

# 2023 Annual Report

## Asquith Girls High School



8222

# Introduction

The Annual Report for 2023 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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Asquith Girls High School

Stokes Ave

Asquith, 2077

<https://asquithgir-h.schools.nsw.gov.au>

[asquithgir-h.school@det.nsw.edu.au](mailto:asquithgir-h.school@det.nsw.edu.au)

9477 6411

## 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 school caters to students' diverse learning needs by differentiating curriculum offerings, and learning adjustments. 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 everyone 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 2023 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 Parents and Community Organisation (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 been actively involved in staff selection for various roles throughout the school, through the Merit Selection Panel process, sits on the Enrolment Panel and continues to grow our relationship with the school executive to better support the students.

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, Family 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 students and staff. In 2023 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.

As we embark on 2024, the P&C of Asquith Girls envisions a vibrant and inclusive partnership that empowers parents, caregivers, educators, and community members to collectively support the holistic development and success of our students. In collaboration with parents, faculty, alumni, and community stakeholders, we will actively engage in advocacy efforts to promote the continuation of single-sex education. We will continue to lobby on behalf of Asquith Girls High School to State and Federal members to have funding and resources delivered to our school to ensure our students continue to receive a high standard of education

Lisa Rothwell

President, Asquith Girls High School P&C.

## Message from the students

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Effective transition planning has allowed for continuity and ensured that the 2023/24 Prefect body was well prepared to lead from the start of Semester 2, 2023. An extended hand-over period allowed newly elected student leaders to learn from their predecessors and learn from their experience. This was followed by the 2023 Leadership Conference which was a great opportunity to grow as a team, collaborate with the Student Representative Council (SRC) and grow our skills needed to successfully run initiatives and be better leaders.

Following these events, the prefects ran a variety of initiatives focussing on student engagement, school spirit and raising awareness of various issues and events in our local and wider community. Our major event for 2023 was the 'Decades' celebration day to conclude the school year where we encouraged students to dress up in an outfit inspired by a different decade and to engage in various activities targeting movement, creativity, problem solving and mindfulness. In Term 3 we hosted our annual Prefect Afternoon Tea in the library with local school prefects invited. 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 was very successful in forming new friendships and connections with fellow prefects. Each portfolio has left a lasting legacy through the initiatives planned, that will continue to run beyond our graduation.

Through each portfolio planning a running a different activity, our team was not only able to run an enjoyable day for the rest of the student community but also grow as prefect body as a whole, prompting collaboration and participation from both the leadership team and students alike. Throughout the year, the portfolios have worked hard to plan and implement various initiatives meaningful to their team.

Throughout 2023 and 2024 the **Environment** prefects continued effective initiatives from past years, as well as establishing new practices with the support of the Environment team including the successful Return and Earn program. The Return and Earn program has now been running for 2 years. The funds earned from the school and wider community has been used to support the Wheen Bee Foundation and has raised over \$770. The weekly Environment team meetings have continued to run weekly to discuss future initiatives and ways to make the school a greener place. The Weekly Nature Nuggets was initiated through the team meetings to encourage participation in meetings, inform the school community with environment facts, as well as setting weekly challenges to improve the environmental actions of students.

Other activities included seed planting, Earth Hour, and preparing a proposal for cold water filtered bubblers for the school grounds which will encourage the use of reusable water bottles by both students and teachers. The environment team is in the process of applying for the Sustainable School Grant by the NSW government to financially support this initiative.

The **Study Buddies Study Club** was initiated to provide extra support to students in their academic endeavours. It is run for the students, by the student leaders, as commitment to learning includes supporting our peers. Every week, prefects make the voluntary effort to be available to help students with school work or assessment tasks in the library during lunch.

The assembly prefects address the members of AGHS as a collective regularly, running the school assemblies. Through collaboration with the prefect team we have coordinated successful assemblies that have seen students receive awards, guest speakers address students and performing arts showcases. Our assemblies highlight the collaboration of every participant in our school community, whilst celebrating the achievements of individual students.

The Wellbeing prefects have continued to run a weekly **Wellbeing Wednesday** lunchtime club. Students from across the school come together to socialise, play games and build friendships with students across all grades. As a team we attended the Mental Health forum engaging in guest speakers and activities that supported our own understanding and confidence to support others facing mental health challenges. We have used this knowledge to advocate and educate students on mental health. We have done this through running activities during Mental Health Month and addressing students at whole school assemblies.

The 2023/24 Sport Prefects have undertaken a number of initiatives and activities which have enhanced school life. The sport prefects ran a number of sporting activities for each year group on the last day of school 2023, including bin ball on the oval, relays and captain ball. These activities were run successfully and created a fun and positive last day of school environment. At lunch time on the last day of school, the prefects also ran the teacher vs student cricket match, which had many student and teacher volunteers and created a positive atmosphere between individuals in the school. Additionally, the sport prefects led a large capture the flag game on the oval for primary school students visiting the school. This game ran smoothly even with large numbers and positively welcomed the students to Asquith. Finally, the prefects have submitted a proposal to have "monthly matches" to promote a positive environment and social cohesion through sport.

The 2023/2024 Social Justice Prefects have taken on a variety of successful initiatives in the school such as the International Women's Day Breakfast, Harmony Week, and the weekly Social Justice team meetings. Students in the Social Justice team have greatly contributed to school events such as Harmony Week, International Women's Day, and Model UN.

The **International Women's Day Breakfast** (celebrated at Asquith for more than a decade) was continued by the 2023/2024 Social Justice Prefects and was a success in spreading support towards women through a lively breakfast in Term 1. This breakfast was supported by Mahboba's Promise, a non-governmental charity organisation, which strives to spread awareness about the many disadvantaged children and women in Afghanistan. Special visitors are invited to this event such as Mahboba herself, Matt Kean Hornsby MP, Philip Ruddock Mayor of Hornsby Shire, and a former AGHS principal, to share speeches. The Social Justice Prefects were able to contact over 150 local and nationwide businesses for prize donations for the ticket raffle, as well as creating placemats and flyers that celebrated successful and inspiring women.

Another long-time AGHS event that has been resumed by the Social Justice prefects is **Multicultural Day**, placed at the end of Harmony Week. This event celebrates multiculturalism and diversity and brings people together from a variety of backgrounds and cultures. The day is put together by different cultural activities such as the Henna Stall, collaborative artworks and finishes off with a special school assembly including speeches and cultural performances by students.



International Women's Day, 2023



Harmony Day 2023



Games Day 2023

## 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.

This Vision stems from our Mission Statement; '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 girls 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 can 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, sports, 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 a 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 apply differentiation and adjustment strategies to classroom learning and use data to evaluate their teaching cycle and 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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### 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

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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.

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

### Resources allocated to this strategic direction

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Professional learning  
Socio-economic background  
Per capita

### Summary of progress

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#### Numeracy and Literacy Attainment

The Numeracy team adopted a multifaceted approach to enhance numeracy skills within an explicit focus on Stage 4. Targeted numeracy lessons were integrated into core classes, complimented by numeracy micro-lessons in year 8 Mathematics classes. Additionally, professional learning sessions were conducted for staff across all KLAs to embed numeracy progressions into stage 4 and 5 programs, fostering a holistic approach to numerical understanding. The implementation of "TalkMoves" as a discussion tool during lessons further developed teacher pedagogical approaches to numeracy and enhanced student reasoning ability when problem solving.

One notable success in the initiative was the substantial improvement in Year 8 numeracy Check-In data, with a remarkable 25% enhancement relative to semester one results. Growth was also evident in Year 7 numeracy where targeted numeracy lessons helped to achieve 5% growth from Year 6 Check-In. Year 7 2023's results were 27% higher than year 7 2022.

However, challenges were encountered in convincing students of the importance and value of investing their best effort during diagnostic testing. Additionally, the implementation of numeracy micro-lessons in Year 8 posed difficulties within the constraints of the five periods per cycle dedicated to mathematics.

Looking ahead, the numeracy team will continue the delivery of numeracy micro-lessons for Year 8 students, with the potential to expand this approach to other KLAs by incorporating specific KLA-related questions. The use of targeted groups (HPGE, students identified as needing additional support, Aboriginal students, EALD) to track NAPLAN data in 2024 and beyond is also under consideration. Ongoing evaluation and evolution of the Core program will be essential.

In 2023 the literacy team implemented several interventions to improve reading and vocabulary outcomes. During Term 1, the Here, Hidden, Head comprehension resource was prepared, and Year 9 students were explicitly taught this strategy in English lessons. Additionally, grammar was addressed through the use of English Rules workbooks for Years 7 and 8. Term 1 also saw the implementation of complex sentence structures, with Year 7 and 9 students being explicitly taught using grammar sheets and various connectors. Core lessons were dedicated to creative writing, and professional learning was delivered to Core teachers to prepare for vocabulary interventions in Term 3.

In Term 2, English introduced Frayer models and word clines using specific words. Explicit literacy interventions were conducted for student groups in Years 8 and 10 during Terms 2, 3, and 4. In Term 3, a grammar pre-test was administered for Year 7 students. Three specific interventions were used for Year 7, focusing on close verb worksheets, vocabulary work, etymology on "preposition," and spotlighting cumulative listing and the use of commas in PowerPoint presentations.

For Year 8, the target was vocabulary, and a Tier Two strategy was adopted school-wide. Faculties created subject-specific vocabulary lists and teachers implemented strategies and recorded growth through pre and post testing. Year 7 and 8 Core teachers reported the following strategies as effective in their classes: Frayer diagrams for unknown words, student self-diagnostic tools to determine familiarity with vocabulary and collective definition construction



One notable success in the initiative was the 39% growth in Year 8 vocabulary results between Semester 1 and 2, as indicated by Check-In results. The Year 7 grammar intervention in 7 English resulted in a mean increase from 16 to 19 out of 20 in post-intervention testing. Similar positive impacts were observed in Year 7 French, where the use of Frayer models and peer-reviewed definitions led to increased post-test confidence levels. Enablers for the initiative included a whole-school focus on data analysis with a focus on Check-In and NAPLAN data. The Year 8 core, utilizing Check-In results, successfully increased vocabulary results in all classes.

However, challenges and barriers were identified, including the need to re-deliver staff professional learning on the TEAL writing scaffold for Stage 4 writing, to achieve greater consistency across KLAs. Greater professional understanding of nominalisation and improved consistency on vocabulary implementation across KLAs would also be beneficial.

Looking forward, the initiative will continue with the use of online language, punctuation, and grammar workbooks, English Rules workbooks to create microlessons, and the incorporation of peer feedback templates in Core.

### **High Expectations in Teaching and Learning**

To lead improvement in HSC attainment, key leaders undertook professional learning in RAP Data Analysis to cultivate staff proficiency in three critical skills for HSC examinations: multiple choice questions, short answer questions, and extended responses. Differentiated workshops were presented by expert staff, leading to the emergence of faculty experts overseeing professional learning within their respective areas. Concurrently, a Stage 6 Support Program was introduced in terms 2-3 to aid students in their HSC examination preparations, responding directly to student feedback. This program covered diverse topics, such as research skills, assessment techniques, examination strategies, student wellbeing, study techniques, time management, using AI to study, multiple choice skills, extended response strategies, unpacking HSC Examinations, and deconstructing both literacy and numeracy questions. A holistic approach to resource provision included the distribution of HSC past exam booklets and flashcards for literacy and numeracy strategies. To assess the initiative's impact, students were surveyed to gather feedback and evaluate their knowledge levels on the structure, requirements, and skills for each HSC examination. Analysing survey results facilitated the identification of areas where student knowledge required further attention, allowing for targeted adjustments to the support programs.

The professional learning sessions were differentiated, granting staff the autonomy to choose sessions based on their individual needs. This flexibility was pivotal in fostering positive staff engagement and ensuring the impact of Professional Learning. According to staff feedback, the workshops conducted were not only rated as some of the most valuable but also enjoyable professional learning experiences they had attended. Recognizing the importance of student input, the initiative responded directly to student requests for specific workshop sessions. This responsive approach not only ensured positive buy-in from stage 6 students but also enhanced the relevance and impact of sessions directly addressing HSC examination skills. The survey conducted with year 12 students in term 3, revealed a highly positive perception of their preparedness for HSC examinations. Students expressed confidence in their understanding of the examination content, felt well-prepared, and believed they had received deep, quality feedback for improvement. Ultimately this led to a 5% increase in the share of HSC results in the top two bands compared to 2022.

Our analysis has identified areas for further development in 2024, such as the need for targeted support in numeracy questions, we will introduce and reinforce effective strategies like the CUBES method for deconstructing numeracy questions. A systematic approach will involve displaying A3 size posters in classrooms, distributing flashcards to both staff and students early in 2024, and organizing relevant professional learning sessions and workshops for students. Additionally, the integration of NESA key verb posters in all classrooms and the CUBEing strategy for literacy based questions will provide a visual reference point for teachers and students alike.

To support the growth and engagement of all students, a range of strategies were implemented to empower HPGE learners. Within year 7 and 8 enrichment classes, teachers utilised specialised instructional methods, such as higher-order thinking and inquiry-based tasks, to provide enrichment and challenge for all students. Notably, the term four check-in assessments for 8A showed improvement in literacy from 72% to 73% and a significant increase in numeracy results from 69% to 83%. This notable growth is attributed to the successful implementation of HPGE strategies in mathematics and core skills.

Adapting and modifying the curriculum to engage and challenge gifted students was a key focus of enrichment teachers in 2023. This included advanced or specialised courses, independent study projects, and creative expression opportunities. Real-world applications of learning, project-based learning, and a strong emphasis on the connection between learning and its real-world impact were incorporated to enhance students' sense of purpose and connection to their studies.

A whole-school approach to enrichment activities aimed at stimulating intellectual curiosity and fostering talent development was also implemented. These activities included workshops, leadership opportunities, competitions, and extracurricular programs spanning various domains such as writing, mathematics, geography, english, science, and the arts. Additionally, recognition of the social and emotional needs of gifted students led to the inclusion of activities like the Middle and Senior School Ethics Olympiad, Inter-School Model United Nations, and Mock Trial.

Teachers involved in gifted education programs received specialized training to effectively work with gifted students. This training covered strategies for differentiation, addressing the social and emotional aspects of giftedness, and creating a positive learning environment. Examples of professional development initiatives included Resource of the Week, staff meetings, adjustment tools, differentiated staff strategies, HPGE student-led professional learning, and Game Changer Challenge student presentations.

In terms of the initiative's success and enablers, the 2023 activities showed an increase in variety, particularly in cross-curricular events in the intellectual domain, such as the Game Changer Challenge, Tournament of Minds (TOM), and the Enrichment Project in Core Skills. The demand for specialized programs, including CAPA ensembles, also increased. Looking ahead, the plan is to continue the upward trajectory of intellectual extracurricular activities, introduce cross-curricular priorities across faculties, evaluate assessment tasks and practices, and implement concept-driven or inquiry-based learning to enhance intellectual engagement, as indicated by TTFM data.

Looking ahead, the HPGE team plan to target intellectual engagement for all students in 2024 noting that the school is currently 13 points below state average in this domain.

### 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>HSC Top 2 Bands</b></p> <p>Increasing the percentage of HSC courses results in the top two bands to be moving toward the school's upper bound system-negotiated target of 52.8%.</p>	<p>44.62% of students achieved HSC course results in the top two bands, indicating 4 point improvement from 2022 and, working towards the lower-bound target.</p>
<p><b>Numeracy Growth</b></p> <p>An increase in Check-in Assessment mean percentage questions correct for <b>numeracy</b> in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p> <p>An increase in Check-in Assessment mean percentage questions correct for <b>numeracy</b> in Year 8 between semester 1 and semester 2 in 2023.</p>	<ul style="list-style-type: none"> <li>• An analysis of Check-in Assessment data for <b>numeracy</b> in <b>Year 7</b> for 2023 compared with Year 7 2022 indicates an increase in the mean scaled score from 51.3 to 65.</li> <li>• An analysis of Check-in Assessment data for numeracy in <b>Year 8</b> for Semester 1 compared with Semester 2 indicates an increase in the mean scaled score from 52.9 to 65.9.</li> <li>• An analysis of Check-in Assessment data for <b>numeracy</b> in <b>Year 9</b> for 2023 compared with Year 9 2022 indicates a decrease in the mean scaled score from 62.9 to 60.</li> </ul>
<p><b>Reading Growth</b></p> <p>An increase in Check-in Assessment mean percentage questions correct for <b>reading</b> in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022</p> <p>An increase in Check-in Assessment mean percentage questions correct for <b>reading</b> in Year 8 between semester 1 and semester 2 in 2023</p>	<ul style="list-style-type: none"> <li>• An analysis of Check-in Assessment data for <b>reading</b> in <b>Year 7</b> for 2023 compared with Year 7 2022 indicates an increase in the mean scaled score from 55.2 to 56.4.</li> <li>• An analysis of Check-in Assessment data for <b>reading</b> in <b>Year 8</b> for Semester 1 compared with Semester 2 indicates an increase in the mean scaled score from 58.9 to 60.2.</li> <li>• An analysis of Check-in Assessment data for <b>reading</b> in <b>Year 9</b> for 2023 compared with Year 9 2022 indicates an increase in the mean scaled score from 53.8 to 61.2.</li> </ul>



Tournament of Minds



Dance Night 2023



Year 9 French Class 2023

## 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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#### Per capita

#### Professional learning

#### Beginning teacher support

#### Refugee Student Support

#### Aboriginal background

#### Student Support Officer

### Summary of progress

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

- Strategic Direction 2, Purpose and Connection have undertaken a multifaceted approach to develop the wellbeing, attendance and individualised coaching of our students in 2023. With a key focus on the evolution and implementation of the AIM coaching resources and continued input from external academic advisers, the team has supported staff and students. The initiative was divided into stage 4 and 5 groups, aligning with a term-based schedule, and allocated responsibilities for each cohort's AIM group activities. These activities focused on developing the students' use of the Habits of Mind, their Learnership skills and their steps towards academic goal attainment.
- Our successes included collaborative resource design, integrating existing materials, and achieving positive feedback from students, indicating progress towards our targets. Upon reflection, there have been some communication gaps due to staff turnover and time allotment to produce enough resources for all cohorts.
- Despite these obstacles, the impact of the initiative is evident in increased teacher preparedness, with 73.7% of teachers accessing and using the designed resources. There has been enhanced student engagement, as 75.5% of students reported that they had implemented their learning from AIM into their practice, 77.4% said the program has helped them set their own learning goals, and over 67.6% felt that they had developed a stronger rapport with their AIM Coach.
- Looking towards 2024, Strategic Direction 2 plans to refine existing resources, create additional support for staff and students during individual meetings, and implement a feedback mechanism through short surveys, thus reinforcing its commitment to continuous improvement and the evolution of sustainable education goals.

#### Educational Purpose and Relevance

##### Attendance

Through the last year, there has been a notable improvement in student attendance rates at or above 90%, rising from 44.3% to 52.8%. This is reflective of both the Year Advisers and Attendance Officer's engagements with students and parents to follow up on partial and whole-day absences to reduce unexplained absences. The positive trend is indicative of successful efforts in enhancing awareness about the importance of attendance and improved follow-up processes. We plan to maintain this focus on attendance and reach improved figures in 2024 by further upskilling staff and families to mentor students and encourage student responsibility to minimise partial day absences.

##### Student-Led Parent-Teacher Conferences

- In addition, the team provided professional learning for the Student Led Parent Teacher Conferences (SLPTC) in the form of roleplay activities and information communication. They reviewed and updated teacher resources for the preparation and implementation of these conferences. Following the sessions, the team evaluated data and feedback collected from parents and staff who attended the SLPTCs.
- Noteworthy achievements included detailed data analysis to identify booking trends, utilising evidence-driven insights to develop resources, and addressing resource requirements based on staff and parent feedback.

- Data showed that SLPTC attendance remained constant for the Year 10 cohort as students and parents/carers are preparing to enter Stage 6 and are thus planning patterns of study. Additionally, there was an increase in attendance at the SLPTC in Year 11. This may be attributed to students and parents/carers seeking additional understanding of Stage 6 expectations and processes.
- The impact of the initiative was evident in the boosted bookings facilitated by the development of an email reminder to parents and caregivers.
- Looking ahead to 2024, the initiative plans to enhance marketing materials for increased parent and student engagement, explore the development of individual student AIM folios, and introduce a template email for the caregivers of students who miss individual coaching appointments.

#### Wellbeing Mechanisms

- The Wellbeing Team (consisting of the Year Advisers, Head Teacher Wellbeing and Deputy Principals) and the Student Leadership Coordinators (Student Representative Council, Prefect Team, Sisters in School, Environment and Social Justice Teams) have led students in a range of student-focused and student-developed wellbeing programs. Each cohort has a wellbeing program aligned to their needs - Year 7 has Peer Support and a camp, Year 8 has small group sessions with our Student Support Officer, Year 9 has RAISE mentoring, Year 10 has Youth Aware of Mental Health, Year 11 has Life Ready and Year 12 has GPs in School. Furthermore, whole school wellbeing initiatives include Spirit and Harmony Week, which focus on encouraging inclusivity and the school values. To support the social and emotional needs of our students Asquith Girls has a Student Support Officer, School Psychological Services and a Wellbeing Nurse connected to NSW Health. The school also runs an extensive collection of extra-curricular opportunities across academic, creative and performing arts, sports and social justice fields.
- While the Tell Them From Me Data connected to our Annual Improvement Measures is yet to reach the system-negotiated targets, our students report that 40% of them participate in extracurricular activities (16% above the NSW government norm), that their positive relationships at school are above, and experiences of bullying are below the NSW government norms.
- Moving into 2024 the Wellbeing Team will be incorporating additional programs into specific year groups identified as needing additional connection from this data.

#### 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><b>Wellbeing</b></p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above 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 58% of students report a positive advocacy, 58% have a positive sense of belonging at school and 68% have high expectations for success.</li> </ul>
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 86.6%.</p>	<ul style="list-style-type: none"> <li>• The percentage of students that had an attendance rate greater than 90% increased by 14.88 percentage points.</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>	<ul style="list-style-type: none"> <li>• 43.9% of students feel that their AIM Coaching assists their development as a learner.</li> <li>• 77.4% of students feel that their AIM Coaching has assisted them with setting their academic goals.</li> <li>• 75.5% of students have implemented strategies from AIM Coaching into their learning practices.</li> <li>• 67.6% of students feel they have developed an increased connection with their AIM Coach.</li> </ul>



Student directed learning in HSIE



Year 7 Camp 2023



Year 9 HSIE 2023

### 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

#### Beginning teacher support

#### Professional learning

#### Low level adjustment for disability

### Summary of progress

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#### High-impact professional learning

- The team gathered data from staff through TTFM and specific surveys to create a bank of teachers to deliver high quality and high impact professional learning for various points of need amongst teaching staff and support staff during Term 1 of 2023.
- Following this initial step of data collection, data-driven professional learning was organised and coordinated for staff in Terms 2 and 3 and professional learning was delivered through various methods and timing to support staff needs across Key Learning Areas. Teachers were able to self-nominate or be nominated to run a professional learning session that is connected to their subject area, but may also have relevance to other KLAs. These included sessions on critical thinking or understanding certain rules of specific sports. These sessions were offered during lunch and after school hours.
- Teachers and support staff gained a whole school understanding of how Teacher Learning Centres function to support teachers' professional learning and collaboration.
- Analysis of school data indicates that 72% of staff have been observed implementing identified focus areas for professional development as part of their teaching practice. This has been supported by Instructional Rounds and the varied focus areas including but not limited to explicit teaching and critical thinking.
- Analysis of staff surveys indicates that 72% of staff report that their professional development is empowered by individualised coaching/mentoring and targeted professional learning conducted by expert colleagues. Teachers value the relevance of strategies being explored and suggested for use in their subject area. The next steps would include an increase in staff participation in Instructional Rounds and designated times for follow-ups and monitoring would assist the school in moving towards the goal of 95% of staff who feel empowered by coaching/mentoring.
- Analysis of TTFM survey results indicates that staff morale increased from 15% in 2022 to 47% in 2023. This positive result can still be improved upon and there is room to grow in this area.
- In 2024, additional investigation will seek to recognise more precise types of support that could benefit all staff. Explicit surveys will be used to garner information on how this staff support can occur.

#### Aboriginal Education

- The Aboriginal Education Team reinforced Aboriginal Education in the curriculum as well as beyond the curriculum in Terms 1, 2, 3 and 4. Teachers used a staggered approach to closely monitor particular programs, namely, English and HSIE. Concurrent with this monitoring of program implementation was the initiative to refine and streamline the Personalised Learning Plans. This initiative included reviewing the process, development, content and evaluation. Teachers would mentor and collaborate to ensure that staff is aligned with PLP processes and expectations. Part of this process included regular communication with students and parents so that valuable contributions were made to the learning plans. These plans were also revised in consultation with parents and students
- The Aboriginal Education team also focused on locally appropriate Acknowledgment to Country with involvement from students across students from Years 7-12. This occurred from Term 2 until Term 4 with ongoing discussions at AECG meetings or one-on-one consultations. In regards to other educational spaces, consultation with Bangawarra members in Terms 1 and 2, occurred to finalise the design of an Aboriginal garden and Yarning Circle

for the school community.

- One of the enablers was the team's focus and ability to sustain processes on embedding Indigenous perspectives into curriculum program planning. Teachers organised a staggered approach and focused on English and HSIE to monitor the implementation and assurance that Indigenous perspectives are included and authentically embedded in faculty programs. In addition, the teachers' ability to commit and expand the school activities especially during NAIDOC and Reconciliation Week were beneficial to the progress of achieving goals. These consultation sessions with Bangawarra were ongoing, which reflected the teachers' dedication to the school goals. Another enabler were the motivated teachers who designed PL sessions for others.
- Progress on the Aboriginal garden/yarning circle was hindered by school budget as well as a restructure in assets management regarding contractors for schools. This delayed the approval and work to commence for the garden. The minimal participation in after school PL sessions was a barrier as it reduced the ability to measure impact on teacher pedagogy for both presenter and participant. This also disabled processes for investigating other areas professional learning needs.
- Initiatives have resulted in an increase in programs with authentically embedded practices in Aboriginal Education. The programs have also been refined to re-focus on the actual process of teaching that aligns with Aboriginal education, not just inclusion of texts or texts by Aboriginal writers, artists or poets. The programs included genuine practices through their teaching, not an addition to their teaching, which reflected a more authentic delivery of lessons or content. These processes increased student and staff understanding of Aboriginal history as well as the meaning of the country, particularly the grounds on which they learn. Through these refined programs, students' sense of belonging increased. Moreover, the level of engagement and participation from students increased. There was a deepened sense of awareness and understanding from the school community including visitors and guests to the school event
- The school aims to build on the current initiatives including coaching additional teachers on the PLP process and evaluation. Another goal would be to ensure progress and follow-up on the Aboriginal garden and the Yarning circle for the school. Additionally, there will be a continued focus on curriculum and monitoring of the rest of the subject areas in 2024 to ensure high expectations regarding Aboriginal Education. Wider engagement from all subject areas is also a target to plan more holistically for staff and students.
- In 2024, the Aboriginal Education Team would benefit from membership from all faculties to create consistency and wider engagement throughout the school. Particularly Maths and Science for curriculum planning and implementation.

### Data practice

- The team focused on the analysis of whole school data sets including NAPLAN and Check-In. This occurred in Term 1 and Term 2. The school refined and amended "How to Use" Guides for various platforms of data. These guides were developed to address staff needs across across the school. The team was able to garner information on when or how teachers use data. Based on feedback, the team was able to develop "How to Use" guides that were explicit and user-friendly for other staff.
- TTFM results for Data Informed Practice was 8.3 with the state norm as 7.2. In addition, teachers search and rely on data as Scout was accessed 1485 times with 768 logins to NAPLAN data. This demonstrates teachers' access to data and application of student data to their program and delivery of content. 55 staff also accessed RAP data in 2023.
- In 2024, in this initiative, we will model the practice of accessing data sets and identifying data that informs their teaching practice/priority for one of their select classes. We will also design and implement a program/resource based on these data findings. This will be followed by the upskilling of teachers, and teachers can use this data to shape their teaching and learning strategies. Teachers will also upskill their knowledge and practice of RAP and Scout courses. Another aim would be to create data sets to track literacy and numeracy test results, which staff and students can use as a reference to assist learning. Finally, another aim would be to create a Year 12 HSC Band 5 and Band 6 Assessment Data across courses to track the number of students who have demonstrated growth and are performing at Band 5 and Band 6 levels.
- The next steps would be for the team to create a 'Hub Database' where a series of slides contains multimodal access to resources, information, 'how to' videos and links to other training. This hub will also incorporate a series of screen recordings on how to use some of the features of SCOUT/RAP. The purpose of this hub would be to model the practice of efficient data access; how to apply data to a specific and relevant class and implementing school-wide targets and priorities.

### 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
Instructional Rounds data shows that the school is moving towards 95% of staff who are observed implementing identified focus areas for professional	<ul style="list-style-type: none"> <li>• Analysis of school data indicates that 72% of staff have been observed implementing identified focus areas for professional development as part of their teaching practice.</li> <li>• Analysis of staff surveys indicates that 72% of staff report that their</li> </ul>



development as part of their teaching practice.

Staff surveys show that the school is moving towards 95% of staff reporting that their professional development is empowered by individualised coaching/mentoring and targeted professional learning conducted by expert colleagues

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, compared to 2020 data.

professional development is empowered by individualised coaching/mentoring and targeted professional learning conducted by expert colleagues.

- Analysis of TTFM survey results indicates that staff morale increased from 15% in 2022 to 47% in 2023.

Staff self-assessment surveys indicate that the school is moving towards 90% growth in the number of teachers who self-identify competency in using data to inform practice.

Review of data use amongst staff shows that the proportion of teachers regularly accessing relevant data sets such as SCOUT & RAP is moving towards the school identified target of 100%.

- Analysis of staff self-assessment surveys were the goals of determining self-competency in data practice, TTFM were used to measure data use in relation to competency in applying data and using data to inform teaching practice. These results also linked to staff regularly accessing relevant data sets such as SCOUT & RAP.



School spirit



Smoking Ceremony

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$909.19</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>• Educational Purpose and Relevance</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>• Tutoring program to support student literacy and numeracy skill acquisition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students participating in tutoring program were identified as requiring additional support in NAPLAN but by Term 4 Check-Ins, achieved significant growth, particularly in numeracy (52%).</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support refugee students by identifying gaps in learning through targeted interventions. In 2024, these students will be supported to demonstrate the HSC Minimum Standard.</p>
<p>Integration funding support</p> <p>\$103,610.00</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> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrated 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>\$41,376.44</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>• High Expectations in Teaching and 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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Stage 6 program</li> </ul>

<p>Socio-economic background</p> <p>\$41,376.44</p>	<p>implementation.</p> <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. HSC course results demonstrate a 5 point increase in the share of results in the top two achievement bands compared to 2022.</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, numeracy and HSC achievement.</p>
<p>Aboriginal background</p> <p>\$7,839.16</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>• Educational Purpose and Relevance</li> <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>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</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. Implementation of student centred IPLS for all Aboriginal students supported by targeted tutoring program for identified students to achieve literacy and numeracy goals: all year 10 Aboriginal students demonstrated HSC Minimum Standard and Y9 Aboriginal students outperformed non-Aboriginal students in literacy and numeracy Check-In assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> all Aboriginal students will continue to be provided with additional literacy and numeracy tuition to 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>\$83,576.38</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> <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>• additional staffing intensive support for students identified in beginning and emerging phases</li> </ul>

<p>English language proficiency</p> <p>\$83,576.38</p>	<ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD English students achieved an average mark of 81.84 (13.07 points higher than the state average for this course). All staff improved their understanding of EAL/D progressions through professional learning.</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>\$144,427.87</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>• 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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</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 plans, 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> Students identified as requiring additional support through NAPLAN and those who may be at risk of not meeting National Minimum Standards will be nominated and assigned to tutorial groups to work on literacy and numeracy skills.</p>
<p>Professional learning</p> <p>\$57,221.57</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>• High Expectations and Explicit Teaching</li> <li>• Educational Purpose and Relevance</li> <li>• Educational Purpose and Relevance</li> <li>• High impact professional learning</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>• teacher relief for staff engaging in professional learning</li> </ul>

<p>Professional learning</p> <p>\$57,221.57</p>	<ul style="list-style-type: none"> <li>• employed external provier to undertake professional learning for staff on growth mindset and Habits of Mind to support AIM mentoring</li> <li>• workshops on PDPs, Aboriginal education, RAP anaysis, inclusive education and Positive Behaviour for Learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Increased teacher capacity in Tier Two Vocabulary and measurement as part of numeracy. Check-in data for Year 8 indicate a vast improvement  Increased understanding of Aboriginal Histories, Cultures and perspectives, leading to more effective teaching and learning programs  Increased incorporation of Habits of Mind in teaching and learning. This includes HOM being used in report comments and student written reports that reflect on learnership and HOM, in Stage 4 Core Skills.  Teachers develop comprehensive understandings of current trends in student performance through the analysis of NAPLAN and other data to incorporate more evidence-based strategies that prompt improved achievement.  Teachers developed their understanding of Talk Moves and strategies for classroom discussion.  Teachers incorporate greater diversity in HPGE strategies within lessons and assessment tasks.</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)  Providing casual relief for all staff members to attend external professional learning courses centered around personal and school goals, such as literacy and numeracy, HPGE, HSC and NAPLAN success, explicit teaching and effective explicit teaching.  Funding for the partnership with James Anderson will also be extended, including professional learning, as part of Strategic Direction 2.</p>
<p>Beginning teacher support</p> <p>\$25,143.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Asquith Girls High School during their induction period.</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>• High impact professional learning</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>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All eligible teachers, and beginning teachers on part-time contracts that do not meet the threshold for funding, received a pro-rata reduction in teaching allocation and targeted mentoring and support, overseen by Head Teacher Teaching and Learning. This coaching has supported three beginning teachers to achieve accreditation proficiency this year.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to support beginning teacher (including those that do not meet the threshold for funding) through reduced teaching allocation and mentoring from expert teacher mentors.</p>
<p>COVID ILSP</p> <p>\$80,359.28</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</p>

<p>COVID ILSP</p> <p>\$80,359.28</p>	<p>school as most likely to benefit from additional support in 2023.</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> Between 2-5% of students in Year 7 and 9 were identified as requiring additional support in NAPLAN. Term 4 Check-In data demonstrated growth for all students involved in small group tuition (this group received an average mark of 46% in literacy and 52% in numeracy Check Ins).</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 small group tuition.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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>• Educational Purpose and Relevance</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> developed and delivered small evidence-based strategies. develop a goal setting and planning process which enables students to connect, succeed and thrive whilst challenging personal best and increasing aspirations. supports counsellors and year advisors with advocacy for students at school and at home. co-ordinate evidence-based mental health and wellbeing programs for our school endorsed by the Department of Education to build students wellbeing, resilience and pro-social behaviours in consultation with the school welfare team. develop a goal setting and planning process which enables students to connect, succeed and thrive whilst challenging personal best and increasing aspirations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ the student support officer. to consolidate and allocate for future funds for training on programs for SSO to implement in 2024. to further development and implementation of targeted wellbeing programs. to build the capacity of the Student Support Officer to meet the more complex needs of targeted students. to continue to develop the role of the SSO in relation to wellbeing programming such a cyber safety and domestic violence etc, with targeted</p>

Student Support Officer

\$99,516.00

groups of students.



Food Technology 2023



Music Excursion 2023

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	0	0	0
Girls	720	692	638	595

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	95.3	92.4	87.2	92.4
8	93.2	92.0	86.7	86.6
9	93.1	90.7	86.6	87.6
10	93.2	88.3	84.0	88.1
11	94.1	91.1	83.8	89.1
12	93.0	91.8	88.9	88.8
All Years	93.6	91.0	86.2	88.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	3
Employment	0	0	6
TAFE entry	2	4	16
University Entry	0	0	66
Other	0	0	0
Unknown	0	0	9

## Year 12 students undertaking vocational or trade training

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17.76% of Year 12 students at Asquith Girls High School undertook vocational education and training in 2023.

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

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100% of all Year 12 students at Asquith Girls High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



Hospitality Class



Harmony Day

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	31.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	0.2
School Administration and Support Staff	9.48
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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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** is integral to maintain the high teaching and learning standards at Asquith Girls High School. It provides staff with access to expert educators and the most recent research and evidence based teaching and learning practices. This ensures that staff are abreast of the latest trends in education and are enabled to reflect, and consistently

look to improve their practice.

In 2023 there were six (6) student-free-School Development Days. This included the Department of Education's mandated Aboriginal Education professional learning day to begin term two. Asquith Girls maintained an ongoing relationship with James Anderson as an external academic partner to support the Asquith Individual Mentoring (AIM) Program and the implementation of Habits of Mind language in programming. These initiatives were used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities such as support for students identified as High Potential and Gifted and success in the Higher School Certificate (HSC) and NAPLAN.

Professional Learning 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. 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.

At Asquith the focus is always on well planned, high impact, quality professional learning. It forms the tapestry to success and exposes staff to the most current and relevant evidence based practices. The professional learning program is designed using the Learn, Do, Reflect model; thus encouraging teachers to become life-long learners and demonstrate leadership in areas of interest.

One of the core focus areas was Higher School Certificate (HSC) through the utilisation of teacher experts to deliver professional learning to upskill all staff. The Stage 6 Deputy Principal, Head Teacher English and Head Teacher Teaching and Learning attended specific learning on the use of NESA's Results Analysis Package and guided the Executive staff through effective ways to analyse data for the planning of teaching and learning. Some of the sessions included hands-on workshops that focused on improving assessment practice in Stage 6, effective revision, study and examination techniques. Expert leaders developed teachers' ability to hone student skills in examination performance through the use of relevant sessions on multiple choice, answering stimulus based questions and extended responses. A specialised Executive Conference was held in semester two to focus on refining assessment policies and practices.

Another area of impact was implementing more professional learning into staff and other administrative meetings. An example of this was the delivery of NAPLAN Strategies of Success in a staff meeting. Again, using teacher experts, several sessions were focused on improvement and innovation in this area. A cross-faculty meeting saw the analysis of NAPLAN data to inform decision making about programming and differentiation for specific students with peers teaching the same groups and individuals.

Across the year there were multiple opportunities for staff and students to display and share excellence in practice and learning. The introduction of the TAL@AGHS website has given staff a central point to store and access teaching and learning resources, including professional learning tools and promote continual collaboration. Student excellence was also on display. A highly successful example was the student-led professional learning facilitated by student leaders, with students taking ownership over the information delivered to staff. This was described as one of the most impactful learning experiences for staff, as they heard from students about the pressures of being high potential and the pedagogy and learning experiences that are most relevant to their learning. Along with students, staff were also leaders of professional learning including effective lesson structure, HSC marking and assessment methods and the Department of Education's Talk Moves strategy to increase student engagement and discussion in lessons.

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 finalised and reviewed its 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 and lesson discussion of numeracy across all KLAs, led by Mathematics, Science and HSIE.

The school's ongoing partnership with the external academic, James Anderson, resulted in sustained professional development centered on growth mindset and Habits of Mind to inform learning activities. One of the most successful examples was the introduction of the Learner Profile Tool to compile student learnership qualities and analyse ways for improvement. The Student-led Parent Teacher Conferences was once again a professional learning focus to ensure that all staff were equipped with the skills to effectively support student leadership of their own learning. This partnership will continue into 2024 to further hone the AIM program and the incorporation of Habits of Mind language across the curriculum and all learning domains.

Staff also participated in a range of individual professional learning opportunities which align with their Performance and Development Plan goals. Several Stage 6 teachers attended HSC Action Learning Collectives PL facilitated by NESA in Business Studies, Legal Studies, Modern History and Music 1. Other professional learning focused on the implementation of new syllabus documents such as Year 11 and 12 Geography, K-10 English and Mathematics and Health and Movement Science for 2025. The Principal, Deputy Principal and Head Teacher Teaching and Learning attended the Leaders Day for High Potential and Gifted Education for the Macquarie Park region. In the Wellbeing realm, several members of the team attended SistaSpeak, DOVES student voice and both the leadership for students and wellbeing conference for the Wellbeing Team. Multiple members attended professional learning as HSC markers in the

### **Accreditation and beginning/early careers teachers**

Asquith Girls High School recognises and supports all levels of NESA accreditation. Members of staff have attended professional development on the Highly Accomplished, with an intention to explore this avenue of higher accreditation. 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, structured meetings were held regularly during the term to support a successful transition into the profession.

Every beginning teacher participated in a structured personalised mentoring programming led by the Head Teacher - Teaching and Learning, designed to foster a professional support network centered 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. Beginning teachers, with their mentor, engaged in regular reflection as part of an ongoing process of observation and feed-forward. Two early career teachers were successful in obtaining Proficient Accreditation, including one who is part of the Department of Education's Fast Stream.

All school-based professional learning sessions were carefully 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.

### **Instructional Rounds**

To ensure the highest quality of teaching and learning, Instructional Rounds are used as an integral part of the cycle of improvement. The process involves the gathering of quantitative and qualitative data through an observation schedule held once a term throughout the year. The findings are collated and compartmentalised into usable findings to plan for future professional learning. The focus areas for 2023 were explicit teaching (including learning intentions and success criteria), differentiation (including HPGE), literacy and numeracy, Habits of Mind and XCEL/PBL. Areas of development are identified, explored and supported the use of research such as CESE's What Works Best 2020 Update. Instructional Rounds participation as an observer is viewed as high quality professional development and teachers cite improvements in their own practice as a result of partaking. In 2023, Student-led Instructional Rounds returned to the agenda. This saw students self-nominate to be part of the observation team. All students participated with enthusiasm and made exemplary observations of the learning that occurred in classrooms. Their findings have and will continue to shape teaching practice, professional learning and a move toward a shared vision for teaching and learning across the school.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	1,879,639.32
<b>Revenue</b>	8,888,038.22
Appropriation	8,190,225.26
Sale of Goods and Services	122,495.41
Grants and contributions	454,275.24
Investment income	64,314.07
Other revenue	56,728.24
<b>Expenses</b>	-9,000,541.12
Employee related	-7,863,161.47
Operating expenses	-1,137,379.65
<b>Surplus / deficit for the year</b>	-112,502.90
<b>Closing Balance</b>	1,767,136.42

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	86,627
<b>Equity Total</b>	277,220
Equity - Aboriginal	7,839
Equity - Socio-economic	41,376
Equity - Language	83,576
Equity - Disability	144,428
<b>Base Total</b>	6,943,044
Base - Per Capita	165,942
Base - Location	0
Base - Other	6,777,102
<b>Other Total</b>	354,034
<b>Grand Total</b>	7,660,925

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

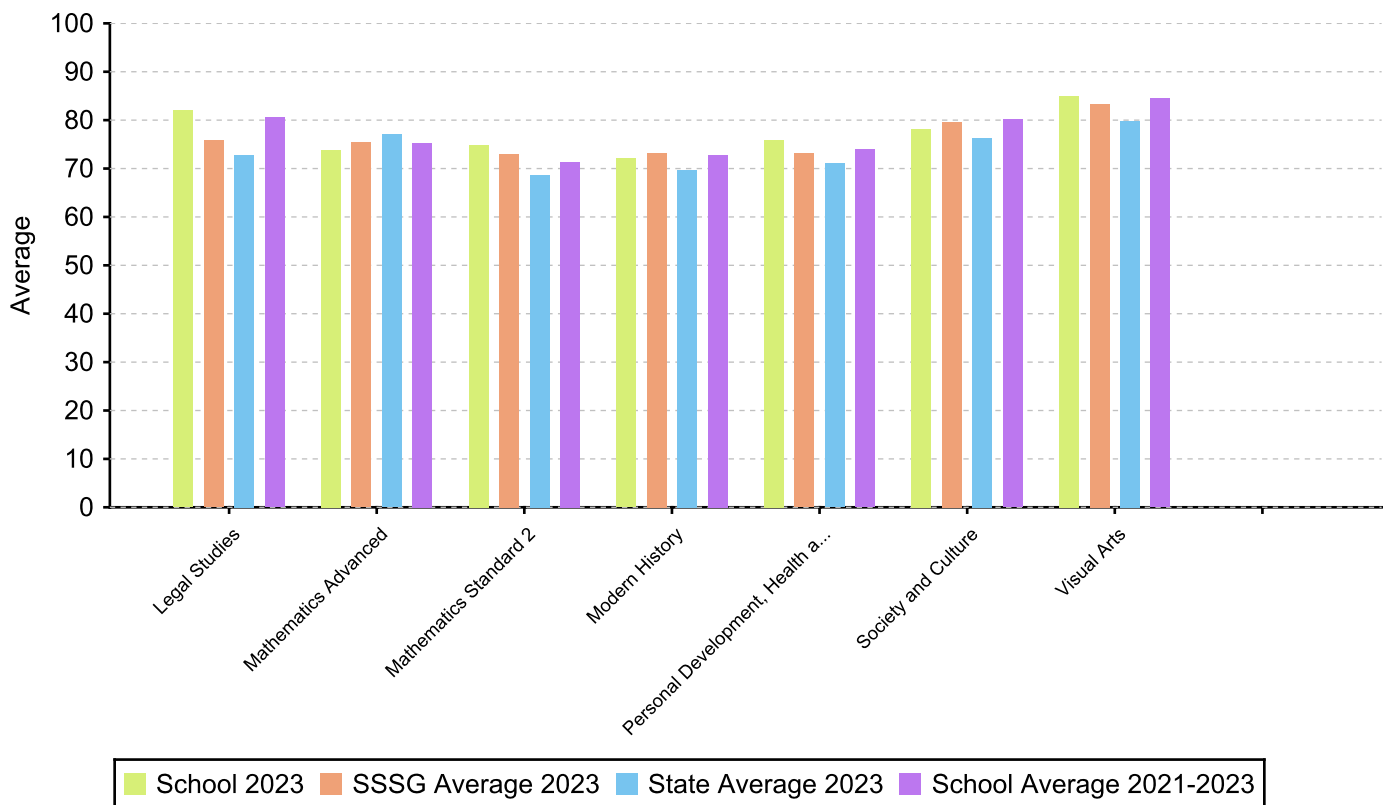
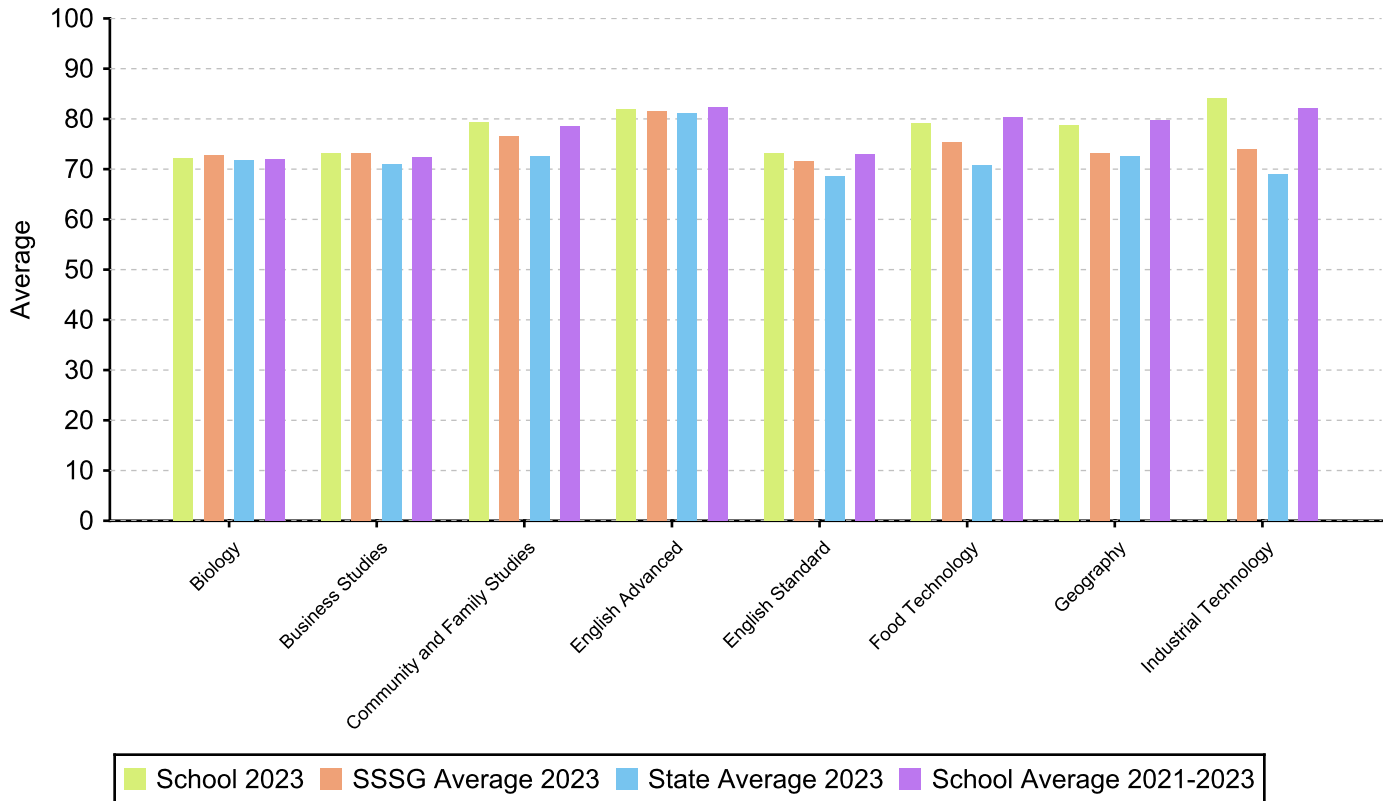
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# 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 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Biology	72.1	72.8	71.8	72.0
Business Studies	73.2	73.2	70.9	72.3
Community and Family Studies	79.3	76.5	72.7	78.5
English Advanced	82.0	81.6	81.2	82.3
English Standard	73.1	71.6	68.5	73.0
Food Technology	79.2	75.3	70.8	80.3
Geography	78.8	73.2	72.5	79.7
Industrial Technology	84.1	74.0	69.1	82.1
Legal Studies	82.0	75.8	72.9	80.5
Mathematics Advanced	73.8	75.4	77.0	75.3
Mathematics Standard 2	74.9	73.0	68.7	71.3
Modern History	72.1	73.2	69.6	72.8
Personal Development, Health and Physical Education	75.9	73.1	71.0	74.0
Society and Culture	78.2	79.6	76.3	80.2
Visual Arts	85.0	83.3	79.8	84.5

## Parent/caregiver, student, teacher satisfaction

Each year, our school invites students, parents and staff to complete the Tell Them From Me survey. These surveys are based on a comprehensive questionnaire covering several aspects of parents', students' and teachers' perceptions of learning and wellbeing. These surveys provide feedback to our school about the extent to which parents, students and teachers feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Between the Semester 1 and 2 student surveys, increases were recorded in Effort, high levels of Optimism and Academic Buoyancy, as well as a 3 percentage point improvement in school pride, demonstrating the positive impact of AIM growth coaching and the school's holistic wellbeing curriculum.

### Student survey

In 2023, Positive Relationships, Positive Teacher-Student Relations, Positive Behaviour and Advocacy continue to exceed state norms while self-reported incidents of Bullying and Truancy are 7 percentage points below average.

The share of students participating in co-curricular activities has recovered from the effects of the Covid-19 pandemic, and now exceeds the participation rates recorded in 2019 by 7 percentage points (16 percentage points higher than the NSW Government Norm).

In 2024, the school will continue to reflect on these results to further work towards a greater share of students valuing School Outcomes and increasing Intellectual Engagement.

### Parent/Caregiver survey

Compared to the 2022 survey the share of Parents who feel welcome has risen 5 percentage points and the share of parents and caregivers supporting learning at home has risen 6 percentage points.

The share of parents believing that the school supports positive behaviour, safety and inclusivity has risen compared to 2022. Only 21% of parents believe the school has a negative reputation and only 11% would not recommend the school to others (compared to 18% in 2022). In 2023, only 11% of parents were dissatisfied with the level of communication from the school.

It is interesting to note that while 80% of parents believed the school's physical environment was welcoming and 77% believed it was well maintained, only 59% believed it was easy to access or move around the school. In specific questions about Mathematics, 39% of parents indicated that they would like the school to provide additional resources to support Maths at home.

### Teacher Survey

In 2023, there was a 31 percentage point increase in positive perceptions of staff morale compared to the previous year.

Compared to the 2022 survey, teachers report improvements in Parent Involvement, Collaboration and Learning Culture. Positive perceptions of leadership increased 6 percentage points and positive perceptions of school leaders leading improvement and change increased 24 percentage points.

The share of teachers setting Challenging and Visible Goals, using a range of Teaching Strategies, using Data to inform Practice, providing Quality Feedback and Technology to engage learners continues to exceed NSW Government Norms.

The greatest impediment to staff wellbeing was reported to be administrative workload (identified by 22% of teachers).

# Policy requirements

## Aboriginal Education Policy

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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

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In 2023, 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 focused on Aboriginal Education training to reinforce the teachings of the year prior, 2022. This occurred during the School Development Day in Term 2. were designed to ensure that all teachers can demonstrate that they understand and respect the identity, culture, heritage, and languages of their Aboriginal students. Teachers built on this knowledge and continued revision of teaching and learning programs throughout the term. In Term 3, presenters from Bangawarra Consulting provided local on-Country Aboriginal knowledge and approaches to teaching and learning across the curriculum. The session focused on Indigenous methodologies and ways to embed authentic, meaningful practices within the classroom. 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. This high impact professional learning also enabled teachers to refine their delivery of instructions to students to better reflect an authentic environment in which Aboriginal students can thrive.

The Aboriginal Education Team was strengthened in 2023 through additional representatives from across the Key Learning Areas of 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. With consultation, professional learning amongst teachers occurred for PLPs whereby a particular sequence to PLP development was established. Our Indigenous students were also invited to nominate a teacher mentor, who then took on the responsibility for completing and updating the students' PLPs. To further support the implementation of the PLPs, tutors were able to provide specific learning support to assist students in achieving their learning goals.

Students had opportunities to attend the Rising Stars camp hosted by Macquarie University - Macquarie University, Wallumattagal Campus This 3-day camp focused on cultivating leadership from the students. Furthermore, Aboriginal students and their invited friend also took part in an excursion to West Head at Ku-ring-gai Chase National Park. They were accompanied by local GuriNgai Elder, Uncle Laurie Bimson, and they had the opportunity to learn about and connect to Country.

The impact of these initiatives is indicated by Tell Them From Me data that indicates that 75% of teachers agree or

strongly agree that they are confident in their ability to meet the needs of Aboriginal and Torres Strait Islander students. This is an increase from the previous year's result of 70%. The percentage of teachers who agree or strongly agree that they have the knowledge required to effectively engage with students on Aboriginal cultures and histories is 82%, which is an increase from last year's 77%.

## 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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As a diverse, multi-cultural and multi-faith community, Asquith Girls High School will not condone racism and actively stands against it. Fundamental to this conviction is our commitment to maintaining an educational environment that is committed to inclusive excellence. In line with the Department's Anti Racism Policy, Asquith High School has implemented its own strategies that ensure clarity of practice in dealing with discrimination. As such, 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. At our school we continue to educate against racism by fostering a culture of understanding, supporting an inclusive curriculum, and responding effectively and recording any incidents involving racism.

## 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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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 2023 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 students with cultural and linguistically diverse (CALD) backgrounds 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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### Dance

Twelve stage 5 Dance students were selected to represent AGHS at the School Spectacular Combined Dance Ensemble

Senior Dance Company's work entitled 'Pressure', choreographed by Ms D. Barsi, was selected as an example of exceptional choreography and is now being showcased on the National Dance Teachers association website for professional development for teachers of dance.

Three Callback nominations for HSC Dance Students: Marley K.J. receiving a Core Performance nomination and Nina B. receiving Core Performance and Major Performance nominations.

All of our Dance ensembles successfully gained acceptance to the In The Spotlight Dance Festival for 2023, with Senior Dance Company and Year 8 Dance Company going on to receive acceptance for State Dance Festival. Both festivals showcased AGHS dance works on the official night of the program, participating with exceptional schools from across NSW.

## **Drama**

Outstanding performances by individual drama student performances by Nidhi M., Ember C. & Chloe S. in their selection of their respective State Drama Ensembles for the State Drama Festival

All of our Drama ensembles successfully gained acceptance into the LightsUP Drama Festival for 2023, with Senior Drama Company going on to receive an acceptance for State Drama Festival, one of only 5 high schools in the state.

Senior Drama ensemble and Senior Drama Company were nominated in five categories for Wakakirri National Story-Dance Festival for the second year in a row with their piece 'The Search'.

Two OnStage Nominations for HSC Drama with the students: Abigail M. & Alyssa F.

## **Music**

Abigail M. was selected, through audition, to be a Featured Artist at this year's School Spectacular, where she was part of the opening and closing items for each of the four shows.

Successful Music Camp 2023 at Cru Galston Gorge and community concert to showcase talent development at the end of the camp

At the Australian School Band and Orchestra Festival 2023, our Combined Wind Ensemble achieved Gold, our Combined Concert Band achieved Silver and our AGHS Stage Band achieved Bronze.

Abigail M. made it through to the final twelve students in the NSW Talent Development Project for 2023.

One Encore Nomination for HSC Music 1: Abigail M.

## **Debating**

Parnian A. reached the Regional Finals for Public Speaking - regional finals

AGHS students were the Debating - Zone Champions and regional quarter finalist in Year 9 and 10

## **HSIE**

Environment Team's Return and Earn initiative raising almost \$800 for the Great Barrier Reef Foundation Monique R. attended the NSW Constitutional Convention

Gemma M. scored in the top 1% in the Australian Geography Competition

Mock Trial made it to the Quarter Final in 2023 with a new team of passionate Stage 5 & 6 students

The Social Justice team ran a Mock UN with teams from AGHS and local schools. They have begun collaborating with Hornsby Girls HS for future events.

## **PDHPE/Sport**

Natalie P. (Year 12) CHS Blues Recipient for Softball Umpiring

Isabelle C. (Year 12) recipient of the Australian Olympic Committee - Change-Maker Award. Also finished as the 17 year old Age Champion at Sydney North Athletics

Emma B. (Year 7) representing NSW Hockey

Whole School Annual Ski Trip. An excellent opportunity and experience for our students to learn new skills and push themselves outside their comfort zone.

Millie A. and Jamie B. Hockey NSW State Championships.

Hayley P. (Year 8) represented Sydney at the Australian Underwater Hockey Club Championships which were held on the Gold Coast.

Sydney North West Girls Zone Championships: Tara C was the 15 years age champion, Ezster K was the 18 years age champion

Zali H (Year 7) competed at Youth National Climbing Championships

## TAS

Four SHAPE nominations created by Emily C., Zoe H., Ellie M. and Eszter K including two SHAPE shortlisted projects created by Ellie M. and Eszter K.

## Teaching and Learning

The Game Changer Challenge team made the Grand Final and were awarded the Design Award for Innovation and Implementation.

The Tournament of Minds team participated in the Northern Sydney Regional Final.

The Ethics Olympiad saw two AGHS teams participate with the Year 9 team receiving the award for most improved team over the day.

Asquith Girls was chosen by Careers NSW as a pilot school which involved partnerships from external providers to support students in their career/transition pathways

AGHS hosted Study Tours arranged by DE International for students from Taiwan, Japan and agents from across China, Japan and South Korea

## Wellbeing

SRC led RUOK Day and NAIDOC Week with Colouring in, Scavenger Hunt and Bracelet and Wreath making

Teachers participated in Push for Better Mental health challenge and raised \$2200 for Lifeline

Breast Cancer Awareness Month - raised approx. \$250

Asquith Girls High School was recognised as an Excellence Awardee at the Australian Education Awards in the category of Best Wellbeing Program (for the second year in a row).



Drama night, 2023