



Ascham School

Ascham Annual Report

2018

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Messages from key School bodies

From the Chair of the Council of Governors

As I reflect on 2018, for all our students there will have been times of great joy and personal satisfaction. There may even have been times of disappointment. That's normal and will vary for each girl. It is so important to have these learnings about life's highs and lows – life learnings beyond the content of the academic curriculum - whilst girls are at school. What a wonderful place to have your first successes and your first failures. At school you are supported by your family, your teachers, your friends – day in day out. Never again in your life will your safety net be as strong as it is in school where everyone is here to help students do their best.

A key part of the safety net for all our girls is the staff of the school. Every member of staff comes to school with the goal of educating, supporting, developing and inspiring our girls. Whether a teacher or a member of the support team, they are all here working to keep the girls safe, surrounded by a positive physical and mental environment, enabling each girl to improve and strive to do her best across our broad range of subjects and activities. Like the girls, we encourage our teachers to continually learn and take on new opportunities. Ongoing training and development are a priority for our staff.

Every year the school has a list of highlights. It is one of the pleasures of being a member of the School Council that we get to hear about so many of them. We also assess our progress each year towards our Strategic Plan, and 2018 was our second year of implementing the plan. We launched the Strategic Plan at the end of 2016. It is a plan that is fundamentally about quality improvement – never resting on our laurels. It is about identifying areas to work on, looking at new ways of doing things, challenging ourselves to offer the best right across the school.

When we recently reviewed the plan, one highlight stood out for me. The school has always had a focus on well-being, however, in 2018 we introduced the Visible Wellbeing programme developed by Professor Lea Waters from Melbourne University. Two things stood out about this about this programme. Firstly, it is based on research and is evidence based. Secondly it is not a standalone programme – instead it is woven into all the activities of the students and staff. This makes it harder to implement because you have to reflect on everything you do through a wellbeing lens – but this is intrinsically right – because wellbeing comes from all the things we do every day. It is not about doing your day job with a well-being programme set to one side.

I attended the whole of school training day at the beginning of the year. It was wonderful so see all members of staff right across the school working on wellbeing. We heard about some of the frightening statistics that under pin the importance of wellbeing work. We all know about these statistics – we read about them or may be touched by them. What I had not thought about was the evidence that shows the importance of wellbeing to enable a strong academic environment and to build the motivation to learn. The Visible Wellbeing programme will continue into 2019.

The Ascham School Council met eight times during 2018 and is supported by two committees who meet at separate times throughout the year—the Finance and Risk Management Committee and the Nominations Committee. Council continues to support the Head of School and the Senior Leadership Team to deliver excellent educational outcomes across all parts of the School and for girls of differing abilities. The Dalton Plan remains at the heart of our academic philosophy and we focus on co-curricular activities and wellbeing programs to enhance the development and resilience of our girls.

Finally, I would like to thank the Governors of the School Council for their continued leadership and support of the School. They dedicate their time willingly and bring a depth of expertise we are lucky to have. We have many volunteers who help the School across a range of activities. Having a strong School community adds immeasurably to the work and the environment of the School.

Ms Nell Anderson

From the Head of School

It was another fulfilling year at School throughout 2018. We can reflect upon the learnings, the achievements, notable events and celebrations, and new relationships that have been forged or existing ones that have been strengthened—all that makes up the community in which we have spent much of our daily lives this past year.

The commencement of our Visible Wellbeing plan early in 2018 saw us embark on a new way of embedding wellbeing into the fabric of our School.

Celebrating 125 years of Sport at Ascham allowed us to reflect not only on the sporting achievements of the past but also acknowledge the participation levels of our girls and the personal growth that sport provides them—experiences of extreme highs and disappointing lows but, most importantly, opportunities for demonstrating our core values of courage and resilience.

In June we raised the Aboriginal and Torres Strait Islander flags as a permanent fixture on our flagpoles. This marked an extremely significant step in the School's commitment to reconciliation and is really just the beginning of our journey as we embrace, celebrate, understand and learn from the many and diverse cultures of our First Nations Peoples.

As the country found itself in the grip of the worst drought in a decade, we came together as a community to support rural families. As 75% of our boarders come from country NSW, our connection with rural families is extremely strong and we were committed to providing our support by fundraising in August under the banner 'A Little Bit Country'. Proceeds from our Senior School Country Mufti Day, Hillingdon Sports Day, Fiona Book Week, Fiona and Senior School Father's Day Breakfasts, Vi et Animo Day and raffles all went to Rural Aid who provide drought relief. Almost \$19,000 was raised by Ascham girls, families, staff and wider community that month.

In late 2018 we saw a well-known, well-used and well-loved space, the 85-year-old Margaret Bailey Building, come down in order to make way for a new building on the same site. This a 12-month undertaking and will see the new Margaret Bailey Building complete and occupied towards the end of 2019.

Overall, our enrolments remain strong with 1,177 girls from Prep through to Year 12. Boarding numbers have also stayed at our capacity of 130.

Congratulations to the Class of 2018 on their very strong HSC results. The teachers across the School worked closely with the girls, enabling them to harvest their strengths and achieve their best. Highlights include:

- 5% of girls achieved ATARs above 99%
- 50% achieved ATARs above 90%
- 1st and 9th in State in Biology
- 1st in State in German Extension
- 3rd in State in Economics
- 3rd in State in German Continuers
- Eight girls in the All-Round Achievers List, having achieved top Band marks in 10 or more of their units
- Marks of 70% or above in 520 out of 531 examinations
- Music Encore and Drama OnSTAGE nominations, and selections for ARTEXPRESS.

2018 was again a very busy for activities across the School.

Hillingdon (Prep to Year 2) and Fiona (Year 3–6) showcased their work to parents and staff at their annual Open Days. These performances were followed by visits to the classrooms for the parents to see what the girls have been working on. The engagement by parents at these Open Days as well as other activities they attend in the Junior School fosters a true sense of community from the early years at Ascham, which continues into the girls' Senior years.

In May the Senior School Drama production of *The Fall of the House of Atreus* took the stage. Other Drama performances included Year 11 students performing their folio work *Ruby Moon* and Year 10 performed in the annual Ascham Cabaret.

Music plays a vital part of an Ascham education and 2018 was another year to celebrate the levels of participation and the many performances from the Junior and Senior School Music Camps, soirées and end-of-year concerts.

The girls were again fortunate to be involved in a number of field trips and tours ranging from Central Australia and China for Fiona girls, Lizard Island for Senior School Science, the Great Barrier Reef and its surrounds for Year 12 Geography, MONA in Hobart for Year 12 Art and, for the first time, the Service Learning tour contingent headed to Vietnam instead of Cambodia.

The SRC produced a video to go with their *Vi et Animo* Day that showcased the values and sisterhood among the students. Houses and Sisters also promoted the values of collaboration and community across many activities and events, including the Athletics and Swimming Carnivals.

The Careers program at Ascham opens the girls' eyes to tertiary study opportunities. This begins with an incursion to the Careers Centre on campus in Year 9 through to Year 12 girls enjoying a weekly lecture series from Old Girls and universities. Ascham also hosted the annual Study Overseas Information Evening, where 28 universities from the USA, UK, Canada and Europe spoke to 600 Years 10–12 students and parents from across NSW.

In 2018 all girls embraced the Community Service programs. Girls volunteered at after-school care programs at Crown Street Public and Double Bay Public. They continued to participate in the very popular Ascham/Woollahra Council Tech Connect program for senior citizens. The annual Salvation Army Red Shield Appeal was well supported by us, with 250 girls from Years 6–12 doorknocking in the local area.

The girls and staff also raised \$82,000 to support Lou's Place, Daffodil Day, International Women's Day, Plunkett Street Public School, Wairoa School, Walk4Brain Cancer, an English teacher in one of our Cambodian Schools, Rural Aid, Ascham Forest tree planting and The Katrina Dawson Foundation.

The Duke of Edinburgh's International Award is well supported by Ascham girls. Eighty students worked towards their Bronze award, 20 for Silver and 25 for their Gold award.

The School continues to be very well supported by the Ascham Old Girls' Union, The Ascham Parents' Association, Ascham Foundation and the School Council. All of these bodies have helped develop a very strong Ascham community and support a very successful 2018 right across the School.

Mr Andrew Powell

From the Chair of the 2018 School Committee (Head Prefect)

It has been one of the greatest experiences of my life to have been able to lead this School over the past year, and I am so thankful for all the wonderful experiences and memories I have shared with so many of you in this room. It is never easy to leave behind something which has defined one's life for the past six, eight or even 14 years. To encompass and encapsulate something as monumental as six years of life in a single speech will be no easy task, but I will endeavour to do my best.

When contemplating my time at Ascham, I continuously return to the many, many things that it has taught me. Don't leave all your Assignments until Monday night springs to mind. But of course, Ascham is a school, so learning occurs every single day, in every single classroom, as it does in every school. But the difference for me is that, at Ascham, the learnings we gain transcend traditional notions of what an education is. In my mind, Ascham gives you what an education should be. Our education in this institution has allowed us to cultivate a multitude of lessons which go beyond the classroom. A few of which I would like to elaborate on now.

Lesson Number One: Organisation is everything

It only occurred to me recently just how organised Ascham encourages its girls to be. And we are right on top of the most important tasks. We were the first school by months to start asking dates to our formal for example, and the fact that a colour-coded diary gives me more joy than just about anything else says a lot about the values that are intrinsically promoted within the School.

Moreover, the feeling of excitement that ripples through my body when I enter Officeworks parallels the same feeling I get when scrolling through the Hub on a Tuesday afternoon and reading the exhilarating: 'You have no outstanding Dalton tasks'.

This love of organisation within Ascham can only be attributed to the complexity of the Ascham diary, and an overarching worship of the Dalton Plan. There is a certain joy which can be found in highlighting available Studies—a joy which is difficult to attain in most other aspects of everyday life. Kurt Vonnegut once said 'the triumph of anything is a matter of organisation'—and there is no greater evidence of the fundamental truth of this statement than in the Dalton Plan. And in the same way that Samuel Goldwyn proclaimed 'the harder I work, the luckier I get', the same is true of the Dalton Plan—the more organised we are, the more we seem to succeed.

Lesson Number Two: Don't crack under pressure

Lesson number two follows hot on the heels of lesson number one: an Ascham girl never cracks under pressure. There is honestly no feeling in the world quite like sitting at your desk at 11:30pm on a Monday night ready to launch into an English essay that you have had two weeks to complete. Ascham has taught me to stay calm even when the Dit cycle looms, especially when I find myself completing Week 4 Maths in Week 7. It is these moments that this strength of mind is essential, and I am grateful to be able to take this skill with me into the wider world.

Lesson Number Three: A high level of maturity

There is nothing like a rigorous homework schedule to help a girl grow up quickly. And I am so very thankful for the maturity that Ascham has taught me. It is this maturity that, in my opinion, culminates in the meaningful nature of the relationships we have with our teachers. After all, it can't be all that common to come in on a Monday and discuss every detail of your weekend with your teachers, and then ask them for advice not only about your English Assignment or your Chemistry, but about your personal life.

This maturity, and the mature relationships between teachers and girls is a gift that is unique to Ascham—and a gift that ensures we are ready to thrive in the outside world once we leave.

Lesson Number Four: Khaki is key

You can never go wrong with an inexplicable mix of green and brown. Need I say more?

Lesson Number Five: Always be prepared to dismantle the patriarchy

Within almost every subject at Ascham there are subtle (and sometimes not so subtle) feminist undertones. Consistently reminding us of the true nature of our patriarchal society. It is not necessarily addressed overtly, but within this School there is never a doubt that we are empowered not only by the high quality of our education, but by the community which stands behind us.

The greater Ascham community creates an atmosphere which does not encourage us to compete, but to strive for both a high standard of work, but more importantly, an insatiable curiosity. The glass ceiling does not exist in our single-sex environment, but that doesn't mean we aren't aware of its existence and the necessity to break through it in our careers. Ascham trains us to value our personal goals and educational desires as being more important than concerns about glass ceilings and society's expectations. And I believe our hunger for success, and belief in the value of hard work and organisation to achieve it, elevates us beyond the struggle for gender equality.

We don't see gender inequality as a grave obstacle; we know it exists, but our education, our desire to succeed, and our confidence in our ability to contribute mean that we see gender inequality, and other challenges, as conquerable.

And when I look around at my classmates I have no doubt of their success in whatever fields they choose, in part due to the education they have been given here at Ascham, has equipped them with all the tools they need.

Lesson Number Six: Two school songs are better than one

Whether you prefer the tradition and prestige of With Heart and Soul or the contemporary charms of We Seek, both songs are iconic in their own right. I know that I will always hold onto the smooth sounds of the descant in We Seek long after I have left Ascham.

Lesson Number Seven: The importance of individual thinking

My final lesson, and arguably the most important, is significance of individual thought, and critical thinking. In an era of fake news and widespread misinformation, the ability to critically evaluate what you hear, and learn, and an understanding of the importance of questioning cannot be overstated. We are not expected to listen and take as gospel the words of our teachers, rather we are expected to question, to interrogate and to have our own opinion. But more than that, we are encouraged to hear, acknowledge and to respect opinions which may be fundamentally different from our own. And this is a strength which comes only from a robust education, and an environment which embraces differences and congratulates the individual.

And so, to conclude on these lessons, in my opinion education is the most important asset within a young person, it empowers us to reach for broader horizons and to truly contribute and understand the ever-complex world around us. And even though I was never sensible enough to study Latin, I understand that the word 'education' comes from the Latin, meaning to train or mould, or to lead out and raise up. And if we are to judge by the Latin definition, Ascham has truly succeeded. It has led us out of the world we are familiar with, trained and moulded us to face the challenges we will all face, and raised us up to seek broader horizons.

And on this note, I would like to thank Mr Powell, Mrs Drever, Miss Saul (my wonderful Year Coordinator) and all of my teachers. I cannot thank you enough for the support and effort you have put in, and more importantly, for being such inspirational role models. I know that you will continue to cultivate well-rounded, intelligent and strong Ascham girls for years to come.

To Sophie and Zara, the Committee of 2019 and the graduation class of 2019: I wish you all the luck in the world, not that you will need it—I have absolute confidence in your ability and I want to say that it has been a total pleasure to have seen you all mature into the intelligent and strong young women you are today. I will miss you all.

And finally, to all the girls in my year, and to every single girl in this room. I have had a wonderful year getting to know you all much better, and I would like to wish you every success and to encourage you to seize every opportunity that Ascham offers. We are all so very lucky to have been offered this first-class education. Embrace it.

Miss Eleanor Michel

Contextual information about the School and characteristics of the student body

Located in Sydney's eastern suburbs, Ascham is one of Australia's leading independent, non-selective day and boarding schools.

For over 130 years, Ascham has provided a strongly academic, liberal education with an emphasis on intellectual rigour, personal responsibility and commitment to others. The School, which is independent of any religious affiliation, educates girls from Prep to Year 12.

An Ascham education is designed to prepare girls for tertiary studies and for life beyond School. Through its long boarding history, the School maintains strong links with rural communities. It actively promotes ties with universities and other schools overseas. It is proud of its traditions and honours the efforts and contributions of those who have provided the intellectual, educational and physical advantages the School enjoys. At the same time, it demonstrates a capacity for change and for continuing to expand the care and support it provides within the School community and beyond.

In addition to a thorough grounding in core academic subjects, the School provides many co-curricular activities. In Senior years, Ascham uses a modified version of the Dalton Plan to achieve its objective of developing organised, independent, self-motivated, life-long learners.

Ascham has an enrolment of around 1,200 students from Prep to Year 12. Our boarding school caters for approximately 130 boarders, including seven Indigenous students. Our boarders consist mainly of country New South Wales girls. Scholarships are available to girls in Years 7 to 10. Day students are drawn from all parts of Sydney and girls entering the School after Kindergarten are drawn from a variety of public and independent schools.

Student outcomes in standardised national literacy and numeracy testing

An Ascham education is designed to prepare girls for tertiary studies and for life beyond School. It offers an academically focused curriculum and its success is shown in our long and distinguished record in public examinations. This tradition continued in 2018.

2018 NAPLAN tests for Years 3 and 5

In May 2018 all Years 3 and 5 girls in Fiona sat for the National Assessment Program Literacy and Numeracy (NAPLAN) tests. Additional information can be found on the My School website:

<http://www.myschool.edu.au>

Table 1: Percentages in Skill Bands—Year 3

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 6 or above	State	27.7	10.9	25.8	30.9	17.8
	Ascham	75.8	37.1	58.1	82.3	45.9
Band 5	State	24.7	36.0	25.0	16.8	25.7
	Ascham	14.5	45.2	25.8	12.9	26.2
Band 4	State	20.2	24.3	21.0	23.2	26.5
	Ascham	8.1	8.1	12.9	3.2	23.0
Band 3	State	12.8	18.4	13.7	12.5	16.6
	Ascham	1.6	1.6	3.2	1.6	4.9
Band 2	State	7.2	5.4	8.0	8.2	10.1
	Ascham	0	0	0	0	0
Band 1	State	3.8	2.8	4.5	4.2	2.1
	Ascham	0	0	0	0	0

Table 2: Percentages in Skill Bands—Year 5

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 8 or above	State	19.1	5.1	15.2	20.1	13.3
	Ascham	58.8	16.3	33.8	62.5	38.8
Band 7	State	20.9	11.5	22.7	18.1	19.6
	Ascham	23.8	32.5	36.3	17.5	30.0
Band 6	State	23.8	27.2	31.1	29.1	25.9
	Ascham	13.8	36.3	25.0	16.3	18.8
Band 5	State	19.6	35.9	17.7	16.2	26.3
	Ascham	2.5	11.3	5.0	1.3	12.5
Band 4	State	11.1	11.5	9.4	11.0	12.1
	Ascham	1.3	2.5	0	2.5	0
Band 3 or below	State	5.4	8.8	4.1	5.6	2.7
	Ascham	0	1.3	0	0	0

2018 NAPLAN tests for Years 7 and 9

In May 2018 all Years 7 and 9 girls also sat for the NAPLAN tests. Additional information can be found on the My School website: <http://www.myschool.edu.au>

Table 3: Percentages in Skill Bands—Year 7

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 9 or above	State	12.5	4.7	13.3	15.8	14.3
	Ascham	38.3	15.9	35.00	35.0	38.7
Band 8	State	18.9	14.9	34.2	15.4	17.7
	Ascham	31.7	40.0	23.0	24.2	33.6
Band 7	State	27.2	20.7	25.9	26.5	28.7
	Ascham	19.2	29.2	21.7	27.5	17.6
Band 6	State	24.6	27.2	22.2	22.1	25.3
	Ascham	10.0	13.3	5.8	10.8	10.1
Band 5	State	12.0	22.9	9.5	14	11.7
	Ascham	0.8	1.7	3.3	2.5	0
Band 4 or below	State	4.8	9.7	6.5	6.3	2.2
	Ascham	0	0	0	0	0

Table 4: Percentages in Skill Bands—Year 9

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 10	State	8.2	5.6	8.2	9.0	13.0
	Ascham	22.7	18.3	22.5	19.2	27.4
Band 9	State	16.6	9.8	18.8	17.9	17.4
	Ascham	35.3	29.2	30.8	25.0	35.9
Band 8	State	30.1	24.9	29.2	29.3	26.2
	Ascham	30.3	32.5	31.7	40.0	27.4
Band 7	State	25.6	21.5	24.7	19.5	27.5
	Ascham	11.8	14.2	14.2	12.5	7.7
Band 6	State	14.2	19.6	10.7	17.5	13.3
	Ascham	0	5.0	0.8	3.3	1.7
Band 5 or below	State	5.3	18.7	8.4	6.9	2.6
	Ascham	0	0.8	0	0	0

The granting of Records of School Achievement

In 2018, 121 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2018, 111 students in Year 11 completed the Stage 6 Preliminary Course and were granted their Record of School Achievement (Year 11).

Student performance in State-wide tests and examinations

2018 Higher School Certificate examinations

The class of 2018 achieved excellent results in the HSC. They are in keeping with our results in previous years since the introduction of the current HSC in 2001.

Table 5: ATAR results

ATAR	2018		ATAR	Percentage of Ascham students (%)					
	Number of Ascham students	Percentage of Ascham students (%)		2017	2016	2015	2014	2013	2012
>99	6	6	>99	11	5	14	11	8	3
>98	11	11	>95	45	32	45	44	38	29
>95	32	33	>90	74	65	69	68	54	53
>90	52	54	>80	95	90	95	89	82	84
>80	76	79	>70	100	98	98	98	92	95
>70	91	95	>60	102	100	99	99	99	100
>60	96	100	>50	103		100	100	100	

In 2018 there were a small number of girls who did not inform the School of their ATAR. These ATARs were calculated on the basis of their HSC results using an ATAR estimator software package. The top ATAR was 99.95. Of our girls, 54% received ATARs of 90 or above and 79% gained ATARs of 80 or above. These percentages attest to Ascham’s success not only at the very top academic level, but in significantly lifting the achievement of our middle-range students.

Based on the percentage of top band HSC results (marks >90%), Ascham was placed 18th in the State.

Some highlights this year included: 8 students being named on the All-Round Achievers List, a student placing first in Biology and German Extension as well as third in Economics and third in German Continuers. In addition another student placed 9th in Biology.

The girls were enrolled in a total of 531 examinations across 28 different courses. In total there were only 11 examination marks below 70%. In 11 of those courses our lowest examination mark was equal to or higher than the average State examination mark. This includes courses with varied candidatures such as English Standard, English Extension 2, Modern History, History Extension, Geography, French Continuers, French Extension, German Extension, Chinese Continuers, Drama and Music 1; a clear indication of the academic strengths of our School and the Dalton Plan.

The table below shows how the percentages of our students in the top two performance bands compared to the State as well as the average Ascham HSC mark in all courses. A full HSC analysis, which shows the percentages for all performance bands, is available on our website.

Table 6: Percentages of our students in the top two performance bands in 2-unit courses, compared to the State as well as the average Ascham HSC mark – Ascham Bands 5 and 6

Subject	No. of Students	Average Ascham HSC mark	% of Ascham Bands 5 & 6	% of State Bands 5 & 6
Ancient History	19	87.09	78.94	36.1
Biology	26	84.94	76.91	36.87
Chemistry	32	80.51	65.62	42.08
Chinese Continuers	3	88.13	100	86.77
Drama	22	90.85	100	42.37
Economics	33	83.97	72.72	46.39
English (Standard)	86	77.60	93.02	62.61
English (Advanced)	10	87.58	30	15.06
French Continuers	9	89.07	100	64.15
General Mathematics 2	30	86.34	79.99	26.64
Geography	18	84.89	83.33	43.18
German Continuers	5	89.28	80	57.36
Latin Continuers	2	83.0	100	86.53
Mathematics	49	83.35	67.34	51.8
Modern History	32	88.04	93.75	41.82
Music 1	5	87.92	100	64.5
Music 2	6	91.23	100	91.42
PDHPE	24	82.67	70.82	33.11
Physics	15	84.49	59.99	33.79
Visual Arts	33	88.2	96.96	53.28

Table 7: Percentages of our students in the top two performance bands in extension courses, compared to the State as well as the average Ascham HSC mark – Ascham Bands 3 and 4

Extension Courses	No. of students	Average Ascham HSC mark	% of Ascham Bands 3 & 4	% of State Bands 3 & 4
English Extension 1	10	44.57/50	100	95.4
English Extension 2	3	42/50	100	71.12
Mathematics Ext 1	34	81.02	88.2	79.6
Mathematics Ext 2	9	84.51	100	85.41
History Extension	7	45.43/50	100	78.68
French Extension	1	41/50	100	82.11
German Extension	3	47.43/50	100	97.55
Music Extension	5	44.80/50	100	96.0

Senior secondary outcomes

For the 2018 Year 12 cohort, 96 students were awarded the Higher School Certificate. There were no girls enrolled in VET courses.

Professional learning and teacher standards

Professional learning undertaken by teachers during the year

Ascham continued its focus on professional learning in 2018 and the NSW National Professional Standards for Teachers. At Ascham all academic staff are active participants in their own learning and contribute to a culture of shared professional learning.

Across the School in 2018, 2 teachers were conditionally accredited and 9 provisionally accredited. A further 155 maintained Proficient Teacher Accreditation and one teacher maintained Highly Accomplished Teacher accreditation.

At the higher levels of accreditation, five teachers gained Experienced Teacher accreditation through ISTAA and one teacher maintained Highly Accomplished Teacher accreditation.

The Coordinator of Teacher Accreditation met regularly with New Scheme Teachers as a group and individually, and also met with Heads of Department who supervise New Scheme Teachers and Professional Competent Teachers in their department. New Scheme Teachers were supported and mentored in their collection of documentary evidence each term—sessions were held to assist PC teachers in using the NSWIT database to record their Professional Development. PC teachers were regularly alerted via email of NSWIT-endorsed courses that might be appropriate for them.

In 2012 Ascham applied to the NSW Institute for Teachers to become an endorsed provider of professional learning to deliver the program Dalton in Practice and the courses related to first aid training, named Apply First Aid, refresher course, Apply First Aid and CPR. In 2014 the endorsement was broadened to include the National Professional Standards for Teachers.

The course, Differentiation of Curricula Stage 4 and 5 was endorsed in 2014. In 2018, five teachers completed The Differentiation of Curricula Stage 4 and 5 course.

The Dalton in Practice Program was delivered to 9 members of staff in Terms 1 and 2 of 2018. The Dalton in Practice Program is a 24-hour program, underpinned by reliable research, and enables participants to gain knowledge, understanding and application of the modified Dalton Plan and best practice in teaching NSW syllabuses at Ascham School. The workshops, role-play and post-session observations, reflections and application, specifically enable teachers to improve their professional practice in this context.

Reviva First Aid Training Pty Ltd RTO 90176, ABN 55 086 760 312 was contracted by Ascham School to present the relevant first aid/CPR course to all staff members.

Some specific examples of Professional Learning for 2018

The Senior Leadership Team and Heads of Departments completed four *Growth Coaching* sessions to develop their coaching and mentoring skills. They also participated in courses conducted by AISNSW; *AIS course on Engaging in Difficult Conversations*.

In 2018, Professional Development for teaching staff focused on the whole school goal of Visible Wellbeing. This approach to teaching, based on the research by Prof. Lea Waters, an expert in positive psychology, combines the science behind learning and wellbeing, and links student learning goals to their wellbeing goals. The implementation of Visible Wellbeing is a 2 year program and was implemented in 2018 and will continue into 2019.

In addition the following professional learning activities were undertaken by staff throughout 2018:

Description of the Professional Learning Activity	No. of staff participating
AHISA National Conference	1
Assessment – Provided information on differentiating assessment UNSW Ignite the Spark Fuel the Fire: Differentiating Assessment	2
Child Protection - Provided an Introduction to Creating Safer Independent Schools (Train the Trainer course)	1
Indigenous Education - AIS Aboriginal and Torres Strait Islander Education Conference	1
Critical Thinking – provided information and strategies for Building Capability for Critical and Creative Thinking	4
Drama – provided information on Changing the Future: Educating About Gender	1
Educational Leaders Conference – NCGS	1
EduTech Conference	1
Geography - GTA NSW - Stage 6 Geography Teacher Conference	4
Geography - AIS Geography Conference: Exploring Geography Inside and Out	1
History – AISNSW History Conference	1

History – HTA - Stage 6 History Teachers' Day	3
ICT – AIS DigiSTEM Conference 2018	2
ICT – EduTech Conference – providing information on emerging technologies	3
ICT – Future Schools Conference – provided information on emerging technologies and future directions in education	4
English – AISNSW English Conference 2018	1
English - AISNSW English Extension 1 - Worlds of Upheaval	2
English – provided strategies to assist with Visualizing and Verbalizing for Language Comprehension and Thinking	4
Languages – Provided information on programming the New K-10 Languages Syllabuses	3
Languages - MLTA NSW 2018 Conference: Languages Moving Forward	2
Languages – provided information on Games Based Learning in the Languages Classroom	1
Learning Support – provided information on Nationally Consistent Collection of Data: Moderation and Support	2
Learning Support – information on Adjustments: The Theory and the Practice	2
Learning Support – Provided strategies for Selective Mutism - Treatment for selective mutism in schools and preschools	4
Library – Provided information on Librarians exploring new technologies: Virtual and Augmented Reality	1
Mathematics - AIS Familiarisation: Revised Stage 6 Mathematics Syllabuses	1
Mathematics - MANSW 2018 New Stage 6 Syllabus Content - Standard and Advanced	2
Mathematics - MANSW New Stage 6 Syllabus Content - Extension 1 and 2	2
Mathematics – provided information and strategies for teaching problem-solving in Mathematics in Years 5 and 6	1
Music - HSC Music Composition Workshop	1
Music – String pedagogy seminar with Caron Chan	3

Music – provided information on Music and Dance of the Torres Strait Islands	1
PDHPE - Planning and Programming for the new NSW PDHPE K-10 Syllabus	6
Science – AIS Familiarisation: NSW Syllabus for the Aust Curriculum – Science and Technology	3
Science – NSW STA – Extension Science	1
Science - STANSW Chemistry Conference	1
Science - STANSW Physics Teachers Conference	2
Social Sciences - Economics and Business Educators NSW - EBE 2018 Annual Conference	3
STEM/STEAM - UNSW GERRIC Gifted Education STEAM Conference	2
Student Wellbeing – Generation Next Conference – provided information on the Mental Health and Wellbeing of Young People	1
Student Wellbeing – provided practical management strategies for dealing with ADHD	1
Student Wellbeing – PESA National Conference	1
World Edulead Conference	1

Teacher standards

In 2018, all teachers in Hillingdon, Fiona and Senior School had teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Workforce composition

Ascham has a diverse workforce which, at the time of the 2018 census, consisted of 182 women and 53 men. Our teaching staff makes up 136 of the overall staff total. There are no known Indigenous staff members.

Additional information can be found on the My School website: <http://www.myschool.edu.au>

Student attendance and management of non-attendance

The daily student attendance rate in 2018 was as follows for the different sections of the School:

Hillingdon	Fiona		Senior School		
Kindergarten	97%	Year 3	97%	Year 7	97%
Year 1	97%	Year 4	96%	Year 8	97%
Year 2	97%	Year 5	96%	Year 9	96%
		Year 6	95%	Year 10	95%
				Year 11	96%
				Year 12	97%

Our attendance rate in 2018 was very consistent, at around 96%, and very similar to the previous three years' student attendance rates:

	Hillingdon	Fiona	Senior School
2017	96%	96%	96%
2016	96%	96%	96%
2015	95%	96%	96%
2014	96%	97%	96%
2013	97%	97.5%	98%
2012	97%	97.5%	96%
2011	97%	97%	96.5%
2010	98%	98%	97%
2009	97%	98%	97%

The School has procedures in place for monitoring student attendance, and policy and procedures for the management of student non-attendance. Parents are expected to contact the School on the first day of a student absence. Unexplained student absence is followed up according to School procedures.

Students must attend School from the first day until the last day of each term. During the day, students are required to attend all classes unless notification of an absence has been submitted to the School by a

parent/guardian and approval has been given. Parents/guardians will be notified if a student is absent unexplained from School, not attending classes, or their attendance is deemed poor.

Management of non-attendance

After all absence notifications are recorded for the day (including appointments, excursions, illness), a Student Absence Report is produced and emailed to all staff, Reception, Health Clinic and Tennis Department.

From this report, the following occurs:

- Any 'unexplained absences' are followed up by the Attendance Officer.
- Roll Call records are checked to ensure teachers have marked their rolls.
- Records for absent boarders are amended after follow up with boarding staff.
- Records are amended for students who have ongoing absences as noted by Year Coordinators and/or School Counsellors.
- Student timetables are checked for earlier Sport or Music commitments. The Attendance Officer will check with the teacher as students may have missed Roll Call due to these commitments.
- The Attendance Officer will also check with the Health Centre, Speech and Drama teachers, Music Department and Deputy Head.

Management of extended non-attendance

If a student's absence is for an extended period of time, a meeting is conducted between relevant parties, which may include the Year Coordinator, the Deputy Head, the School Counsellor and any other relevant teachers. Each situation is reviewed individually and parents are contacted by the Year Coordinator or the Deputy Head regarding strategies that the School will implement. The parents are then required to attend a meeting at the School with the relevant parties. This information is recorded on the student's records.

Student retention of Year 10 to Year 12

The table below shows the retention rates post-Year 10.

Table 8: Retention rates post-Year 10

Years compared (date 1/date 2)	Year 10 total enrolment on census date 1	Year 12 total enrolment on census date 2	Year 10 enrolment remaining in Year 12 on census date 2	Apparent retention rate	Actual retention rate
2002/2004	93	89	88	96%	95%
2003/2005	96	90	88	94%	92%
2004/2006	94	90	89	96%	95%
2005/2007	80	74	74	93%	93%
2006/2008	88	93	85	106%	97%
2007/2009	93	88	86	95%	92%
2008/2010	83	83	76	100%	92%
2009/2011	88	88	86	100%	93%
2010/2012	89	90	82	101%	92%
2011/2013	96	91	89	95%	93%
2012/2014	99	98	98	98%	95%
2013/2015	91	85	84	93%	92%
2014/2016	100	97	96	97%	96%
2015/2017	98	103	94	105%	96%
2016/2018	98	96	96	98%	98%

We have a high retention rate from Years 10 to 12 as generally all of our students complete the Higher School Certificate. The most common reason students leave at the end of Year 10 is for family reasons, e.g. relocation or financial.

Post-School destinations

The Class of 2018 university offers

There were 95 students in the 2018 cohort. Of these, 98% received an offer to study at universities in NSW, ACT, Victoria, Queensland and internationally.

The breakdown is as follows:

- University of Sydney 41%
- UTS 16%
- UNSW 14%
- ANU 9%
- University of New England 7%
- University of Newcastle 4%
- Australian Catholic University 2%
- Macquarie University 2%
- Griffith University 2%
- Notre Dame University 2%
- University of Western Sydney 1%

It is possible when applying for universities for students to receive multiple offers during the UAC offer season. 18 students applied through VTAC with 17 accepted to Victorian universities, six applied to South Australian universities and many of these students will have also applied through UAC for universities in NSW & ACT. Students who were applying for study at international universities also apply for university in Australia as a safeguard in case their applications are unsuccessful.

Within Australia, destinations included a broad range of universities with students awarded a variety of scholarships including the prestigious University of Melbourne Chancellors Scholarship, University of Sydney Scholars Awards, UNSW Coop Scholarship in Computer Science, Notre Dame University Co-curricular and Leadership Scholarship, Elite Athlete & Performers program and a Bond University Indigenous Scholarship.

Four girls received offers to study overseas including one to Cambridge University and a second student to Oxford University.

The most popular degree courses selected by the graduating class of 2018 were:

- Arts/ Combined Arts 22%
- Science 14%
- Business/ Commerce 13%
- Architecture 7%
- Media & Communications 7%
- Law 6%
- Engineering 6%
- Health Sciences 5%
- Medicine & Nursing 4%
- Design & Visual Arts 3%
- Psychology & Sociology 3%
- Information Technology 3%
- Global Studies 3%
- Political Economy 2%
- Music 1%
- Vet Science 1%

Enrolment policies

Ascham, which is independent of any church or religious affiliation, educates girls from Prep to Year 12. Boarding student enrolments commence in Year 7. The majority of students enter the School in Prep, Kindergarten, Years 5 and 7. Applications are welcome, however, at any level throughout the School up to Year 11 (subject, of course, to availability). Offers for entries to the School are contingent on the School determining, at its absolute discretion, that it can supply an appropriate educational program for the girl. While Ascham is an academically non-selective school, a certain academic rigour is expected of all students enrolled. Tuition at Ascham is in English and an appropriate level of competence is required for all pupils and is a condition of entry. All applicants are required to attend an interview with the Head of School before a definite place can be offered. Wherever possible, preference is given to siblings of an already or previously enrolled student and daughters of Old Girls. To progress an enrolment, applicants must attend an Introductory Day Program to see how the School works and learn about the Dalton Plan, after an application has been lodged.

The full enrolment policy is as below.

Students are enrolled at Ascham School on the following conditions:

A. Acceptance of Enrolment Offer

Offer and Acceptance fee

Places are offered at the School at the discretion of the Head of School, and only after the prospective Student and the Parents have attended an interview with the Head of School. In order to accept an offer of enrolment at the School the Parents must sign and return to the School the Acceptance of Offer contract and pay an acceptance fee. The acceptance fee is non-refundable.

Deferment of enrolment

An offer of enrolment is for a particular year.

To defer an offered or accepted place at the School, prior to commencement, the student will be placed on the waiting list for the deferred entry point. The student's date of application will be amended to the date of the deferment.

Confirmation of enrolment

To confirm the enrolment of a new student, the first term's tuition fees must be paid by the date specified by the School in the year prior to entry, or the accepted place will be lost. The School will only refund those tuition fees if enrolment is withdrawn more than three months before the student is due to commence at the School.

B. Capacity of the School to cater for a student

1. Assessment before entry

All places are offered subject to the School's determining, in its absolute discretion, that the girl is suitable for its educational programs and life at the School, and that the School can supply an appropriate educational program. The School may require any girl to undergo an assessment by the School before commencing.

Those joining after Kindergarten are also required to supply their most recent School report. Tuition at the School is in English and competence in English is a condition of entry. If on enrolment a girl does not show evidence of the required competence, she may re-apply on completion of an intensive English course. This course would be at the discretion and expense of the girl's family.

Later years

The School may review the progress of a student at any time. All places at the School, as a new enrolment or a continued Student's progression into each year, are subject to the School's determining, in its absolute discretion, that the Student is ready for the next stage of its educational programs and life at the School, and that the School can supply an appropriate educational program for the Student.

C. Fees and Charges

1. Responsibility

The Parents are to pay to the School all fees and charges for School fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by the School or incurred on behalf of the Student from time to time (Fees and Charges).

The Parents are jointly and severally liable for the Fees and Charges. In circumstances where Parents are separated or divorced, Parents will remain jointly and severally liable for the Fees and Charges. The School will not split accounts for separated families.

2. Amount

Fees and Charges, including any deposit or non-refundable enrolment fee, are as determined by the School's Council of Governors and published in the School Fee Schedule provided to Parents annually at the commencement of the School year (Fee Schedule). Fees and Charges can be increased at the sole discretion of the School and are usually increased each year. Continued enrolment at the School is conditional on payment of Fees and Charges when due. Fees and Charges are not refundable, except as expressly provided in these conditions.

3. Payment of Fees and Charges

The Parents are to pay all Fees and Charges in advance, by the due dates as specified by the School.

If the Parents fail to pay an account for Fees and Charges by the due date, they will be liable to pay an administration charge that reflects the administrative and financial cost to the School in collecting the outstanding Fees and Charges. The administration charge is reviewed annually and published in the Fee Schedule. The Parents may access the current amount of the administration charge on Parent Hub.

Should an unpaid account be placed with a debt recovery agent, all costs incurred by the School in demanding, collecting or enforcing judgments for money due (including, without limitation, legal costs on a full indemnity basis, collection expenses and commissions of debt collection agents) must be paid by the Parents.

If an account is not paid in full by the due date, the Student's enrolment may be suspended and the School may subsequently, without further notice, refuse entry to the Student or terminate her enrolment.

While an account for Fees and Charges remains outstanding, the Student may not be permitted to participate in any cocurricular or discretionary activity offered by the School.

Accounts for fees are billed in advance of each School term and generally issued two weeks prior to term commencement date. Additional charges for extra activities outside the Fee Schedule will be billed throughout the year and included on your account statements. All statements are emailed unless expressly advised otherwise.

4. Supplementary account and incidental expenditure

A supplementary account statement will be issued towards the end of the year, after the conclusion of Term 4, to cover any extra activities incurred in the final term. The School may also incur from time to

time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, incursions, excursions, educational programs, stationery and equipment. This incidental expenditure will be included in the Fees and Charges invoiced to Parents.

The Parents are to reimburse the School for all medical and ambulance expenses incurred by the School on behalf of the Student that the School is not able to otherwise recover.

5. Absences and leave

No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave or suspension or expulsion.

6. Discontinuing co-curricular activities

If a Student is to discontinue a co-curricular activity that is provided by the School for an additional fee, the Parents must give at least one full term's prior notice of the discontinuance, otherwise one term's fees will be charged in lieu of notice. Parents are required to provide an official request to withdraw for the relevant activity via a Withdrawal Form, which is available on the Hub.

7. Changing from boarder to day girl

If a Student enrolls as a boarder, she takes a place as a boarder and not as a day girl. If the Parents wish a boarder to become a day girl, the Student's Parents must give at least one full term's notice, the notice must be provided and received on or before the first day of the commencement of the Student's last full term as a boarder. If sufficient notice is not given, the Parents are to pay in lieu of notice an amount equal to one term's boarding fees and any GST incurred by the School.

8. Leaving Ascham

The Parents are to give at least one full term's notice in writing to the Head of School before terminating the Student's enrolment (Notice of Withdrawal), provided that notice must be given and received on or before the first day of the commencement of the Student's last full term at the School. The Notice of Withdrawal must stipulate the date from which the Student will cease to attend the School. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's School fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.

If the Student has received a scholarship, bursary or other financial assistance from the School, the Parents may be required to repay it, if that is a condition of its grant.

If a boarding Student in Year 12 is withdrawn part way through the year, the School will charge a full year's boarding fees.

To enrol at another school, the Parents must provide the School with formal documentation giving details of the date of written notification, the school that their daughter will now be attending and the grade she will be entering at her new school. This is a NSW Board of Studies requirement and the School is required to advise the Board if this documentation is not completed.

D. Requirements of Students

1. Behaviour

A student's poor behaviour or absence may disrupt not only her own education and development but also those of other Students and the operation of the School. Consequently, the Student is required at all times to demonstrate high standards of behaviour and to:

- act courteously and considerately to other students and to staff at all times
- support the goals and values of the School including those expressed in the School's Strategic Intents and Codes of Conduct
- not do anything that may adversely affect the reputation of the School, including in print and electronic media including social media
- comply with the School's rules, student codes and the directions of staff.

2. Uniforms

Students must be neatly dressed, clean and wear the school uniform as prescribed, without embellishment for any reason, including fashion, culture or religion, when travelling to and from School, at School and engaged in School activities.

3. Attendance

Students must attend the School during specified School hours, except where leave is granted by the School or in the case of ill health. The School may require appropriate documentation, including medical certificates, to support leave.

4. Personal belongings

The Student is responsible for their personal belongings and the School will not be liable for any loss of these belongings. All items must be labelled.

E. Requirements of Parents

1. Following School procedures

Parents have an important role in ensuring girls meet School requirements and in fostering a respectful and supportive School community. Hence they are required at all times:

- to assist and require the Student to comply with the above requirements of students
- to use their reasonable endeavours to attend parent/teacher interviews and parent forums
- to support the goals and values of the School, including those expressed in the School's Strategic Plan and Codes of Conduct
- while on the School premises, or attending School activities elsewhere (for example, sporting events, concerts, plays and excursions) to comply with School procedures, the requests of staff, and with any applicable Code of Conduct of the School or any sporting association of which the School is a member, and encourage others attending in relation to the student to do the same
- to comply with the procedures specified by the School and the directions of staff in relation to picking up and dropping the student at or near the School (this is important not only for safety and efficiency, and for the convenience of other parents, but also for the School's relationship with the wider community, including neighbours and the local authorities)
- to observe School security procedures for the protection of students
- to ensure the Student has all requirements for School, including textbooks and stationery and each item of required uniform, clean and in good repair, and arrives at the School each day rested and ready for the day
- to not release any material for the purpose of promoting the School or School-related activities or students to the media without the written approval of the Head of School
- to not engage in any activity or conduct in relation to the School that will bring the School into disrepute or adversely affect the reputation of the School, including in electronic media such as social media
- to communicate with students, parents, visitors and staff members in a courteous manner and follow appropriate processes to raise any issues or concerns about their daughter or the School with School staff, as advised from time to time.

2. Special needs, health and safety

The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are required to have included all relevant information regarding special needs in the Application form and Medical form provided to the School before commencement, and to have promptly advised the School of any changes to that information.

In circumstances where the Student requires provisions or assistance in relation to the special needs (for example, special provisions for entry assessments), the Parents must fully disclose to the School all assistance and provisions required.

By accepting an offer of enrolment, the Parents warrant that they have provided all relevant information regarding special needs to the School and the School's offer of enrolment is conditional upon the Parents having done so. The Parents have an ongoing obligation to update the School regarding the Student's special needs if those needs change.

It is the responsibility of the Parents to inform the School of any medical conditions or allergies of the Student and any change in such condition. In particular they must notify the School immediately if the Student has a communicable infection or condition.

3. Medical treatment

The School does not take responsibility for insuring students, including against medical expenses or injury. If a member of the School's staff determines that a student needs urgent hospital or medical treatment of any nature and the School is unable to contact the Parents after making reasonable efforts, or the staff determine that the emergency is such as to require immediate intervention, the Parents authorise the School to give or to give authority for such treatment. When the School does so, it will use reasonable endeavours to notify the Parent as soon as possible.

The Parents shall pay the School all costs and expenses arising directly or indirectly out of such treatment.

4. Keeping the School informed

The Parents must as soon as possible notify the School:

- in writing of any change of home, mailing, email address or contact details or other information (including any change to the person to whom the accounts are being sent)
- if a student is to be absent from the School through ill health, and subsequently to give details in writing
- in writing, if there are orders or arrangements with respect to the Student concerning custody or access, or changes to them or other orders which are relevant to the education and welfare of the Student and if requested by the School, provide evidence and details.

F. Leave

Except in the case of medical or health-related absences (ill health, medical, dental or orthodontic appointments, hospitalisation), or bereavement leave, permission for a Student to be absent from the School must be sought beforehand. The request for leave application forms are available on the Hub.

1. Exemption from School attendance

Parents are to complete the relevant Application for Exemption from School Attendance form, available on the Hub.

The completed form should be emailed to absences@ascham.nsw.edu.au. Parents should use their best endeavours to send the completed form to the School at least two weeks prior to the anticipated absence. If exemption from attendance is sought for more than one Student, separate applications must be made for each Student. Approval will be at the discretion of the School. If the leave is approved, the parents will receive a Certificate of Exemption from Attendance.

2. Extended leave for local or international travel, and leave of absence

Extended leave for local or international travel will not normally be given for journeys, either abroad or within Australia, during the School term. It is the Parents' responsibility to ensure they are fully aware of all term dates, details of which are available on the Hub. Approval for extended leave will only be granted in exceptional circumstances and will be at the discretion of the School.

Leave of absence is granted at the Head of School's discretion for leave of a minimum of one term and a maximum of one year.

Parents seeking to apply for extended leave or a leave of absence are to complete an Application for Extended Leave form available on the Hub. If extended leave is sought for more than one student, all students can be included on the one form. If the leave is approved, the parents will receive a Certificate of Extended Leave, which in the case of local or overseas travel should be carried with the Student to present at airport customs if requested. Parents should not book flights or accommodation until they have received approval for leave from the School.

Students who wish to leave the School for more than one year will be required to withdraw and be placed back on the School's waiting list for re-enrolment. Should a place become available, a non-refundable re-enrolment fee of \$3,000 will be charged to the Parents to secure the place.

G. General

1. Suspension, expulsion and termination of enrolment by the School

The School reserves the right to suspend or expel any Student, at any time and without notice, if the Head of School or Council of Governors in their absolute discretion consider this appropriate. This could include, but is not limited to, any of the following:

- A serious breach of the School's rules and regulations or codes of conduct by the Student or a Parent
- Conduct by the Student or a Parent prejudicial to the reputation or wellbeing of the School, its students or staff
- Where Parents have failed to comply with these conditions of enrolment including the Requirements of Parents
- Non-payment of Fees and Charges or other breach of these conditions
- A breakdown of the relationship of cooperation and trust between the School and the Parents.

Before the School exercises its power to permanently expel a Student it will provide the Student and Parents with details of the conduct which may result in a decision to expel the Student and provide them with an opportunity to respond.

Where a Student is expelled, the enrolment is terminated.

2. Programs and activities

The School reserves the right to determine all aspects of its educational and other co-curricular activities and programs, and the resources applied to them. The School may change these at any time without notice. This may include discontinuing subjects and other programs.

It is a requirement of the School that the Student participate in all its activities, including excursions, camps and outdoor education and activities. Unless the Head of School decides otherwise:

- The Student must participate in all compulsory activities, whenever held

- Charges may be payable for all activities even if a Student through ill health or otherwise is unable to attend.

3. Provision of reports by the School

The School will send academic reports to the address or addresses notified by the Parents. Where the Parents are separated or divorced, reports will generally be sent to both Parents unless there is an Order of the Court or an agreement that reports are to be sent to only one Parent.

4. Residency

The Student must, at all times (including on application to the School) be a permanent resident of Australia, or one of the Parents must be on an eligible working visa. Non-permanent resident Students must ensure that the School is always in possession of a copy of the Student's current visa. The Parents must advise the School immediately if there is a change in the Student's visa status and/or if the Student is granted a bridging visa at any time during the Student's enrolment. The holding of a bridging visa may alter the status of the Student's enrolment, resulting in, among other consequences, a significant increase in the Fees and Charges.

5. Belongings

The Head of School or his/her delegate may search the Student's bag, dedicated storage space or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.

The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.

H. Amendment of these Terms and Conditions

The School may alter these conditions at any time by giving not less than two terms' notice to Parents in writing. Parents are responsible for ensuring that the School has up-to-date contact details (including email and postal addresses) for each of the Parents. Parents can check and update their contact details on the Hub. It is assumed Parents will have received the updated Conditions of Enrolment if the School has given notice of alterations via the email addresses of each Parent held on file by the School at the time the notice is sent. Alterations will apply to all current and future students and their parents from the date of the notice.

Interpretation

'School' means Ascham School Limited.

'Parents' means the Student's parents; or, where the Student has only one parent, that parent. 'Parents' also includes the Student's legal guardian.

'Student' means the person who is enrolled as a student at the School.

'Head of School' means the Head of School or Acting Head of School, by whatever title he or she is known, and/or his or her nominee.

School policies for student welfare, discipline and complaints and grievances

Student Welfare

Addressing Student Wellbeing at Ascham is an important component in the development of girls' physical, moral, spiritual and academic competence. It encompasses her personal/emotional and social/relational dispositions, intelligences, sensibilities and learning.

The Student Wellbeing program is well supported by ongoing staff professional development on current research and practice, as well as experts in student wellbeing addressing both staff and parents.

In 2018, the School introduced the Visible Wellbeing approach to wellbeing. Designed by Psychology Researcher, Professor Lea Waters (PhD) Visible Wellbeing™ (VWB) combines the science of wellbeing with the science of learning to achieve the three key goals of:

- *Helping students and staff to more clearly see their own and other's wellbeing using VWB practices;*
- *Helping students and staff more systematically build wellbeing using the SEARCH framework;*
- *Facilitating learning through the visible wellbeing classroom process.*

The Visible Wellbeing approach is not a curriculum or program that teaches students about wellbeing but rather a set of practises that teachers can bring into the classroom or other settings, in a way that builds wellbeing.

The Visible Wellbeing approach is heavily influenced by positive education, visible thinking (Harvard University) and visible learning (Professor John Hattie, University of Melbourne). This allows students to build on their wellbeing numerous times a day. It also ensures that all staff and students have access to these skills to build their own wellbeing.

VWB aims to help everyone thrive at school and the training and techniques are equally relevant to staff, teaching and non-teaching, as they are to students as a way to build a culture of wellbeing across the entire school. Professor Lea Waters and her team have worked closely with Ascham this year to help measure and embed Visible Wellbeing™ practices across all areas of the school.

2018 has been an exciting year filled with learning, living and experimenting as we begin to embed the VWB approach. The entire Ascham staff community have been involved in 3 professional development days, including roundtable discussions which celebrated the work that we are doing to promote wellbeing across all areas of the School. We have learnt about the practice, the process and the framework that underpins VWB. This whole school approach draws on 20 years of research in the fields of both psychology and education, and seeks to embed wellbeing into the teaching and learning culture of a school.

The VWB Implementation team have implemented many creative and innovative approaches to leading the embedding of this approach and we are beginning to see evidence of the wellbeing being made visible across the school.

Anti-bullying

Ascham School is a caring community whose aim is to ensure each individual has a safe and supportive environment in which to learn and grow with confidence. Every student in the Ascham community has the right to be free from any form of bullying. We will not tolerate any behaviour that denies this right and we will actively promote consideration and respect for the individual.

It is important to the School that we create an atmosphere of support and care for the individual. We will ensure that all staff and students know and understand what bullying behaviour is and we will ensure that the strategies and processes outlined are followed.

Ascham School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Ascham School.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians

- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Discipline

Students have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy sets the framework through which Ascham School manages student discipline.

It is our policy that:

- we prohibit corporal punishment at Ascham or at other venues that involve Ascham students
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings, which may include dismissal.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

Ascham School is committed to ensuring procedural fairness when disciplining a student.

Complaints and grievances

Ascham School has developed grievance policies to deal with any complaints that may arise. The grievance policies include statements for staff, New Scheme teachers, students and parents. These policies can be found on the Ascham Hub (the School intranet), in staff handbooks and in the School diary.

When students believe that they have been treated unfairly, they can:

- speak to someone with whom they feel comfortable: the School Counsellors, School Sister, Form Teacher, Year Coordinator etc. about the problem
- arrange a time to speak to the relevant Deputy Head or Head of Junior School
- arrange a time to speak to the Head of School if they feel that the grievance has still not been addressed.

At Ascham we support the right of any member of the School community who has a grievance to be treated with respect, given information and guidance on how to resolve the issue appropriately and be supported in their actions to do so.

Parents could:

- telephone the School and leave a message for the appropriate person to call back. Depending on the nature of the issue this person could be subject teacher, Head of Department, Form Teacher or Year Coordinator
- arrange a time, through the office, to speak to the relevant teacher(s) about the problem
- devise a written plan of action in consultation with a staff member
- allow a reasonable timeframe for the issue to be addressed
- arrange a time to speak with the appropriate Senior staff member and/or Year Coordinator if the grievance is not addressed
- arrange to speak to someone in the School executive (e.g. Deputy Head, Head of Junior School) if the grievance is not addressed
- arrange a time to speak with Head of School if the grievance has still not been addressed.

Summary of student welfare, anti-bullying, discipline and complaints policies

Table 9: Summary of student welfare, anti-bullying, discipline, and complaints policies

Policy	Changes in 2018	Access to full text
<p>Anti-bullying Policy</p> <p><i>The School Policy provides:</i></p> <ul style="list-style-type: none"> • Bullying prevention strategies • Building a reporting culture • Responding to bullying • Implementation strategies • Cybersafety policy. 	<p>In 2018 the School's Anti-bullying Policy and procedures were reviewed with no changes required.</p>	<p>The Anti-bullying Policy is available to all staff, students and parents on the Ascham intranet, and in the School diary.</p>
<p>Child Protection Policies</p> <p><i>The School has in place policies and procedures to ensure that it meets its legislative obligations in relation to child protection. This includes:</i></p> <ul style="list-style-type: none"> • Abuse, grooming and neglect identification, and initial notification • Mandatory reporting of abuse and neglect • Reportable conduct of staff, volunteers and others • Working with Children Checks • Detecting, reporting and addressing grooming behaviours • Boarding staff partners • Staff Code of Conduct. 	<p>The policies were reviewed with roles and responsibilities updated as required.</p>	<p>The full text of the School's Child Protection Policy can be accessed by request from the Deputy Head of School, and is available to all staff on the Ascham intranet.</p>
<p>Code of Conduct Policy</p> <p><i>Encompassing:</i></p> <ul style="list-style-type: none"> • A code of conduct for staff and students • The rights and responsibilities of staff and students • School rules and the Student Discipline Policy. 	<p>In 2018 the School's Code of Conduct Policy and procedures were reviewed with no changes required.</p>	<p>The Code of Conduct Policy is available to all staff on the Ascham intranet, in staff and parent handbooks and in the School diary.</p>
<p>Counselling Services Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • Staff training in identifying vulnerable students and effective referral processes • Student and parent/care education and information • Development of a culture of awareness where students look out for other students and encourage each other to seek help 	<p>In 2018 the School's Counselling Services Policy and procedures were reviewed with no changes required.</p>	<p>The Counselling Services Policy is available to all staff on the Ascham intranet and the Counsellors' details are provided in the School diary.</p>

- Effective referral management within and outside the School community
- Effective communication and incident notification procedures
- Effective record-keeping procedures
- Initiation of corrective actions where necessary.

<p>Excursions Policy</p> <p>The purpose of this policy is to manage the risks associated with School excursions and to make excursions as safe as possible. This policy covers:</p> <ul style="list-style-type: none"> • Student safety • Curriculum relevance • Management of excursions <p>All Workplace Health and Safety procedures continue to apply on excursions unless it is impractical for them to do so.</p>	<p>In 2018 the School's Excursion Policy and procedures were updated to include improved risk ratings, as well as a section on Child Protection that requires a list of the steps that will be taken to minimise the risks of harm to students.</p>	<p>The Excursions Policy is available to all staff on the Ascham intranet.</p>
<p>Complaints Handling Policy</p> <p>Ascham values its staff and is committed to providing a positive and vibrant School that is an inclusive and friendly workplace. It understands that potential grievances will need to be explored in order to meet its obligations of duty and care, and that this will be done in a procedurally fair, supportive and timely manner to ensure all parties are respected throughout the process.</p> <p>These processes incorporate how parents raise complaints and grievances and how the School will respond.</p>	<p>In Term 2018 the policy remained current.</p>	<p>The Complaints Handling Policy is available to all staff on the Ascham intranet. Procedures for students can be found in the School diary.</p>
<p>Parent Communication Policy</p> <p><i>Encompassing:</i></p> <p>Formal and informal mechanisms for facilitating communication between the School, its students and those with an interest in the students' education and wellbeing</p> <p>Structured parent/teacher communications are facilitated throughout the year via:</p> <ul style="list-style-type: none"> - Entries in student diaries - Formal School reports 	<p>In 2018 the policy remained current.</p>	<p>The Parent Communication policy is available in the handbooks for parents.</p>

- Parent Consent Form
- Boarding reports
- Parent/teacher interviews
- Parent information evenings.

Pastoral Care Policy

All teachers and staff at Ascham School are responsible for pastoral care, and for administering pastoral care in all classes and co-curricular activities.

In addition we have created a Student Wellbeing and Management Team that is responsible for ensuring the proper ongoing administration of pastoral care services and the School.

In 2018 the School's Pastoral Care Policy and procedures were reviewed with no changes required.

The Pastoral Care Policy is available to all staff on the Ascham intranet.

School Discipline Policy

This policy should be read in conjunction with the Student Code of Conduct Policy and the Anti-bullying Policy.

In 2018 the School's Discipline Policy remained current.

The full text of the School's Discipline Policy is available to all staff and parents on the Ascham intranet. Information is also provided in the School diary.

Security (Physical) Policy

This policy is implemented through a combination of:

- Risk management identification and assessment procedures
- Strategic deployment of security systems
- Regular workplace safety inspections
- Effective signage
- Staff training
- Effective notification strategies
- Initiation of corrective actions where necessary

Regular review of the School's security requirements.

In 2018 the School's Security Policy and procedures were reviewed with no changes required.

The full text of this policy is available to all staff on the Ascham intranet.

Student Attendance Policy (Junior School)

In 2018 the School's Policy remained current.

The Student Attendance policy is available to all staff on the Ascham intranet.

Student Attendance Policy (Senior School)

In 2018 the School's Policy remained current.

The Student Attendance Policy is available to all staff on the Ascham intranet.

<p>Supervision Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • Staff training • Effective communication and incident notification procedures • Effective record keeping procedures • Initiation of corrective actions where necessary. 	<p>In 2018 the School's Supervision Policy and procedures were reviewed with no changes required.</p>	<p>The full text of this policy is available to all staff on the Ascham intranet.</p>
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School-determined improvement targets

Table 10: School-determined improvement targets

Strategic Intent	Priorities	Achievements
Strategic Team-Based Leadership	Strategy and values communicated to the School community, a focus on values in assemblies and eNews and questions on values embedded into MMG surveys.	All community members have an understanding of our School values and strategy.
	Coaching program for HoDs and Managers commencing in Term 3, continuing into Term 4, and 2018.	All HoDs and managers have completed a Growth Coaching program and continue to develop the skills gained through the program.
	New website launched.	Website launched and community agrees it is greatly improved on the previous one. Significantly more information is available and it is more user friendly.
	Development of staff wellbeing programs.	All staff have the opportunity to participate in fitness activities; a staff wellbeing group has been established; and a number of guest speakers have presented.
	Training of SLT in media and critical incident management.	All SLT members have participated in critical incident training.
	Sports strategy developed and communicated to staff and parents.	The Ascham community has an understanding of our sports strategy. #IPLAYMYROLE videos developed and shared with the entire community.

Excellence in Teaching and Learning	Program developed for building HoD skills through HoD Leadership meetings.	All HoDs involved in Growth Coaching program.
	Increased number of STEAM staff and initiatives in Junior School.	Staff member in Fiona (Years 3–6) allocated a full-time STEAM position.
	Study numbers monitored and feedback distributed to HoDs and follow-up with staff (ongoing).	Weekly reports generated and provided to HoS. New Study sign-in system in development process to ensure greater accuracy.
	Professional Development Committee vets all PD applications and ensures that courses align with Strategic Plan and staff goals.	Regular meetings by the Professional Development Committee with a wide range of applications approved.
	All teaching staff are observed at least twice a year (ongoing).	Observations linked to professional development review and all staff observed at least once by their HoD and a second time by a peer.
	Communicate the benefits of Dalton for students of all abilities.	Various communication to the community including current students and prospective students about the benefits of Dalton.
	Utilise other external testing to analyse student performance (ongoing).	All students in Years 6, 8 and 10 complete Allwell testing.
	Staff members have presented at a number of external conferences.	A number of staff members have presented at conferences including the AISNSW Research to Practice Initiative: Primary Science and Technology; the AIS Geography Conference 2017; AIS Heads of Mathematics Day; HSC Mathematics examination day; AISNSW - 2017 ICT Management and Leadership Conference; and the IPSHA NSW Term 3 Meeting.
Staff also hold roles on various committees and examination committees.	Mathematics, IT and Science, IT staff involved.	
Canvas Learning and Management system to align with Dalton principles.	All departments are using Canvas. This included various capacities relating to Lessons, Assignments and Studies.	
Student Personal Development	Friendly Schools Plus program rolled out (P–6).	The program was expanded to all Year groups and was facilitated by classroom and specialist teachers on a regular basis each term.

	Anti-bullying and mental health programs have been assessed through student surveys.	<p>Questions were included in the MMG survey that related to our programs and students in Years 6, 9 and 12 were surveyed.</p> <p>In addition a student-developed survey regarding the wellbeing program was developed and implemented.</p>
	Academic Awards Committee commenced and criteria have been established for Highly Commended, pockets and other awards in the Senior School.	The Awards Committee met fortnightly in Term 1 and then weekly for Terms 2–4. All awards discussed by this group and greater consistency and transparency developed.
	Year 11 Committee and portfolio election process evaluated, changes made and communicated to parents, girls and staff.	The Awards Committee worked together to develop a new process that was communicated via Year group meetings, assemblies, eNews and parent communication.
	Transition years academic and personal development tracking occurring (ongoing).	Teachers and Year Coordinator meet to pass on relevant information to ensure new teachers are well informed.
	Head of Co-curricular role enhanced with greater tracking of girls' involvement in activities both inside and outside of Ascham.	With greater oversight of the School calendar the Head of Co-curricular has reduced clashes and management involvement of girls' activities. She met regularly with highly committed girls to assist with their planning to ensure academic progress and wellbeing was maintained.
The Ascham Community	The Ascham intranet (Hub) redeveloped and will be launched in Term 1 2018.	Significant development has taken place and was ready for launch in Term 1 2018.
	The Ascham Institute of Learning launched (ongoing).	<p>The AIL was launched and speakers included:</p> <ul style="list-style-type: none"> - Dr Judith Locke (Modern Parenting: Too Much of a Good Thing) - Ms Susan McLean (Caring for Kids in the Online World) - Dr Michael Carr-Gregg (leading adolescent and child psychologist)
	Implement a comprehensive Communications strategy and changes to Communications organisation structure.	Appointment of Director of Enrolments and Community and appointment of a Head of Foundation and Development.
	Diversity scholarships developed.	The Belgiorno-Nettis Diversity scholarship is established and will be awarded to a Year 7 student commencing in 2020.

	Plans for strengthening stewardship, scholarships and bequests (ongoing).	A Gifts in Will program was established and communicated to Ascham Old Girls.
	Indigenous programs further developed.	A Reconciliation Action Plan (RAP) committee formed and monthly meetings commenced.
	Potentiality database software in place and strategy developed for continued Old Girls involvement.	Potentiality database enables Ascham Old Girls to update their information and connect with other Old Girls.
	Monitoring of current pledges.	All Duntrim Building Pledges are monitored by the Foundation office.
Sustaining Our Future	Campus plan developed and signed off by Council.	School Masterplan was communicated to the Ascham community.
	Campus plan to be articulated in Dalton Extra.	
	Corporate Services Strategy developed and inclusive of HR, IT and Food Service Delivery and Facilities Management.	All members of Corporate Services understand the strategy and participate in regular planning and meetings.
	Boarding task force completed.	Boarding task force reported findings to Council.
	Facility upgrade for each Boarding House has been mapped out.	A maintenance program for all Boarding Houses is in place.

Initiatives promoting respect and responsibility

Hillingdon (Prep – Year 2)

A key aspect of developing respect and responsibility in 2018, was the focus on the Ascham School values of:

- Respect and Kindness
- Collaboration and Community
- Courage and Resilience
- Acceptance and Responsibility
- Ambition

These values were discussed regularly in classes and assemblies and incorporated in to all aspects of the School day.

The Friendly Schools Plus Program, was implemented in all year groups and was facilitated by classroom and specialist teachers on a regular basis each term.

Visible Wellbeing strategies of 'See Hear Feel' were incorporated across the curriculum in all year levels.

The You Can Do It! Program was implemented from Prep to Year 2 and incorporated the skills of cooperation, confidence, persistence, resilience and organisation.

In addition, the Hillingdon Social Skills Program was continued, which explicitly encouraged respect for each other and responsibility for one's actions.

Specific Ascham Values, Friendly Schools Plus areas, You Can Do It! areas and social skills were focused on each week, discussed in classes and at assembly, and reinforced at home with parents.

Years K-2 PDH Program, a 30-minute lesson each week conducted by a PDHPE teacher and class teacher.

Hillingdon girls also had opportunities to have learning buddies within each class. This assists the girls to get to know one another and learn to cooperate and collaborate with others.

Year 2 students were involved in undertaking leadership roles each term. This provided an opportunity for the students to develop their skills in being of service to others and the Hillingdon community.

An ongoing focus for students in Hillingdon is cybersafety and digital citizenship lessons focusing cyber awareness concentrating on respect, responsibility and safety.

Fiona (Years 3–6)

A key aspect of developing respect and responsibility in 2018, was the focus on the Ascham School values of:

- Respect and Kindness
- Collaboration and Community
- Courage and Resilience
- Acceptance and Responsibility
- Ambition

These values were discussed regularly in classes and assemblies and incorporated in to all aspects of the School day.

The Friendly Schools Plus Program, was implemented in all year groups and was facilitated by classroom and specialist teachers on a regular basis each term.

Visible Wellbeing strategies of 'See Hear Feel' were incorporated across the curriculum in all year levels.

Year 6 students were provided with Peer Support training which assisted in developing techniques, strategies and skills for the students to use in leading their vertical peer support group, known as a Pod. This training included role plays, challenges and discussions about respect and responsibility.

Pods (a vertical grouping of girls from Years 3–6 who work with their mentoring teacher in regular sessions each term to strengthen the relationships between students).

'Chatterbox' time on a regular basis each term, whereby classes and Year groups can work together on solutions for social issues and actions.

Dolphin Awards for consistent and desirable behaviour, leading to a Vi et Animo badge.

Years 3–6 PDH Program, a 30-minute lesson each week conducted by a PDHPE teacher.

All Year 6 students undertook Prefect roles in specific portfolios, developing their leadership skills and being of service to the Fiona School Community.

Year 5 students attended Enlighten Education: The Butterfly Effect workshops; Love the Skin you are in; The Princess Diaries where girls can reflect and reshape their futures.

An ongoing focus for students in Fiona is cybersafety and digital citizenship lessons focusing cyber awareness concentrating on respect, responsibility and safety.

Senior School (Years 7–12)

In Years 7-12, Form Classes meet once a week for 30 minutes where an age-and-stage appropriate wellbeing program is delivered. Time is also set aside for informal gathering to build connections, strengthen a sense of belonging, celebrate together and develop character.

Fundamental to this development is the promotion of respect and responsibility. Initiatives which promote these ideals are integrated into our co-curricular programs, camps, Year Group meetings and Assemblies. The student diary outlines our School values, clearly emphasising the importance of personal responsibility in treating everyone with respect and developing positive and supportive relationships.

In 2018, students enjoyed a range of presentations to raise their awareness of respectful relationships and the pitfalls of misusing social media to denigrate others, and to promote safe choices on and offline. Through the Digital Citizenship program, girls were challenged to think about their choices, responsibility and consequences of their actions.

Presentations by YLead and Reachout, attendance at The Alliance of Girls' School Australasia network meetings, and the International Women's Day Breakfast all served to promote respect and responsibility. Our comprehensive Outdoor Education program ensured that all girls experience personal challenges and are given opportunities to work together to achieve physical and personal goals.

Respect for our indigenous heritage was demonstrated through various activities during National Reconciliation week.

Community Service at Ascham aims to instil the values of respect and responsibility through a number of partnerships and projects. Eg. Double Bay Public School, Glenmore Road Public School, Beresford Hall Aged Care Facility, Crown Street Public School, Woollahra Public School OSHC, The Salvation Army charity stores, Darlinghurst Public School and Circles of Learning. The Cancer Council's Daffodil Day collection at Edgecliff Station, Plunkett Street School's Christmas Gift Giving Day and volunteering for fairs and festivals such as the Surry Hills Festival, Plunkett Street Family Fair Day and youth events, have further enhanced these important school values. Girls also volunteered for the Salvation Army's Red Shield Appeal in May.

Respect and responsibility for our global community was highlighted by the girls' participation in Walk for Cambodia, which raises funds for two schools in Cambodia.

Peer Support and Peer Tutoring enables older girls to help younger ones adjust to secondary school and cope with their studies as well as developing respectful relationships.

In 2018, girls have continued to develop respect for their peers and members of the community, and their responsibility for others locally, nationally and globally has increased.

Parent, student and teacher satisfaction

The School provides regular forums for parents, students and teachers. In 2018 these included regular scheduled meetings with the Ascham Parents' Association, the Boarder Parents' Committee as well as two major parent forums. The Ascham Parents' Association also holds their AGM where the Head of School gives an overview of the previous year's HSC results and outlines the goals for the School for the upcoming year. At this forum the Head of School also answers any questions from the parent body. A mid-year Parents' Forum is also held. In 2018 Mrs Gillian Sloan our Tertiary Education and Careers Advisor presented on the Careers program at Ascham.

The weekly email communication from School, *Ascham Weekly*, contains a facility where parents can email any comments or feedback. There are also Class/Year liaison parents in all sections of the School to facilitate more targeted communication between parents and the School.

In 2018 we again carried out surveys with all the Year 3, 6, 9 and 12 parents and Year 6, 9 and 12 students. Families who leave the School before Year 12 are also asked to complete an exit survey. In 2018 all staff were asked to complete surveys on the Senior Leadership Team members. The Head of School has two interviews with the Year 12 students. The first interview focuses on their assessment results from Term 4 and the academic and co-curricular goals they are working towards. The second interview allows the girls to reflect on their Trial HSC results and the revision techniques they should put in place for the remainder of their time at School. The Tertiary Education and Careers Adviser has an individual meeting with each Year 12 student to discuss their post-School goals.

Head of School hosts lunches for all Years 5 and 6 girls throughout Terms 3 and 4.

The Director of Studies and/or The Special Projects Consultant has an individual HSC subject choice interview with every Year 10 student and her parents. While these are not directly aimed at gauging parent or student satisfaction, they provide a forum where such matters are definitely discussed.

There are weekly full staff meetings in each of the three sections of the School as well as regular smaller meetings with Heads of Department and other management groups, such as Year Coordinators and Form Teachers. The Head of School and the Deputy Head meet weekly with the School Committee, and they also meet on a regular basis with the Student Representative Council and all of the School Committee portfolio groups. For new teachers, there are regular special focus group lunchtimes and afternoon tea meetings. Professional Development Reviews are carried out in all sections of the School to provide feedback and assist with setting goals. They include student surveys. Finally, there is a written survey form as well as an exit interview with the Head of School for staff who are leaving.

Ascham is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2018, 180 parents and 243 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular activities, sport, boarding, communications, reputation and facilities.

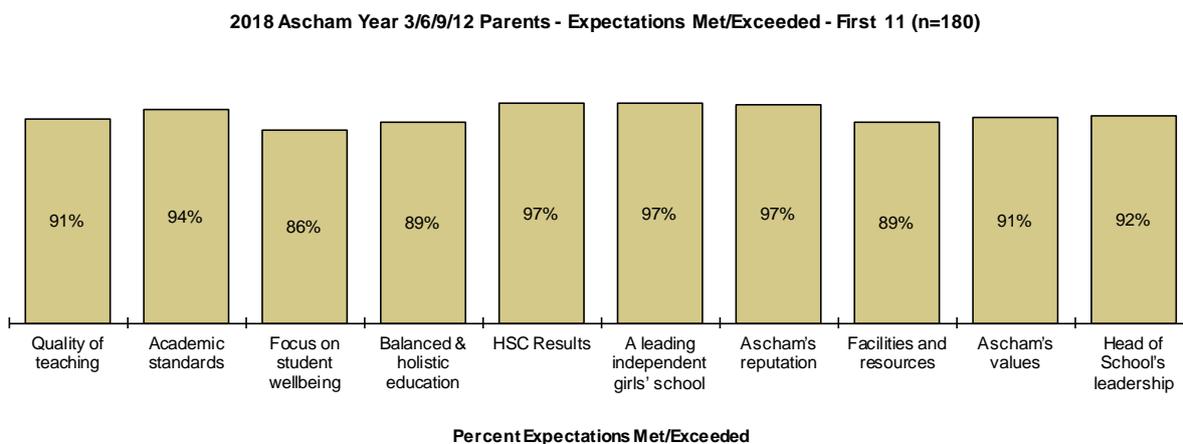
Following is a series of extracts from the completed surveys:

Parents

A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 91% of parents' expectations were met or exceeded in relation to the quality of teaching
- 94% of parents' expectations were met or exceeded in relation to academic standards
- 86% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
- 89% of parents' expectations were met or exceeded in relation to the balanced holistic education provided
- 97% of parents' expectations were met or exceeded in relation to HSC results



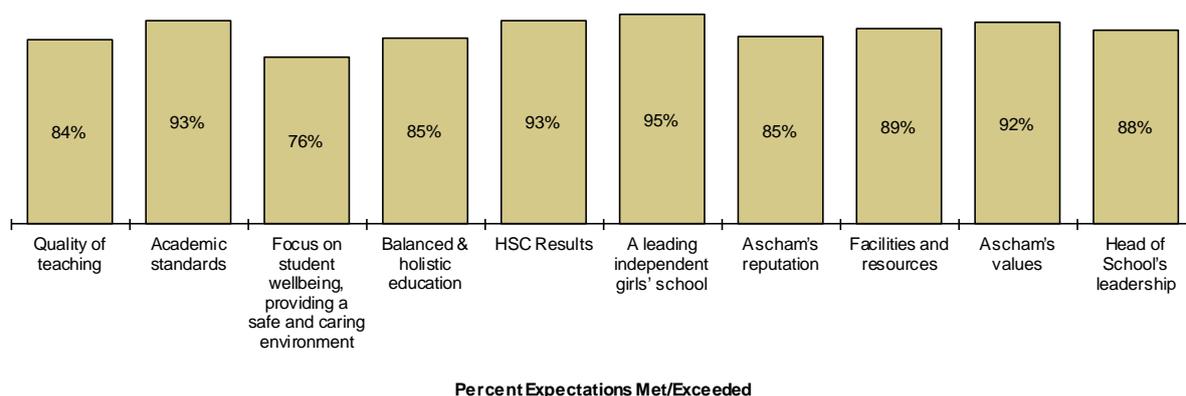
Students

A selection of the Year 6, 9 & 12 students' top-level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 84% of students' expectations were met or exceeded in relation to quality of teaching
- 93% of students' expectations were met or exceeded in relation to academic standards
- 76% of students' expectations were met or exceeded in relation to the focus on student wellbeing
- 85% of students' expectations were met or exceeded in relation to the balanced wholistic education provided
- 93% of students' expectations were met or exceeded in relation to HSC results

2018 Ascham Year 9/12 Students - Expectations Met/Exceeded - First 10 (n=172)



Parents and students were asked to provide open responses to the most valued aspects of Ascham School. The most frequently nominated aspects were:

2018 Ascham Year 3/6 Parents - Most Valued Aspects (Top 5)	2018 Ascham Year 6 Students Most Valued Aspects (Top 5)
Excellent teachers	Sporting activities
Academic excellence	Quality of teaching staff
Sport Program	School facilities & resources
Excellent community environment	Oval/playing spaces
The Dalton Plan	High quality education
2018 Ascham Year 9/12 Parents - Most Valued Aspects (Top 5)	2018 Ascham Year 12 Students - Most Valued Aspects (Top 5)
The Dalton Plan	Quality of teaching staff
Academic excellence	Dalton system
Excellent teachers	Friendships made/relationships
Development of independence/confidence/resilience	Sporting activities
School leadership/Head of School	The School community

Parent quotes on what they value about Ascham School

Dalton Plan, good leadership, broad academic program.

*The level and quality of lesson planning/The organisation of the school, classes and quality of education.
Quality of teaching is excellent.*

The school community is very inclusive/Teachers are tough but nurturing/A 'do your best' mentality.

Success is celebrated; Women are empowered and there are some amazing role models both amongst the staff and parents.

Maximising academic potential. Building confidence and resilience. Sailing sport and friendships built as part of inter school competitions.

It works - the Dalton program is simply amazing. It encourages all levels of children to strive in all areas. Its values reflect and increase our families values.

The commitment of the teachers to their roles, the commitment of the school to continuing to improve what it offers and the strength of the school community.

Engagement and responsiveness of teachers; I feel they know my daughters (almost) as well as I do. That my daughters feel safe and comfortable. Dalton - sets them up for life.

Quality and nurturing of teaching. School environment for students and broader community

Quality of communication and making you aware of any learning challenges early and supporting and acting on those areas.

1. Teacher commitment 2. Discipline 3. Variety of academic and non-academic programs.

Student quotes on what they value about Ascham School

The Dalton system pushes me to my limits and demands my best. - The teachers are all very kind and willing to help (very approachable) - Prep facilities and teachers availability for boarders.

Strong school community environment, hard-working attitude, highly motivated, extremely supportive of all students.

1. I value my relationships with my teachers which the school allows me to develop - I think this is a key advantage of the Dalton plan. 2 Encouraging the pursuit of extra-curriculars - even as the years progress and school becomes more academically focussed 3 The organisational skills and diary usage.

1. The incredible sense of community among students and teachers / 2. The new sports department and fantastic new sports program (especially the rowing program) / 3. The encouraging and supportive teachers.

Relationships with teachers, Dalton system, opportunities available post school that are provided.

1. Dalton system 2. Collaboration between students and different year groups 3. School spirit.

Summary of financial information for the year ended 31 December 2018

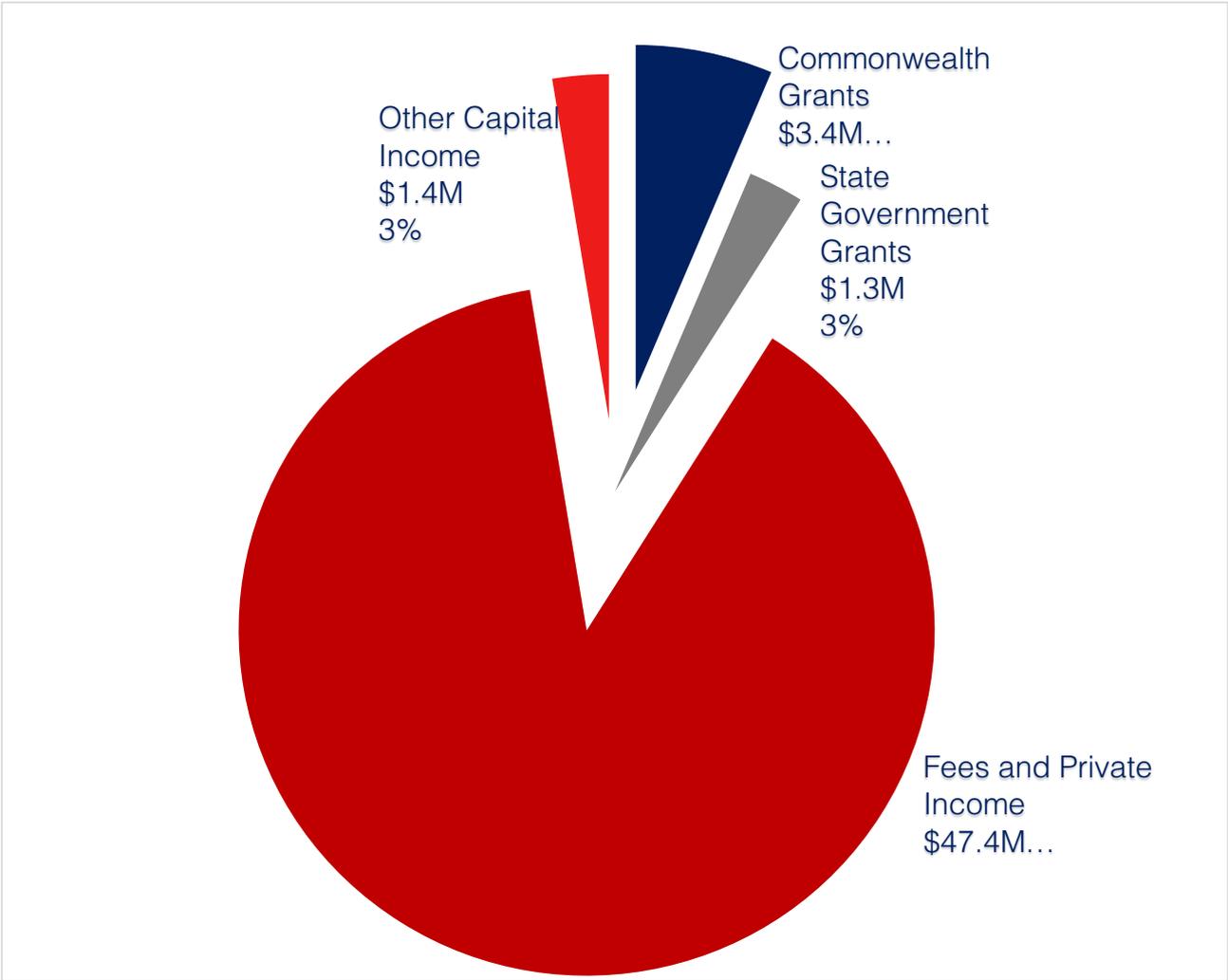
Income

The chart below sets out the School's income in percentages from:

- Fees and private income
- State Government grants
- Commonwealth grants
- Other capital income

A very high proportion of the School's income continues to be from fees and private income which includes donations for recurrent purposes and earnings on investments.

Figure 1. School's income in percentages

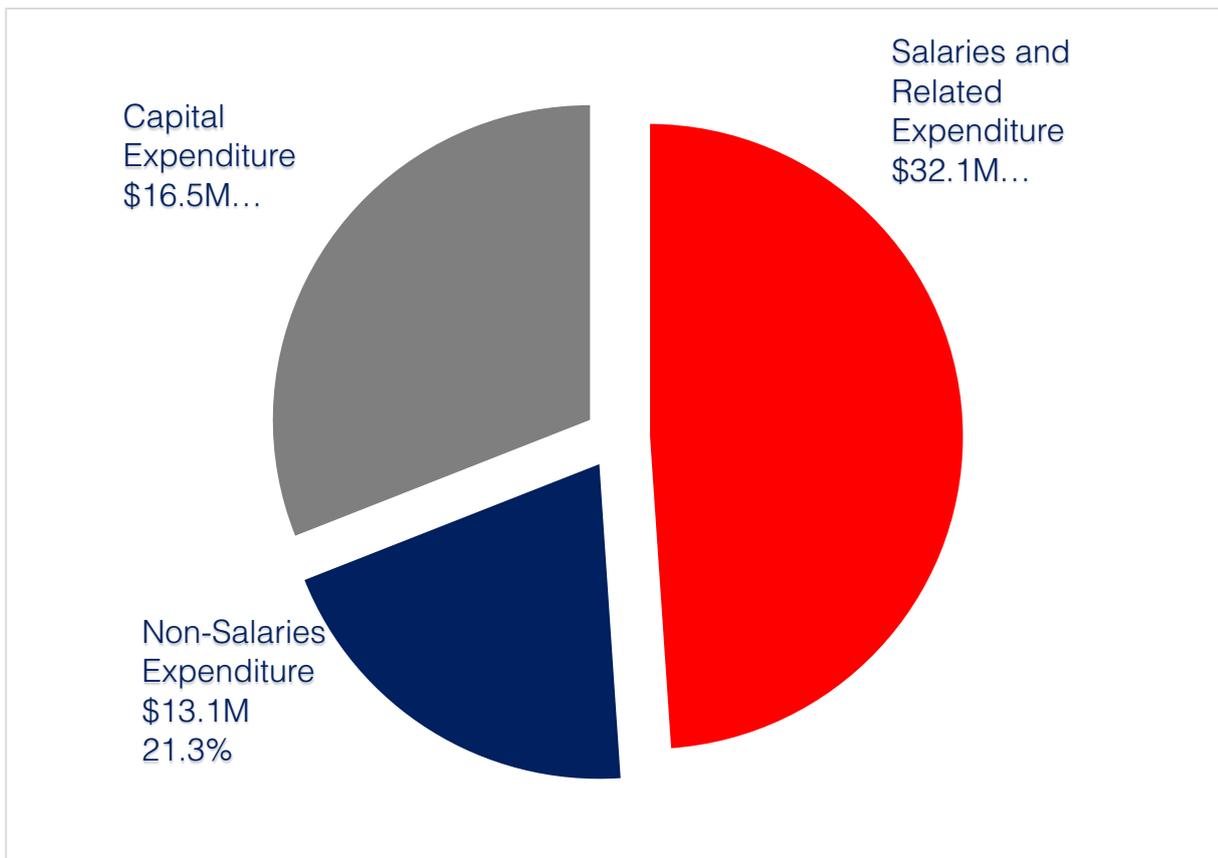


Expenditure

The chart below sets out the School's recurrent and capital expenditure in percentages spent on:

- Salaries, allowances and related expenditure
- Non-salary expenses; and
- Capital expenditure

Figure 2. School's recurrent and capital expenditure in percentages





Ascham School

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