



Ascham School

2021 Ascham Annual Report

Contents

2021 Ascham Annual Report	1
Messages from Key School Bodies	1
From the Chair of the Council of Governors Speech Day 2021	1
From the Head of School.....	3
Chair of the 2021 School Committee (Head Prefect) Prizegiving address.....	6
Contextual Information About the School and Characteristics of the Student Body	10
Student Outcomes in Standardised National Literacy and Numeracy Testing	11
2021 NAPLAN Tests for Years 3 and 5	11
2021 NAPLAN Tests for Years 7 and 9	13
The Granting of Records of School Achievement	14
Student Performance in State-Wide Tests and Examinations	14
2021 Higher School Certificate examinations	14
Senior Secondary Outcomes	17
Professional Learning and Teacher Standards	17
Professional Learning Undertaken by Teachers During 2021	17
Some Specific Examples of Professional Learning for 2021	18
NESA Teacher Accreditation Levels	19
Teacher Qualifications	19
Workforce Composition	19
Student Attendance and Management of Non-Attendance	20
Management of Non-Attendance	21
Management of Extended Non-Attendance.....	21
Student Enrolments 2021	21
Student Retention of Year 10 to Year 12	22
Post-School Destinations	23
The Class of 2021 University Offers	23
Enrolment Policies	24
School Policies for Student Welfare, Discipline and Complaints and Grievances	29
Pastoral Care Policy (Student Welfare)	29
Bullying Prevention and Intervention Policy & Procedures	30
Discipline Policy	34
Complaints and Grievances	37
Summary of Student Welfare, Anti-Bullying, Discipline and Complaints Policies.....	40
School-Determined Improvement Targets	43

Initiatives Promoting Respect, Responsibility and Student Welfare	44
Hillingdon (Prep – Year 2)	44
Fiona (Years 3–6).....	45
Senior School (Years 7–12).....	46
Student Welfare	48
Parent, Student and Teacher Satisfaction	49
Summary of Financial Information for the Year Ended 31 December 2021	50
Income	50
Expenditure	51

Messages from Key School Bodies

From the Chair of the Council of Governors | Speech Day 2021

Good morning to everyone in the Packer Theatre - Year 12 girls and their parents, as well as prize winners from Years 7-11. A special good morning to Ms Reid our guest speaker, Ms Brockoff, the Year 12 coordinator, and Mr Powell. Also, good morning to girls, parents, teachers and staff as well as guests listening via Teams or other streaming options.

I feel like when we finish this special assembly there will be a collective sigh of relief that we got there.....the school year is over, and we made it to the end. Well done everyone! No small achievement! I know there are many tired people looking forward to the summer break.

What a year it has been – filled with optimism and excitement to start the year, with school feeling “pretty normal”. Everyone back face to face and after a while, visitors on site again and cocurricular activities getting back on track. Terms 1 and 2 turned out to be a gift. Setting the foundation for moving back to remote teaching and lockdowns for Term 3 and part of Term 4. And gee we showed we knew how to do remote learning. We had the technology in good shape, staff and girls were already trained, and we had learnings and experience from last time to work out what were our strengths and where we needed to improve. We knew Dalton shone under remote learning and we knew that Canvas in Senior School and Seesaw in the Junior School provided strong learning management systems.

What was of course different this time, was the length of time that remote learning was required. Plus, what novelty there was last year, was gone. This meant it was less about hardware, software, systems and processes and all about people – the girls, the staff, and families. Motivation and resilience became critical, finding fun and keeping social connections were essential, kindness and empathy were needed by everyone to support each other.

The American poet and civil rights activist Maya Angelou has a collection of wonderful quotes. I am sure you will be familiar with many of them. One of her quotes was sent to me in an email from a work colleague and it seemed particularly appropriate for 2021....Maya said” my mission in life is not merely to survive but to thrive; and to do so with some passion, some compassion, some humour and some style”.

The global pandemic seems far from over and so there are sure to be more curve balls thrown our way, whether it is Omicron or something else. This notion of thriving is important – it is very much an attitude, a mindset, and a perspective. Thriving takes effort – or as Maya says – you need to make it your mission. I also love Maya’s use of the word “some”. It sets a realistic and simple tone – surely we can all find “some” of anything we decide we want to do. Plus “some” is up to each of us to define. Finally passion, compassion, humour and style. A great collection of attributes to help get through the challenges life throws at us. I have found Maya’s quote inspiring and I have had it on my desk where I work everyday, just to remind me although the pandemic and the various public health orders are not in my control, how I respond to challenges, how I react to changes, and how I feel about what is happening around me, is in my control. I have found it useful to keep the optimism and excitement that I felt at the beginning of the year sustained (though at times a little dented) throughout the year.

And now we are at the end of the year, there are some people I would like to thank on behalf of the School Council. Our sincere thanks must go to the leadership team of the school who guided us through a second incredibly challenging year. Ms Drever, Ms Butcher, Ms Manning, Ms Thomas, Ms Heapes, Ms Stanfield, Ms Liberale and Mr Massey and of course Mr Powell were the core of the team, enlisting help from others across the school as needed. The time and effort spent by this team, almost everyday, has been remarkable. To all the staff of the school, you have done an amazing job – I know it has been harder doing remote teaching and working for the second time, but your professionalism and passion for what you do, has meant the school kept focus on academic and well being outcomes. Girls, you have been strong, resilient and compassionate with each other and with your teachers – in particular Year 12, and of course the support of parents underpins the efforts of our girls and the school. It has been a remarkable effort by all and it has been wonderful to watch, often on videos, the frequent times of humour and even style by the whole school community. Maya would be in high praise of the passion, compassion, humour and style shown by all!

A final thanks to all the teaching and support staff right across the school for your hard work during an extraordinary year. I also want to recognise the dedication of the various leadership teams of the school. We have several leadership teams across the different school entities, and many staffed by volunteers – thank you. Thank you to the School Council for your support and dedication through a busy year. I personally can not fulfil the role of Chair of Council without the School Governors who contribute tirelessly. Again thank you to the School Senior Leadership Team and also thank you to the student School Committee. Having strong leadership during times of uncertainty makes all the difference and all our teams were calm, flexible and dependable.

Year 12 good luck for your results in January. It is a busy and important time while you make final decisions for 2022 and beyond. However, if 2020/21 has taught you anything – if things don't quite go to plan - there are always options to explore and often these take you down new pathways with even better outcomes.

Thank you.

Ms Nell Anderson

From the Head of School

The year started off in a far more normal fashion after the COVID-19 pandemic disrupted School operations in 2020. Visitors were still not allowed onsite but School activities such as Sport, Music, Debating and Camps were able to proceed. In Term 2, five performances of the Senior School musical were performed, the Senior and Junior School Music Camp Concerts and Fiona Open Day were held. All performances were conducted in front of live audiences.

Term 2 finished on 17 June and, due to the Greater Sydney COVID-19 lockdown, we were not able to welcome students back onsite until 5 October (Prep), with the last students returning on 25 October.

HSC Results

These were very strong results; we were proud of all the girls. The Class of 2021 displayed all nine of the Ascham values, despite a year that offered them significant challenges.

Congratulations to all the staff in supporting the 2021 cohort under difficult circumstances.

- 113 students sat the HSC
- 17% of students achieved ATARs above 98
- 37% of students achieved ATARs above 95
- 64% of students achieved ATARs above 90
- 17 students on the Premier's All-Round Achievers list
- Further 13 students achieved top bands in eight or nine units of study

State placements: one student achieved 10th place in Business Studies; and one student placed 11th in Modern History.

In addition, our students received:

- One ARTEXPRESS selection
- Three Encore Music nominations
- Two OnSTAGE Drama nominations for Individual Performances

COVID-19 and Remote Learning

School commenced for Term 3 in remote learning mode. Initially this was to be for one week, but it was extended for the whole of Term 3 and the first few weeks of Term 4. As mentioned above, students and staff left Ascham on 17 June for the winter vacation, and did not start returning to face-to-face teaching until Prep came back on 5 October and then a staggered Year group return through the month until 25 October.

Ascham staff showed excellent leadership through this teaching and learning change. They were again exceptional in acting swiftly to implement changes to the daily routine. They quickly adapted the Assignments and Lessons to remote platforms. The student workload was continually modified as the staff balanced the screentime load with the curriculum requirements. All lessons were recorded, and this again allowed for excellent staff PD as teachers worked together on assessing Lesson content and delivery.

During Term 3, staff were encouraged to work from home and get vaccinated. Conversations occurred with staff who could take leave over the remote learning period. Head Coaches were utilised as supervisors around the various parts of the School. We again ran a supervision care program for the children of Ascham staff who needed to be on site, and after-school care was available for students.

The Senior School timetable remained largely unchanged, until Term 4, with a few alterations to help with staff and student wellbeing. The Prep, Hillingdon and Fiona timetables were rewritten to adjust for the girls' (and parents') needs.

The Senior Leadership Team was expanded into a COVID-19 Team. It was useful to have Heads of Sport, Co-curricular, Music, Boarding and Health Centre involved in disseminating information and helping with decision making. This group initially meet twice a week and continued to meet throughout Term 3 and into Term 4.

Assemblies across the School were held virtually. The Year 12 Committee continued to present and introduced various games to keep the girls engaged. This was not easy and at times we only had half the Senior School online for Friday assemblies.

HSC Trial examinations

Throughout the Greater Sydney lockdown over a period of four months, the School continued to receive regular advice and updates from NSW Health, NESA and the Association of Independent Schools of NSW (AIS), along with reviewing our risk assessments.

On Friday 6 August the Premier of NSW announced that 'school assessments and Trial examinations will be completed at home across all schools in Greater Sydney.' Following on from this announcement, the School looked at different options with regards to Trial examinations. Based on meetings with Heads of Department and discussions with other Heads of Schools, we decided:

- The Year 12 Trial examinations would be 'off-campus' examinations, supervised remotely, from 18–27 August. Students completed their examinations on pre-distributed examination papers in the same manner they would if they were onsite.
- Music rehearsals and performance exams were held onsite.
- Trial examinations maintained the current weightings.

Although it was a very different experience for this Year 12 cohort, overall, the sitting of remote Trial examinations went very well.

Boarding

In Term 3 no boarders returned to campus in Week 1; a small number of Year 12 boarders returned in the following weeks. Boarders' Prep was made available online from 4.30–6.30pm, Monday to Thursday.

Overview of Changes in Term 3 and First Two Weeks of Term 4

- The School remained open to students if parents required this support. Year 12 students were able to access the Library and other resources.
- No parents or visitors were allowed on site.
- Staff were encouraged to work from home.
- Co-curricular activities were held online i.e., Assemblies, Sport practice, Speech and Drama, and Music.
- All staff and contractors onsite were required to check-in every day using the QR code.
- No school activities were held i.e., School sport or ensembles.
- Staff meetings were held via MS Teams.
- Head Coaches were reassigned roles.
- Boarding staff either took leave or were redeployed as 'supervisors' in the classroom.

Wellbeing

2021 was another difficult year for both staff and student wellbeing. The day-to-day connectivity of School was broken in Term 3. We kept our catch phrase from 2020 'Physically distanced, socially connected'. Much time and effort were invested in developing a remote Wellbeing program. Videos were recorded each day and sent to all girls to keep them connected to School life and the campus.

The whole-school Wellbeing Framework was completed in 2021. The framework was developed with the input from staff, girls and parents. The School motto, *Viet et Animo*, with Heart, Soul, Strength and Courage has been used as the overall statement of intent for the framework. The staff and student wellbeing days were aligned with the framework. Launching the framework in Term 3 during remote teaching and learning gave us an opportunity to enhance the connectedness to the girls by using the above words to set goals and have discussions through Form, House and Sister groups.

We also used the iconic fig tree and its foliage to represent the Wellbeing Framework. The new Health and Wellbeing Centre at Holmwood was opened at the start of 2021. Downstairs the Health Centre continues to operate, and upstairs the School Counsellors, Head of Boarding and Head of Wellbeing reside. New processes have been put in place to track the girls' use of the Wellbeing Centre.

The School undertook a review of all our relationship and consent-teaching programs by a committee that includes: Head of PDHPE, Head of Wellbeing, School Counsellors, SRC members, Coordinator of Hillingdon, Deputy Head Junior School and Head of Co-curricular. The committee looked at all syllabus points relating to friendships, respectful relationships, consent, pornography and safe partying. The School also engaged several external speakers and seminars for parents and activities for the students were mapped out. Discussions occurred with local boys' schools around ways we can further integrate co-ed activities. In 2022 a new role, Coordinator of Integrated Programs, will look at ways relationships with boys' schools could be enhanced. The SRC will also work closely with the Coordinator of Integrated Programs.

Professional Learning

In 2021 the new Director of Professional Learning commenced his new role and mapped out a new PD program for all staff, which includes leadership training for the Senior Leadership Team and Heads of Department. In 2021 the new initiative 'Teacher Meets' commenced for staff. These professional learning afternoons have given staff the opportunity to share what they do in their classroom with their peers. The Director of Professional Learning has also implemented a working group to look at neurodiversity learning programs for students.

NESA Registration

School NESA registration was achieved in Term 2.

Communications

Communication played a crucial part in explaining changes, often swiftly, to School life in 2021 and I have been extremely proud of the way the School has delivered information to all parts of the community. All assemblies in Term 3 and Term 4 were streamed; Art, Music and Drama HSC events were either streamed or added to an online platform; Music and Speech and Drama performances were streamed; Parent/Teacher evenings in the Senior School were undertaken remotely; and Parent seminars were streamed and recorded.

The Ascham Hub app was launched in Term 3. The app had been in development through 2020 and the final testing was completed early in 2021.

Alumni Internship Program

The inaugural Ascham Alumni Internship Program was launched in Term 2, with 22 companies offering internships. There were 40 applicants for the positions. The feedback has been very positive from the Ascham community and the program will continue into the future.

Masterplan

The Fiona redevelopment was communicated to various parts of the School community; the Masterplan continues to be evolving in line with the School's new Strategic Plan.

Mr Andrew Powell

Chair of the 2021 School Committee (Head Prefect) | Prizegiving address

An excerpt from Miss Genevieve Ancell's Prizegiving speech, December 2021.

Good morning staff, students, parents and special guests – and to everyone joining us virtually today. For those of you who are unfamiliar with me, my name is Genevieve Ancell and it has been my great honour to serve the school as Head Girl in 2021.

Let me begin with this: I am not one for long speeches. I prefer active demonstrations – walking the walk, if you like. So, when I was elected as Head Girl at the end of Term 3, the Prizegiving address was one of the first things I thought about – but over the course of this complicated year, the panic of it's presence faded in my mind. Well, at least until Mrs Drever approached me just before the start of the HSC to begin thinking about this moment. Thanks to Covid's impeccable timing I could put my Dalton skills to good use juggling exams and writing this speech.

She asked me what I was going to talk about, and reminded me that this speech is the final moment for the Head Girl to leave a legacy at Ascham. "What do you want everybody to come away with from your leadership? What do you want them to learn?" In thinking and planning this address I realised I actually have A LOT to say – so perhaps it is best to start at the beginning.

For our younger years and guests: Ascham's process of selecting leadership roles in Year 12 involves nominating yourself, and answering some questions about your values and strengths that you will use to benefit the culture at the school. I still remember filling out this form – there are these little boxes, with a 100 word limit, basically asking you to condense all the unique and wonderful aspects of your personality into these tiny responses. I remember sitting there and asking myself – WHY would people pick ME as their representative? Truth be told, there was a period of time about a week before nominations were due that I had decided I most definitely was not going to apply for a role on Committee. Yep. And now look at me. But even if I had not received any role at all – I can say with absolute certainty that my experience of Year 12 and, I hope, the experience of the Ascham community has been enriched by the outstanding leadership of each and every individual this year. It has been my privilege to connect with many of you, teachers and students alike, and I cannot describe how proud I am to have witnessed some of your extraordinary actions this year. But more on that later.

Back to nominations. I want to read to you something I wrote in my first response – yes, I know, how typical of Gen to save every single piece of information! But I think this answer captures my personal approach to this year in a nutshell:

I strongly believe that leading by example is the key to inspiring others, whether or not you are in a leadership position, so I aim to express my strengths everyday.

As I mentioned at the beginning of this address, long speeches aren't my style. I don't think I've spoken in assembly for longer than 2 minutes at a time! I'm breaking this rule today to highlight what I have learnt through this 'actions speak louder than words' approach, and to bring home not just what I hope you might have learnt from me, but what I believe we can all do as individuals to positively and *significantly* impact the lives of those around us.

Ascham provides us with the opportunity to pursue many different interests – for me, these centred around playing soccer, and being in band and orchestra. Since starting in preschool I have dabbled in Speech and Drama, minkey, various choirs, Zumba, debating, athletics, and touch football, to name a few. Now I'm not expecting everyone to be able to dedicate their time to thousands of activities every week – nor will I say that you will definitely find what you're passionate about by the time you leave high school – or that Ascham will necessarily offer the exact thing that you enjoy. These are not things anyone can guarantee. But what I can say now as an Ascham graduate – well, about 2 hours to go – is that it is so important to find *something* in your life that you are really, truly passionate about. And, our privilege in going to a school like Ascham is that we are afforded so many varied opportunities to find that passion. There are far too many people in the world without the freedom to pursue their interests for us to waste what we have been given.

I must now acknowledge as well the fabulous parents of the Ascham community. They are, truly, the facilitators of our opportunity here and in your wider life. Thank you. The one extra thing I will ask, however, in an environment where we are often under pressure to perform academically, is to give us all space. At a time in our lives when so many things are changing I think the past 2 years have made abundantly clear that people at any age need room to breathe, be calm, and look after their wellbeing.

In my role this year, and in training or playing together, I have been fortunate to connect with many of your children and I find something unique and inspiring in every student sitting or listening here today. Please afford them the space to discover themselves and figure out who they want to be in this life. To support their ambitions and endeavours is the greatest gift you can give a generation of vibrant and exceptional individuals.

And it would be remiss of me not to mention the gargantuan year the Class of 2021 has faced. Year 12, as the ones who have stood and demonstrated the never-ending capacity to laugh at all we have had thrown at us, your actions have absolutely cemented my respect and admiration for you. 'Actions speak louder than words' – I hope this graduating class serves as a lasting reminder of resilience and determination for years to come.

I must also congratulate all of our prize-winners here today. To remain focused and intentional with study is difficult in any environment, and becomes even harder when your entire mode of learning is shifted online for half a year! Truly, well done. And to everyone who is not recognised on stage (?) today – I see you. In facing some of my own personal challenges I can say without a doubt that often it is actually the quietest achievements that mean the most. Just because nobody is watching, doesn't mean you haven't conquered a goal or done something even in the face of fear. The past two years have taught me to take pride in those personal wins – and my motivation this year was to celebrate these achievements. This can be as simple as noticing somebody with a new haircut and complimenting them, or in my role being able to formally recognise people in assembly and congratulate them on an award. As much as we live in an increasingly connected world, I am sure many of you know from personal experience that this is not at all a guarantee that people know what is happening in your life. I hope that in my day-to-day interactions I have shown someone the kindness they deserved and that you are all able to feel extremely proud of any challenges you have overcome, no matter how big or small. I see you.

As Head Girl, you often walk around the school between classes and get one of two reactions – acknowledgement in the form of a smile, nod, or enthusiastic hello, or (and I'm not exaggerating here) I will make eye contact, and proceed to witness a most amazing transformation from chatty Ascham student to deer in headlights. And then I must be avoided by a 10 metre safety zone – seriously, I'm convinced that some of you think I have x-ray vision or mind-reading or something and that I can get you in trouble by magically summoning Mrs Drever at a moment's notice! Thankfully over the course of 2021 I have sufficiently spoken to and embarrassed myself in front of you all that I hope I have become less of a strange, untouchable leader and actually just another kid. Let me tell you now – I am absolutely not judging you when I greet you at Whitegate, or when you're performing a solo in band. Really. I got over my fear of judgement this year by performing in the musical *Wicked*. Imagine me, fully greenified, freaking out backstage on Opening Night, thinking 'I am about to publicly humiliate myself by falling into the orchestra pit (or something equally terrible) and be forever known as THAT head girl'. I have absolutely no experience in dramatic performance so this was certainly a leap of faith on my part, especially to tackle the role in Year 12. And that's what these actions were for me – a personal challenge to you all to try something totally wild and crazy. Nobody is judging you... trust me, they're thinking wayyy too much about whether YOU'RE judging THEM to have enough time to actually judge you! I've learnt this year that time – my time and yours – is far too important to be wasted on thinking about the shortcomings of others, or comparing ourselves to something 'better'. I'm not being cliché either – you seriously do not have time, between eating, sleeping, catching the bus, going to school, extra-curricular, homework... (and, of course, a social life) – to worry about people's opinions.

However, the best part about *Wicked* was actually not something I had expected. It was the outpouring of love and support I received from all of you here today. With the friendships you offered, and the casual compliments from many whom I had never spoken to before, it is obvious that I should be complimenting *you* on fostering Ascham's inclusive spirit, and highlighting the importance of truly supportive relationships. Elphaba became surrounded by friends both on and off stage, and because she knew you, she has certainly been changed for good.

In speaking of good, it is only right for me to share with you all my gratitude for the extreme kindnesses I have experienced as a part of the Ascham community. I apologise if any of the following is upsetting for anybody – please feel free to excuse yourself, knowing that I stand here openly and in solidarity with you.

Coming to the end of my school education, Year 7 me would never have imagined that I would be speaking to you today without the presence and support of my parents, who passed away during my high school journey. Experiences of great loss and grief have an immense impact on us as we learn to adapt to the complex feelings of missing a person. The power of this to change us at our weakest and most vulnerable selves can be, and at various times has been, deeply frightening for me. Grief has tested my personal integrity in ways that have made it impossible for me to ignore my innermost values, and these are what have fuelled my actions in this school since day 1.

The first thing grief taught me is perspective. We are incredibly fortunate at Ascham in that we are given freely what many others will never experience in their lives. We also tend to catastrophise minor problems, even though our relative scale of suffering is low. Going back to letting go of comparing ourselves to others, I think it's important to remember there is always someone better off than you, and always someone worse. This does not mean our problems are invalid but rather that we *can* work through them, because there are other people out there who are sharing this experience with us. I hope that by holding my head high I have shown you the power of perspective and determination in overcoming hardship.

The second thing grief taught me is true priority. When everything else is stripped back, what we have as our identity is our mind and our body. Remember my message to not waste time? No matter what your goals are, once you have properly cared for and educated yourself, you will have the tools to achieve any dream. As a secular school we are rarely asked to have faith – well, I am going to ask you to have faith in yourself. You are beyond capable. If you have nourished and enriched your life in whatever way you choose, you *are* successful and fulfilled – and the rest is immaterial. I hope I have modelled this self confidence in the enthusiasm I have for the activities I am passionate about.

The final thing I will tell you about my grief is not about me but about the wonderful people who have stood by me when I have stumbled on the uncertain path. They inspire me every day to pay kindness and generosity forward. I have spoken many times today about our privilege to attend Ascham. I think we are luckiest, not for our fortunate circumstances but for the ability to share our fortune with others. If you take anything away from me today I want it to be that even when life seems impossible, we can still overcome all. Not only can we persevere and survive but we bring out the most beautiful qualities of humanity. This has never been more evident than in the 2 years we have just endured, witnessing the overwhelming *goodness* of so many people supporting each other during the Covid-19 pandemic all over the world.

So, thank you for this opportunity to speak today. I hope there was something for everyone to take away. Despite my optimism, I am not here to say that things are always rosy sweet... I can surely attest that this is not how it works. But as Victor Hugo says in *Les Misérables*: "Even the darkest night will end and the sun will rise". For Y12, a new day dawns on the path of life. For everyone else, I wish you all the best of luck in the coming year and hope you enjoy a restful and well-deserved break. Cherish your time at school – I know you may not find it the most exciting thing but high school is certainly an experience that only comes once in a lifetime; and you want to be able to look back on your time here not just as a place to work and learn but also to grow and transition into the world. And I've left the best till last – we would not be doing this working and learning, nor growing and transitioning, without the tireless dedication of the staff here at Ascham. There are some incredibly special educators (not teachers, educators) here at this school and on behalf of the students I thank you for guiding us along our trajectories. Mr Powell, and Mrs Drever, your leadership continues to set the high standard to which the rest of the school endeavours to uphold.

And of course, to my partner in crime, Louise Stamell... what *is* this school going to do without you? Thank you for being the cool one, for always taking my urgent phone calls, having all the best ideas and vetoing some of my more outlandish ones (rubber ducks, I'll never forget you). Somehow you always remember to bring our meeting notes when I forget – and yet nobody seems to think YOU'RE the scary psychic one! Louise, it has been my absolute pleasure to watch you lead this school and I could not be more proud to call you my equal in every challenge we have faced this year. 2021, here we come... 2022, eyes on you! I wish Margot, Elly, and the new School Committee all the very best and I can't wait to see the marks they leave on Ascham in their own right.

Now, let's end this on a funny note, shall we? I'm going to debunk all the myths and mysteries of Head Girls – sorry Margot! – and prove to you that we're really just blindly feeling our way through school together. In Prep I held a chick for all of 3 seconds and it pooped on my hands... in Year 3 I was so proud of my neat handwriting I rushed my diary planning and wrote assessment spelled A-S-S-M-E-N-T... in Year 7 I showed up for school in mufti at ten past 8 on a normal, non-mufti day... and earlier this year Ma'am awarded me what I think was a total of *eight* Z grades on my maths assignment. Twice.

There's plenty of mistakes in my book, and there'll be plenty in yours too, but the message in all of this beautiful tangled mess that high school can be is that you pick up a few threads and unravel them to find your way through. And now that I've talked the talk enough to make up for all the speeches I didn't make this year... it's time to walk the walk. I'll let the rest speak for itself.

Thank you.

Miss Gen Ancell

Contextual Information About the School and Characteristics of the Student Body

Now 135 years old, Ascham is a school known for its outstanding academic results as well as being an inclusive, warm, inspiring environment for day and boarding students. The School provides each girl with the means to become an independent learner and develop into a self-reliant, confident, compassionate young woman with a sense of purpose in the world.

Located in Sydney's Eastern Suburbs, Ascham educates girls from Preschool to Year 12 and is independent of any religious affiliation. It actively promotes ties with universities and other schools overseas. Days at Ascham are filled with interactive and challenging learning, together with a wide range of co-curricular activities, including a broad choice of Sports, Music, Drama, Debating, Public Speaking, The Duke of Edinburgh's Award program, and much more. From International Student Exchange programs and tours, school-based leadership and support programs, to Houses and Sisters networks and community projects, an Ascham girl's resilience will build as the School helps her develop the confidence to extend herself and give her the security to make mistakes and learn from them.

Boarding has been an integral part of Ascham since 1887 and girls continue to forge lifelong friendships within a very special community. The Boarding Houses are places where girls become confident learners, independent thinkers and caring individuals. The majority of Ascham boarders come from country NSW, with some from Sydney suburbs, interstate and overseas. They live in a number of spacious former homes, providing a family atmosphere, and they enjoy a supervised academic program as well as a comprehensive weekend activity program. Through its long Boarding history, the School maintains very strong links with rural communities.

Ascham is the only school in Australia to use the Dalton Plan and it sits at the heart of the School's teaching and learning. The Dalton Plan is a highly flexible structure based on three pillars: Assignment, Lesson and Study. It is valuable for all girls and develops their ability to articulate their needs and become self-directed learners. This unique Plan provides girls with an extraordinary skill set, not only for School but also in preparing them for life beyond the Ascham School gates.

Ascham has an enrolment of around 1,158 students from Prep to Year 12. Our Boarding School caters for approximately 120 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 2021.

2021 NAPLAN results are summarised below and available on the My School website:

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

2021 NAPLAN Tests for Years 3 and 5

In May 2021 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	35.8	24.7	32.5	35.4	19.4
	Ascham	82.5	68.2	71.4	82.5	54
Band 5	State	21.9	37.0	23.4	24.1	22.1
	Ascham	9.5	25.4	14.3	14.3	23.8
Band 4	State	19.0	23.0	20.2	19.4	27.4
	Ascham	4.8	6.3	6.3	3.2	17.5
Band 3	State	12.8	9.0	13.0	10.4	18.5
	Ascham	3.2	0	7.9	0	4.8
Band 2	State	7.8	4.3	6.5	6.4	9.8
	Ascham	0	0	0	0	0
Band 1	State	2.6	1.9	4.6	4.4	2.7
	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	18.6	8.8	18.1	18	13.3
	Ascham	41	17.9	26.5	28.9	24.1
Band 7	State	24.7	17.0	27.5	20.6	20.9
	Ascham	30.1	29.8	37.3	36.1	31.3
Band 6	State	27.2	32.6	24.4	27.1	28.8
	Ascham	21.7	38.1	20.5	20.5	26.5
Band 5	State	18.3	26.9	17.2	19.7	23.6
	Ascham	6.0	13.1	13.3	12.0	15.7
Band 4	State	7.5	9.7	8.2	9.2	10.0
	Ascham	1.2	1.2	2.4	1.2	2.4
Band 3 or below	State	3.8	5.1	4.7	5.4	3.3
	Ascham	0	0	0	1.2	0

2021 NAPLAN Tests for Years 7 and 9

In May 2021 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	11.1	6.7	12.8	14.3	17.9
	Ascham	36.3	22.3	20.8	43.3	41.6
Band 8	State	20.5	19.2	23.3	17.4	19.4
	Ascham	34.7	42.1	51.7	24.2	29.2
Band 7	State	26.9	24.9	31.7	21.7	25.9
	Ascham	21.5	19.8	21.7	20.0	20.0
Band 6	State	24.5	27.4	18.3	25.9	20.8
	Ascham	7.4	15.7	5.0	11.7	8.3
Band 5	State	11.7	14.5	8.8	12.0	10.9
	Ascham	0	0	0.8	0.8	0
Band 4 or below	State	10.6	7.2	5.1	8.6	5.1
	Ascham	0	0	0	0	0.8

Table 4: Percentages in Skill Bands—Year 9

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 10	State	7.5	5.0	6.5	9.0	11.0
	Ascham	20.7	18.0	16.2	23.4	25.2
Band 9	State	17.5	10.3	18.9	14.7	15.4
	Ascham	30.6	25.2	34.2	31.5	25.2
Band 8	State	26.4	26.5	30.6	27.0	28.7
	Ascham	37.8	36.0	32.4	36.0	31.5
Band 7	State	24.9	24.7	23.4	24.0	28.2
	Ascham	9.0	15.3	15.3	8.1	16.2
Band 6	State	14.8	19.7	13.4	14.9	13.6
	Ascham	1.8	4.5	1.8	0.9	1.8
Band 5 or below	State	8.9	13.8	7.2	10.4	3
	Ascham	0	0.9	0	0	0

The Granting of Records of School Achievement

In 2021, 118 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2021, 115 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

2021 Higher School Certificate examinations

The Class of 2021 achieved excellent results in the HSC, with 113 students sitting the examinations. They are in keeping with our results in previous years since the introduction of the current HSC in 2001.

Table 5: ATAR results

2021			Percentage of Ascham students (%)							
ATAR	Number of Ascham students	Percentage of Ascham students (%)	ATAR	2020	2019	2018	2017	2016	2015	2014
>99	8	7	>99	12	8	6	11	5	14	11
>98	20	18	>95	36	28	33	47	32	45	44
>95	41	36	>90	62	49	54	72	65	69	68
>90	72	64	>80	86	81	79	92	90	95	89
>80	98	87	>70	97	93	95	97	98	98	98
>70	105	93	>60	98	98	100	99	100	99	99
>60	110	97	>50	98	100		100		100	100
>50										

In 2021, there were 113 students in the Year 12 cohort and they are to be commended on their collaborative approach throughout an extremely challenging year.

Some highlights this year included: 17 students made the All-Round Achievers list, having achieved top band marks (90% and above) in 10 or more of their units. A further 13 students narrowly missed the All-Round Achievers list, having achieved top band results in eight or nine of their units. Students placed tenth in Business Studies and eleventh in Modern History.

The top ATAR in 2021 was shared by two students, who both achieved a rank of 99.7.

One student's HSC Visual Arts body of work was selected for exhibition in ARTEXPRESS. The work will be included as part of Virtual Exhibition VX and at The Bank Art Museum Moree. This selection is particularly impressive, given the recommendation process for ARTEXPRESS changed significantly with NESAs this year due to the impact of COVID-19.

For OnSTAGE, two of our Drama students were nominated for their Individual Performances.

There were three students nominated for the Encore Music Concert this year.

In 2021 a high percentage of students placed in the top band across all subjects:

- In 592 out of the 610 exams, the girls achieved marks of 70% or above.
- In 13 out of 20 2-unit courses, all students achieved marks greater than 70%.
- In seven out of nine Extension courses, all students achieved marks greater than 80%.

Ascham students were enrolled in 29 different courses. In 14 of those, the entire cohort achieved a mark of 80% or above. This includes subjects with varied candidatures such as English Extension 1, English Extension 2, Science Extension, Geography, all Language and Music courses and History Extension. This is a clear indication of the academic strengths of our School and the Dalton Plan.

These are exceptional results from a group of committed students who showed the benefit of working consistently through the HSC year, especially in the second challenging year of the COVID-19 pandemic.

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	15	88.51	93.75	34.35
Biology	32	81.53	61.54	31.31
Business Studies	23	86.40	85.18	36.09
Chemistry	28	83.61	75.67	40.40
Chinese Continuers	3	92.00	100	71.29
Drama	14	95.17	93.33	45.55
Economics	23	89.28	95.83	50.25
English Standard	8	80.53	97.96	68.77
English Advanced	96	89.29	53.33	16.63
French Continuers	7	91.80	100	62.44
Geography	21	86.70	100	44.45
German Continuers	4	89.12	100	67.67
Mathematics Advanced	56	85.99	80	50.21
Mathematics Standard 2	15	80.53	55.55	24.75
Modern History	27	86.99	84.38	38
Music 1	3	90.80	100	64.34
Music 2	1	96.40	100	88.45
PDHPE	18	82.25	72	30.93
Physics	16	83.02	66.67	40.62
Visual Arts	35	89.64	97.22	63.18

* This table does not include any courses studied by individual students through the NSW School of Languages or with an outside tutor.

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	10	47.08	100	93.94
English Extension 2	4	45.43	100	84.32
Mathematics Ext 1	32	86.40	91.43	74.26
Mathematics Ext 2	10	85.12	100	86.62
History Extension	5	43.50	100	77.44
French Extension	4	42.73	100	79.54
German Extension	2	46.75	100	97.78
Music Extension	1	50.00	100	95.27
Science Extension	2	45.45	100	72.17

Senior Secondary Outcomes

For the 2021 Year 12 cohort, 113 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 2021

Throughout 2021, Ascham continued providing professional learning opportunities to staff that aligned with the Australian Professional Standards for Teachers and NESA accreditation requirements. At Ascham, all academic staff are active participants in their own learning and contribute to a culture of shared professional learning, taking responsibility for their accreditation. Due to the NSW Covid-19 lockdown, there was a reduction in external professional learning undertaken throughout 2021 compared to previous years.

In 2021 the Dalton in Practice Program was delivered to seven Proficient Teachers and 1 Conditional Teacher in Terms 1 and 2. Re:VIVA 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. All members of staff received Child Protection training delivered by the Association of Independent Schools (NSW).

The School continued to adapt its professional learning offerings throughout 2021 in response to the COVID-19 pandemic. Most of the professional learning was online, although a few face-to-face internal and external NESA Accredited and Elective PD courses were delivered. Some examples of 2021 courses that were delivered to all Ascham employees include a 'Science of Differentiation' webinar with Dr Andrew Fuller, and the annual Staff Vi et Animo Day', as well as planning and preparation time for Remote Learning. Other courses and workshops were delivered to staff in different sections of the School, such as a series of Dalton Teach Meets, a 'Teaching Strategies That Get Students Thinking' workshop and a 'Differentiation and Individualised Teaching and Learning' course.

Some Specific Examples of Professional Learning for 2021

In addition, the following professional learning activities were undertaken by staff throughout 2021:

Description of the Professional Learning Activity	No. of staff participating
Adobe InDesign	1
Adobe Photoshop 2	1
ACT for Adolescents	1
AISNSW Focus on Mathematics Extension 1 and 2 Changes	1
AISNSW Supporting Aboriginal and Torres Strait Islander Students	13
AISNSW Wingara Education Conference: Bringing the Heart of the Nation	1
Athletics and Running Accreditation	4
Australian Society of Archivists National Conference	1
Creating Safer Schools Seminar	452
EBE Teaching Year 12 Economics	1
Educate plus Non-Conference Week	2
ETA Introducing the Common Module	1
ETA Introduction to Extension 2 English	1
Improving Student Performance in Stage 6 PDHPE	2
Junior School Dalton Practice	15
LawSense for School Nurses	1
LawSense School Sports Law	2
LETRS Language Essentials for teachers of Reading and Spelling	1
LGBTIQA+ Inclusivity Training	15
Microsoft School Transformation Program	5
PESA Australian Wellbeing in Education Conference	1
Positive Schools Conference	1
Professional Support for Experienced Teachers	3
Recovering and Reigniting Webinar	246
Review of the 2020 HSC Economics Examination	2
Seven Steps Writing Workshop	4
Teaching Year 12 Business Studies for the First Time	1
The Effective Integration of ICT in Languages	1
Understanding Autism Spectrum Disorder	5
Visible Wellbeing Summit	1

NESA Teacher Accreditation Levels

Throughout 2021 Ascham had teachers accredited across a range of NESA Teacher Accreditation levels as shown in the table below:

NESA Accreditation Level	Number of staff by end of 2021
Conditional Teacher	1
Provisional Teacher	3
Proficient Teacher	1
Highly Accomplished Teacher	149
Lead Teacher	0

Conditionally Accredited and Provisionally Accredited Teachers were supported and mentored in their collection of documentary evidence on a regular basis. Support was given by the Director of Professional Learning and relevant Heads of Department to assist teachers in collecting and documenting required evidence for NESA of their practice against the seven Teaching Standards. Furthermore, the Director of Professional Learning met individually with teachers and regularly provided briefings at staff meetings to support staff in using their online NESA eTAMS account to evaluate Accredited PD and/or enter Elective PD. In addition to the above accreditation, three teachers enrolled in the ISTAA Experienced Teacher program, and seven Proficient Teachers successfully completed their current maintenance of accreditation cycle. Furthermore throughout 2021, in its role as a Teacher Accreditation Authority, the School accredited four Conditional/Provisional Teachers at the level of Proficient Teacher.

Teacher Qualifications

In 2021, 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 2021 census, consisted of:

Teaching Staff	145
Full-time equivalent teaching staff	130.4
Non-teaching staff	101
Full-time equivalent non-teaching staff	88.2

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 2021 was as follows for the different sections of the School:

Hillingdon	Fiona		Senior School		
Kindergarten	96.1 %	Year 3	96.7 %	Year 7	96.9 %
Year 1	97.5 %	Year 4	97.2 %	Year 8	95.9 %
Year 2	97.8 %	Year 5	96.8 %	Year 9	95.1 %
		Year 6	96.5 %	Year 10	95.0 %
				Year 11	93.7 %
				Year 12	95.1 %

Our attendance rate in 2021 was very consistent, at around 96%, and very similar to the previous three years' student attendance rates:

	Hillingdon	Fiona	Senior School
2021	97%	96%	95%
2020	96%	95%	95%
2019	95%	96%	95%
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 Enrolments 2021

Year Group	Number of Students Enrolled
Prep	36
K	58
Year 1	56
Year 2	61
Year 3	62
Year 4	57
Year 5	79
Year 6	77
Year 7	110
Year 8	112
Year 9	104
Year 10	118
Year 11	115
Year 12	113
TOTAL	1,158

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%
2018/2020	120	117	117	98%	98%
2019/2021	116	113	113	97%	97%

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 2021 University Offers

There were 113 students in the 2021 cohort who sat the Higher School Certificate. 99% of Year 12 students from the Class of 2021 received a university offer via the NSW UAC system in line with their top three preferences.

The university offers in NSW via UAC are as follows:

Universities in NSW	Percentage
University of Sydney	53%
UTS	21%
University of NSW	8%
Macquarie University	3%
Australian Catholic University	3%
Wollongong University	3%
University of Notre Dame	3%
University of Newcastle	2%
University of New England	2%
Western Sydney University	1%
Torrens University	1%

Students chose to study a wide range of courses at institutions across New South Wales, Australian Capital Territory, Victoria and Queensland. It is important to note that University Admissions Centre (UAC) do not provide data on the NSW and ACT offers accepted nor the university enrolments that follow. Students are eligible to apply to multiple university admission centres. There were 166 individual course offers via direct Early Entry schemes and 30 individual offers from interstate universities in Queensland, Victoria and South Australia.

Within Australia, destinations included a broad range of universities with students awarded a variety of scholarships including University of Sydney Dalyell Scholars, University of Sydney E12 Scholarships , University of Sydney Creative Arts Special Admission (CASAS) , Bond University Excellence Scholarship and Macquarie University Leaders & Achievers. Furthermore, three students received six offers to attend international universities.

The most popular degree courses selected by the graduating Class of 2021 were:

Course	Percentage	Course	Percentage
Business/ Commerce	22%	Medicine	4%
Sciences	21%	Vet Science	3%
Arts	15%	Education	3%
Health Sciences & Nursing	7%	Political Economy	3%
Law	7%	Information technology	2%
Media & Communications	6%	Psychology & Social Work	1%
Engineering	5%	Architecture	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 on the next page.



Ascham School

Conditions of Enrolment

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 at the School are offered subject to the School 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 the 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 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 co-curricular 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 where 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 Education Standards Authority requirement and the School is required to advise the Authority if this documentation is not completed.

D. Ascham School Values

Respect and Kindness

Treat others as you wish to be treated. Display warmth, friendliness and generosity.

Collaboration and Community

Be both leaders and team players. Understand that the world is interdependent and seek to help others.

Courage and Resilience

Step forward to support what you believe is right. Treat setbacks as opportunities to learn and move forward.

Acceptance and Responsibility

Celebrate diversity and provide an environment that is supportive and inclusive. Own your own actions and recognise their potential influence.

Ambition

Show enthusiasm and appreciate challenge by setting goals.

E. 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 Intent 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

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

F. 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 Intents 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—learning and health

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, disability 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 disability provisions 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 disability provisions 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 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 that are relevant to the education and welfare of the Student, and if requested by the School, provide evidence and details.

G. Leave

Except in the case of medical or health-related absences (ill health, medical, hospitalisation, dental or orthodontic appointments) 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. 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 are required to pay School Fees during the duration of an approved leave of absence.

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 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.

H. 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

School reports are posted online via the Ascham Hub. Where the Parents are separated or divorced, reports will be available to both Parents unless there is an Order of the Court or an agreement that reports are to be provided 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.

I. 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

Pastoral Care Policy (Student Welfare)

What is pastoral care?

Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including the spiritual, emotional and social wellbeing.

Pastoral care recognises the overriding principle of acting in the best interests of the child.

Our approach

Ascham School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn.

To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:

- independence
- resilience
- social awareness
- personal responsibility
- healthy living
- healthy minds
- empathy and emotional intelligence
- cultural awareness.

Who is responsible for pastoral care?

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

Key pastoral care policies and procedures

Our key pastoral care policies and procedures include:

Teaching and learning

The School employs quality teaching and learning strategies that address the individual learning needs of students. By engaging students in this way, they are encouraged to become reflective, self-directed learners who accept personal responsibility for their participation in School whilst exercising self-discipline.

Student safety and welfare

The School has implemented a comprehensive workplace health and safety program and a student care program designed to ensure the ongoing safety and welfare of students. Key policies and procedures include those relating to:

- child protection
- student supervision
- managing student health and distribution/monitoring of medication
- managing student behaviour
- students with disabilities
- managing co-curricular activities

- building and grounds maintenance
- School security
- responding to serious incidents and emergencies.

Counselling

Counselling is an important part of a student's development and allows caregivers to address the needs of students on a one-on-one basis.

Students are encouraged to talk to the counsellor, in accordance with our Counselling Services Policy.

Students with disabilities and special needs

The School has implemented detailed policies and procedures for managing students with disabilities and special needs.

Refer to our Disability Discrimination Policy and Students with Special Needs Policy.

Mentoring

We recognise that students benefit from the advice and experience of their peers. To this end, Ascham School has in place a Student Wellbeing program.

Homework

Homework is part of the learning process and equips students with learning skills that will assist them in the future. Refer to our Homework Policy.

Implementation

Pastoral care within the School is implemented through a combination of:

- effective policies and procedures
- staff training in student welfare, mental health and spiritual wellbeing
- effective incident notification procedures
- allocation of the overall responsibility for the effective implementation of pastoral care to a senior staff member.

Bullying Prevention and Intervention Policy & Procedures

Definition

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What isn't bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- **One-Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of school work
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably.

Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School counsellor), if they suspect their child is a victim of bullying.

Ascham School's policy

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; and
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying Prevention Strategies

Ascham School recognises that the implementation of whole School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no bullying' culture within the School:

- a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year;
- education, training and professional development of staff in bullying prevention and response strategies;
- regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School;
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians;
- promotion of responsible bystander behaviour amongst students, staff and parents/guardians;
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below);
- regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff;
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate;
- statements supporting bullying prevention are included in students' School diaries;
- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear;
- anti-bullying posters are displayed strategically within the School; and promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

Anti-Bullying Strategies for Parents

How can bullying be identified and how can parents help?

It is important to remember that bullying will be most effectively dealt with, and with the least damage to both the child being bullied and the child who is bullying, when parents and the School work together to find a solution — parents should not intervene directly but should work with the School to address bullying. The School sees its partnership with parents as essential in promoting the well-being, happiness and productivity of all the students in its care.

The following brief guidelines may help you help your children such that they do not become bullies or victims:

- Encourage your daughter to talk to you about bullying regularly. Let her know how much you disapprove of bullying and explain why. Model and encourage respect for others, emphasise seeing things from another's point of view and instil an awareness of the rights of others not to be mistreated;
- Stress how important it is that bullying is everyone's problem. No-one can be neutral about it. Encourage your daughter to support a student who is being bullied and to report it. If she will not talk to the School, you should do so;
- Be alert to any signs of distress, anxiety, unwillingness to attend school, regular episodes of missing or damaged equipment or clothes and inform the School of your concerns. A change in behaviour (for example becoming angry about nothing, being overly moody, talking about herself in a derogatory fashion) can also be warning signs and should be discussed with the School.

- Communicate regularly and openly with the School. Your daughter's Form Teacher and Year Coordinator are the primary points of contact and it is important to develop two-way lines of communication.
In Fiona and Hillingdon your daughter's Class Teacher and the Head of Junior School are the primary points of contact and it is important to develop two-way lines of communication;
- Take an active interest in all areas of your daughter's school life, encourage her to talk to you and to talk to teachers she trusts and likes;
- Develop resilient social skills in your daughter such as encouraging her to speak openly and confidently, how to negotiate and to express her own opinion without fear. Help her learn the difference between friendly banter/joking and bullying, and help her distinguish between those friends who care about her feelings and those 'friends' who do not; and
- Your daughter will copy what you do and it is important that you offer her a positive role model of being resilient, compassionate and respectful of others' rights

Reporting Culture

One of the many issues surrounding bullying is reluctance on the part of victims to report incidents. Equally, authority figures (teachers, parents, other staff) and witnesses can overlook incidents, or accept them as part of the 'rough and tumble' of school life.

It is important to Ascham School that it creates an atmosphere of support and care for the individual. Ascham School will take steps to ensure that all staff and students know and understand what bullying behaviour is, and that they should report any incident to someone they trust – who must, in turn, report it to the school.

Students and their parents must be alert to signs of distress or agitation and to suspected incidents of bullying and report them to the School.

Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the School;
- their concerns will be taken seriously; and
- the School has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- informing a trusted teacher;
- informing the School counsellor;
- informing a student's Year Coordinator; and
- informing the Deputy Head of School or the Head of School.

Responding to bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each situation needs to be dealt with on its facts. The School will:

- take bullying incidents seriously;
- provide assurance to the victim that they are not at fault and their confidentiality will be respected to the extent possible;

- appropriately investigate the situation including discussing the incident with the victim, the bully and any bystanders, as it considers necessary;
- seek to understand any concerns of individuals involved;
- maintain records of reported bullying incidents; and
- escalate its response when dealing with persistent bullies and/or severe incidents, as necessary.

Actions that may be taken when responding to bullying include:

- The “Method of Shared Concern” Approach (Pikas)
- The “No Blame” Approach (Maines & Robinson)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Head of School’s discretion, including suspension and expulsion depending on the circumstances.

This is not an exhaustive list of possible actions. Actions taken by the School may depend on the circumstances. The School will determine the most appropriate action to take in response to an allegation of bullying.

Youth Liaison Officers

Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders Act 1997 (NSW). They are responsible for delivering cautions, referring children to youth justice conferences and implementing strategies to reduce crime by juveniles in the community.

Discipline Policy

Students are encouraged and expected to be responsible for their own conduct and behaviour.

Each student at Ascham School is expected to behave in a way that:

- is considerate to other people
- is not harmful or dangerous to herself or to others
- brings credit to herself, her family and to Ascham
- is respectful of others and the property of the School.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which Ascham School generally manages student discipline.

Strategies to Promote Good Discipline

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning
- programs communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards maintaining records with respect to student behaviour.

Prohibition of Corporate Punishment

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.

School Rules and Expected Standards of Behaviour

Students are expected to abide by the rules and expectations of the School, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- **Student Code of Conduct School Rules**
- **Bullying Prevention and Intervention Policy & Procedures**
- **Drugs - Illicit (Student Use Of)**

Consequences

Where a student breaches the School's expectations, disregards School rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, or damage to their own reputation or the reputation of the School, staff members or other students, the student may be subject to disciplinary action.

There are a range of consequences that the School may implement. These include but are not limited to:

- warnings or reprimands (verbal or written)
- grounds duty
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from School activities
- lunch time detentions
- after school detentions
- Saturday detentions
- confiscations
- internal suspensions
- suspension
- expulsion.

This is not an exhaustive list, and other consequences may be appropriate depending on the circumstances of the case.

The consequences imposed will vary according to the circumstances, including the nature of the conduct and the prior record of the student.

The School will make decisions around such consequences in its absolute discretion.

Suspension and Expulsion

A decision to suspend or expel a student may only be made by the Head of School.

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. Expulsion is the permanent removal of a student from one particular school. Ascham School disciplinary actions do not include exclusion.

The School may use suspension to allow the School a proper opportunity to investigate and consider a situation and manage any risks arising. The School may also use suspension as a disciplinary measure.

Suspension to investigate and manage risks arising

The Head of School (or the Head of School's delegate) may immediately remove a student to provide the School with a proper opportunity to investigate and consider a situation of alleged serious inappropriate behaviour and manage any risks arising.

Disciplinary Suspension and Expulsion

The decision to suspend or expel a student may be made by the Head of School.

The disciplinary procedures adopted and consequences imposed by the School will vary according to the seriousness of the alleged behaviour and the School will determine on a case by case basis the appropriate steps to be taken. The School's approach will be informed by principles of procedural fairness. Where the alleged behaviour, if proved, may result in disciplinary suspension or expulsion, the student and parents will generally be informed of the allegations and procedural steps to be followed in dealing with the matter.

In the case of disciplinary suspension or expulsion, where the Head of School has formed a preliminary view that the appropriate penalty is disciplinary suspension or expulsion, they will generally provide the student (and parent/s) with an opportunity to respond to their preliminary view and consider any response provided before making a final decision. The Head of School's decision is not subject to any further review or appeal.

Individual Behaviour Management Plan

Where a student's behaviour breaches the School's Code of Conduct, individual behaviour management plans may be put in place.

Plans will generally be discussed between School staff, students and parents/guardians before they are implemented, and will generally consider the student's:

- age
- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will also generally outline any changes required to the learning environment to support the student to modify their behaviour.

The School may refer the student to other support available and review, assess, change and modify the plan as needed.

Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the School community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

General

This Policy is not intended to extend responsibilities of the School beyond the law.

The School reserves the right to change or modify this policy at any time by notice on the School website and in correspondence to parents.

Complaints and Grievances

Purpose and Scope

This procedure applies to Ascham School in handling complaints made in respect of services provided by the School or against staff members, which includes employees, contractors and volunteers.

This procedure does not extend to personal grievances between parents, guardians or other members of the School community.

Whistleblowing Complaints

This procedure does not extend to complaints which are whistleblowing disclosures. The procedure for processing whistleblowing complaints are dealt with in the School's *Whistleblowing Policy*.

Related policies

Complaints about reportable conduct will be addressed in accordance with the School's *Child Protection Policy*.

Complaints or grievances between staff members are addressed in accordance with the School's *Employee Grievance Procedure* or the School's *Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy*, as applicable.

Confidentiality

All parties involved in complaints handling are required to maintain appropriate confidentiality, including in relation to handling and storing records.

COMPLAINTS

A complaint or grievance is an expression of dissatisfaction made to the School about an educational and/or operational matter relating to services provided by the School or the behaviour or decisions of a staff member, contractor or volunteer, including misconduct.

If a parent/carer or student has a concern about the conduct of a staff member, they should raise their concern with the School in accordance with section 3.

If a complaint that concerns the behaviour of a staff member may constitute reportable conduct, the matter will be addressed in accordance with the School's *Child Protection Policy* in accordance with section 1.3. Please refer to the School's *Child Protection Policy* for information about reportable conduct. Complainants are not required to assess whether their concern meets the threshold of reportable conduct before making a complaint. Any concern about a child's wellbeing may be reported under this policy.

Complaints may be made by a student or parent/carer.

The School will seek to resolve complaints informally where possible but acknowledges that in some cases a person may wish to make a formal complaint.

RAISING A COMPLAINT

The Complainant

Informal complaints may be raised by a complainant directly with the person involved. However, if the complainant does not feel comfortable doing so or the matter is one where it may not be appropriate to do so a complaint can be made to the Deputy Head of School or the Head of School. Any complaint about the conduct of a staff member should be raised directly with the Head of School in the first instance.

Should the matter not be resolved through informal processes, the complainant may raise the matter formally with the School. A formal complaint can be made in writing to the Head of School, via email headofschool@ascham.nsw.edu.au; or online through the "Feedback Form" on the School's website.

Where a person wishes to make a formal complaint concerning the conduct of the Head of School the complaint should be made in writing to the Chair of the Council, via email chairofcouncil@ascham.nsw.edu.au. **This is not a general right of review of decisions made by the Head of School – it applies where the grievance is about the Head of School's conduct (as opposed to a decision that you do not agree with).** In this situation, the references in this policy relating to the role of the Head of School or authorised delegate should be read as references to the Chair of the Council.

The School

The Head of School or authorised delegate will generally acknowledge receipt of a formal complaint in writing as soon as practicable.

HANDLING COMPLAINTS

Assessing a Complaint

The Head of School or authorised delegate generally will assess the complaint and determine:

- whether the complaint is one to be addressed under this policy or is a staff grievance or reportable conduct matter which are dealt with by the relevant policies, see section 1.3; and
- the priority of the complaint in accordance with the urgency and/or seriousness of the matter raised; and
- whether the School may be required to report the matter to the Ombudsman, Police, the Department of Community and Justice or other relevant authorities should the complaint relate to possible unlawful conduct or other reportable matters.

The Head of School or authorised delegate may seek further information from the complainant in relation to the complaint in order to make that assessment.

Managing a Formal Complaint

The Head of School or authorised delegate will generally manage a formal complaint by:

- a) advising the complainant of the likely steps that will be undertaken by the School in relation to the complaint;
- b) if appropriate, advising the relevant parties of the complaint at the relevant time and providing them with an opportunity to respond;
- c) collecting any additional information the School considers necessary to consider the complaint;
- d) making a decision about how the complaint will be resolved (“resolution decision”); and
- e) advising the complainant in writing, and any other relevant parties as appropriate, of the resolution decision of the Head of School or authorised delegate and if appropriate, any proposed action to be taken.

There may be circumstances where some of the steps outlined above are not appropriate and the School will determine, on a case by case basis the most appropriate method of handling the complaint.

A complainant and the relevant parties that the complaint is about may choose to have an appropriate support person present at any meeting with representatives of the School about the complaint. However, the School maintains the right to determine whether the person’s preferred support person is appropriate and may not approve the attendance of a support person where they are determined by the School to be inappropriate.

GENERAL

This policy and procedure is not a term of any contract, including any contract of employment. This policy and procedure may be varied from time to time.

CONTACT

If you have any queries about this policy or procedure, you should contact the HR and Compliance Department for advice.

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 2021	Access to full text
<p>Bullying Prevention and Intervention Policy & Procedures</p> <p><i>The School Policy provides:</i></p> <ul style="list-style-type: none"> • Bullying prevention strategies • Building a reporting culture • Responding to bullying • Implementation strategies • Cybersafety policy. 	<p>In 2021 this document was updated to reflect the current environment of cyberbullying.</p>	<p>The Bullying Prevention and Intervention Policy & Procedures is available to all staff, students and parents on the Ascham Hub, Ascham website and in the School diary.</p>
<p>Child Protection Policies</p> <p><i>The School has in place policies and procedures to ensure that it meets its legislative obligations in relation to child protection. This includes:</i></p> <ul style="list-style-type: none"> • Abuse, grooming and neglect identification, and initial notification • Mandatory reporting of abuse and neglect • Reportable conduct of staff, volunteers and others • Working with Children Checks • Detecting, reporting and addressing grooming behaviours • Boarding staff partners • Staff Code of Conduct. 	<p>The policies were reviewed with roles and responsibilities updated as required.</p>	<p>The full text of the School's Child Protection Policy can be accessed by request from the Deputy Head of School, and is available to all staff on the Ascham Hub.</p>
<p>Code of Conduct Policy</p> <p><i>Encompassing:</i></p> <ul style="list-style-type: none"> • A code of conduct for staff and students • The rights and responsibilities of staff and students • School rules and the Student Discipline Policy. 	<p>In 2021 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 Hub, and in the School diary.</p>
<p>Counselling Services Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • Staff training in identifying vulnerable students and effective referral processes • Student and parent/care education and information • Development of a culture of awareness where students look out for other students and encourage each other to seek help • Effective referral management within and outside the School community • Effective communication and incident notification procedures 	<p>In 2021 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 Hub and the Counsellors' details are provided in the School diary.</p>

- Effective record-keeping procedures
- Initiation of corrective actions where necessary.

<p>Excursions Policy</p> <p>The purpose of this policy is to manage the risks associated with School excursions and to make excursions as safe as possible. This policy covers:</p> <ul style="list-style-type: none"> • Student safety • Curriculum relevance • Management of excursions <p>All Workplace Health and Safety procedures continue to apply on excursions unless it is impractical for them to do so.</p>	<p>In 2021 the School's Excursion Policy and procedures were updated to include a section on a COVID Safety Plan</p>	<p>The Excursions Policy is available to all staff on the Ascham Hub.</p>
<p>Complaints Handling Policy</p> <p>Ascham values its staff and is committed to providing a positive and vibrant School that is an inclusive and friendly workplace. It understands that potential grievances will need to be explored in order to meet its obligations of duty and care, and that this will be done in a procedurally fair, supportive and timely manner to ensure all parties are respected throughout the process.</p> <p>These processes incorporate how parents raise complaints and grievances and how the School will respond.</p>	<p>In 2021 the policy was updated to clarify the matters that can be escalated to the Council and the general right of review or appeal.</p>	<p>The Complaints Handling Policy is available to all staff on the Ascham Hub and wider community through the Ascham website.</p>
<p>Pastoral Care Policy</p> <p>All teachers and staff at Ascham School are responsible for pastoral care, and for administering pastoral care in all classes and co-curricular activities.</p> <p>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.</p>	<p>In 2021 the School's Pastoral Care Policy and procedures remained current.</p>	<p>The Pastoral Care Policy is available to all staff on the Ascham Hub and Ascham website.</p>
<p>School Discipline Policy</p> <p>This policy should be read in conjunction with the Student Code of Conduct Policy and the Bullying Prevention and Intervention Policy & Procedures.</p>	<p>In 2021 the School's Discipline Policy was amended to provide the Head of School greater flexibility when making decisions.</p>	<p>The full text of the School's Discipline Policy is available to all staff and parents on the Ascham website, Ascham Hub and School diary.</p>

<p>Security (Physical) Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • 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. 	<p>In 2021 the School's Security Policy and procedures remained current.</p>	<p>The full text of this policy is available to all staff on the Ascham Hub.</p>
<p>Student Attendance Policy (Junior School)</p>	<p>In 2021 the School's Policy remained current.</p>	<p>The Student Attendance policy is available to all staff on the Ascham Hub.</p>
<p>Student Attendance Policy (Senior School)</p>	<p>In 2021 the School's Policy remained current.</p>	<p>The Student Attendance Policy is available to all staff on the Ascham Hub.</p>
<p>Supervision Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • Staff training • Effective communication and incident notification procedures • Effective recordkeeping procedures • Initiation of corrective actions where necessary. 	<p>In 2021 the School's Supervision Policy and procedures remained current</p>	<p>The full text of this policy is available to all staff on the Ascham Hub.</p>

School-Determined Improvement Targets

Table 10: Head of School | School determined improvement targets

Strategic Intent	Priorities	Achievements
Strategic Team-Based Leadership	Senior Leadership Team continue to develop leadership skills	Senior Team continue to give presentations to staff and to the School Board
	Commenced discussion for new Strategic Plan	Involvement of staff and Board in initial stages of new Strategic Plan
Teaching and Learning Excellence	Analyse data for Year 12 tracking	Programs established through IT to better track Year 12 achievements
	Remote Learning Plan developed	Remote learning implemented at end of Term 1
	Staff Professional Development programs for remote learning developed	Professional Development for staff undertaken so remote learning could commence
	New syllabus written and Business Studies commenced	New courses written for syllabuses and for the introduction of Business Studies to Year 11
	Staff Wellbeing Plan remodelled to enable staff to work from home	Staff worked from home if desired. All staff back at work during Term 2
	Feedback on remote learning and return to School obtained	Feedback from staff, students and parents collated through MMG surveys
Student Personal Development	All wellbeing programs evaluated due to COVID-19	Changes implemented to support students.
	Strengthen Wellbeing Program	Appointed Head of Counselling Implemented <i>Vi et Animo</i> framework
The Ascham Community	Scope the development of the Ascham Internship program for Alumni	Further development of Internship program with connections made with Old Girls and parents to support the program
	Different forms of communication implemented due to COVID-19	Streaming and recording of events for community
Sustaining Our Future	Margaret Bailey and Library rebuild completed	Staff and students started using Margaret Bailey and Library at the start of Term 1
	Planning for Fiona redevelopment continued	Work continued with School and architects on design for new facilities at Fiona

Initiatives Promoting Respect, Responsibility and Student Welfare

Hillingdon (Prep – Year 2)

During 2021, the Ascham School values continued to be a key aspect of developing respect and responsibility, 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 continued to be implemented in all Year groups and was facilitated by classroom and specialist teachers on a regular basis each term.
 - 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. In 2021, Classroom teachers facilitated these discussions.
 - Remote learning in Hillingdon in 2021 provided an opportunity to embed activities regarding respect and responsibility into lessons. Programs such as Seesaw, Canvas and Microsoft Teams were all used to maintain connection and provide remote learning interactive sessions. Both staff and students embraced the opportunity to use these new platforms to further enrich their lessons. Wellbeing was embedded into activities and there were also many opportunities to address respect and responsibility explicitly within each Key Learning Area. Considerations was given to ensuring the remote learning timetable provided opportunities to balance screen time whilst ensuring there were multiple opportunities for students to feel connected to their peers and teachers. Hillingdon Assemblies were conducted remotely each week, with key messages being delivered by the P-2 Coordinator and Hillingdon Ted.

Fiona (Years 3–6)

In Years 3–6, the Ascham School values continued to be a key aspect of developing respect and responsibility in 2021, 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.
 - 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.
 - 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, 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. In 2021, these discussions were facilitated by classroom teachers.
 - During Remote Learning in Fiona in 2021, Years 3–6 teachers were acutely aware of the need to embed wellbeing activities into their remote lessons. Great consideration was given to the age and ability of students and how to best utilise technology to ensure the wellbeing of each student was being supported. Wellbeing was embedded into activities and there were also many opportunities to address respect and responsibility explicitly within each Key Learning Area. One of the biggest considerations was being able to balance screen time whilst ensuring there were multiple opportunities for students to feel connected to their peers and teachers. An adjusted timetable was implemented that included interactive sessions each day between students and teachers.

Senior School (Years 7–12)

Ascham promotes respect and responsibility through our School Values and our Dalton Plan. Our School Values, which include Respect and Kindness are a key focus in our Wellbeing programs and Responsibility is one of our Dalton principles. Therefore respect and responsibility are taught both implicitly and explicitly through all our lessons, within our co-curricular programs and through our Wellbeing Framework.

In 2021, our Years 7–12 Form classes met once a week for 30 minutes where an age-and-stage-appropriate Wellbeing program was delivered. Time was also set aside for informal gatherings to build connections, strengthen a sense of belonging, celebrate together and develop character.

Initiatives which promote our values 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 2021, 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, Reachout, Jonny Shannon, Brent Sanders and Enlighten 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.

Despite the global pandemic, the Senior School charity fundraising continued strongly for the first half of the year by supporting a diverse range of local, environmental and indigenous organisations and raised over \$6000. 2021 kicked off with the annual Chick Flick Movie Night and the competitive Borders versus Day Girls water polo match where each raised funds for the Year 12 charity, the Katrina Dawson Foundation. Bakes sales, always a firm favourite especially before Tuesday Daltons, raised funds for Pride Day and our local community women's shelter Lou's Place. Country mufti and BBQ raised funds for purchasing saplings in preparation for planting at the Ascham Forest.

Continuing Ascham's longstanding tradition, early on a Sunday morning in May over 150 volunteers from the Senior School and Grade 6 Fiona students collected in our local community for the Salvation Army's annual Red Shield Door Knock Appeal and raised just over \$20,000.

In term 2 in our effort to fundraise for the indigenous WEAVE Kool Kids Club in Waterloo, we held the inaugural Staff LIPSYNC Battle with several worthy participants including Ma'am, Mr. Powell, Mr. Hanrahan, Mr. Ma, the entire Speech and Drama Department (the 2021 winners), the PDHPE Department and Ms MacColl in her tribute for PRIDE Day as a Drag Queen. Term 3's annual Jeans for Genes mufti was celebrated whilst in lockdown.

Ascham continued its longstanding tradition of supporting those in need in our local community with a variety of volunteering programs.

The long-standing Year 10 compulsory community service program continued during term 2 whilst term 3 was cancelled due to the state-wide lockdown. Each Monday for two hours students visited a variety of community-based organisations ranging from visits with residents at Lulworth House in Elizabeth Bay and Beresford Hall in Rose Bay, assisted with care of preschool children at Rose Bay, Double Bay, Glenmore Road and Plunkett Street School, the Wairoa School in Bondi and assisted with meal preparation at Our Big Kitchen in Bondi. Ascham's close connection to Lou's Place was renewed with students allowed into this local women's shelter to help with general duties. In this era of need, our students learnt valuable lessons about the efforts required at both the Vinnies and Salvos Op shop by assisting with administration and sorting through donated goods

We continued our collaboration with Woollahra Council by offering our Tech@Ascham computer lessons with local seniors each Monday afternoon after school. This one on one cross-generational activity is warmly received by both local seniors and students from Year 9,10 and 11 in their joint exploration of new computer devices and the unfamiliar language of the internet. Our senior community members praised the student volunteers for their knowledge, patience and wonderful rapport.

This year we initiated our support for the Days for Girls Australia, an in-country affiliate for the global organisation made up of 18 chapters and 87 teams. Each Thursday girls from Years 7 to 11 gathered in Raine House to make and assemble menstrual kits to be distributed across 63 countries including south east Asia, Pacific nations and across Africa. Kits are also distributed within Australia to communities living remotely where sanitary products are not cheap nor readily available. The students appreciated the opportunity to selflessly make kits without meeting the recipients and to develop friendships with students in other year groups.

Whilst we were learning remotely, we recognised the need to still embed respect and responsibility into our learning and we re-launched the Wellbeing@Home Program. The Program was designed in 2020 during our first lockdown, using the SEARCH Framework by Dr Lea Waters. It incorporated Strengths, Emotional Management, Attention and Awareness, Relationships, Coping Skills, Habits and Goals. It drew on our school motto *Vi et Animo*, by ensuring the heart and soul of Ascham was present regardless of where or how learning was taking place. The phrase Physically Separated | Socially Connected was developed and was then adapted to Physically Distanced | Socially Connected after we transitioned back to face-to-face teaching but were still practicing physical distancing.

The Wellbeing@Home program was set out as a weekly timetable to highlight how activities can be embedded into the week and are not separate to the school day. It also encouraged routine which we know is important when we lose control over other aspects of our life. The program incorporated a Virtual School Assembly, which promoted connection and community. Mindfulness, Yoga and Games were all timetabled and also accessible at any time throughout the week.

Student Welfare

In 2021 we launched our Whole-School Wellbeing Framework, *Vi et Animo* which means with Heart, Soul, Strength and Courage. We used a graphic of our Fig Tree to represent the Framework which starts with our unique learning environment based on the philosophy of the Dalton Plan. Our Values make up the roots of the tree and they sit beneath all we do at Ascham. Respect and Kindness, Collaboration and Community, Courage and Resilience, Acceptance and Responsibility and Ambition.

We defined what wellbeing means at Ascham:

Wellbeing at Ascham is bringing **heart** to our learning and showing emotional and academic resilience within our Dalton Plan. We strive to connect positively with each other and take responsibility for contributing to the **soul** of our community. Showing and using our **strengths** and having the **courage** to continually grow. This enables us *"To do our best in work and play"*.

Our school-wide wellbeing framework – *Vi et Animo* is made up of four domains: Heart is where we build positive emotions such as love, joy, contentment and hope into daily life. The heart is about you – about being self-aware and managing emotions. Soul is the soul of Ascham – our culture. The soul really lies within all of us, how we interact with each other and our relationships. It is about developing authentic attentive and respectful communication. Strength is understanding our character and learning strengths and identifying strengths in others. Strength is building the essential foundation for optimal physical health and optimal learning. Courage is about tackling learning challenges, taking risks and making mistakes. It is about Goal setting, embracing challenges with hope, grit and openness from our experiences.

Each of these domains are interchangeable and by using this framework we can ensure that our students will learn from an age and stage appropriate wellbeing scope and sequence. We have been building wellbeing literacy throughout our community.

This framework is be used both implicitly and explicitly. Our social and emotional learning from Hillingdon, through Fiona and up to our senior school sits within the framework and it aligns with PDHPE which covers many of the personal and social capabilities explicitly taught from Prep to Y12. It includes partnerships with our wonderful parents, old girls, and our community.

Our House Festival is a great example of *Vi et Animo* in action. The Houses and Sisters program is sequential with a focus on social awareness, and how working collaboratively with others towards a final project can bring joy and contentment. The final project being our incredible House Festival.

On a Thursday morning during Wellbeing, senior students explored heart and learned about managing emotions. Year Six Fiona students focused on courage during our Junior to Senior School transition program. Strength is explored in our camp program. Our staff can use the *Vi et Animo* framework as a reflection tool. Perhaps focusing on soul and ensuring there is a sense of belonging in their team or classroom, fostering relationships. We know that if our students feel a sense of connection and belonging they are motivated to engage in their learning. Parents, Carers and our wider school community may use the framework as a check in.

The Framework is supported by our policies, by Holmwood our health and wellbeing centre that we opened this year, by our pastoral team made up of our Form and classroom Teachers, Year coordinators, school psychologists our senior leadership team.

Parent, Student and Teacher Satisfaction

Parents are given many opportunities to contact the school, their daughters' teachers and year coordinators regarding their learning and wellbeing.

Parents attended parent-teacher-student evenings held online to gain feedback on their daughter's learning. This has led to high levels of parent satisfaction. Parent information sessions were also held online this year and generated positive feedback.

Due to COVID-19, parent events and face-to-face contact were limited in 2021.

However, parents regularly contacted the school with positive feedback. Parents could also provide the school with feedback through the parents' associations – the Ascham Parent Association and Boarder Parent Committee.

Students have many avenues to give their input on their schooling.

In senior school, each day, students meet in small form classes where feedback is encouraged. Form classes are made up of about 15 students. Learning conversations often occur between the form teacher and a student individually to help her set goals and plan strategies to make them come about.

Students are also part of the school's leadership and comprise the School Committee, SRC, House Chairs and Captains. All Year 6 students are elected onto a leadership position.

All Year 12 students are allocated an academic mentor who meets with them regularly. This initiative has received positive feedback from both parents and students.

The Sisters program has similarly proved very popular in senior school, and House initiatives are always well received.

Staff have the opportunity to join the staff wellbeing committee, which generally organises regular activities each term that supports staff wellbeing. Staff can raise any issues with their line manager or other senior staff should the need arise.

Summary of Financial Information for the Year Ended 31 December 2021

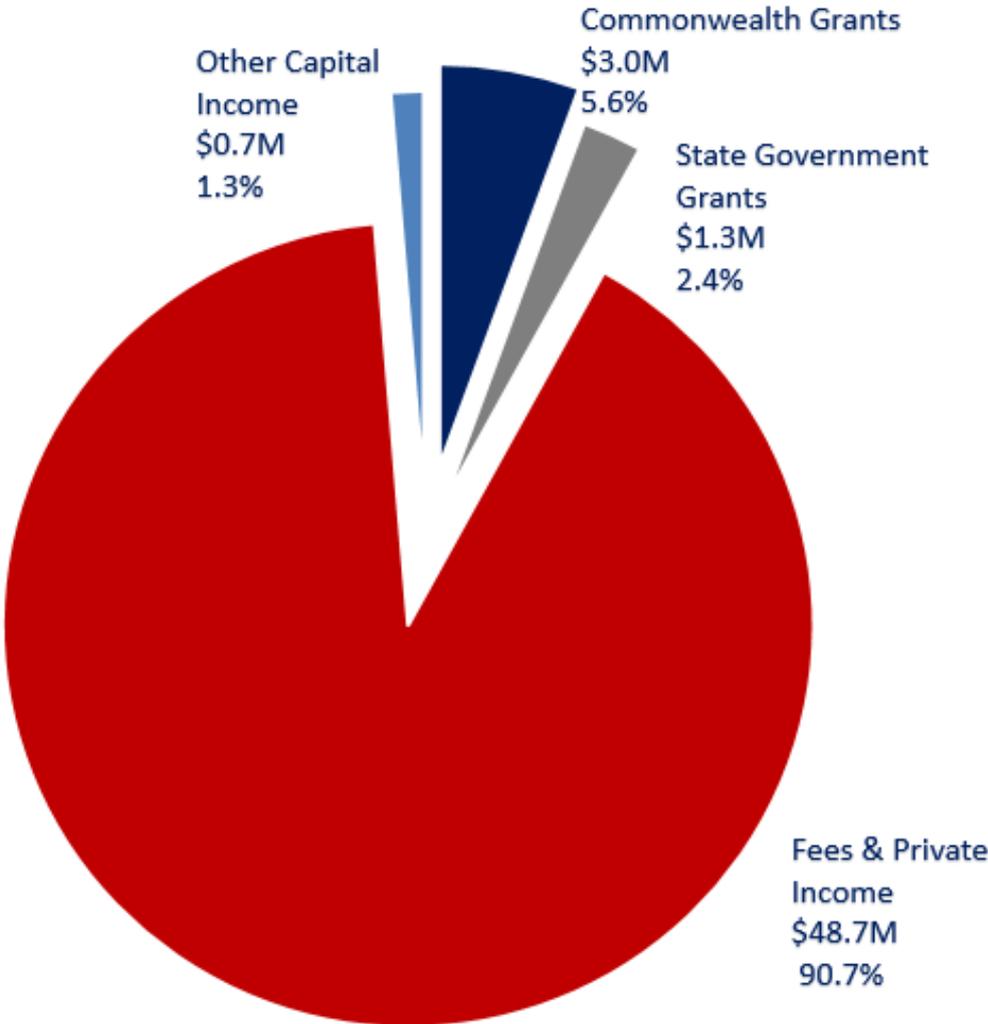
Income

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

