



Ascham School

2022 Ascham School Annual Report

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Messages from Key School Bodies

From the Chair, Council of Governors | Prizegiving 2022

Good morning and how wonderful is it to be here in the Packer Theatre and welcome to everyone watching via live stream. A special good morning to Ms Blanch Israel our guest speaker, Mrs Heinz the Year 12 Coordinator, and Mr Powell.

2022 has been a year of re-engagement. We have had bumpy periods as we have coped with COVID, but I feel we can look back on the year as one where we could lead a more normal School life with the usual myriad of activities, events and programs that all members of our community were able to attend or participate in. Most importantly it was a near-to-normal academic year for the girls.

I am also pleased to announce that after starting work on a new Strategic Plan for the School in August 2019, that it is complete (well as complete as a plan can be in these volatile times). COVID simply trumped our strategic work for two years. Council approved the Strategic Plan, *Towards 2030*, at our November meeting.

The Head of School with the Senior Leadership Team have developed the Plan with extensive input from staff. Mr Powell was keen for strong ownership of the new Plan by the people who are going to be charged to implement it. It is exciting as it is the first time for many staff to be involved in strategic discussions around the future of the School. Council has participated along the process, but it really is a plan that reflects the priorities of an experienced Head of School working with a highly seasoned senior team, engaging staff and using extensive ongoing surveys of the community.

Mr Powell and I gave some insight into the Plan at the Mid-Year APA Forum and there will be considerably more communications about the Plan as we move into 2023. However, I would like to recap what I discussed at the APA Forum about our Ascham identity because it is important. So please bear with me if you attended that forum.

Ascham will be 140 years old in 2026. The School history makes up an invaluable part of our identity. However, we are also a modern School that lives in a more complex and diverse society, with changing responsibilities and expectations. Our community ranges from babies entered onto our enrolment list to Old Girls with ages in excess of 100 years. We have families that have had students attend the School for five generations, to new families that are not only new to Ascham but new to Australia. We have city and country students from all over Sydney and NSW, and all their families. And of course, we have past students and their families.

For all our members of our community, Ascham has a clear identity and offering, which makes deciding to attend Ascham a choice that can be assessed against other options. Our healthy enrolments reflect the strong support for our identity and offering.

Firstly, we are a girls' school. In 2020, the School's Senior Leadership Team, with Council, reviewed the literature for coeducation versus single sex as part of our normal planning process. Frankly, the literature demonstrates pluses and minuses for any structure that you choose. In our discussions, we felt the weight of positives were in favour of girls being educated in a single-sex environment. This review firmed our intention to stay a single-sex school.

Next, we are a non-selective Dalton School that undertakes the HSC, with an extensive co-curricular program and a leadership strategy focused on the needs of girls. Council and the Senior Leadership Team assessed the opportunities and strengths of the International Baccalaureate. We strongly believe through our combined offering, we provide our girls with all the requirements to study at any international institution, study the subjects that they are interested in, and studying as one cohort collaborating and working together. Dalton is unique to Ascham in Australia and, combined with our flexible and academic HSC program, provides an unsurpassed educational offering. Our co-curricular offering is extensive and we continue to update and challenge our program to provide relevant and interesting extensions for our students. Importantly, we believe we offer a strong leadership program designed for girls.

This year we have celebrated 100 Years of the Dalton Plan. Dalton is our clear and unique differentiator when parents are considering Ascham. Parents often come to interviews saying they have heard about Dalton and what a difference it makes for our students when they leave School and enter university and then the workforce. The four pillars of Dalton—independence, responsibility, collaboration and reflection—are just as relevant today in a more complex world and this was certainly shown to be a strength during our periods of remote learning. We continue to do research within the School on the Dalton Plan, share knowledge and experiences with Dalton Schools around the world and refine and tweak the Plan so that it provides strong academic outcomes for each girl and for the School as a whole. We are proud of our long-term sustained academic excellence.

Finally, we remain a School without religious affiliation. It is important that we have a strong culture, based on our history and our values appropriate for today's society. Our motto *Vi et Animo* (with heart and soul, strength and courage) was developed in 1911 and recently was used as the foundation of our new Wellbeing Framework. Our crest was also developed in 1911 and the dolphins, acorn, lamp and wings are the visual foundation of our new Leadership Framework. In 2016 we updated our values for the first time in many years and believe these values remain relevant and we will continue with them into the future. Respect and kindness, collaboration and community, courage and resilience, acceptance and responsibility, and finally, ambition. It has been wonderful to watch the School leverage our history and traditions by tying them into our new areas of focus.

There are many other elements that make up the identity of Ascham. They are all important, but we are clear what Ascham represents and we are proud to continue the history of the School whilst adopting new directions through our new Strategic Plan.

2023 Ascham Leadership Scholarship

Part of my job today is to announce the winner of the 2023 Ascham Leadership Scholarship. This scholarship is open to all Ascham past students between the ages of 20 to 30 to undertake research, take up an internship, conduct humanitarian work or other endeavours in alignment with their profession and development.

I am pleased to announce that Leili Friedlander, who left the School in 2017, is the recipient of the 2023 Ascham Leadership Scholarship. Leili has a Master of Criminology and currently works as a consultant in social justice policy. She is also the founder of empowHER education, a service that delivers educational seminars and tools to young women about domestic abuse.

Leili said, 'I founded empowHER education because I believe knowledge is power. Currently, there is an enormous gap in education. Young girls and women are not provided with adequate education on domestic abuse. At empowHER we believe education can change our nation's domestic abuse crisis. Currently, empowHER has educated over 230 young female students.'

Leili has a bold vision and the scholarship will support educational seminars and further research.

We are at the end of the yet another school year and there are many people I would like to thank on behalf of the School Council. Our sincere thanks must go to the Senior Leadership Team of the School. Mrs Drever, Mrs Butcher, Dr Manning, Ms Donaghy-Bryan, Mrs McGivern, Ms Stanfield, Mrs Liberale, Mr Massey, and of course Mr Powell. You are role models to us all on calmness, dependability, resilience, keeping the important things moving and leadership. We are sad to be losing Mrs Butcher; many words have been said about Mrs Butcher and her impressive service to the School. Simply put, Judi, we will miss you. However, we are thrilled that Ms Howley will be stepping into the role of Head of Junior School.

To all the staff of the School, you have done an amazing job keeping your focus on academic and wellbeing outcomes, as well as the day-to-day running of the School, as you have had to juggle through this phase of COVID. Girls, you have been strong, adaptable and compassionate with each other and with your teachers, and I know everyone has enjoyed 2022 much more than the previous two years.

Year 12: good luck with your results. It is a busy and important time while you make final decisions for 2023 and beyond.

Finally, I hope everyone has a happy and restful break over the holiday period.

Ms Nell Anderson
Chair, Council of Governors

From the Head of School

The year started as a normal year. However, by Weeks 4–5 of Term 1 many staff and girls were being affected by COVID or were deemed close contacts. This caused a lot of disruption to classes and activities. Staff were teaching remotely from home while their classes were being supervised at School; or students were at home and logging into classes and Studies. Sport, Music and Debating teams were decimated with several training sessions and games being cancelled. The entire cast for the Junior School musical *The Lion King Jr* did not come together until opening night.

As the terms progressed, however, life at School became much more like a normal year. There was no remote learning and no lockdowns like there were in 2020 and 2021. Camps, sport, concerts and examinations all went ahead in person. We were extremely grateful to be able to welcome families back on campus and come together again as a community.

HSC Results

The results were outstanding and we are proud of all the girls. Congratulations to all staff who played a leading role in supporting our HSC students.

- 111 girls sat the HSC
- 11% of girls achieved ATARs above 99
- 40% above 95
- 13 students on the Premier's All-Round Achievers list, with a further 19 narrowly missing the list

State placements:

- 1st in Chinese Extension (studied through the NSW School of Languages)
- 2nd in History Extension
- 3rd in Chinese Continuers
- 4th in French Continuers
- 5th, 6th and 9th in English Advanced
- 6th in Music 1

Performing and visual arts nominations:

- Five nominations for ARTEXPRESS, with three final selections
- 11 nominations for OnSTAGE
- Six nominations for Encore, with one final selection

Staff

A new Head of Sport started in Term 1.

A new role, Coordinator of Integrated Programs, commenced. This role creates, develops and launches innovative programs, events and co-educational activities, including charity fundraising. It involves establishing links with universities, other schools and organisations. The aim of these projects is to build and sustain connection between students, staff and the community.

At the end of the year the Head of Junior School retired, and the Deputy Head of Junior School was appointed her successor.

After several years of interruption to face-to-face professional learning, staff took up many opportunities. The Senior Leadership Team worked closely with the AIS, 16 staff undertook action-based research with Macquarie University for the Practitioner Inquiry Research Project, and an internal program titled Ascham Co-Lab was launched.

Strategic Plan

Work on the Ascham School Strategic Plan, *Towards 2030*, recommenced in Term 1 and was launched to the community at the start of Term 4.

Satisfaction Surveys

The annual satisfaction surveys were conducted by the AIS and feedback was distributed to all parties.

100 Years of Dalton

Throughout 2022 Ascham celebrated 100 Years of the Dalton Plan. To celebrate, each staff member and student was given a commemorative pin. We launched the quarterly *Dalton Difference eNews* at the beginning of the year. This was extremely well received, with almost 7,500 recipients per edition.

In Hillingdon and Fiona, a SWOT analysis of Dalton was undertaken, and the results from this analysis led to discussions about opportunities for better alignment across sections of the School, mapping of syllabus and a review of timetables and organisational structures.

The Ascham Professional Learning staff page on the Hub was launched at the start of Term 2. This serves as the portal for staff to access their Professional Learning information and forms.

The School also participated in the Dalton International Schools Conference and for a week hosted three guests from Dalton International in The Netherlands. We presented on Dalton and methodology in 2022—the relevance of teaching and learning.

To enhance Dalton, we have developed two new roles: Dalton Coordinator Years 7–9 and Dalton Coordinator Years 10–12. These two roles help support the Year Coordinators and subject teachers with the supervision and follow-up of girls on Dalton Extra.

Timetable

A review of the School timetable was undertaken, and as a consequence the start and finish times in Hillingdon were changed, a rotating Music program was implemented, and the alignment of break times across the School was achieved.

Student Leadership Program

Work commenced on mapping out all student leadership roles and responsibilities. This then led to the formation of the new Student Leadership Framework being implemented across the School and a new Leadership Program for the School Committee.

Uniform

In late Term 1, for the first time at Ascham a new navy pant was introduced as part of the winter uniform.

Community Engagement

After two years of not being able to have parents onsite, there was a focus on bringing community events back to School grounds.

The Ascham Ngará Commitment was launched at the start of Term 4, and the School's Reconciliation Action Plan was ratified by Reconciliation Australia.

The redesigned Ascham School website was launched in Term 4.

Masterplan

The Fiona Redevelopment Plan was documented by architects, and the Masterplan continues to evolve.

Mr Andrew Powell
Head of School

From the Chair of the 2022 School Committee (Head Prefect) | Prizegiving 2022

What is success? A question for the ages. Defining success is something I'm sure many of you have done, sitting in careers or making new year's resolutions. It's certainly something I have sought to do throughout high school, trying to construct my vision of academic achievements or mentally playing out various scenarios, attempting to gain some sense of control, an identity, a carefully curated reality—when, in reality, fixating on this singular word undermines its very essence and endless possibilities.

I will preface this speech by saying two things. Firstly, the vision of success I will present is one I aspire to live by, but realistically often fail to keep in mind. Undoubtedly, I still get bothered by exam outcomes or awkward social interactions. I hope this speech is simply a reminder to myself and you all about more constructive ways to view success. Secondly, this speech was not made to discredit those who gain identity and pride from, or strive towards very specific, academic, sporting, musical achievements etc, rather it's just to say your worth is not defined by often arbitrary benchmarks of success; achievements need not be tangible or quantifiable; a private, innate sense of balance and understanding is often far more powerful.

At the end of Year 11, I took the time to write out some things I had done that I was proud of. I ended up with three meager dot points: exams, debating, and model UN. Though to a nerdy high schooler this list may seem fascinating, personally in retrospect it's quite sad. Especially because below I had written, quote unquote: 'I'm always chasing something ... a box to tick, and there's still so much to do. I feel chronically tired, a little empty.' This obsession with 'success' was born of not facing my fear of failure, an adolescent uncertainty of myself and my purpose that led me to crave academic outcomes and external validation.

As I relentlessly sought this 'success' throughout Year 11 and into the first half of Year 12, I was often quite unhappy and regularly felt numb to the world around me. Yet, I was reluctant to say anything as I feared I was 'faking' unhappiness because I was generally composed around others and my results had not taken a significant hit, and I wanted to stay in control of how others viewed me, busying myself with study and co-curricular. Though as Ascham students we are all malleable to an extent, if we stretch ourselves too taut with so many activities and appearances, we eventually either just snap as an elastic would or are forced to release our grips, sending ourselves into flight. As I was metaphorically suspended in motion, escaping the clammy hands that grabbed frantically at 'success', mid-breakdown, I finally conceded that Year 12 was a balancing act and I would be unable to achieve my extensive goals established in all aspects of life without feeling burnt out and miserable. Only then, away from the grasp of my self-imposed expectations, was I able to reflect on why it took so long for me to open up to others. I had felt talking to others would actualise my struggles, consciously foreground them, making them stronger. Simultaneously, all my distress felt unreal as my internal and external worlds seemed incongruous, the former was one of chaos and the latter of order.

There's a line from the final *Harry Potter* that seems to respond to this dilemma perfectly. Harry converses with Dumbledore at the crossroads of life and death, where time is transcendent and fluid, and he asks Dumbledore, 'Is this real? Or has this been happening inside my head?', to which Dumbledore replies, 'Of course it is happening inside your head, Harry, but why on earth should that mean that it is not real?'

This line so poignantly captures how intimate, internally constructed, and intangible thoughts, emotions and dreams are very real; indeed they constitute our perception of reality. Our abstract feelings carry weight and deserve attention, we ought to respond to inexpressible feelings of discomfort or disconnect even if they have no apparent impact on our performance because these emotions *do* exist. Likewise, if we let our innermost dreams take up space, we better envision the people we want to become. When we adopt this introspection and accept that our perception of reality is inherently constructed by the happenings of our mind, we can begin to approach success in a more sustainable way that acknowledges the value of internal, not only external, outcomes. Just as we would fuel the body to accomplish sporting achievements for instance, we must nourish our minds and souls for growth.

We often are taught to seek progress that is 'real' and quantifiable, taught to make goal setting as specific as possible like: *I want to do x amount of push-ups by the end of the month* or *I want x mark on my Maths exam*. Yes, these are valid goals, and it is easy to track your progress when there are such obvious benchmarks. However, vague goals towards changing in abstract ways (like wanting to understand yourself better or be more virtuous) can be equally as valuable and real. For example, though I can't give you concrete evidence that I was happier and calmer mid-HSC than I had been earlier in the year, I know it to be true, and that, in my eyes, is a form of success. Internal 'success' (like happiness or purpose, or

connection) is something we often don't consciously strive towards, rather it is slowly cultivated by our various experiences, interactions with our friends and family, confronting failure, or gaining independence.

I like to think of all these experiences as forming the soil in a forest of success. Each tree in the forest grew from a lone, vulnerable, promising seed that contains abstract qualities we aspire to have. No person has the same combination of seeds, some have hundreds and some only a select few, with desired qualities spanning from kindness to wisdom to honesty. From each quality sprouts behaviors and virtues; seeking wisdom leads to a love of reading and curiosity; seeking kindness inspires a caring for others and positivity. Over time, the love of those around us brings sunshine, while life's challenges brew storms; sun and rain both essential for growth. Sometimes, the winds of life rustle through the trees or shake them violently, forcing branches of our goals to fall away. The roots of the trees begin intertwining, a labyrinth of character, and each tree unique and dynamic, and each leaf, each small goal, with its delicate lines mapping a special vitality and vision. Though people you meet through your life may catch glimpses into your individual forest of success, only you know its true beauty and grandeur.

What is success? For me, success is a feeling of satisfaction, knowing you tried your best and knowing that you are surrounded by people who are so brilliant and so kind. Such success would not be possible without many people in the Ascham community.

To Elly, thank you for being the best Vice-Chair. Anyone who has ever interacted with you would be able to attest that you have such a warm and funny energy that always brings comfort and joy into a day. Thank you to the School Committee and Year 12 for being such a gorgeous group of people with such a strong and united spirit, constantly lifting each other up.

Of course, as students, our successes wouldn't be possible without the incredibly dedicated teachers and staff. Thank you for always giving us encouragement, support and a voice. To our parents and caregivers, thank you for looking out for us and believing in us; your love has shaped our successes.

I look around the room today and can say with certainty that everyone here is successful in their own right, but it is now up to you, and you only, to decide in what ways you perceive that beautiful and infinite word: success.

Miss Margot Harris
Chair, 2022 School Committee

Contextual Information About the School and Characteristics of the Student Body

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 regional 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 1,204 students from Prep to Year 12. Our Boarding School caters for approximately 113 boarders, including several Indigenous students. 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 2022.

2022 NAPLAN results are summarised below and available on the My School website:

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

2022 NAPLAN Tests for Years 3 and 5

In May 2022 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	36.9	24.5	31.5	36.2	19.5
	Ascham	84.7	69.3	52.2	81.6	49.3
Band 5	State	21.0	35.0	22.9	20.1	20.4
	Ascham	9.2	27.4	33.8	12.3	23.1
Band 4	State	19.4	23.8	19.7	19.8	26.2
	Ascham	4.6	3.2	9.2	4.6	16.9
Band 3	State	11.6	10.1	13.0	13.1	20.2
	Ascham	1.5	0	4.6	1.5	10.8
Band 2	State	8.4	4.8	6.9	6.9	10.5
	Ascham	0	0	0	0	0
Band 1	State	2.7	1.7	6.0	4.0	3.3
	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	17.1	11.2	18.2	16.5	12.4
	Ascham	46.8	41.4	34.6	53.1	24.7
Band 7	State	26.9	18.7	24.9	20.1	18.9
	Ascham	33.3	31.3	37.0	29.6	46.9
Band 6	State	27.2	30.5	26.8	26.5	27.9
	Ascham	16.0	20.0	24.7	13.6	18.5
Band 5	State	17.4	24.5	17.9	23.2	26.3
	Ascham	3.7	6.3	2.5	2.5	8.6
Band 4	State	7.2	9.7	8.0	10.1	11.5
	Ascham	0	0	1.2	1.2	1.2
Band 3 or below	State	4.2	5.4	4.2	3.6	3.2
	Ascham	0	1.3	0	0	0

2022 NAPLAN Tests for Years 7 and 9

In May 2022 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	11.2	8.8	13.2	11.6	17.7
	Ascham	29.0	29.6	29.1	25.0	21.0
Band 8	State	19.7	21.0	26.6	17.5	13.3
	Ascham	32.3	36.0	30.6	29.8	22.6
Band 7	State	29.5	26.2	26.5	26.3	25.4
	Ascham	30.6	27.2	31.5	23.4	27.7
Band 6	State	24.5	25.0	19.2	25.4	20.4
	Ascham	6.5	4.0	8.1	17.7	8.9
Band 5	State	10.2	13.0	9.2	12.3	11.1
	Ascham	1.6	3.2	0.8	4.0	0.8
Band 4 or below	State	4.9	6.0	5.2	6.9	6.1
	Ascham	0	0	0	0	0

Table 4: Percentages in Skill Bands—Year 9

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 10	State	7.3	6.5	4.9	11.1	9.3
	Ascham	23.9	22.2	13.9	30.4	27.2
Band 9	State	18.2	12.5	17.3	15.6	16.1
	Ascham	31.6	27.4	35.7	34.8	40.4
Band 8	State	28.3	27.5	32.3	23.9	28.1
	Ascham	30.8	32.5	40.0	19.1	20.2
Band 7	State	24.6	24.6	27.8	24.4	29.9
	Ascham	10.3	12.0	9.6	11.3	10.5
Band 6	State	12.7	17.4	11.3	14.3	14.1
	Ascham	2.6	5.1	0	1.7	1.8
Band 5 or below	State	8.9	11.4	6.5	10.8	2.5
	Ascham	0.9	0.9	0.9	2.6	0

The Granting of Records of School Achievement

In 2022, 112 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2022, 117 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

2022 Higher School Certificate examinations

The Class of 2022 achieved excellent results in the HSC, with 110 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

ATAR	2022		ATAR	Percentage of Ascham students (%)						
				2021	2020	2019	2018	2017	2016	2015
	Number of Ascham students	Percentage of Ascham students (%)	>99	18	12	8	6	11	5	14
>99	11	10	>95	36	36	28	33	47	32	45
>98	17	15								
>95	42	38	>90	64	62	49	54	72	65	69
>90	64	58								
>80	90	82	>80	87	86	81	79	92	90	95
>70	102	93	>70	93	97	93	95	97	98	98
>60	108	99	>60	97	98	98	100	99	100	99
>50	110	100	>50	100	98	100		100		100

In 2022, there were 111 students in the Year 12 cohort and they are to be congratulated on their outstanding results.

Some highlights this year included: 13 students made the All-Round Achievers list, having achieved top band marks (90% and above) in 10 or more of their units. A further 19 students narrowly missed the All-round Achievers list, having achieved top Band results in eight or nine of their units. Students placed in the Top 10 in the State for various subjects. We had students who placed 1st in Chinese Extension (studied through NSW School of Languages), 2nd in History Extension, 3rd in Chinese Continuers, 4th in French Continuers, 5th in English Advanced, 6th in English Advanced, 6th in Music 1, and 9th in English Advanced.

The top ATAR in 2022 was a rank of 99.95.

Three students' HSC Visual Arts body of work were selected for exhibition in ARTEXPRESS. These students' works were chosen for display at the Western Plains Cultural Centre, the Hawkesbury Regional Art Gallery, the Hazelhurst Arts Centre, Bondi Pavilion Gallery and the Glasshouse Regional Gallery in Port Macquarie. Two more students made the initial nominations for ARTEXPRESS.

For OnSTAGE, 11 of our Drama students were nominated for their Individual Performances, Group Performances and Costume Design.

For the Encore music concert, six students were nominated and one student made the final selection.

In 2022 a high percentage of students placed in the top Band across all subjects. Ascham students were enrolled in 29 different courses.

- In three of those courses, all students achieved marks in the top Band (above 90%).

- In 14 of those courses, all students achieved marks in the top two Bands (above 80%).
- In 568 out of the 594 examinations, the girls achieved marks of 70% or above.

This is a clear indication of the academic strengths of our School and the Dalton Plan. Our students' steadfast commitment to learning, teamed with the tireless dedication of their teachers, has produced results of which each student should be very proud.

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	Average Ascham HSC exam mark	% of Ascham Bands 5 & 6	% of State Bands 5 & 6
Ancient History	89.88	95	33.35
Biology	81.68	71.04	26.65
Business Studies	85.82	77.13	44.85
Chemistry	81.77	63.89	33.03
Chinese Continuers	84.90	100	75.35
Drama	90.31	100	58.44
Economics	88.85	100	49.23
English Advanced	87.58	93.8	67.9
English Standard	74.64	35.71	15.36
French Continuers	95.85	100	57.78
Geography	84.32	66.65	41.94
Latin Continuers	82.20	100	74.46
Mathematics Advanced	88.79	81.54	48.88
Mathematics Standard 2	83.83	70.83	28.82
Modern History	85.78	84.6	34.71
Music 1	92.87	100	69.06
Music 2	92.43	100	86.1
PDHPE	81.07	67.85	25.81
Physics	80.25	53.84	41.3
Visual Arts	89.86	100	65.62

* 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	Average Ascham HSC exam mark	% of Ascham Bands 3 & 4	% of State Bands 3 & 4
English Extension 1	43.67	100	92.36
English Extension 2	39.61	75	84.88
Mathematics Ext 1	84.30	85.71	73.36
Mathematics Ext 2	84.48	90	85
History Extension	47.70	100	83.51
French Extension	42.00	100	86.72
Chinese Extension	50.00	100	98.35
Music Extension	48.46	100	97.44
Science Extension	38.65	100	78.71

Senior Secondary Outcomes

For the 2022 Year 12 cohort, 110 students were awarded the Higher School Certificate. There were no students enrolled in VET courses.

Professional Learning and Teacher Standards

Professional Learning Undertaken by Teachers During 2022

Throughout 2022, 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 growth and contribute to a culture of shared professional learning, taking responsibility for their accreditation.

In 2022 the Dalton in Practice Program was delivered to seven Proficient Teachers and one 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 staff members whose certification was due for renewal. All members of staff received Child Protection training in collaboration with CompliSpace through the Ascham School Staff Learning System.

Throughout the year, Ascham staff participated in a range of online, in-person and hybrid professional learning experiences. Due to the changes in NESA Accredited PD, most professional learning experiences throughout 2022 were under the category of Elective PD, although staff continued to engage in accredited PD where externally offered. Ascham staff participated in over 118 courses relating to some aspect of Teaching and Learning throughout 2022, with the majority being related specifically to curriculum and student wellbeing.

Some examples of 2022 courses that were delivered to all Ascham employees include 'Pronouns and Sexuality Training' delivered by the organisation Elephant Ed, an introduction to academic buoyancy webinar, and the annual 'Staff Vi et Animo Day' where the focus is on staff wellbeing. Additionally, in Term 3 all Ascham staff engaged in a Ngara Learning Experience, during which the staff body heard the testimony of survivors of the Stolen Generations through engaging with an outreach program operated by the Kinchela Boys Home Aboriginal Corporation. We continue to listen, learn and grow our understanding of First Nations histories, cultures and languages. Other courses and workshops were delivered to staff in

different sections of the School. For example, teachers in the Junior School worked collaboratively with Macquarie University on a practitioner inquiry program, conducting classroom-based research that would positively impact student outcomes. In the Senior School, the Ascham Co-LAB was established. This is an opportunity for teacher-led professional learning that focuses on practical pedagogical application and collaboration within the Dalton context, based on the latest educational research. Examples of 2022 Co-LAB sessions include 'Neuroplasticity and Retrieval Practice' and 'Cognitive Load Theory'.

In addition, the following professional learning activities were undertaken by staff throughout 2022.

Description of the Professional Learning Activity	No. of staff participating
Adobe Illustrator Course: Level 2	1
AI NSW Aboriginal and Torres Strait Islander Perspectives in Mathematics	1
AI NSW Becoming Accredited at Experienced Teacher	5
AI NSW Curriculum Leadership Conference 2022	2
AI NSW History Extension Symposium	1
AI NSW Leadership Centre Next Level Leadership program for Executive teams	10
Adobe Illustrator Course: Level 2	1
AI NSW Aboriginal and Torres Strait Islander Perspectives in Mathematics	1
AI NSW Becoming Accredited at Experienced Teacher	5
AI NSW Mathematics Heads of Department Conference	1
AI NSW PDHPE Conference	2
AI NSW Planning and Programming for the New Mathematics K-2 Syllabus	2
AI NSW Science Conference 2022	1
AI NSW Studies of Religion Conference	1
Building Capability for Critical and Creative Thinking	4
Child Protection Policies NSW Update	234
EduTech 2022 – conference about technologies shaping education	5
Harmony and Melody Writing in Grades 5 and 6 Musicianship	3
History Teachers Association NSW Stage 6 Day	3
How Schools Can Champion Consent Education	2
Microsoft Outlook Workshop	16
Seven Steps to Writing Workshop	2
Spalding Multi-Sensory Instruction of Language (MILA) Course	7
The University of Sydney Mentoring One-Day Workshop	1
Understanding Autism Spectrum Disorder	3
Unpacking the HSC Geography Examination	2
Women in Leadership Forum	3

NESA Teacher Accreditation Levels

Throughout 2022, Ascham teachers were accredited across a range of NESA Teacher Accreditation levels:

NESA Accreditation Level	Number of staff by end of 2022
Conditional Teacher	1
Provisional Teacher	2
Proficient Teacher	149
Highly Accomplished Teacher	1
Lead Teacher	0

N.B: The above table details the number of employees who hold a level of accreditation with NESA.

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, keeping staff informed of the changes to the Teacher Accreditation Act (2004). In addition to the above accreditation, four teachers enrolled in the ISTAA Experienced Teacher program with the Association of Independent Schools NSW. Furthermore throughout 2022, six Conditional/Provisional Teachers became accredited at the level of Proficient Teacher.

Teacher Qualifications

In 2022, 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.

Category	Number of teachers
Teachers having teacher education qualifications from a higher-education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	153
Teachers having a Bachelor's degree from a higher-education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Workforce Composition

Ascham has a diverse workforce which, at the time of the 2022 census, consisted of:

Teaching Staff	161
Full-time equivalent teaching staff	146.79

Non-teaching staff	91
Full-time equivalent non-teaching staff	78.4

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 2022 was as follows for the different sections of Ascham School:

Hillingdon		Fiona		Senior School	
Kindergarten	93.1%	Year 3	93.3%	Year 7	91.7%
Year 1	93.7%	Year 4	93.7%	Year 8	92.7%
Year 2	95.5%	Year 5	94.0%	Year 9	92.7%
		Year 6	91.3%	Year 10	89.5%
				Year 11	90.0%
				Year 12	91.4%

Our attendance rate for 2022 was as follows:

	Hillingdon	Fiona	Senior School
2022	94%	93%	91%
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%

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 2022

Year Group	Number of Students Enrolled
Prep	39
Kindergarten	59
Year 1	57
Year 2	60
Year 3	64
Year 4	66
Year 5	82
Year 6	81
Year 7	126
Year 8	113
Year 9	116
Year 10	112
Year 11	118
Year 12	111
TOTAL	1,204

Student Retention of Year 10 to Year 12

The table below shows the 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%
2020/2022	119	111	111	93%	93%

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 2022 University Offers

There were 110 students in the 2022 cohort who sat the Higher School Certificate. Ninety-three percent (93%) of Year 12 students from the Class of 2022 received a university offer via the NSW and ACT University Admissions Centre (UAC) system, in line with their top three preferences.

The 2022 university offers in NSW via UAC are as follows:

Universities in NSW and ACT	Percentage
University of Sydney	52%
University of NSW	15%
UTS	14%
Macquarie University	5%
University of Newcastle	5%
University of Notre Dame	4%
University of New England	2%
Charles Sturt University	1%
Australian Catholic University	1%
ICMS	1%
ANU	All offers via the Direct Entry application and no specific data supplied

Students chose to study a wide range of courses at institutions across New South Wales, Australian Capital Territory, Victoria, South Australia and Queensland. It is important to note that the University Admissions Centre (UAC) does not provide data on the NSW and ACT offers accepted, nor the eventual university enrolments that follow.

Students are eligible to apply to multiple university admission centres and therefore they are able to assemble several offers from universities across NSW and interstate. There were 150 individual course offers via direct Early Entry schemes, but as universities do not reveal specific data, these offers are not reflected above. Thirty individual offers were received 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 the prestigious ANU Tuckwell Scholarship, University of Sydney Dalyell Scholars, University of Sydney E12 Scholarship, University of Sydney Creative Arts Special Admission (CASAS), UNSW Sydney Co-op Scholarship, ICMS WOTIF Scholarship and Macquarie University Leaders and Achievers. Furthermore, three students received eight offers to attend international universities.

The most popular degree courses selected by the graduating Class of 2022 were:

Course	Percentage	Course	Percentage
Business/Commerce	24%	Psychology and Social Work	3%
Sciences	18%	Education	3%
Arts	16%	Medicine	1%
Law	12%	Vet Science	1%
Health Sciences and Nursing	10%	Political Economy	1%
Engineering	7%	Information Technology	1%
Media and Communications	4%		

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 or 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—it 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 following pages.

Conditions of Enrolment



Ascham School

Students are enrolled at Ascham School on the following conditions.

C. Fees and Charges

3. 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.

4. 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.

5. 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.

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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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

11. 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.

12. 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.

13. 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.

14. 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

15. 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.

16. 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.

17. 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.

18. 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 and 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.

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a ‘no-bullying’ culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

Anti-bullying strategies for students

Your rights and responsibilities:

It is a student’s right to feel safe at school. It is the right of all students to have a safe, supportive and caring environment in which to pursue their education. It is a student’s responsibility to make sure that this right is possible. Students can do this by:

- not engaging in any bullying behaviour in any form
- reporting any bullying they see, and if possible, stepping in to stop it
- telling someone who is bullying to stop, and supporting the victim
- talking to someone in authority as soon as possible.

If you are being bullied:

- The first thing to remember is: It is not your fault. Bullies want to hurt or belittle their victims because the bully wants to feel powerful, not because you have done something or said something;
- You should try to tell the bully to stop. This can be difficult but it is important to try. Equally, you should try to walk away ignoring any taunts or name-calling. Do not respond aggressively or with taunts of your own;
- You must tell someone. Do not think that no-one cares or that no-one wants to know about it. If you cannot tell someone on your own, find a friend to go with you. By telling someone, you immediately help to make the bully less powerful; and
- There are many people in school that you can talk to including the Head of School, the Deputy Head, the Head of Junior School, your Year Coordinator, your Form Teacher, your Class Teacher, your Boarding Coordinator, one of your teachers, the School Counsellors, the School Nurse, your House sister, any member of Year 12, one of the sports captains, one of the Committee girls, your House Chairman/Vice Chairman.

If you see someone being bullied:

- Support the victim and tell the bully to stop. It is important to do this as it shows you care. You care for the victim and you care that the bully should not behave in that manner;
- Take the victim away from the situation. Find another group of friends to be with and let the victim know you support her; and
- Tell someone. The victim may not want to talk to a member of staff but it is vital that the school knows about the bullying incident. It is only by telling someone that bullying behaviour will be stopped. Support the victim and offer to go with her to talk to someone. If she won't, you must tell someone yourself.

What is bullying and what should you do?

Bullying can take many forms. It can happen in public or it can be hidden.

- One form of bullying is aggressive and public. Behaviour such as violence towards a student, or publicly damaging or stealing their belongings is easily seen and easily identified. If you see this, you should follow the steps outlined above, making sure you support the victim and that you tell someone;
- Another form of bullying is less openly aggressive and is partly public, partly hidden. This includes behaviour such as the repeated ridicule or put-down of a student within a group or class, or the malicious removal or damage of a student's belongings, witnessed by a small group. This is often described by the bully as 'friendly teasing' or as something done 'in fun'. This is not the case. It is bullying. If you belong to the group you may find it difficult to stand up to your friends; however, it is important that you do not join in. You should follow the steps outlined above, making sure you support the victim and that you tell someone. Remember, if your friends can treat one girl like this, they can do the same to you; and
- A third form of bullying is hidden but equally harmful and hurtful. This is behaviour where a student is deliberately excluded or isolated from a group, where, for example, malicious and unfounded rumours and gossip are spread. This form of 'anonymous' bullying is the most difficult to identify; however, as a student you can do something about it. The most important thing you can do is not join in this form of behaviour. You should not repeat rumours or gossip you hear. You should not exclude someone from your group or your activities because someone else says you should. It can be very difficult to stand up to your friends but it is important to remember that everyone should be treated with respect and courtesy, no matter who they are. The steps outlined above should be

followed, making sure you support the victim and that you tell someone. Remember, if your friends can treat one girl like this, they can do the same to you.

One thing is certain, as a student, you cannot be neutral about bullying. If you see any form of bullying occur and do nothing, you are condoning it.

Cyberbullying

What is cyberbullying?

- Cyberbullying is the use of technology by one person as a means to scare, belittle or exclude another. A cyberbullying incident can be direct or indirect. Direct cyberbullying can be a malicious or hurtful text-message or email sent to a specific victim. Indirect cyberbullying can be a message, URL, or photograph spread widely by text or email, damaging an individual's reputation or inciting gossip.
- Cyberbullying is not time or place specific. It can happen 24 hours a day, at home, at school, on holiday. The victim can feel they are never safe from the bully.
- Cyberbullying is often anonymous. As cyberbullying is often conducted from the safety of a student's home, it is possible that the cyberbully may be in a different class, year group or even a different school. Cyber bullies can hide behind technology with great ease.
- Cyberbullying can employ a wide variety of means including instant messaging, message boards, text, email, chat rooms, personal and social networking sites. Any student with access to a mobile phone and computer/internet can be involved in cyberbullying.

How is the school addressing cyberbullying?

- The School sees no difference between bullying in person and bullying by electronic or technological means;
- The School's Information Technology Department monitors school computer accounts and any girl found to be abusing the school network will have her access suspended and the incident will be investigated;
- The School does not allow girls to have mobile phones during the school day. All phones must be handed in to Form Teachers at morning roll call and returned at afternoon roll call. In Fiona, all phones must be handed in to the Administrative Assistant at the office at the beginning of the day and may be collected from her at the end of school at 3.10 pm. In Hillingdon girls are not allowed mobile phones at all; and
- The School will generally seek to investigate any reported incidents of cyberbullying, noting that any cyberbullying incidents that take place outside school hours or off school property can be difficult to investigate and prove.

What can parents do to combat cyberbullying?

- Talk to your daughter about cyberbullying and make sure she is aware of what it is. Being open and direct is very important in helping her to stay safe;
- Computers with internet access should be located publicly in the home. If you can see what your daughter is looking at, which sites she is accessing, how often she is instant messaging, you are in a stronger position to be aware of her online habits;
- Encourage a sensible and mature approach to the internet. Do not let her respond to jibes or taunts. Ensure she knows you are always there to help and support her;
- If your daughter receives messages or emails that are malicious or bullying in intent, make sure she does not delete them. Keeping the text/email is the first step in tracking down the bully. Encourage her to block senders and to change email addresses if needed. If she uses instant messaging or goes to chat rooms, encourage her to use a different name/nickname;

- If you think your daughter is being cyberbullied, signs to look out for include: refusing to answer her mobile phone, or conversely, constant and nervous checking for messages; distress after using the computer; a seemingly unwarranted need to change her mobile number; secretive online habits such as changing screens whenever you walk by; and
- Become as IT literate as possible. Internet and mobile phone technology can appear to be mystifying and rather frightening. Only by acquiring the knowledge to understand it and use it well, are you able to help your daughter become a sensible IT user.

What can students do if they are being cyberbullied?

- First of all, tell someone. It is very important that you do not suffer in silence;
- Do not delete the text message or email – you must show it to your parents or to a teacher – and it is only by keeping the evidence that the bully may be tracked down;
- Block any senders who are malicious or unkind. If you receive hurtful email, change email addresses and only give your new address to people you trust; and
- Never give out your mobile phone number or email address to someone you don't know or to someone you don't trust. Never give out your real name or your email address while in a chat room.

Anti-bullying resources

The more the School community know about bullying and how to deal with it, the more effective we will be in counteracting it. Bullying is not the sole preserve of schools but is throughout our communities and can continue when we are adults. If we are able to demonstrate to the girls in our school that we will not tolerate it and if we aim to equip them with the skills to deal with while they are at school, we will have helped them deal with it in the future also. To this end the following are some useful resources, which may help increase our knowledge and understanding of this difficult subject.

General

- The National Coalition Against Bullying: www.ncab.org.au
- Andrew Fuller inyahead@satlink.com.au and www.andrewfuller.com.au
- Antibullying network site www.antibullying.net/. This network was established by the Scottish Executive for teachers, parents and young people to share ideas about how bullying should be tackled.
- Bullying. No Way. www.bullyingnoway.com.au
- Bullying: What can we do? www.kids.nsw.gov.au/files/seminar_bullying.pdf
- Bullying. Everybody's Business. A Kids Help Line Initiative www.kidshelp.com.au/info7/contents.htm
- Bounce Back programme – Toni Noble
- www.beyondblue.org.au

Cyberbullying

- www.netalert.net.au/02531-Advice-Centre.asp
- www.ncab.org.au
- Net Alert Helpline: 1800 880 176

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

Ascham School recognises that staff members may have grievances about matters at work, including about:

- work relationships; and
- decisions made by other staff members which impact on their work.

The purpose of this procedure is to ensure that any grievance made by an employee is handled appropriately and efficiently from commencement to conclusion.

This grievance procedure applies to all employees and contractors across the School and applies to general grievances.

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.

In summary a whistleblowing disclosure is a disclosure which:

- is made by a Council member, staff member, a person who supplies goods or services to the School, including a volunteer, an employer of a supplier or a relative of any of these people;
- involves alleged misconduct, an improper state of affairs or circumstances, or illegal activity and
- is made to a Council member, Head of School, Deputy Head of School, Business Manager, Head of Human Resources and Compliance, the School's auditor or a person who the School has authorised to collect such disclosures, an actuary of the School.

Related policies

If you have a grievance about unlawful discrimination, harassment or bullying please see the Workplace Anti-Discrimination, Harassment and Bullying Policy.

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

Complaints about services provided by the School or against staff members, contractors or volunteers will be addressed in accordance with the School's Complaints Handling Policy and Procedure

How Should A Grievance Be Raised?

If you have a grievance, you should, if it is appropriate, try in the first instance to address the grievance directly with the person involved.

If you have a grievance that cannot be resolved directly with the person involved you should:

- a) in the first instance, raise it with the Head of Department; or
- b) if it is not appropriate that it be raised with the Head of Department raise your grievance with the Deputy Head of School, the Head of Junior School or the Business Manager as appropriate to the area that you work; or
- c) if it is not appropriate that it be raised with (a) or (b), or you need guidance as to who to raise your grievance with, then raise your grievance with the HR and Compliance Department.

What Will The School Do If A Grievance Is Raised?

On receipt of a grievance the School will generally take the following steps:

- a) determine the best method of handling the grievance;
- b) advise you of the likely steps that will be undertaken by the School in relation to the grievance;
- c) advise the person(s) that the grievance is about of the nature of the grievance and seek their response;
- d) collect any additional information the School considers necessary to properly review the grievance; and
- e) advise both you and the person(s) that the grievance is about, of the School's response to the grievance and if appropriate, any proposed action to be taken.

However, there may be circumstances in which some of the steps outlined above are not appropriate and the School will determine, in its absolute discretion, on a case by case basis the most appropriate method of handling the grievance.

The School will determine the most appropriate method of dealing with the grievance. This could include (among other things):

- a) requesting further information from you;
- b) requesting information from other co-workers or third parties;
- c) meeting with you or others involved in the grievance;
- d) reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance; or
- e) facilitating a meeting between you and the person(s) that the grievance is about.

A staff member who raises a grievance and the person(s) that the grievance is about may elect to have an appropriate support person present at any meeting with representatives of the School about the grievance. However, depending on the nature of the grievance it may not be appropriate for the support person to be a work colleague.

General

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

Contact

Employees and contractors can contact the Human Resources and Compliance Department if assistance is required regarding this policy or procedure.

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

Policy	Changes in 2022	Access to full text
<p>Bullying Prevention and Intervention Policy and 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 2022 the policies were reviewed with roles and responsibilities updated as required.</p>	<p>The Bullying Prevention and Intervention Policy and 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 2022 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 • Effective record-keeping procedures • Initiation of corrective actions where necessary. 	<p>In 2022 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>

<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 2022 the policies were reviewed and no changes made.</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 2022 the policies were reviewed and no changes were made.</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 2022 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 and Procedures.</p>	<p>In 2022 the policies were reviewed and no changes were made</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 2022 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 2022 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 2022 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 2022 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 8: Head of School | School-Determined Improvement Targets

Strategic Intent	Priorities	Achievements
Strategic Team-Based Leadership	Finalise Strategic Plan	Plan completed Term 3 and launched to community at beginning of Term 4
	Leadership Growth program designed and implemented for Senior Leadership Team	360 reviews completed for SLT Ascham Institute of Learning staff portal launched
Teaching and Learning Excellence	Celebration of 100 Years of Dalton	Review of Dalton across School <i>Dalton Difference</i> eNews sent to community Visit to Ascham from Head of Dalton International and delegates Action research program implemented
	School timetables reviewed	Review completed in Term 2 New timetables for infants and primary school rolled out
Student Personal Development	Develop a Strategic Plan for Boarding	Draft Plan developed
	Develop an evidence-based transition program for students	Plan developed and implemented at Orientation Days in Term 4 and for start of new School year
	Develop Leadership Framework for students	Leadership Framework in place for students P-12
	Coordinator of Integrated Programs	New appointment made in Term 1 Opportunities identified Program developed and commenced in Term 3
The Ascham Community	Launch new website	Website launched Term 4
	New structure in Enrolments and Community	Head of Enrolments and Community now has Development as part of their role description
Sustaining Our Future	Masterplan revisited	Masterplan updated and changes communicated to Ascham community
	Fundraising plan for School developed	Draft fundraising plan developed

Initiatives Promoting Respect, Responsibility and Student Welfare

Junior School (Prep – Year 6)

The Junior School plays an important role in establishing a clear expectation of respect and responsibility among its students. During 2022, the Ascham School values continued to shape the culture, behaviour and learning environment within our school. The nine School values served as a framework for promoting positive attitudes, behaviours and character traits among students, staff and the wider School community.

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

The School values underpin everything we do, including our pedagogy, practices, policies and procedures. Initiatives that promote our values were integrated into our co-curricular programs, camps, grade 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.

- The Friendly Schools Plus Program continued to constitute a key component of our wellbeing program. Facilitated by classroom, this program was implemented across all grades. Over the course of each year, the students engage in 16 sessions that seek to promote students' social and emotional competencies through the promotion of positive peer relationships, positive teacher-student relationships and explicit teaching related to emotions, social knowledge and social skills.
- In addition, the Hillingdon Social Skills Program was continued, explicitly encouraging respect for each other and responsibility for one's actions through students' words and actions.
- All students K–6 participated in a 30-minute PDH lesson each week. Facilitated by a PDHPE teacher, students learn about positive ways to interact with others and the qualities needed to develop and maintain respectful relationships.
- Hillingdon girls enjoyed opportunities to work with designated 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. Taking on specific areas of responsibility, the students practised leadership and interpersonal skills through various School service roles.
- An ongoing focus for students in the Junior School is developing a strong understanding of how to engage in the online world positively and safely. Throughout the year, all girls completed digital citizenship lessons, focusing on respectful, responsible and safe engagement with technology. In 2022, the Deputy Head of Junior School facilitated these discussions.
- All students from Years 3–6 attended a camp, focusing on teambuilding and leadership.
- In Term 1, Year 6 students completed Peer Support training, which assisted in developing techniques, strategies and skills for the students to use in leading their 'Pod', a vertical peer-support group (Years 3–6) that meet regularly throughout the year. This training included role plays, challenges and discussions about the importance of relationships, collaboration and being a role model as a leader.

- Students across Years 3–6 met regularly in their Pods. During Pods sessions, the girls engage in a broad range of collaborative activities devised to foster our positive School culture and celebrate Ascham's nine core values.
- Student awards are given, acknowledging not just achievement but also respect, ambition, collaboration, responsibility and kindness. In Hillingdon, merit cards were awarded to students who demonstrate the Ascham values. In Years 3–6, Dolphin Awards were given for consistent and positive behaviour, leading to a *Vi et Animo* badge.
- Under an inclusive leadership model, all Year 6 students undertook Prefect roles in specific portfolios, developing their leadership skills by identifying needs and driving initiatives to make positive change.
- Year 5 students attended Enlighten Education: The Butterfly Effect workshops in Term 1, which supported relationship building amongst the grade.
- All students have opportunities to be involved in age-appropriate community service. In Hillingdon, community service and engagement was focused more on encouraging others who are raising funds for charities, as well as the donation of non-perishable food and gifts in support of Barnardos. In Fiona, students engaged in more active service through opportunities such as The Salvation Army's Red Shield Doorknock Appeal.
- In-class activities and special events were organised to support an increased awareness and appreciation of our First Nations people, such as during National Reconciliation Week.
- Respect for culture was embedded in Junior School events, including Harmony Day.
- As a key Dalton principle, all students from Prep to Year 6 are encouraged to take responsibility for their possessions, their learning and their behaviour.

Senior School (Years 7–12)

Ascham promotes respect and responsibility through our School values, which include respect and kindness; 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 2022, 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 that 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 2022, 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, Brent Sanders and Enlighten Education 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 First Nations people, cultures, histories and languages was demonstrated through various activities during National Reconciliation Week, and as part of our ongoing Ngara Commitment.

Senior School charity fundraising continued strongly for the first half of the year by supporting a diverse range of local, environmental and Indigenous organisations. The annual Chick Flick Movie Night and the

competitive Boarders vs Day Girls Water Polo match 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 Ascham Forest planting. Early on a Sunday morning in May over 150 volunteers from the Senior School and Year 6 doorknocked in our local community for The Salvation Army's Red Shield Appeal, raising just shy of \$20,000.

Ascham continued its longstanding tradition of supporting those in need in our local community with a variety of volunteering programs. Each Monday for two hours, students visited a variety of community-based organisations, including aged-care facilities 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 helping with general duties at this local women's shelter. Students learnt valuable lessons about the efforts required at both the Vinnies and Salvos Op shops, by assisting with administration and sorting through donated goods.

Student voice remains a focus in embedding our Framework. Our Student Wellbeing Committee has continued providing a weekly video and activities for Wednesday Connect. This is student-led and based on ideas students suggest to support their wellbeing. Initiatives include Palentine's Day, Harmony Week activities, Friday Fun Days and Peer Support. We have an average of 40 students choosing to participate in an activity outside of their Form class each Wednesday and others choosing to do an activity with their Form Teacher.

Working closely with our Year Coordinators and the new Coordinators of Houses and Sisters has helped to further integrate wellbeing into our events and the Sisters program. Houses and Sisters creates countless opportunities for students to develop specific social and emotional skills, whilst building a sense of belonging and connectedness throughout our community.

Parent, Student and Teacher Satisfaction

Parents are given many opportunities to contact the School, teachers and Year Coordinators regarding their daughters' learning and wellbeing.

Parents attended Parent/Teacher/Student Evenings held online, to gain feedback on their daughters' learning. This has led to high levels of parent satisfaction. Parent Information Sessions were held online this year and generated positive feedback.

Parents could also provide the School with feedback through the parent bodies: the Ascham Parents' Association and Boarder Parents' 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 comprise approximately 15 students. Learning conversations often occur between the Form Teacher and a student individually, to help her set goals and plan strategies accordingly.

Students are also part of the School's leadership, including the School Committee, SRC, House Chairs and Captains. All Year 6 students are elected to 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 support staff wellbeing. Staff can raise any issues with their line manager or other senior staff, should the need arise.

In 2022, a confidential survey that included all Ascham parents (Prep–Year 12), students (Years 5–12) and staff was administered. A total of 133 parents, 501 students and 120 staff members completed the survey.

In summary, the results of the five domains under review revealed:

- **School Environment** was above average in all dimensions
- **Teaching and Learning** was above average
- **Student Wellbeing** was close to that of other schools included in the survey's aggregate dataset. The mean for 'Inclusivity and Equity' suggested very positive sentiments
- **Leadership** was above that of other schools included in the survey's aggregate dataset
- **Community** was above average.

We warmly thank all of our community members who participated in the 2022 survey—it was hugely beneficial in helping to inform our strategy and operations.

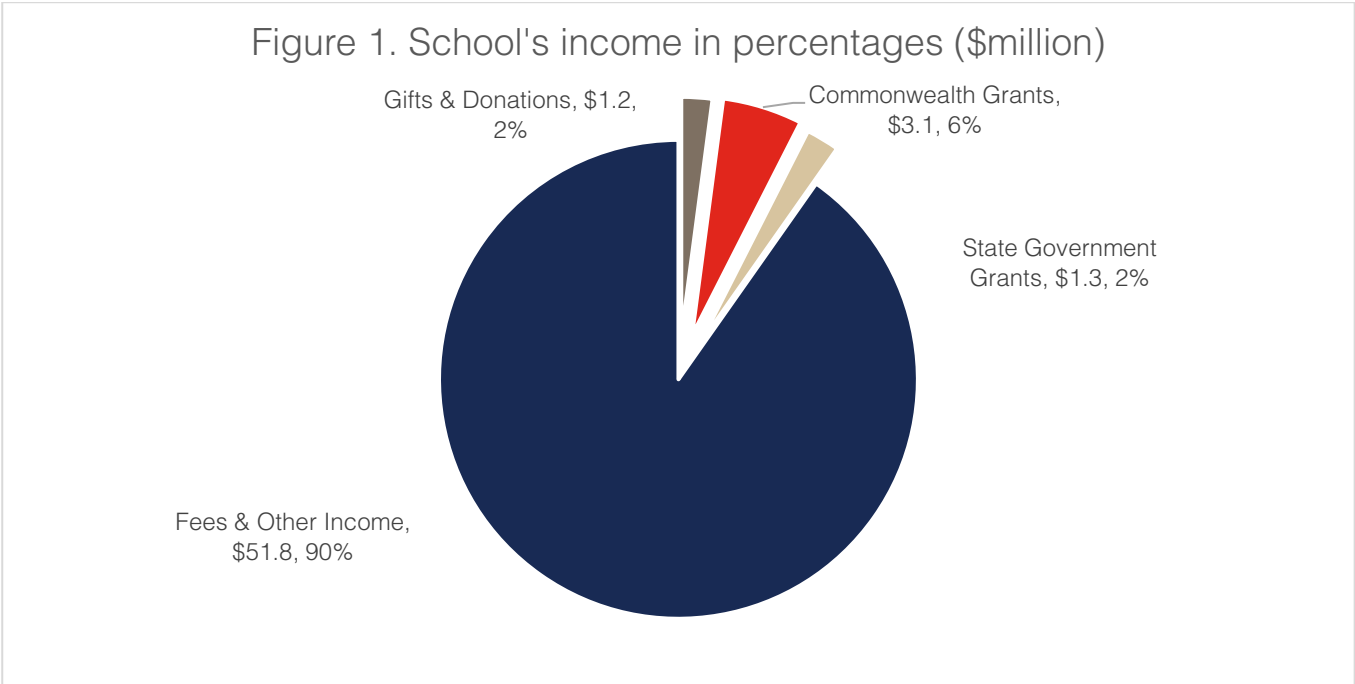
Summary of Financial Information for the Year Ended 31 December 2022

Income

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

- Fees and other income
- State Government grants
- Commonwealth grants
- Gifts and donations

A very high proportion of the School's income continues to be from fees.



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

