculty Meeting. The results indicated that there was an improvement in data analysis through the use of SCOUT with more than 60% of staff indicating that they feel confident in analysing data. Out of the 16 different "Professional Strengths and Expertise" areas in the survey 21% of staff selected Data analysis as an area in which they excelled. When comparing the 2022 results to the 2021 CESE What Works Best teacher reflection results only 3% of staff rated themselves at 5 out of 5 compared to 13% at 5 out of 5 by the end of 2022.

In 2023, in this initiative, it will be important to reinforce the importance of data analysis and ensure that data analysis is given priority within the AGHS Professional Learning and Meeting Schedule to facilitate data upskilling for staff. With a large number of new and inexperienced staff, the guides that were developed in 2022 will be a valuable resource to ensure that staff understand how to access and utilise various data sources. The SD3 team will be exploring other features of SCOUT and RAP that are vital for teachers, but that do not have any clear instructions, so that additional User Guides can be created.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Instructional Rounds data shows that the school is moving towards 95% of staff who are observed implementing identified focus areas for professional development as part of their teaching practice.</p> <p>Percentage of Beginning Teachers indicating that they have an identified coach/mentor is moving towards the school target of 100%.</p> <p>Staff TTFM survey results indicate that the school is moving towards 90% growth in staff who report that morale among staff at my school is good</p>	<p>In measuring the Instructional Rounds patterns of learning, significant emphasis has been placed on the observation of staff application of key professional learning focus areas. Indicators of this from the 2022 Instructional Rounds include:</p> <ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria are evident in 95% of lessons.</li> <li>• Nearly all teachers referred to success criteria for the current or previous lessons throughout the teaching and learning sequence to maximise student learning.</li> <li>• The majority of feedback (75%) is task based. While there is some ego based feedback, this is generally followed up by specific feedback on students' approach to the task.</li> <li>• Explicit teaching was evident in all classes. This was most commonly applied through the 'I Do, We Do, You Do' structure, which was implemented in most lessons. Teachers generally worked through examples collaboratively with students before following up with an independent activity.</li> </ul>

<p>compared to 2020 levels.</p>	<p>Surveys of teachers indicated that 100% of beginning teachers and 98% of experienced teachers believed that a coaching mentoring program would be valuable for new and early career teachers. In most cases (64%), beginning teachers indicated that a member of their own faculty would be the most suitable person to take on the role of coach or mentor. In some instances across the school, early career teachers had an identified coach/mentor, but in most cases, this was a more informal arrangement where assistance would be provided by the Head Teacher, and experienced teacher or the HT Teaching &amp; Learning through the Induction Program.</p>
<p><b>Data Practice</b></p> <p>Staff surveys reflecting on CESE What Works Best indicate that the school is moving towards a 90% growth from 2020 in the number of teachers who self-identify competency in using data to inform practice from .</p> <p>Review of data use amongst staff shows that teachers regularly accessing relevant data sets such as SCOUT &amp; RAP is moving towards the school identified target of 100%.</p>	<p>Staff surveys reflecting on self-evaluation of data analysis indicates that 61% of staff rate themselves as having a high or very high understanding of how to use data to inform practice. This is reinforced by staff Tell Them From Me survey responses, which indicate that AGHS teachers score higher than the state average for using data to inform practice with a school mean of 8.5 out of 10 compared with the state mean of 7.8. These figures show an improvement on the results of these surveys in 2021.</p> <p>Review of SCOUT usage data in 2022 indicated that 52% of staff regularly accessed SCOUT reports on student performance data, including Best Start, NAPLAN, Check-In and HSC results. Internal data indicates that a much higher proportion of staff (95%) engaged with student performance data at least once each term through the data summaries presented by the Teaching and Learning Team at Staff and Cross-Faculty meetings. Review of RAP data indicates that 92% of staff regularly access RAP data to analyse HSC student performance.</p>



Girls In Property (GIP) student presentation  
2022 GIP Winners

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Explicit Teaching of Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> greatly improved attendance for refugee students (from 33% in Term 1 to 92% in Term 4) and improved literacy and numeracy results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage with literacy and numeracy and EAL/D support as well as collaborate with families to identify further needs of individuals.</p>
<p>Integration funding support</p> <p>\$38,096.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Asquith Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ensure integration funding is reviewed regularly by the Learning and support team and adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$41,456.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Asquith Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Explicit Teaching of Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$41,456.67</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support AIM Coaching program implementation.</li> <li>• professional development of staff through Instructional Rounds to support student learning</li> <li>• additional funding for Head Teacher School Priorities to support literacy, numeracy and attendance programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of student in the program achieved significant progress towards their personal learning goals. All students have access to a quality laptop as well as supplementing uniforms, student equipment and health care needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to ensure all students have equitable access to resources and that identified students are provided targeted support to demonstrate improvement in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$9,201.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Asquith Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all teachers developed greater competency in Aboriginal cultural awareness. All teachers demonstrate greater respect and understanding for the identity, culture, heritage and languages of their Aboriginal students. Updated teaching and learning programs give every student in the school an improved understanding of Aboriginal heritage and culture, and the history of the interaction between Indigenous and non-Indigenous peoples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure staff will engage in additional Aboriginal cultural awareness training at School Development Days in Terms 2 &amp; 3, and this improved knowledge and understanding will be used to further enhance the strategies being used in teaching programs. all Aboriginal students will be provided with additional literacy and numeracy support will aim ensure that they are performing at or above the level of the rest of their cohort. The school will also further refine the PLP process to ensure that the learning, wellbeing and cultural needs of all Aboriginal students are being consistently and effectively supported.</p>
<p>English language proficiency</p> <p>\$98,624.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Asquith Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Educational Purpose and Relevance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul>

<p>English language proficiency</p> <p>\$98,624.49</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> EALD English students achieved an average mark of 86.7 (20.6 points higher than the state average for this course).</p> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D students will be supported through the co-teaching model of parallel teaching. The articulation of clear goals for language and curriculum discipline learning, and scaffolding would be provided for each EAL/D student to accomplish tasks independently. Students will be taught separately by a specialist teacher, covering curriculum area content with a language development focus. Furthermore, EAL/D student assessment evidence, analysed with reference to EAL/D learning progressions will be utilised to inform learning and teaching across the school. KLA teachers and EAL/D teachers will plan together, identifying language and cultural demands, develop content and language outcomes, and share observational and assessment data to ensure that EAL/D students' needs are understood and met across a range of contexts.</p>
<p>Low level adjustment for disability</p> <p>\$150,299.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Asquith Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students confidently and successfully met appropriate outcomes matched to their learning potential, ensuring students equitable access to the curriculum. Students became more automatic in their basic skills in order to move onto more complex problem-solving skills. Most students achieved higher scores for Stage 3 and 4 outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to implement literacy programs targeting inferential reading and numeracy programs targeting problem-solving strategies on complex questions. Students who may be at risk of not meeting National Minimum Standards will be nominated prior to stage 6 through NAPLAN data and assigning tutorial groups to work on literacy and numeracy skills.</p>
<p>Professional learning</p> <p>\$64,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Asquith Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Explicit Teaching of Literacy and Numeracy</li> <li>• Personalised Coaching and Development (AIM Coaching)</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Partnership with James Anderson to develop holistic Habits of Mind program for all staff and students, including workshops for teachers</li> <li>• Instructional Rounds throughout the year to engage teachers in collegial observations</li> <li>• Casual relief to attend external professional learning courses and school</li> </ul>

<p>Professional learning</p> <p>\$64,500.00</p>	<p>based conferences</p> <p><b>The allocation of this funding has resulted in the following impact:</b> increased teacher capacity in Tier Two Vocabulary, Numeracy, Aboriginal Histories and Cultures and Habits of Mind. teachers develop comprehensive understandings of current trends in student performance and evidence-based strategies to prompt improved achievement.</p> <p>Teachers developed their understanding of Talk Moves and strategies for multiplicative thinking.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to fund teacher and student led Instructional Rounds (equivalent to one day per staff member) in addition to providing casual relief for all staff members to attend external professional learning courses. Funding for the partnership with James Anderson will also be extended, including professional learning, as part of Strategic Direction 2.</p>
<p>COVID ILSP</p> <p>\$107,773.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of student in the program achieved significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use available data such as Check-In assessments to track student growth and attainment and target the needs of individual students through ISLP tuition. In response to student feedback, Year 8 and Year 7 literacy and numeracy classes will be taught concurrently on the timetable to facilitate greater withdrawal and fluid movement of students throughout the year based on the needs of individuals.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Asquith Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Coaching and Development (AIM Coaching)</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• developed and delivered small evidence based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- individualised, sustainable support to meet student needs</li> <li>- proactive, preventative strategies employed to support students</li> <li>- created community connections through external agencies to support school wellbeing programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ the student support officer, consolidate programs implemented in 2022, and to build the capacity of the student support officer</p>

Student support officer (SSO) \$96,058.00	to meet the more complex needs of targeted students.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	770	720	692	638

The change in the school's intake area has contributed to this negative growth. However, in late 2022 the intake area was reviewed by DoE and was reinstated; from 2023 the intake area will be expanded and the local community will be given greater voice and choice in their child's education.

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.3	95.3	92.4	87.2
8	93.2	93.2	92.0	86.7
9	94.1	93.1	90.7	86.6
10	93.3	93.2	88.3	84.0
11	92.1	94.1	91.1	83.8
12	93.9	93.0	91.8	88.9
All Years	93.5	93.6	91.0	86.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Lower attendance rate has been a trend across the state. Asquith Girls High School has rigorous attendance procedures that includes daily monitoring of student attendance by class teachers, using period by period roll marking (with a succinct procedure for partial attendance/truancy). Attendance data is analysed and monitored weekly by Year Advisers, the HT Wellbeing and the Head Teacher School Priorities. Attendance concerns are addressed by the team through open communication with the student and their family. Students are case managed and discussed at the Wellbeing Team meetings, Senior Executive, HSLO and relevant DoE and external agencies. Students with 100% semester and yearly attendance record are recognised at the XCEL Values Assemblies and the school's Annual Presentation Day.

### Attendance

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 2020. 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 figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	4
Employment	0	0	12
TAFE entry	1	2	16
University Entry	0	0	54
Other	0	0	0
Unknown	0	0	14

In 2022, 94% Year 12 students who applied for early acceptance into university study through the School Recommendation Scheme were successful and 51 students were offered placements before commencing the HSC examinations.

## Year 12 students undertaking vocational or trade training

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33.59% of Year 12 students at Asquith Girls High School undertook vocational education and training in 2022.

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

98% of all Year 12 students at Asquith Girls High School expected to complete Year 12 in 2022 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)	33.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	9.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Professional Learning at Asquith

Professional Learning It is a key part of staying relevant and competitive in today's rapidly changing educational

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

In 2022 there were six (6) student-free-School Development Days. These included partnership with the Department of Education's Strategic Support Services for Numeracy, induction programs for new staff to our school and/or system, and an ongoing relationship with James Anderson as an external academic partner. These initiatives were used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

At Asquith Girls High School, high impact professional learning forms an integral part of our broader school identity, providing all stakeholders with the opportunity to actively engage with new learning and deepen their practice by focusing on sustained evidence-informed approaches.

Our aim is to encourage innovation: Learning new things to help learners to think outside the box and come up with innovative solutions to problems. Throughout the year, teachers participated in a range of internal and external professional learning activities related to Literacy and Numeracy, curriculum design and implementation, Habits of Mind, Aboriginal Histories and Cultures, Explicit Teaching, Differentiation and High Potential and Gifted Education. Teachers understand the importance of learning from each other and work together - propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing student progress and achievement.

In relation to Literacy and Numeracy, staff worked collaboratively in cross-faculty settings to develop comprehensive understandings of current trends in student performance and the appropriate evidence-based strategies to prompt improved achievement in the identified domains (eg. vocabulary, measurement and geometry etc). The school engaged in a partnership with the Department of Education Strategic Support Services to explore contemporary pedagogies, improve staff capability and develop a school-wide approach to the explicit teaching of Numeracy across all KLAs.

The school's ongoing partnership with the external academic, James Anderson, resulted in sustained professional development centred on growth mindset and Habits of Mind to inform learning activities and shape the ongoing coaching and mentoring session as part of the AIM (Asquith Individualised Mentoring/Coaching) initiative. This partnership will continue into the 2023 to build further fluidity in the use AIM conversation to self reflection and lead up to Student Led Parent-Teacher conferences.

The Instructional Rounds process continued to function as an embedded method of gathering quantitative and qualitative information about whole-school teaching and learning practices, particularly the development of critical and creative thinking alongside robust methods of explicit teaching. The analysis of data collated from the Instructional Rounds process indicated that a future area for exploration will be the consistent and ongoing use of explicit teaching methods and differentiation in line with CESE's What Works Best update. Overall, the Instructional Rounds have been a highly successful professional learning process that have increased the available database related to student voice and attitudinal trends linked to engagement. For 2023, the program will pivot to include a more robust scope for evaluating how adjustments in staff practice following professional learning impacts on student progress and achievement, with the school committing to regularly recalibrating and refining to ensure ongoing progress and achievement for students.

Asquith Girls High School recognises that the NESA accreditation process is a valuable framework for professional development, providing all staff with descriptors of effective practices that can be used to prompt personal reflection and ongoing growth. In 2022, all teachers actively participated in the NESA accreditation process, engaging in varied professional learning activities aligned to system, school and personal goals. For early-career teachers, a range of school-based support structures were implemented to provide them with a collaborative environment to develop their understanding of best practice and foster inclusive learning environments that respond to every student's individual learning needs.

Every beginning teacher participated in a structured mentoring programming led by the Head Teacher - Teaching and Learning, designed to foster a professional support network centred on reflective inquiry. Specifically, the program shared evidence-based resources that explored effective lesson planning, lesson observations, formative assessment, programming, classroom management and other core priorities. These sessions aligned with endorsed resources, including CESE's What Works Best - 2020 Update and the Strong Start, Great Teachers resource. Additionally, each teacher participated in regular meetings that explicitly outlined the formal requirements for the Proficient Teacher accreditation process, analysing annotations to gain a multifaceted understanding of the observable characteristics of exemplar submissions.

Furthermore, all school-based professional learning sessions were aligned to the Australian Professional Standards for Teachers, allowing staff to use their participation in these events to contribute to their Maintenance of Accreditation requirements. In 2022, three beginning teachers were accredited at a proficient level, with the rest working towards this requirement.

## **Recognition of Staff Excellence**

Geography teacher Ms Dunn won the 2023 Premier's Scholarship for Geography. Her scholarship project is titled The Quest for the Next Attenborough. The research topic area will focus on High Potential and Gifted Education in Geography. This project will equip teachers of Geography with high impact pedagogy to confidently differentiate. It will

enhance the learning outcomes of students passionate in Geography, extend those identified as High Potential and Gifted (HPGE) and develop skills for success such as high order critical thinking and creativity. Ms Somerville was placed in the History Teachers Association History Premier's Scholarship Reserve list.

Modern History teacher, Mrs Somerville was awarded a subsidy for the History Teachers Association of NSW to attend the Australian History Teachers Association Conference in Darwin during the 2022 Term 3 school holidays. The theme of the conference was 'History Connects' and it provided the opportunity for History teachers from all states of Australia to share expertise and discuss teaching strategies in preparation for the new national History Curriculum.

HT Teaching and Learning, Mr Fisher, was awarded The Minister's Award-For Excellence in Teaching.

Mrs Clements and Mr Wigan received the Rotary Pride of Workmanship Award for 2022.

Mrs Bovis was recognised by the Director of Educational Leadership for the Hornsby network for her significant contribution to our school community as a dedicated member of our Administration and Support Staff.



The Minister's and Secretary Awards

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,116,284
<b>Revenue</b>	9,039,395
Appropriation	8,476,951
Sale of Goods and Services	71,976
Grants and contributions	426,118
Investment income	18,716
Other revenue	45,634
<b>Expenses</b>	-9,276,040
Employee related	-8,219,582
Operating expenses	-1,056,458
<b>Surplus / deficit for the year</b>	-236,645
<b>Closing Balance</b>	1,879,639

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.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	39,878
<b>Equity Total</b>	293,711
Equity - Aboriginal	9,201
Equity - Socio-economic	41,457
Equity - Language	98,624
Equity - Disability	144,428
<b>Base Total</b>	7,161,579
Base - Per Capita	174,905
Base - Location	0
Base - Other	6,986,674
<b>Other Total</b>	361,006
<b>Grand Total</b>	7,856,174

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](https://myschool.edu.au) to access the school data.

Whilst there is no value add data available for this cohort as NAPLAN was not conducted in 2020, teachers routinely use NAPLAN performance data to compare the progress of Year 9 cohorts year on year.

In 2022, the share of AGHS Year 9 students achieving the top two bands for Numeracy increased from 24% to 32%. Correspondingly, the share of students performing in the lowest three bands decreased from 56% in 2021 to 32% in 2022.

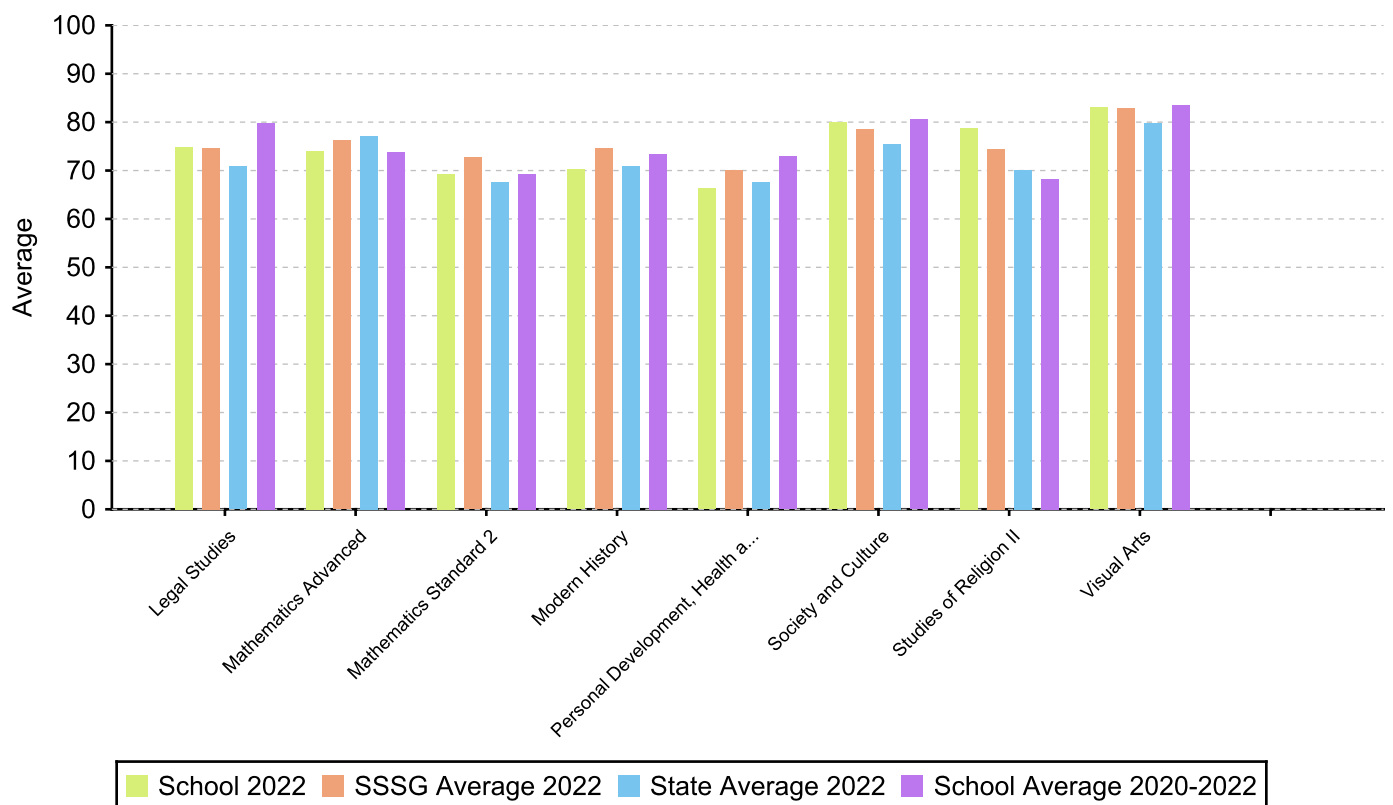
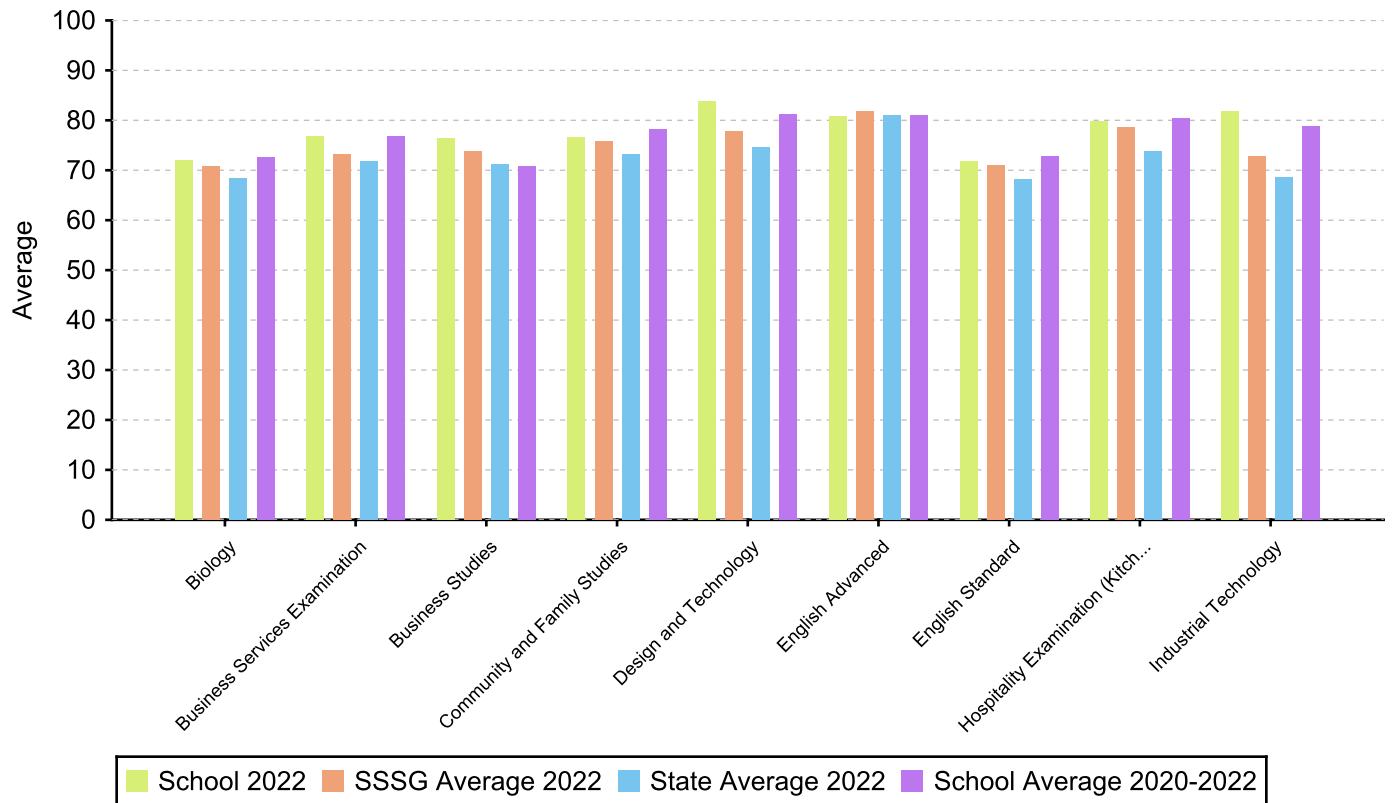
An improvement in the share of Year 9 students in the top two bands was also achieved in Reading (from 32% in 2021 to 36% in 2022), Writing (from 13% in 2021 to 19% in 2022) and Grammar and Punctuation (from 22% in 2021 to 40% in 2022). However, in regards to Spelling, there was a decline in student performance between 2021 and 2022 and this domain has been identified as an area for improvement in 2023.



## 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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Biology	71.9	70.7	68.5	72.5
Business Services Examination	76.8	73.3	71.8	76.8
Business Studies	76.3	73.7	71.2	70.7
Community and Family Studies	76.6	75.9	73.2	78.2
Design and Technology	83.9	77.7	74.6	81.2
English Advanced	80.8	81.8	81.0	81.0
English Standard	71.7	70.9	68.1	72.7
Hospitality Examination (Kitchen Operations and Cookery)	79.9	78.5	73.7	80.3
Industrial Technology	81.8	72.8	68.6	78.9
Legal Studies	74.9	74.7	70.8	79.8
Mathematics Advanced	74.0	76.3	77.1	73.8
Mathematics Standard 2	69.3	72.7	67.6	69.3
Modern History	70.2	74.6	70.9	73.4
Personal Development, Health and Physical Education	66.3	70.0	67.5	72.9
Society and Culture	79.9	78.6	75.5	80.6
Studies of Religion II	78.8	74.4	70.1	68.3
Visual Arts	83.0	82.8	79.8	83.5

The 2022 HSC cohort achieved impressive results.

Alyssa D achieved our school's top ATAR of 98.8 and was included in the 2022 All-round Achievers merit list. Many of our students also scored a Band 6 in one or more courses and are included in the following Distinguished Achievers list.

A number of students have also been acknowledged for their major projects, performances and practical works:

ARTEXPRESS Nomination: Ashlee H

Call Back HSC Dance Nomination: Holly J and Zoe H

InTech, HSC nominations for Industrial Technology Multi-Media: Charlotte M, Nancy W, Reyhaneh S, and Amelia S

Design and Technology Nomination for Shape 2022 for Isabella M.

In 2022, 94% Year 12 students who applied for early acceptance into university study through the School Recommendation Scheme were successful and 51 students were offered placements before commencing the HSC examinations. 99.98% of our year 12 students met the HSC min standards in 2022. The school recognises the importance of literacy and numeracy and implements a rigorous program of support to ensure students meet the HSC Minimum Standards before their HSC.

## Parent/caregiver, student, teacher satisfaction

Student Voice is integral to school improvement. Student Voice is highly valued and students are regarded as partners in decision making and evaluation. Student representatives have been part of staff selection panels for EOI positions, student focus groups have shaped the elective curriculum offerings for Year 8 and each year, student focus groups evaluate 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 is further analysed at the Wellbeing Conference to identify areas for further growth. Asquith Girls High School is recognised as a leader in Student Voice initiatives and has shared the impact of programs with school leaders across the Metropolitan North network.

Annual Tell Them From Me student surveys are used to track student perceptions of teaching, learning and wellbeing programs. In 2022, 92% of students responded they know where they can go for help if they are being bullied or see someone else being bullied, The share of students who report subjected to bullying at the school is eight percentage points lower than the NSW average. Amongst Aboriginal Students, the share of students who feel positive about their culture has increased from 33% in 2019 to 54% in 2022. This corresponds to a fourteen percentage point decrease in the share of Aboriginal students who believe teachers do not understand their culture. Between 2019 and 2022 there were modest improvements in the percentage of students believing staff held high expectations for all students, classroom instruction was explicit and lesson instruction was relevant to their everyday lives.

In 2022, 69% of parent/caregivers responses to the Tell Them From Me survey would recommend the school to others and 84% are satisfied with the level of communication from the school. Compared to the 2019 survey completed before the COVID pandemic, the share of parents who believe the school makes parents feel welcome has declined by 5.8%. This is likely due to restrictions on parents and community members participating in school activities on site. As these restrictions are eased, the school and P&C will actively encourage family participation in school events and promote a number of activities to bring families on site.

Since 2019, teacher perceptions of inclusive practices towards students have improved 6.4%. A sustained focus on explicit teaching has led to a 3.8% improvement in teaching strategies and 5.5% increase in quality feedback between 2019 and 2022. Notably, the focus on online learning throughout this time period has led to a 12.7% increase in the use of technology for learning.



# 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.

## Aboriginal Education - School statement

In 2022, Asquith Girls High School has continued to place significant focus and dedication towards meeting the Premier's targets for Aboriginal students, applying the Department of Education Aboriginal Education Policy, and implementing the 2020-2030 Aboriginal Education Consultative Group Partnership Agreement. The school and its staff are committed to ensuring that the educational outcomes for Aboriginal students are as good as or better than those of the general student population, and that all students can confidently express and demonstrate their understanding of Aboriginal heritage and culture, the history of the interaction between Indigenous and non-Indigenous Peoples, and the heritage and culture of the Darug and GuriNgai people on whose lands the school is located.

High impact professional learning to improve staff understanding of Aboriginal histories and cultures, and to facilitate improvements to the resources and strategies of teaching and learning programs, continued to be a key initiative of SD3. All teachers participated in Aboriginal cultural awareness training at the School Development Day in Term 2, along with follow-up sessions at faculty meetings throughout Term 3. These workshops were conducted by Aboriginal Education and Wellbeing Advisers from the Department of Education Tuggerah Office and were designed to ensure that all teachers can demonstrate that they understand and respect the identity, culture, heritage, and languages of their Aboriginal students. This empowered teachers across all faculties to further update their teaching and learning programs with relevant, engaging and contemporary resources for teaching all students about Aboriginal heritage and culture.

The Aboriginal Education Team was strengthened in 2022 through additional representatives from across the school. The collaborative efforts of the Aboriginal Education Team reinforced the shared nature of the responsibility for Aboriginal and Torres Strait Islander education across the school, which enabled greater involvement in Harmony Week and more effective implementation of strategies during Reconciliation Week and NAIDOC Week. Thorough data analysis and planning ensured that all Aboriginal students who were performing below school and state means in NAPLAN were given additional literacy and numeracy support. Through collaboration with local elders, as well as students, parents and staff, the plans for an Aboriginal Garden and Yarning Circle were developed, with the intention of creating this space for student use in 2023.

In addition, the Aboriginal Education Team undertook a review of the process for creating Personalised Learning Pathways (PLP). A new and detailed template has been developed to provide students with greater opportunity to actively participate in the process. Our Indigenous students were also invited to nominate a teacher mentor, who then took on the responsibility for completing and updating the students' PLPs.

The Australian Indigenous Mentoring Experience (AIME) program, run in conjunction with the University of Sydney, offered a key platform of support for ATSI students. Study days were organised in 2022 with each one focused on issues such as goal setting, planning for the future, tertiary study options, links with Aboriginal culture, and a focus on current local and global issues. In 2022, our Aboriginal and Torres Strait Islander students were able to invite a friend to visit the AIME Imagination Factory celebrations at Moore Park along with them. The day long program focused on resilience, cultural awareness and making friends with students from other Sydney schools. Furthermore, our Aboriginal and Torres Strait Islander students also took part in the Culture Immersion and Awareness Camp at the Gibberagong Environmental Education Centre. Participating students undertook a range of activities over three days/two nights to connect and engage with culture through community members, develop leadership skills and investigate pathways for future careers.

The impact of these initiatives is indicated by Tell Them From Me data that indicates that 70% of teachers agree or strongly agree that they are confident in their ability to meet the needs of Aboriginal and Torres Strait Islander students. Similarly, 77% of teachers agree or strongly agree that they have the knowledge required to effectively engage with

students on Aboriginal cultures and histories. This is a significant improvement to the previous year, where only 65% of staff indicated that they were confident in these two areas.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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The school has one Anti-Racism Contact Officer who supports students, staff and families. The ARCO has undergone the DoE training and manages complaints that may arise from the Asquith Girls High School learning community.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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Asquith Girls High School is committed to providing culturally responsive teaching to ensure equitable learning experiences for all students. Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes. The school delivers a variety of programs to support and build a learning environment which is tolerant, culturally inclusive and free of racism and discrimination.

The school recognises the importance of developing student and staff knowledge, skills and attitudes in cultural diversity and acceptance through various programs and initiatives. Whole school initiatives in 2022 included Harmony Week and Multicultural Day. These recognised and celebrated the diverse cultures within our school community and provided a dual opportunity for students to appreciate other cultures and for NESB students to share their experiences with the school community. Students learned about the importance of respecting diversity and knowledge of the many cultures that make up and contribute to the richness of our country.

## Other School Programs (optional)

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### The Future Project (TFP)

The Future Project's purpose is to motivate and engage the next generation of scientists and engineers. TFP students are provided with the opportunity to work on authentic research projects in industry-level laboratories with research companies that partner with TFP. The Project also fosters university partnerships. This adds further value to the exceptional experiences provided to the students and the skills that they develop through the program.

Krystal H. and Sophia R. from Year 11 participated in TFP this year.

As part of TFP, Krystal and her iGEM team represented Australia at the iGEM International Synthetic Biology Competition in Paris. Krystal and her team progressed to the finals and were awarded a Gold Medal.

Sophia has participated in the Harvard University Scholars Program. Her paper on 'Effects of Human Induced Climate Change on Coral Reefs' was published by Harvard in February 2023.

## Enrichment in Science

In 2022, our partnership with Sydney University gave opportunities for our science students the opportunity to work with researchers from Sydney University including:

- E\$ential Medicines citizen Year 9 science project exploring the impacts on accessibility

- Avani B., Esha G., and Rachel W. and Rachel R. and Guinevere C. presented their idea on improving soil quality in farming at the finals at the University of Sydney BIOTec symposium

Amelia T. attended the Australian Youth Aerospace Forum in QLD.

### **Science Primary School Experience Day**

160 Year 4 students from Asquith Public School, Berowra Public School and Mount Colah Public School visited AGHS to experience a day of high school science. The visiting students buddied up with student mentors from AGHS and ABHS, and embarked on a day of hands-on experiences, sustainability challenges, and project based learning. In the science labs, there were many of 'wow' moments while making elephant's toothpaste and lava lamps. On the day students were introduced to the importance of data analysis in science, and they sorted, categorised and analysed the different waste categories within a collection of household rubbish. In the library, teams of Year 4 guests and Year 9 mentors took on a sustainability challenge and worked collaboratively towards designing a solution. The Asquith Girls High School and primary school teachers alike were delighted by the enthusiasm, ingenuity and teamwork displayed by these budding young scientists! Congratulations to our Year 9 mentors for their leadership throughout the day.

### **Macquarie University Enterprise Challenge**

Year 10 successfully completed the Macquarie University Enterprise Challenge. Our students were mixed into teams with Year 10 Normanhurst Boys High School students and immersed at both campuses in a competitive game simulation all week. Each team formed a "company" and had to develop a product and marketing strategy, and manage their finances over 8 financial quarters. The week culminated in the "Fishbowl" - a high pressure presentation to a panel of potential investors.

### **Girls In Property Winners**

The Girls in Property program raises awareness amongst high school students about the raft of career paths the property industry offers, encouraging greater female participation in the property industry.

This initiative assists more young women to choose to work in the property industry, helping to create a sustainable pipeline of talent for the growing industry. The students gain insights into the industry, hear from industry leaders about what a career in property looks like, the challenges and opportunities that a career in the industry might present and the raft of careers available; they focus on why the industry is so important to the social and economic development of Australia, and have the opportunity to attend site tours of new mixed-use developments in their state for a behind the scenes guided tour.

The Asquith Girls High School Girls in Property team presented their project pitches to a judging panel mentors from the Property Council on Friday 24 June. Their winning team amongst the Asquith Girls High School teams was Ella M., Leela S., Rachel D. and Charli W, presenting a project to redesign Berowra Shopping Village as a community sustainable hub.

On Wednesday 29 June, the team travelled to Barangaroo to compete against the other school leading around the state. After their amazing presentation, the judges announced, Asquith Girls High School were the Girls in Property winners for 2022.

Congratulations to all students who took part in this initiative, and especially the team who were the Girls in Property winners!

### **Mock Trial**

The Mock Trial Team reached the top 8 for the first time in the history of our school. Though we lost to Sydney Girls High School our students had rich experiences. Many thanks to their coaches, Mrs Somerville, Ms Dunn and Ms Capelin.

### **Model United Nations**

On Wednesday, November 30 the Social Justice Team held a Model United Nations General Assembly. This was a cross school collaboration and we hosted students from Kur-ring-gai High, Hornsby Girls, Normanhurst Boys and Asquith Boys. Students worked as country delegations to debate real world issues such as the merits of globalisation, climate change and what is the REAL global food?

This event was an excellent opportunity for collaboration between schools and increasing critical thinking and engagement in the discussion of world issues. All students conducted themselves with passion, enthusiasm and

camaraderie, as attempts were made to solve global issues at a small, local scale.

Students from Asquith Girls represented a variety of different nations and they prepared their standpoint on each resolution. The teams from Lebanon and India particularly, along with Hayley in Year 7, must be congratulated for the awards they received on the day for excellent debating skills and preparation. The Year 9 Art of Argument class was also involved and did a fantastic job of representing their nations, often needing more quick thinking than preparation.

Thank you to all the HSIE staff for their support on the day and a special thank you to the Social Justice Prefects, Lucinda C., Daria S. and Parisa G., for their excellent leadership during this event.

### **National Wakakirri Story-Dance Festival**

Asquith Girls High School received a National Story Award - for excellence in performing arts and raising awareness about entertainment for their performance 'A Christmas Tale' as part of the 2022 National Wakakirri Story-Dance Festival.

Wakakirri is Australia's largest performing arts event for schools with over 180 schools taking part in 2022. Participating schools are inspired by the Wakakirri ethos 'great stories inspire change' to create and perform story-dances that reflect students' thoughts, ideas and aspirations.

### **'Call On Me' - Musical 2022**

In November, 160 AGHS students performed in or helped produce our 2022 Musical Production 'Call On Me' which played at Chatswood Concourse Theatre. AGHS was accompanied by 19 Asquith Boys High School students as part of the Combined Music Ensembles Program. The hard work, commitment and consistent efforts of our creative and performing arts students have made the entire school community incredibly proud.

A special commendation goes to our 59 It's Showbiz Authentic Learning elective students who helped produce 'Call On Me'. They completed a plethora of pre-production, production and post-production tasks. This musical would not have been possible without our It's Showbiz production crew. We congratulate them greatly on their efforts.

### **Extracurricular Dance**

Congratulations to our dance elective and co-curricular students for their amazing achievements in Dance this year. Our dance companies and ensembles were all successful in gaining acceptance into the "In The Spotlight Dance Festival" Performed at the Seymour Centre, where they represented our school superbly. Company Pink and Year 7 Ensemble went on to gain acceptance into the State Dance Festival.

Our annual Dance night was held in the School Hall and was a fantastic success. All dance classes, companies and ensembles, with students from year 7-12 demonstrated the highest level of professionalism in this show.

Year 9 Students Lara C. and Helaine D. were successful in gaining acceptance into the Arts Unit Public Schools Dance Ensembles. This is a fantastic opportunity for students to continue their dance training alongside their work in school, and gives them the opportunity to work with students from across the state.

Fourteen of our Year 9 and Year 11 students auditioned and were successful being selected as dancers for our School Spectacular combined dance and featured dance ensembles, and performed from the 24th-26th November at Qudos Bank Arena. This was a three day performance, in which our students represented AGHS with such enthusiasm and dedication.

### **PDHPE and Sport**

This year was an exceptionally busy and fulfilling year for the PDHPE/Sport faculty at Asquith Girls HS. We were able to run two out of our three, school sport carnivals, including swimming and athletics (due to the persistent rain at the beginning of the year, Cross Country was unable to go ahead). Each carnival was well attended by students, with endless talent and sportsmanship on display.

Knockout sport continued to excel, where a record number of students trialed for teams such as; softball, touch football, Oz Tag, netball, basketball and soccer.

This year saw the re-introduction of the Year 7 Swim Safety Program, in which the entire cohort spent 2 days, learning and refining their swimming at Hornsby pool and surfing skills at Palm Beach.

Year 7 and Year 8 Games Day were a huge success. The purpose of these days is to increase engagement and enjoyment for students in a variety of unique sporting activities. Year 9 and 10 PASS students were on hand to coach and officiate the proceedings and did an excellent job. We congratulate every student for their efforts, sportsmanship and participation.

## Individual Student Sporting Achievements

Isabelle C. in Year 10 who competed at the Australian All Schools Track and Field Championships in South Australia and successfully achieved 4th place in the U17s Javelin.

Natalie P. of Year 10 attended the 2022 School Sport Australia, 12 Years and Under Softball Championships, as an umpire for NSW. She was awarded a Sportsmanship Award, which is indeed a prestigious honour. School Sport Australia values honesty, integrity and transparency. The Association recognises and rewards acts of sportsmanship and fair play by students at School Sport Australia Championships. Natalie demonstrated these values by demonstrating exceptional and outstanding acts of co-operation, courtesy and respect to officials and opposing players.

Eszter K. attended the Australian Schools Orienteering Championships in Central Victoria, where she spent 10 days competing at the championships. Eszter achieved first place in the Australian Relay Championship for Women 20 Elite and placed in the Australian Long Distance Championship for Women 18A

## Reconciliation Week 2022

From Friday 27 May until Friday 3 June we celebrated National Reconciliation Week. This year our community was challenged to Be Brave and tackle the unfinished business of reconciliation so we can Make Changes for all Australians. Throughout the week, as a whole school community, we made change by beginning each day with a reflection activity that encouraged us to Be Brave and take action in our everyday lives - where we live, work, play and socialise.

On Tuesday, our students hosted a special assembly to highlight significant events in our shared histories and the importance of reconciliation in Australia. They shared stories of what we already do in our community and continued the call to action to Be Brave Make Change.

We welcomed guest speakers Shannon Foster and Jo Kinniburgh who shared parts of their story towards reconciliation. As a school we listened and learned about significant local sites and even performed songs in local language.

After the assembly our guests were welcomed to the library for a morning tea to continue the conversation between our Aboriginal students and their friends, student leaders and staff.

Other activities throughout the week included games during lunch time and the Social Justice team held an open forum to discuss ways we, as a school community, can work towards reconciliation.

## Minister's and Secretary's Awards

AGHS was honoured with the Minister's and Secretary's awards. Alyssa D. received The Minister's Award-For Excellence in Student Achievement and Lisa Rothwell (P&C President) was recognised with The Secretary's Award-Public School Parent of the Year Award.



School Musical 2022