



Ascham School

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# Ascham Annual Report

2019



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# Messages from key School bodies

## From the Chair of the Council of Governors

As I reflect on 2019, I am thinking of our School values and in particular: courage. All our values are important, but courage is probably the one that Year 12 girls are thinking about most as they leave School.

During this year some interesting research was published by the University of Queensland and the Australian Institute for Business and Economics Centre for Gender Equality in the Workplace. It was called 'Hands Up for Gender Equality: A Major Study into Confidence and Career Intentions of Adolescent Girls and Boys'.

There were many interesting outcomes from the study. The key ones were:

- Firstly, there was no significant difference between girls and boys on overall self-confidence
- Next, boys and girls derive equal self-confidence from the same activities
- The three activities that generate the most self-confidence are:
  - Travel, with the greatest benefit from local and interstate travel (this also relates to the level of adult supervision)
  - Team sport
  - Participation in leadership roles and leadership development
- Overall computer gaming and social media usage were identified as the greatest detractors from the development of self-confidence
- And, the study found that unsupervised activities are a significantly greater source of self-confidence than those that were directly supervised. They found adults need to play a role in setting up the activity and discussing the outcomes from the activity, however, significant boost in self-confidence comes from doing the activity without direct adult supervision.

Dalton is all about building independent learners. Teachers provide the frameworks and debriefing processes, whilst the girls work independently or collaboratively with their peers. We have a program of excursions, camps and other sorts of trips where the girls learn a broad range of skills with the appropriate level of supervision. We encourage participation of sport with 18 different sports offered, most of which are team-based sports. And we carefully look for leadership and development opportunities for the girls right across their time at Ascham. Building independent, confident and courageous girls is an important outcome of an Ascham education.

In my career, I have often reflected that confidence is *the* key ingredient for progression and satisfaction at work. Skills and capabilities can be learnt along the way but having a strong sense of confidence and courage means you will put your hand up to try new assignments, projects, jobs and promotions. So having a focus on building confidence and courage at School is critically important.

The Ascham School Council met eight times during 2019 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 different 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

The Ascham School year of 2019 again saw staff and students embracing a solid year of teaching, learning and activities. The nine Ascham values of respect, kindness, collaboration, community, courage, resilience, acceptance, responsibility and ambition are at the forefront of all we do. Visible Wellbeing was experienced right throughout the School, exemplified by many acts of kindness and gratitude.

In 2019, there was a focus on the whole School community and its many facets: Academic subjects, Careers, Chess, Community Service and Charity, the da Vinci Decathlon, Debating and Mock Trial, the Duke of Edinburgh's Award, Enrichment activities, Public Speaking, Social Justice, STEAM activities, Sport, Sustainability initiatives, Speech and Drama, Student Exchange, Tournament of Minds, overseas tours, and more.

The Higher School Certificate success of the Year 12 2019 students was very impressive:

- 8% of girls achieved ATARs above 99%
- 50% achieved above 90
- The girls attained marks of 70% or above in 616 out of 629 examinations
- 14 girls made the All-round Achievers list, having achieved top band marks (90% and above) in 10 or more of their units. A further ten girls narrowly missed this honours list, having achieved top band results in eight or nine of their units.
- 99% of girls were offered university places.
- ARTEXPRESS selections, Encore nominations and OnSTAGE nominations were received.

Our State placements were:

- 1<sup>st</sup> – Drama
- 1<sup>st</sup> – History Extension
- 2<sup>nd</sup> – English Advanced
- 2<sup>nd</sup> and 3<sup>rd</sup> – French Continuers

We again received outstanding results in many competitions and examinations throughout the year across all subject areas, including ICAS and the Maths Olympiad.

Right across the School, participation in sport is always encouraged. From the yearly surveys the girls complete, they continue to say that they play sport to have fun, to participate with their friends and to get fit. Not only do they enjoy their sporting endeavours, they also often achieve outstanding results. This year:

- our Sailing team won all three major female titles in the 2018–19 season: State, National and Interdominion Championships
- at the North West Equestrian Expo in Coonabarabran, for the first time ever, our girls brought home the Salmonidae (Mackie) ODE Eventing Trophy
- girls won Gold medals in Athletics at the ACPE NSW All Schools Championships and in both Swimming and Athletics at IGSSA and IPSHA Carnivals
- our Tildesley Tennis Team placed 8th in this year's shield—a jump of six places from last year.

We fostered greater relationships with a range of other communities through service learning and charity initiatives:

- In September, we hosted two senior Yolngu educators from the Northern Territory. They discussed with staff and students the Yolngu culture and issues facing the people of north-east Arnhem Land.

- We celebrated National Reconciliation Week in May—a week of acknowledgement, understanding and deepening respect for the languages and cultures of our First Nations Peoples.
- For our Bats, Balls & Boots for the Bush initiative, over 2,000 items were collected and delivered to regional schools and communities.
- We sent a contingent of staff and students to Merriwa in the upper Hunter, teaching local children netball skills and giving back to regional NSW.
- Project Harmony, a group of our Senior musicians volunteering to play for the elderly and those living with dementia at Lulworth House, gained new ground and became a regular event.
- This year the girls raised \$50,000 for a huge variety of charities, ranging from the Rural Fire Service through to Share the Dignity, and our own Ascham Forest.
- Over 250 students from Years 6–12 dedicated their Sunday morning to The Salvation Army's Red Shield Appeal in May. Our girls alone raised just over \$21,500 this year.
- Girls and staff toured to Ladakh, in northern India, taking gifts of Lego and sporting equipment to schools there.

We made greater inroads into our sustainability journey in 2019:

- There has been consistent high levels of interest in our sustainability initiatives from many members of our community, particularly after the signing of our renewable energy Power Purchase Agreement early in the year.
- The girls have enthusiastically been drivers of change around the School, with the Sustainability Committee spearheading the recycling bins initiative and conducting an extensive audit into the Ascham Forest program. In the last decade, our girls have planted over 10,000 trees at various properties belonging to members of our Boarding community. To date, approximately 65% have survived to play an important role in supplying oxygen and absorbing carbon dioxide, helping to lower our carbon footprint.

Collaboration and participation—two crucial aspects of building community—were again demonstrated around the School:

- The Bathroom Transformation Project saw Year 12 boarders in collaboration with day girls to turn a plain toilet block into a welcoming, colourful space, full of inspirational quotes from powerful women.
- The Houses & Sisters Committee transformed the temporary tunnel that we needed as part of the construction site into a colourful and welcoming space for everyone entering the School from Wallis.
- Large numbers of girls participated in the Duke of Ed again—an additional 128 students began working towards their Award, and nine girls completed their Gold Award in 2019.
- Our inaugural Rock Concert in Glenrock Gardens on Vi et Animo Day at the end of Term 3 was great fun, and a spirited example of girls from Fiona and Senior School sharing their love of rock and roll.
- The annual Hillingdon and Fiona Open Days were again wonderful showpieces for the girls.

In the arts, the girls' creative and performing talents were nurtured and shaped by their dedicated teachers once again throughout the year in range of ways:

- *The Sound of Music* was our outstanding Senior School musical and played five sold-out performances. Importantly, new special roles were assigned to extend and develop the girls' skills.
- The Middle School production of *Do We Ever See Grace?* was a spectacle of colour and movement, and saw the girls exploring mature, political themes.
- The annual HSC Art Show and the Art and Technology exhibition were both fine examples of girls exploring the visual arts with thoughtfulness and skill.

After 18 months of building works, the Senior School campus was transformed with the completion of the new Margaret Bailey Building and Senior School Library, ready for the 2020 School year. Fifteen new classrooms and an examination area has allowed for the co-location of subject areas and opened up additional spaces for more flexibility with teaching and learning.

The School continues to be supported by the Ascham Old Girls' Union, The Ascham Parents' Association, Ascham Foundation and the School Council. All of these bodies bring the individuals of our School together to constitute a robust and dedicated Ascham community.

**Mr Andrew Powell**

## Chair of the 2019 School Committee (Head Prefect) | Prizegiving address

**What is that? Surely you can go around it. You're joking. It's so high. I mean is it really necessary? So we can't just walk from the Maths and Language Departments to the Art rooms without crossing it?**

Yes ladies and gentlemen, you've guessed it. It's the bridge.

For those here who did not experience this luxurious bridge, it was built next to the fig tree whilst the construction of the new Margaret Bailey Building was taking place. Over this final year of schooling and my many, many trips across the bridge, I've uncovered connections to this bridge and my time at Ascham over these past 14 years. I believe the experience of going to Ascham is metaphorically a bridge that the graduating class here today, and graduates in the past, have crossed.

It took me back to my first day at Ascham, at four years old, staring googly-eyed at the ginormous playground and the unfamiliar faces all around me, squeezing the life out of my mum's hand. A new chapter was about to begin: 'Will they like me? Oh no, I'm the only one not wearing piggy tails.' But, as Ancient Chinese philosopher and writer Lao Tzu quoted, 'The journey of a thousand miles begins with one step'.

Taking that first step is something my incredible Vice-Chair Zara Lowe and our hardworking Committee have been pushing in the Senior School this year. As soon as you raise your hand in class, meet someone new, try a new sport, volunteer, try a new instrument, join the Theatresports team, you are already taking that first step onto the bridge. This step is just the first of many. Who knows where it will take you? Who knows what you'll learn along the way? In every risk there is a reward. I've learnt this from my and Zara's musical duets and our Revival Rap (which we made the whole Senior School learn, and beatbox to, sorry). Putting yourself out there is the hardest thing a person can do, but if it inspires something in others and in turn adds to your own personal development, why not?

In our day and age... yes, I am going to quote every single person's parents right now... 'with the rise of social media and unattainable standards', we look to these people who seem to have it all, and then in turn reflect on ourselves. Why can't I run like Usain Bolt? Why can't I have a brain like Marie Curie? Why don't I look like Kate Moss? Then we look to the people immediately around us. Gosh, the girl in my Netball team is so funny, I could never make everyone laugh like she does. Wow, the girl in my Maths class is so intelligent, why should I even try to be as smart as her? Gosh, this girl in our Careers lecture has her whole life planned out, I don't even know what I want for breakfast tomorrow.

What we need to understand is that our differences make us beautiful and should be embraced and celebrated. We can't all be all-round superstars, because that would make life so boring. We have to appreciate our differences and what makes us unique, and I believe that is the platform that is given to us by Ascham.

So the journey up the stairs begins.

Years pass, Transition, Year 1, Year 2, you learn your timetables, call your teachers 'Mum' a few times, make mistakes, learn from them, start to find your own way, and then you make it to the top of the stairs. The flat walk along the platform begins. Along the way, groups of Year 7s are holding hands in fours, blocking your path, wheelie bags and people running attempt to make you stumble but you keep walking straight and focusing on the path. You make polite conversation with a teacher or two, awkwardly smile for too long at a friend. I'd metaphorically call this section of the bridge Fiona, or Middle School for the people who joined in Senior School.

As quoted by TS Eliot, 'It is the journey, not the arrival, that matters.' Along this path we grow and learn about resilience, respect, collaboration, courage and how to play the recorder. We are provided with a framework to discover aspects of ourselves which we wouldn't have uncovered if we hadn't auditioned for that musical, joined the Cross Country team or Chess Club. We discover that we are brave, that we can overcome our fears and our insecurities, and in turn we learn that the world is our oyster. There are exciting new paths waiting to be explored, new things to try, qualities about ourselves to uncover.

That's when we reach the downhill climb, Senior School. The final steps until the next exciting chapter of life, or the next bridge. New faces emerge, different people with their own stories. You learn from their experience and how it's different to your own. You learn the importance of teamwork and collaboration. This starts as soon as you see the need to look out for students in your own Year and other Years. Share your experience, support each other's opinions and unique voice.

I urge you, in this time, to continue to push yourself, be the change you want to see in the world, make memories you can look back on and smile at or be proud of. Use what you have learnt, whether it came from your friends, teachers, a motivational speaker at School, and keep it with you, write it down.

As Nelson Mandela wisely stated, 'Education is the most powerful weapon which you can use to change the world.' We are so fortunate here at Ascham to have access to so many resources and brilliant minds.

This is where I would like to address the outstanding support of our teachers, staff, Mr Powell, Mrs Drever, Mr Summers, Mrs Thomas and many more, who have been integral to helping us embrace our own strengths and appreciate the community and opportunities we are given here. I would also like to personally thank the graduating class of 2019 for their love and compassion towards each other. I am so proud of you all for crossing this bridge together and I cannot wait to see what the future holds for all of you. I would like to pay a special tribute in particular to Zara Lowe. Zara, you have been an outstanding Vice-Chair. Everything you do is with heart and soul and I am constantly in awe of your creativity, intelligence and let's not forget about those slam poems. You are an inspiration to me and the model of an Ascham girl, and for all of your support and friendship I am truly grateful.

To Ruby, Gilli, the Committee and the Class of 2020, I wish you the best of luck and I am confident that you will encourage and drive the sense of togetherness and sisterhood throughout Ascham in the new year.

As writer George Colman said, 'Praise the bridge that carried you over.' So thank you Ascham and thank you to everyone who has been a part of my journey. I can't wait to see you all making a change in the future.

**Miss Sophie Blades**

## 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 several 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 2019.

### 2019 NAPLAN tests for Years 3 and 5

In May 2019 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	31.3	19.4	29.4	38.5	9.7
	Ascham	66.6	33.3	48.3	71.8	48.3
Band 5	State	24.5	38.6	24.8	21.8	23.4
	Ascham	16.7	55.0	21.7	16.7	25.0
Band 4	State	19.9	25.5	20.2	16.4	25.9
	Ascham	11.7	11.7	25.0	8.3	23.3
Band 3	State	13.1	11.3	14.3	12.9	18.6
	Ascham	3.3	0	5.0	3.3	0
Band 2	State	9.0	4.0	6.6	6.8	9.5
	Ascham	1.7	0	0	0	3.3
Band 1	State	2.2	1.2	4.6	3.5	2.8
	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	7.2	6.1	15.1	8.7	13.0
	Ascham	54.9	15.9	33.0	48.7	23.1
Band 7	State	22.8	3.4	25.2	22.0	9.3
	Ascham	28.0	31.7	41.5	30.5	40.2
Band 6	State	28.2	32.2	27.0	21.5	28.5
	Ascham	15.9	45.1	22.0	14.6	29.9
Band 5	State	18.4	31.9	20.8	20.1	25.3
	Ascham	1.2	6.1	3.7	4.9	7.3
Band 4	State	9.1	10.9	7.5	10.9	11.0
	Ascham	0	1.2	0	1.2	0
Band 3 or below	State	4.3	5.5	4.5	6.8	2.9
	Ascham	0	0	0	0	0

## 2019 NAPLAN tests for Years 7 and 9

In May 2019 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	11.7	4.4	13.6	15.6	18.0
	Ascham	30.3	13.0	32.6	36.6	39.0
Band 8	State	20.4	14.7	21.6	17.1	19.7
	Ascham	41.8	37.4	35.8	29.3	34.1
Band 7	State	29.9	23.5	29.4	26.6	26.2
	Ascham	18.9	28.5	20.3	17.9	15.4
Band 6	State	22.3	31.0	21.6	29.1	21.3
	Ascham	9.0	17.1	9.8	11.4	10.6
Band 5	State	11.3	18.4	8.9	14.5	10.9
	Ascham	0	4.1	0.8	4.9	0.8
Band 4 or below	State	4.3	8.2	4.9	7.1	3.8
	Ascham	0	0	0.8	0	0

Table 4: Percentages in Skill Bands—Year 9

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 10	State	7.1	4.4	7.8	7.5	11.5
	Ascham	19.8	10.7	14.0	21.5	22.3
Band 9	State	18.4	9.4	17.9	14.6	17.2
	Ascham	29.8	23.1	44.6	29.8	30.6
Band 8	State	29.4	24.7	30.2	24.6	27.2
	Ascham	33.9	38.8	28.1	27.3	33.9
Band 7	State	25.9	25.3	27.6	27.4	28.6
	Ascham	14.0	21.5	10.7	15.7	11.6
Band 6	State	12.7	21.3	10.6	17.3	14.0
	Ascham	1.7	3.3	1.7	5.8	1.7
Band 5 or below	State	6.5	14.9	9.9	8.5	1.3
	Ascham	0	2.5	0.8	0	0

## The granting of Records of School Achievement

In 2019, 114 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2019, 118 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

### 2019 Higher School Certificate examinations

The class of 2019 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	2019		ATAR	Percentage of Ascham students (%)					
	Number of Ascham students	Percentage of Ascham students (%)		2018	2017	2016	2015	2014	2013
			>99	6	11	5	14	11	8
>99	9	8	>95	33	47	32	45	44	38
>98	16	14							
>95	33	28	>90	54	72	65	69	68	54
>90	57	49							
>80	94	81	>80	79	92	90	95	89	82
>70	108	93	>70	95	97	98	98	98	92
>60	114	98	>60	100	99	100	99	99	99
>50	116	100	>50		100		100	100	100

In 2019 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 99.90. Of our girls, 49% received ATARs of 90 or above and 81% 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 24th in the State.

Some highlights this year included: 14 students being named on the All-Round Achievers List, students placing first in History Extension and Drama as well as second in English Advanced and French Continuers and third in French Continuers.

The girls were enrolled in a total of 629 examinations across 28 different courses. In total there were only 13 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 subjects with varied candidatures such as English Standard, English Extension 2, Physics, all History courses, French Extension, Drama, Music 1 and Music 2; 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 exam mark	% of Ascham Bands 5 & 6	% of State Bands 5 & 6
Ancient History	24	86.68	91.31	35.46
Biology	39	80.09	56.40	31.31
Chemistry	30	81.47	60	45.93
Chinese Continuers	6	86.33	83.33	79.20
Chinese in Context	3	89.00	100	89.71
Drama	16	90.60	92.58	51.73
Economics	27	87.64	92.58	61.79
English (Standard)	8	76.93	25	11.75
English (Advanced)	86	86.42	92.58	61.79
French Continuers	12	91.00	91.66	64.65
Mathematics Standard 2	33	80.09	60.60	24.05
Geography	27	85.76	85.17	43.18
German Continuers	6	82.37	66.66	55.97
Latin Continuers	2	92.30	100	89.30
Mathematics	54	84.34	74.07	49.18
Modern History	41	87.46	97.56	39.33
Music 1	4	94.05	100	65.96
Music 2	4	92.90	100	90.95
PDHPE	39	80.81	61.53	31.26
Physics	16	85.04	81.25	36.88
Visual Arts	53	90.08	98.10	62.50

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 exam mark	% of Ascham Bands 3 & 4	% of State Bands 3 & 4
English Extension 1	11	44.19/50	100	93.87
English Extension 2	2	40.3/50	100	79.79
Mathematics Ext 1	38	85.33	94.73	80.11
Mathematics Ext 2	14	85.79	100	85.86
History Extension	7	44.84/50	100	76.59
French Extension	1	41.70/50	100	88.13
Music Extension	4	45.55/50	100	97.83

## Senior secondary outcomes

For the 2019 Year 12 cohort, 116 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 2019 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 2019, 4 teachers were conditionally accredited and 4 provisionally accredited. A further 153 maintained Proficient Teacher Accreditation and one teacher maintained Highly Accomplished Teacher accreditation.

At the higher levels of accreditation, two teachers gained Experienced Teacher accreditation through ISTAA and one teacher maintained Highly Accomplished Teacher accreditation. The Coordinator of Teacher Accreditation met regularly with New Staff as a group where practicable and individually, and also met with Heads of Department who supervise teachers in their department. Provisionally Accredited and Conditionally Accredited Teachers were supported and mentored in their collection of documentary evidence on a regular basis. Support was given by the Coordinator of Teacher Accreditation to Proficient Teachers and a Highly Accomplished teacher to assist them in using the NESAs database to evaluate registered PD or enter Teacher Identified PD.

In 2019 The Dalton in Practice Program was delivered to 3 PT members of staff in Terms 1 and 2. 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.

There were a number of School Based Registered Courses delivered, some of which comprised multiple sessions throughout the year such as Visible Well Being Program to Practice which directly aligned to the implementation of School Strategies, Cultures of Thinking Program and Festival of Learning. These courses involved the whole school. Other courses were delivered to staff in different sections of the school such as Stages 1 to 3 for example: Professional Share, Seven Steps to Writing Success, and eLearning .Other courses were delivered on various occasions throughout the year such as First Attack Fire Fighting and Warden training and some courses such as English Mock Marking were one off delivery.

## Some specific examples of Professional Learning for 2019

In 2019, Professional Development for teaching staff continued to focus 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* was undertaken over a two year period, beginning in January 2018 and continuing throughout 2018 and 2019 with regular professional learning sessions being implemented.

Heads of Departments, Year Coordinators and Heads of Sports completed a managerial course conducted by Pathways Australia, 'So You've Made it to Manager' to develop their skills in managing and leading their teams.

In addition the following professional learning activities were undertaken by staff throughout 2019:

Description of the Professional Learning Activity	No. of staff participating
Leadership – Women in Education Leadership Summit	2
Curriculum – NESA – NAPLAN Online 2019 Face to Face training	3
Director of Studies – Voices of Education   2019 AHISA Director of Studies Conference	1
Drama – Drama NSW State Conference	1
Drama – Drama NSW – HSC Performance Marking 101	1
Geography – AISNSW – Inspiring Globally Aware Geographers	1
Geography – GTA – Annual Conference 2019	1
History – AISNSW History Conference – Exploring Big Ideas in History	2
History – HTA – Stage 6 History Teachers' Day	2
History – Macquarie University – Macquarie Ancient History Teachers Conference	2
ICT – AIS ICT Management and Leadership Conference 2019	1
ICT – EduTech Conference – providing information on emerging technologies	4
English – AISNSW English Conference 2019	3
English – AISNSW – What is discursive writing?	3
English – ETA – HSC Assessment in English	2
English – ETA – HSC Exams: Implications for Teaching Webinar Series	2
English – ETA – HSC – Extension 2 Webinar Series	1

Languages – Stage 6 Languages Extension Workshop	3
Languages – The AIS Languages Conference 2019	3
Learning Support – AISNSW – Support for Students with Academic Behavioural and Mental Health Needs	1
Learning Support – Introduction to Choice Theory – Judy Hatswell	2
Library – AIS Teacher Librarian Conference: Putting the T back in Teacher Librarianship	1
Mathematics – AISNSW – Mathematics Stage 6: Statistics for Advanced and Extension 1	1
Mathematics – MANSW – 2019 HSC Feedback Mathematics 2 Unit	1
Music – AISNSW – Beyond the Keys	1
Music – Bigger Better Brains Educator Course	3
PDHPE – Enriching Stage 6 PDHPE	1
Primary Education – AISNSW – Assessing Student Progress and Achievement in English K–6	1
Primary Education – Critical Thinking – provided information and strategies for Building Capability for Critical and Creative Thinking	2
Primary Education – Critical Thinking – Thinking with Technologies	2
Primary Education – Seven Steps to Writing Workshop	7
Primary Education – Seven Steps to Writing Coaches Workshop	6
Primary Education – Understanding Autism Spectrum Disorders	8
Primary Education – Languages – EPIC Conference – Education Perfect's Innovate and Collaborate	2
Primary Education – Student Wellbeing – 6th World Congress on Positive Psychology 2019	2
Science – TTA – Better Assessment: Improving Feedback Reducing Correction	2
Science – Programming and Depth Studies for Stage 6 Biology	1
Social Sciences – 2019 EBE NSW Economics Update Conference	2
Social Sciences – Issues in the Global and Australian Economies and Economics Education in 2019	2

Student Wellbeing – Generation Next Conference – provided information on the Mental Health and Wellbeing of Young People	1
Student Wellbeing – Positive Schools 2019 Conference	2
Teacher Accreditation – Becoming Accredited at Experienced Teacher through the Standards-based Pathway	4
Visual Arts – HSC Visual Arts – Practical Marking Day	2
Visual Arts – Printmaking	3
Visual Arts – Python Programming for Absolute Beginners	4
Visual Arts – Introduction to the BBC micro:bit and the Digital Technologies Curriculum	2

### Teacher standards

In 2019, 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 2019 census, consisted of 190 women and 52 men. Our teaching staff makes up 143 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 2019 was as follows for the different sections of the School:

Hillingdon	Fiona	Senior School
Kindergarten	95%	Year 3 96%
Year 1	96%	Year 4 96%
Year 2	95%	Year 5 95%
		Year 6 96%
		Year 7 95%
		Year 8 95%
		Year 9 96%
		Year 10 95%
		Year 11 94%
		Year 12 96%

Our attendance rate in 2019 was very consistent, at around 95%, and very similar to the previous three years' student attendance rates:

	Hillingdon	Fiona	Senior School
2018	97%	96%	96%
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%

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%
2017/2019	121	116	116	96%	96%

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 2019 university offers

There were 116 students in the 2019 cohort. Of these, 99% received an offer to study at universities in NSW, ACT, Victoria, Queensland and internationally.

The breakdown is as follows:

- University of Sydney 34%
- UTS 18%
- Victorian Universities 12%
- University of NSW 8%
- University of Queensland 8%
- ANU 5%
- Macquarie University 5%
- Charles Sturt University 2%
- University of Newcastle 2%
- International 2%
- Australian Catholic University 1%
- South Australia 1%
- University of New England 1%
- Western Sydney University 1%

These statistics reflect offers made by the respective university admission centres across all Australian states. 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 Sydney Women in Engineering & Leadership Scholarship, University of Sydney Chancellor's Award, University of Sydney Scholars Awards, UNSW Co-op Scholarship, University of Melbourne Aspiring Scholars, Macquarie University Leaders & Achievers and selection under Elite Athlete & Performers programs.

Four students received seven offers to study overseas including Oxford University, St Andrews University and Edinburgh University.

The most popular degree courses selected by the graduating class of 2019 were:

- Business/ Commerce 19%
- Arts 12%
- Engineering 11%
- Health Sciences 11%
- Science 11%
- Media & Communications 9%
- International & Global Studies 5%
- Law 5%
- Medicine & Nursing 3%
- Architecture 2%
- Education 2%
- Entrepreneurial 2%
- Music 2%
- Design & Visual Arts 2%
- Psychology & Sociology 1%
- Information Technology 1%
- Political Economy 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

### 1. 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.

### 2. 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.

### 3. 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.

Students commencing 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.

### 2. 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](mailto: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

This year we came to the end of our two year partnership with Dr Lea Waters as we embedded the Visible Wellbeing philosophy and practice across the School.

Visible Wellbeing (VWB) combines the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricular areas. The VWB techniques help teachers to use the learning process itself as a delivery mechanism to build student wellbeing. VWB is not a set program, rather it is a set of flexible practices that can be applied across any subject matter, and in all contexts—early learning, primary, secondary, as well as in the staffroom.

The essence of Visible Wellbeing is to use teaching practices and activities that assist the learning process whilst also supporting the mental health of students. With the VWB approach, academic learning and wellbeing are truly integrated.

Over the past two years, we have seen that the training and techniques are equally relevant to adults as they are to students. Teachers and other staff have been equipped with the tools to make wellbeing visible in classrooms, staff rooms, co-curricular and other school contexts.

An exciting staff initiative was the establishment of a Staff Wellbeing Committee to further embed the VWB philosophy as well as to focus on staff wellbeing. We have been equally excited to see other initiatives that have come from across the School including Boarding, Houses and Sisters and Co-curricular.

Wellbeing is now a focus in all our meetings, including the Corporate Services meetings, where we have a Wellbeing moment where staff members share their insights, practices and thoughts.

The SEARCH framework which underpins Visible Wellbeing is based on a large scale bibliometric analysis undertaken by Prof Lea Waters in conjunction with one of her former PhD Students, Dr Reuben Rusk, combined with subsequent action research in schools conducted by Prof Lea Waters. Distinct themes emerged as a result of the analysis of 18,400 peer reviewed journal articles, uncovering the empirically supported pathways to wellbeing. These pathways inform the SEARCH framework and were unpacked for staff over six Staff Days: Strength, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals.

These pathways form the framework for our Wellbeing program which is explicitly implemented by Form Teachers every Thursday in the Senior School:

**USING YOUR STRENGTHS**—involves not only students being aware of their own character strengths and how they can apply them in the classroom and through their relationships with their peers, but also an awareness of their peers' strengths, being resourceful and collaborating to maximize their learning outcomes.

**SETTING GOALS AND HEALTHY HABITS**—has a focus on setting clear, tangible goals, trying to break bad habits and developing healthy new habits.

**COPING WITH STRESS**—this is the ability of students to meet academic demands and cope well with classroom stressors. It is about being resilient. Failing is not a term we want the girls to associate with something negative but rather see it as a positive opportunity and one of the most valuable ways of learning in both school and life. It is fundamental to their growth as young women. We want the girls to be prepared to fail.

The VWB framework of the 3Ps allows the girls to observe and regulate their emotions by asking themselves:

Is it personal?

Is it pervasive?

Is it permanent?

**UNDERSTANDING YOUR EMOTIONS**—concentrates on awareness, regulation and acceptance of their emotions and the emotions of those around them.

**PAYING ATTENTION**—enhances the ability to focus and pay attention in class, playing sport and participating in all elements of school life

**GOOD SOCIAL SKILLS**—building concern for the needs of others, actively contributing to create a positive and productive social environment. This pathway builds empathy, compassion and humour.

By providing teachers and staff with an understanding of how these six pathways contribute to wellbeing, we now have a toolkit of strategies to improve our own wellbeing and the wellbeing of our students.

Wellbeing is now becoming more and more visible in many areas across the School. This professional development has also played a role in keeping wellbeing at the forefront of everyone's mind. The implementation has been successful in that the staff are now thoroughly familiar with the concepts and

language around wellbeing. We have a greater awareness of the importance of wellbeing for students and fellow staff and we have strategies to use with our students and in our own lives, if we choose to use them.

## 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 Nurse , 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 2019	Access to full text
<p><b>Anti-bullying Policy</b></p> <p><i>The School Policy provides:</i></p> <ul style="list-style-type: none"> <li>• Bullying prevention strategies</li> <li>• Building a reporting culture</li> <li>• Responding to bullying</li> <li>• Implementation strategies</li> <li>• Cybersafety policy.</li> </ul>	<p>In 2019 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><b>Child Protection Policies</b></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"> <li>• Abuse, grooming and neglect identification, and initial notification</li> <li>• Mandatory reporting of abuse and neglect</li> <li>• Reportable conduct of staff, volunteers and others</li> <li>• Working with Children Checks</li> <li>• Detecting, reporting and addressing grooming behaviours</li> <li>• Boarding staff partners</li> <li>• Staff Code of Conduct.</li> </ul>	<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><b>Code of Conduct Policy</b></p> <p><i>Encompassing:</i></p> <ul style="list-style-type: none"> <li>• A code of conduct for staff and students</li> <li>• The rights and responsibilities of staff and students</li> <li>• School rules and the Student Discipline Policy.</li> </ul>	<p>In 2019 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><b>Counselling Services Policy</b></p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> <li>• Staff training in identifying vulnerable students and effective referral processes</li> <li>• Student and parent/care education and information</li> <li>• Development of a culture of awareness where students look out for other students and encourage each other to seek help</li> </ul>	<p>In 2019 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><b>Excursions Policy</b></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"> <li>• Student safety</li> <li>• Curriculum relevance</li> <li>• Management of excursions</li> </ul> <p>All Workplace Health and Safety procedures continue to apply on excursions unless it is impractical for them to do so.</p>	<p>In 2019 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><b>Complaints Handling Policy</b></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 2019 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><b>Parent Communication Policy</b></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"> <li>- Entries in student diaries</li> <li>- Formal School reports</li> <li>- Parent Consent Form</li> <li>- Boarding reports</li> </ul>	<p>In 2019 the policy remained current.</p>	<p>The Parent Communication policy is available in the handbooks for parents.</p>

- 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 2019 the School's Pastoral Care Policy and procedures remained current.

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 2019 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 2019 the School's Security Policy and procedures remained current.

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

### **Student Attendance Policy (Junior School)**

In 2019 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 2019 the School's Policy remained current.

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

## Supervision Policy

*This policy is implemented through a combination of:*

- Staff training
- Effective communication and incident notification procedures
- Effective record keeping procedures
- Initiation of corrective actions where necessary.

In 2019 the School's Supervision Policy and procedures remained current

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

## School-determined improvement targets

Table 10: Head of School | School determined improvement targets

Strategic Intent	Priorities	Achievements
<b>Strategic Team-Based Leadership</b>	Senior Leadership Team continue to develop leadership skills	Senior Leadership Team continue to give presentations to staff and to the School Board.
	Key metrics for School developed	Key metrics for School was developed by the Senior Leadership Team. This list was presented to the School Board. Monthly reporting aligns closely to many of these metrics.
<b>Teaching and Learning Excellence</b>	Learning Framework is used by staff to develop goals	Document has been used by all staff and has been helpful for staff working towards experienced teacher status.
	Data used to track students	Data from the Health Care centre was used in 2019 to see which Lessons and Studies students were missing.
	Dalton Committee research projects	Six staff participated. The focus was on metacognition in Studies and how it affects students' learning.
Student Personal Development	2019 was the second year of Visible Wellbeing plan	Staff had further training on Visible Wellbeing. A second full-time School Counsellor was employed to support the girls and Year Coordinators.
	Yearly surveys were conducted with parents, students and staff	Results from the surveys help develop improvement plans for the following year.
The Ascham Community	Focus on Ascham Portal (Hub) after parent feedback	Updates regarding forms and speed of Hub were improved
	Development of Indigenous program	Whole-school event to celebrate Reconciliation Week. Guest speakers were organised for Fiona and Senior School assemblies.
Sustaining our Future	Plans developed to upgrade primary school facilities	Discussions with stakeholders commenced
	Complete building works for Margaret Bailey Building and Senior School library	Margaret Bailey Building completed in late Term 4. This building consists of 15 classrooms. The Senior School Library refurbishment was also completed.
	The School sustainability plan was communicated to the School community	The School community were very positive in their feedback.

# Initiatives promoting respect and responsibility

## Hillingdon (Prep – Year 2)

The Ascham School values continued to be a key aspect of developing respect and responsibility in 2019, with the focus on the 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 into 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 on cyber awareness and concentrating on respect, responsibility and safety. The Digital Citizenship program seeks to foster and encourage confident and positive engagement with digital technology. By educating students about digital citizenship, students have the opportunity to develop an understanding about a range of concepts. Each Year group had eight sessions across the year. Parents were informed after each session and resources were provided to enable parents to have a greater understanding of the topic discussed and to encourage further reinforcement of the concept.

## Fiona (Years 3–6)

The Ascham School values continued to be a key aspect of developing respect and responsibility in 2019, with the focus on the 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 into 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).
  - 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; and 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 on cyber awareness and concentrating on respect, responsibility and safety. The Digital Citizenship program seeks to foster and encourage confident and positive engagement with digital technology. By educating students about digital citizenship, students have the opportunity to develop an understanding about a range of concepts. Each Year group had eight sessions across the year. Parents were informed after each session and resources were provided to enable parents to have a greater understanding of the topic discussed and to encourage further reinforcement of the concept.

## 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 2019, 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.

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 2019, 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 2019 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.

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 2019 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. 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 2019, 198 parents and 213 students and 145 staff 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

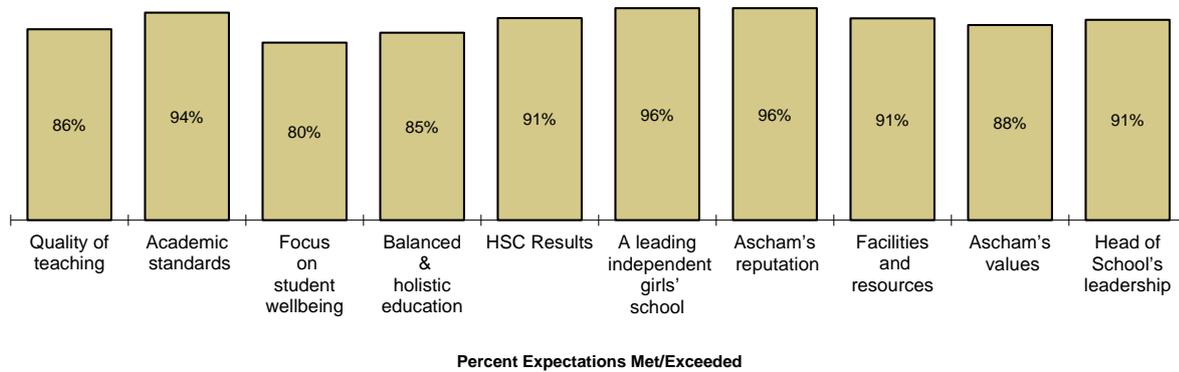
A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter.

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

- ◆ 86% 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
- ◆ 80% of parents' expectations were met or exceeded in relation to the focus on student wellbeing

- ◆ 85% of parents' expectations were met or exceeded in relation to the balanced & holistic education provided
- ◆ 91% of parents' expectations were met or exceeded in relation to HSC results

**2019 Ascham Year 3/6/9/12 Parents - Expectations Met/Exceeded - Top 10 (n=198)**



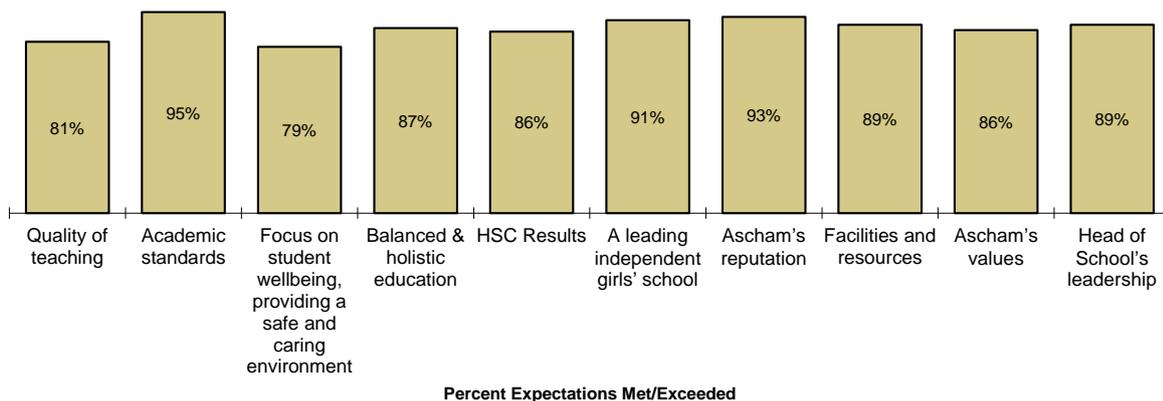
## Students

A selection of the Years 9 and 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:

- ◆ 81% of students' expectations were met or exceeded in relation to quality of teaching
- ◆ 95% of students' expectations were met or exceeded in relation to academic standards
- ◆ 79% of students' expectations were met or exceeded in relation to the focus on student wellbeing
- ◆ 87% of students' expectations were met or exceeded in relation to the balanced and wholistic education provided
- ◆ 86% of students' expectations were met or exceeded in relation to HSC results

**2019 Ascham Year 9/12 Students - Expectations Met/Exceeded - First 11 (n=138)**



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

2019 Ascham Years 3/6 Parents Most Valued Aspects (Top 5)	2019 Ascham Years 9/12 Parents Most Valued Aspects (Top 5)
Academic excellence	Community environment
Community environment	Friendships made
Excellent teachers	Excellent teachers
The Dalton Plan	Develop. of independence, confidence & resil.
Opportunities available	The Dalton Plan
2019 Ascham Years 6/9/12 Students Most Valued Aspects (Top 5)	
My friends	
Quality education	
My personal development	
Sense of community	
Supportive learning environment	

## Parent quotes on what they value about Ascham School

*A nurturing environment to develop strong women.*

*It's a great school, with a great Headmaster and a wonderful community.*

*Instilling a strong work ethic, the teaching organisational skills and personal responsibility, outstanding teacher support/help if asked for by student, good community, spirit and sense of belonging, excellent growth mindset approach.*

*The Dalton plan will set our daughter up for self-responsibility and accountability. Boarding will teach her all sorts of invaluable social skills for life.*

*The family connection is very strong and historically Ascham has served my family well.*

*From a parenting point of view, I have loved Ascham. Ascham gets the girls ready for the real world. I do not think they have been protected, almost exposed in lots of ways.*

*The way it teaches the girls to be independent with their school studies, self-motivation, and the pride they take with their work. You expect a higher quality and they work really hard to try and achieve this*

*Our girls both have lots of friends at Ascham and love the challenge of the Dalton Plan.*

*The skills and values that it instils in my daughter, the opportunity for her to reap the benefits of a unique kind of education (with the Dalton Plan), and the rich array of experiences available to her alongside the academic program.*

*Being recognised that independent thinkers and professionals are a product of the school and not the traditional spoon-fed private school graduates.*

## Student quotes on what they value about Ascham:

*The way the students are treated and how the academic program enriches a student's academics to its full potential.*

*I most value the support I am given at the school when I am having difficulties and the great learning environment that I learn in.*

*I value the high quality of education Ascham provides me with, my class teacher who helps me with my learning and the opportunity to be a leader in the junior school. My friends are also something that makes me enjoy school.*

*I most value the autobiography system because it is an opportunity for the students to show their creative side and are allowed to make up their own rules rather than having to follow policies and restrictions.*

*I really enjoy the work and the effort the teachers put into it. The academic is great and the work is challenging but really fun. I believe that I can talk to many people in Ascham and know I can trust them*

*I value that all students can express themselves and choose their own path that they want to take, and that we are supported by all staff and other students. Also, that there is no religion that takes over our learning and is offered to us.*

*I value the Dalton Plan and the quality of education at the school, as well as the sporting activities available.*

*love the community spirit in sport and at school and being able to enjoy myself surrounded with my friends.*

*That it is a modern school that takes new approaches in my learning. The Dalton system is very beneficial for me.*

*The school community and the good communication or relationships with other years & being able to meet people from other years and work with them collaboratively.*

*More than anything I value the incredible friends I have made here. I value the incredible opportunities I have been given academically but in a years' time that won't matter as much as the memories, I made with friends along the way.*

*Ascham has many friendly and approachable teachers, which in my opinion is very important*

# Summary of financial information for the year ended 31 December 2019

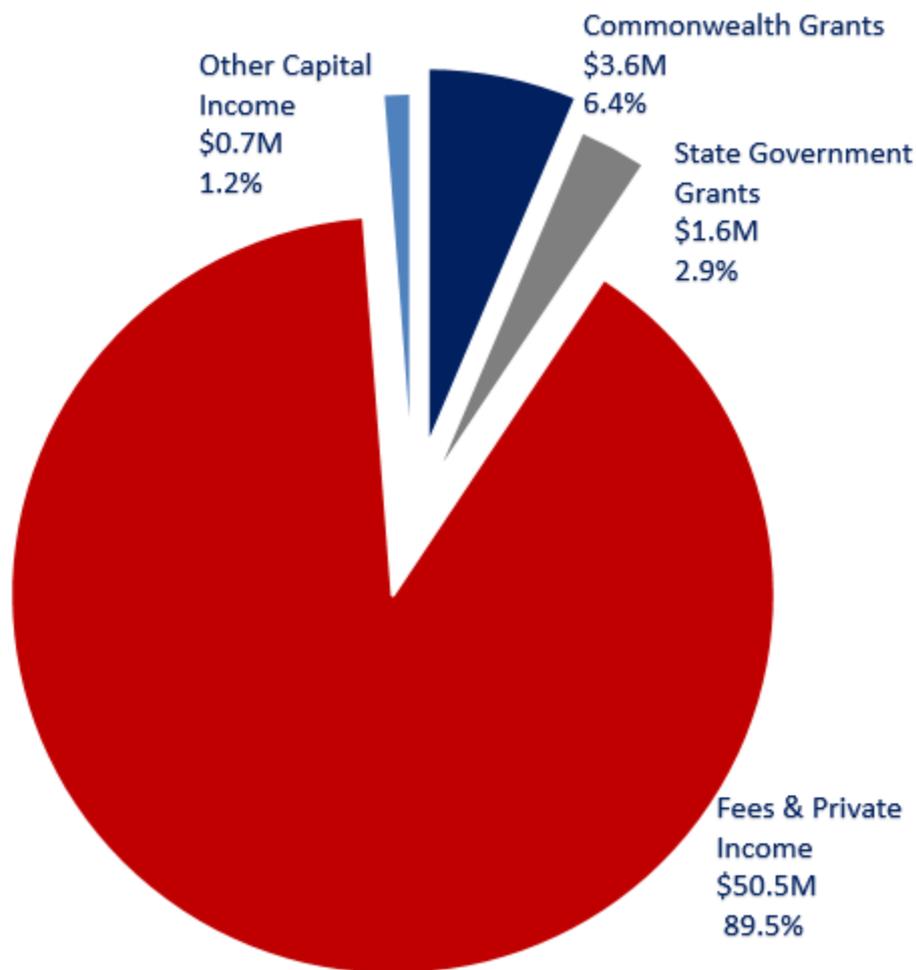
## Income

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

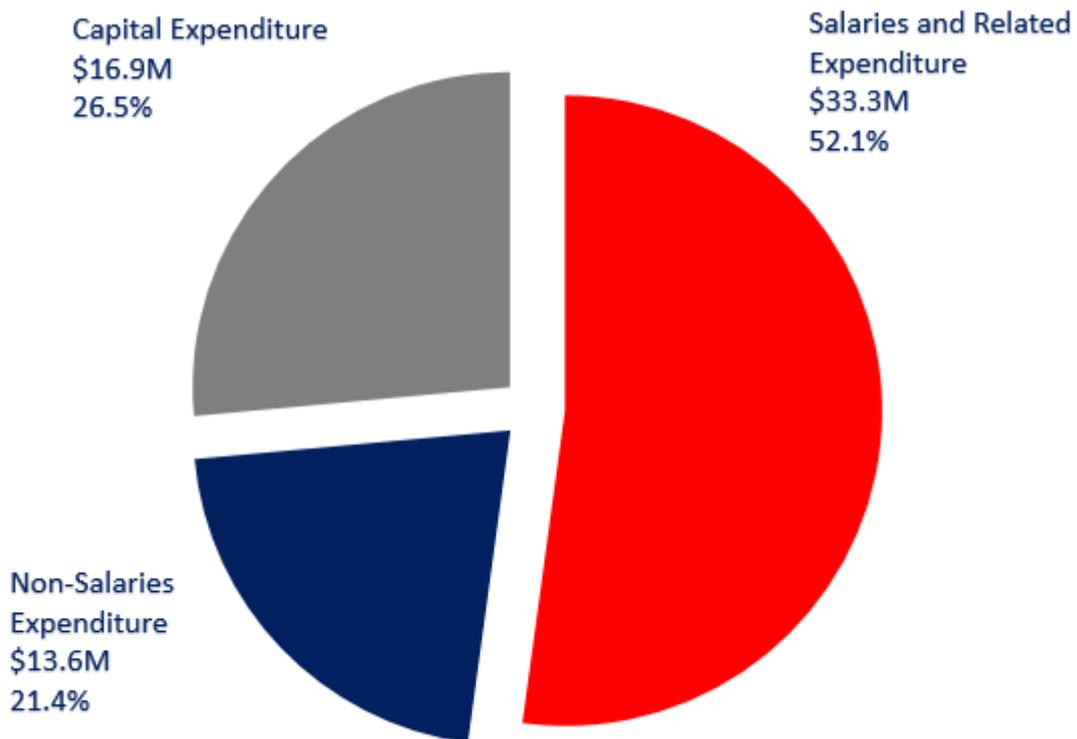


## Expenditure

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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