



Ascham School

2023 Ascham School Annual Report

Table of Contents

Theme 1: Messages from the Key School Bodies	3
From the Chair, Ascham Council of Governors.....	3
From the Incoming Chair, Ascham Council of Governors	4
From the Head of School	4
From the Chair of the 2023 School Committee (Head Prefect) Prizegiving 2023.....	7
Theme 2: Contextual Information About the School and Characteristics of the Student Body	9
Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing	10
Theme 4: Senior Secondary Outcomes	12
The Granting of Records of School Achievement.....	12
Student Performance in State-Wide Tests and Examinations	12
Theme 5: Teacher Professional Learning, Accreditations and Qualifications	15
Professional Learning Undertaken by Teachers During 2023	15
NESA Teacher Accreditation Levels	18
Teacher Qualifications.....	18
Theme 6: Workforce Composition	19
Theme 7: Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools	19
Management of Non-Attendance	20
Student Enrolments 2023.....	20
Student retention of Year 10 to Year 12	21
Post-School destinations	22
The Class of 2023 university offers:.....	22
Theme 8: Enrolment Policies	24
Conditions of Enrolment	29
Theme 9: School Policies for Student Welfare, Discipline and Complaints and Grievances	35
Pastoral Care Policy (Student Welfare).....	36
Bullying Prevention and Intervention Policy and Procedures	37
Discipline Policy	44
Complaints and Grievances	47
Summary of Student Welfare, Anti-Bullying, Discipline and Complaints Policies	52
Theme 10: School-Determined Improvement Targets	55
Theme 11: Initiatives Promoting Respect and Responsibility	56
Senior School (Years 7–12)	57
Theme 12: Parent, student and teacher satisfaction	58
Theme 13: Summary of Financial Information for the Year Ended 31 December 2023	63
Income	63
Expenditure	64

Theme 1: Messages from the Key School Bodies

From the Chair, Ascham Council of Governors

This is my last Prizegiving as Chair of the Ascham School Council. Shortly, I will be handing over to Sophie Gilder, Chair of Council from January 1 next year, to say a few words. In preparation for today, I thought I should review my first speech given at a Prizegiving. It was in 2016, so there are no girls in this audience who were present for it. There may be a couple of parents, but I know there is a large number of staff still here. However, I am sure no one will remember it—I certainly did not, until I reread it!

For my first Prizegiving, I decided to break from tradition and did not do a speech recapping the year for Council and the School. Mr Powell covers key highlights for the School in his address and we have our Mid-Year APA Forum where the Chair of Council meets with interested parents. I felt a good speech by the Chair at this forum was a short one and I received feedback that others agreed with me! I will therefore keep my comments extra short as the outgoing Chair.

In 2016 and today, this assembly is about the girls finishing another year of their education, and with the Year 12 girls moving onto their next phase in life. It is also about recognising the staff for their hard work teaching, developing and inspiring our girls, as well as the work of the support staff who keep the School operating seamlessly. Because this is a Prizegiving, some girls are singled out to be recognised for their achievements. It is important to congratulate our prize winners. But it is equally important for everyone—girls, teachers and staff—to reflect on your year and acknowledge milestones, personal bests and things that you are proud of. Please remember to take the time to do this.

2024 Ascham Leadership Scholarship

Each year, part of the Chair's job at Prizegiving is to announce the winner of the Ascham Leadership Scholarship. This scholarship is open to all past Ascham 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 Gabi Stricker- Phelps, who left the School in 2017, is the recipient of the 2024 Ascham Leadership Scholarship. Gabi is a former Chair of the School Committee and went on to study law and economics at the University of Sydney with First Class Honours, earning several accolades during her time at university. Gabi is currently working as Head Paralegal at Allens Linklaters, and volunteers at Adopt Change and the NSW Jewish Board of Deputies.

Gabi's application has been inspired by her own childhood experience of neglect and, later, adoption. Gabi's energy and focus is to make 'tangible change for children in out-of-home care through political advocacy and law reform'. She intends to travel to national and international conferences, enhancing her knowledge of child protection and policy solutions whilst gathering diverse international perspectives. She will also interview academics and researchers in this field to support her own policy research.

With around 15,000 children in out-of-home care in NSW due to unsafe living conditions with their parents, Gabi's dedication to contributing to policy change and reform for the improvement of their lives is both important and commendable. FROM THE CHAIR AND INCOMING CHAIR | 15

Finally, I would like to take this opportunity to thank everyone who has supported and guided me throughout my time both on Council and as Chair. Thank you, Diane Grady, former Chair of Council, for your early mentoring. All of the Governors of the School Council over the last nine years, without exception, are hardworking, inspiring leaders in their areas of expertise; I have been privileged to work with you. All the staff at Ascham fill me with admiration. Your professionalism and dedication to educating and developing our students is at the highest level. We have a vibrant and strong community underpinning the work of the School and I have enjoyed working with many of our wonderful volunteers. I have been entertained by sporting, choral, musical, dramatic, and a myriad of other events, such as art shows and open days in Hillingdon and Fiona. Watching the smiles, laughter and satisfaction of knowing a job was well done by the girls is what it is all about to be involved in a school. Thank you, girls.

And of course, I have been lucky enough to work with the Senior Leadership Team, who I have got to know well. You are a talented and cohesive team, which was remarkably demonstrated every day during the difficult times of COVID-19. There will always be challenges and we have a team well-tested and proven. Finally, the Chair/Head of School relationship is key and I have thoroughly enjoyed working and collaborating with Andrew Powell. We have a strong and productive relationship built on respect for each other and our roles. Mr Powell completes his 10 years as Head of School at the end of this year and he has developed over the decade into an excellent Head of School. Congratulations, Andrew, on your 10-year milestone.

The School is in excellent shape and, importantly, has a culture to strive to do better. I look forward to seeing Ms Gilder taking on her leadership role, working with the School to bring in new ideas and to keep lifting the quality bar.

Ms Nell Anderson
Chair, Ascham Council of Governors

From the Incoming Chair, Ascham Council of Governors

Last time I stood on this stage I was a nervous 17-year-old, giving an end-of-year speech on my last day as an Ascham student and boarder, having just completed Year 12.

To the Year 12 students here today: congratulations, this is such an exciting time in your lives as your horizons broaden. You will feel that same sense of independence and drive instilled in every Year 12 Ascham student that I felt as I headed off to university to study Economics and Law, and just as importantly, to enjoy every moment of college life to the full. Afterwards I moved to London to work in investment banking, and in the years that followed I've done various things including founding my own business venture, and then pivoting to work in emerging technology.

Fast forward to today and I have four children; my three girls all attend Ascham in Years 5, 6 and 8. They are the fourth generation in my family to attend Ascham so I know well what a special place this is. I have both respect for the historical legacy of Ascham, as well as an awareness of the need to continually adapt to the rapidly changing world in which we live. There are always opportunities in change, and education enables you to leverage these opportunities. Education is a lifelong gift—I have a firm belief in the positive impact of female education.

I want to thank Nell for her dedicated service over many years; the School is stronger for having the benefit of your guidance and I'm personally grateful for all the advice you've generously shared with me. It's an enormous honour to be taking up the role of Chair and I'm looking forward to working with the highly committed and collaborative Governors of the School, as well as the Senior Leadership Team, to ensure that Ascham continues to flourish.

Ms Sophie Gilder
Incoming Chair, Ascham Council of Governors

From the Head of School

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.

- 118 girls sat the HSC
- 8% of girls achieved ATARs above 99
- 35% above 95
- More than 60% above 90
- Nine students on the Premier's All-Round Achievers list, with a further 17 narrowly missing the list

State placements:

- 2nd in German Extension
- 4th in Chinese Extension
- 5th in Music Extension

Performing and visual arts nominations:

- Six nominations for ARTEXPRESS, with one final selection
- Eight nominations for OnSTAGE
- One nomination for Encore

Strategic Plan

Inspired Teaching and Learning

At the commencement of the year, Heads of Department developed a new *Plagiarism and Academic Misconduct Policy*.

Professor Toby Walsh was our guest speaker at our TechXcelerate conference on Staff Day at the end of Term 1. He presented a number of strategies that staff can use to implement AI into their daily practice.

Six staff attended the EduTech two-day conference in Melbourne in Term 3. Post-EduTech conference we also launched our 'Lunch and Learn' series focusing on AI in the classroom.

The new student Dalton Committee started investigating and recording the ways students are using AI to complement their learning.

In November we hosted a follow-up TechXcelerate AI in Education forum, inviting staff from neighbouring schools to attend and present.

We have continued to explore VR in the classroom and various programs have been written into the Hillingdon and Fiona assignments, and Science and Geography programs.

Greater use of aural feedback is being used in Music lessons for students to engage in problem solving and critical thinking of their composition and performance works.

With the appointment of a new Head of Learning Enhancement and Enrichment, the focus on ensuring students were being properly supported was carried out in 2023. All learning plans were reviewed, and parents contacted to ensure we had all the correct information. Greater support was given to the support English class in Year 7, and we have seen some excellent improvements made in literacy and comprehension. Stage 6 (Years 11 and 12) was also a focus of the review to ensure we were following correct NESA guidelines and that the support the School was offering was supported by teacher observation, parental information and correct diagnosis. In some instances, support was scaled back and even removed. New processes were put in place for staff to record their observations and adjustments they were making to assignments and assessments.

The Junior School focused on critical-thinking projects and activities. These included STEAM projects with other schools and other external competitions such as Future Problem Solving, where our Year 6 students were State finalists and represented Ascham at the National titles in Brisbane. We also had two Junior School teams in the Tournament of the Minds competition. In addition, the girls participated in numerous essay and creative writing competitions.

New syllabuses have been written for Junior Year groups, Years 7–10 English, Years 7 and 9 Science, Years 11–12 PDHPE, and Years 11–12 Geography. Planning and syllabus writing was completed for the new Year 9 elective, Physical Activity and Sports Studies (PASS).

Feedback received from student surveys: A thorough review of homework for Years 7–10 has been scheduled to be undertaken in the first quarter of 2024. A consultant has been engaged to help collect and collate the data.

A new initiative, Co-Lab, was started in 2023. It is an opportunity for staff to come together and present on metacognition—learning how to learn. These sessions are run once a term and have offered opportunities for inter-faculty discussion on learning in Dalton Studies, revision practices, writing summaries and ways to retrieve work from the brain.

With the departure of the Deputy Head of Junior School, the Head of Junior School and I reviewed the role description and could see the opportunity to split the role into two: a Deputy of Operations and Deputy of Curriculum. These roles have been very successful, and we will continue them into 2024. There has been a greater focus on curriculum and learning with the splitting of the Deputy role.

Wellbeing for All

In Term 4 our Long-Day program commenced. The Senior Library now opens at 7.30am and closes at 8.30pm, Monday to Thursday.

With the resignation of the Head of Wellbeing at the end of Term 1, a key focus was appointing a replacement. This was achieved for the start of Term 3. All Wellbeing programs for P–12 have been mapped and integrated with the *Vi et Animo* Framework.

The new Sports Performance Centre was opened at the start of 2023 and was enthusiastically embraced by the girls. A new role, Head of Athletic Wellbeing, was appointed at the end of Term 1 to help support the girls and staff who are using the Performance Centre. Thirty staff initially completed the Performance Centre induction and several are using the weekly staff sessions.

Authentic Student Leadership—Leadership for Life

The Student Leadership program was mapped out by the Awards Committee and Year Coordinators.

This year, Prep, Kindergarten, Years 1 and 2 have been allocated House groups (the same as Fiona) for the first time. This was a leadership initiative by the Fiona House Prefects.

In 2023 the new Coordinator of Integrated Programs continued to embed co-educational activities across the Year groups and organised a wide range of activities with boys' schools.

A Culture of High Performance and Growth

The new Hub Professional Learning site was launched in Term 3. This is a one-stop area for the Teaching Framework; staff can log their professional learning, professional reading material, conferences and reports from teachers who have attended conferences.

All staff across the School have undertaken a 'Stay' interview with me. These 10-minute interviews also helped populate the succession planning document. From this document and the Stay interviews, an opportunity was presented to elevate the Assistant to the Head of Music to the role of Head of Academic Music. The Head of Music will concentrate more on performance and ensembles.

Ascham Community—It's Your Place

A philanthropic partner (Blue Boat) was engaged. The next stage of the Ascham Masterplan, 'Blueprint. For our future', was developed, and the Ascham Always capital campaign was designed. The Blueprint website was completed in July 2023 and Ascham Always was presented to the School Council of Governors at the November Board meeting.

In Term 3 we held the inaugural Goldies Afternoon Tea for Ascham Old Girls aged 80 years and over. This was a wonderful afternoon with 60 Goldies and some carers attending. Plans have been made to make this an annual event.

In 2023 we commenced an ongoing program to continue to develop a First Nations cultural knowledge program for staff and students. The Gujaga Foundation has consulted on plantings for Hillingdon Playground, Tribal Warriors performed in assemblies, and the Brolga Dance Academy performed during National Reconciliation Week. A new Ascham Acknowledgement of Country was developed by the Ngara Committee. The Committee also welcomed parents of our First Nations students at Ascham to attend the Ngara Committee meetings. The second annual Welcome Afternoon Tea for new First Nations students and their extended families was held in November. In September, 91 Year 10 students and 13 staff travelled to Nhulunbuy in North-East Arnhem Land for a full immersion on Country with the Yolŋu community. This was our inaugural visit. The feedback has been overwhelmingly positive, and plans have been put in place to make this an annual immersion for Year 10 students.

Sustaining Our Future

The Fiona Re-development Project (next stage of our Blueprint Masterplan) commenced at the end of 2023 School year, with building starting across the summer break.

A wide-ranging audit of Ascham's environmental footprint was undertaken. This included: electricity, gas, water, waste, rainwater harvesting, and the indoor air quality and monitoring system.

Mr Andrew Powell
Head of School

From the Chair of the 2023 School Committee (Head Prefect) | Prizegiving 2023

The anticipation of the start of high school carries a nervousness that I'm sure is unmatched—whether you started at a different school, in Fiona, or in Hillingdon, there was nothing more exciting than trying on that khaki uniform for the first time, and lacing up the brown school shoes that would carry you on the epic journey that is six years of Senior School.

So, let's start at the very beginning: **Period 1.**

Year 7—a time that brought the familiarisation of the Dalton system; neatly, obsessively colour coding diaries, and justifying our Tuesday afternoon Dits to parents who ardently believed they were a form of punishment, when in fact, we all know it is not. Inundated with homework that nearly matched Year 12 workloads (at least in our mind), we all slowly learned the smooth falsettos of the *And We Seek* descant, found our way around each classroom, and navigated the shifting, sometimes turbulent, friendship groups of Year 7.

Then the bell rang and off we ran to **Period 2.**

The end of Year 7 brings the first end-of-year exams. Quite unlike any other students I've ever talked to, Ascham girls take their exams extremely seriously. It is this emphasis on effort and education that instills in us something priceless. During each annual study period, we are not expected to regurgitate the words of our teachers, but rather to interrogate and be opinionated against the 'tides' of information input. We are rigorously encouraged to acknowledge, respect, and contribute to the discourse of those who have different opinions to ourselves. Though seeming stressful and tiring, our Year 7 exams were the first stepping stones in a rich, textured educational experience.

Then exams are over, and summer is here. After a well-rested break, **Period 3** begins.

As the years of Senior School progress, one particular phrase springs to mind: Jack of All Trades. Myself and most of the students I know have tried just about everything Ascham offers—String ensembles, Orchestras, Choirs, Rowing, Water Polo, Hockey, Soccer, Model United Nations, Debating, Swimming, Theatresports, Speech and Drama. I've excelled academically, and I've failed tests and exams. I've picked myself back up, been to Dits voluntarily, moved on, loved friends, and argued with them too. And it is these experiences that capture the essence of this epic journey Ascham takes us on—this is the best possible space to venture into the unknown, demonstrate resilience and heroism, grab a friend, and try something new.

And then we've all headed to recess, and in comes **Period 4.**

Years 8 and 9... Beyond academic education, we have all effectively grown up on the grounds of Ascham—and growing up is awkward. If navigating the throes of new emotions and NAPLAN wasn't enough, many cohorts were burdened by a global pandemic during these formational years. Complex ideas of autonomy and self-worth were amplified by our time locked indoors. COVID notwithstanding, floating in a limbo between the start and end of Senior School is a very strange feeling. But this feeling finds comfort and support in the order and encouragement of Ascham. We are forced to engage directly and individually with teachers from the get-go; whether in Studies, mentor meetings, or with Year Coordinators. The Year 12 students before you are living, breathing evidence that these times pass, and we all make it through to the other side, and for this, we have Ascham, but most importantly *each other* to thank.

In comes **Period 5**—the hardest of the day, the middle period.

Throughout the years of Senior School, there is one other constant: our families. To our parents: thank-you for everything. For dragging us to and from School and sports games, for feverishly buying us new uniform bits we can't seem to stop losing, and for providing us the chance to sit here today. To those with siblings at Ascham: treasure them. There is nothing more special than bumping into your sisters during the School day, and recapping the events of the day at dinnertime. Though not a boarder myself, it is such a joy to watch the families of the Boarding Houses connect and find their homes away from home. For many of us, Ascham is not just six, eight, or even 14 years of education—it is a family for life.

As **Period 6** rings in, the Senior years finally begin.

Year 10 brings the nerves of asking your date to the Formal, more exams, exchange programs, and subject choices for the closely approaching Years 11 and 12. These Senior years also bring a shift in awareness—I'm sure we all remember February 2021 as a formative moment as Chanel Contos began her petition, just as my cohort began Year 10. It is confronting to live in a world that is often socially built against you because of your gender. But as previously mentioned, we are taught to question, to challenge and to advocate. And, in a society where cultures of sexism are prevalent, Ascham, a single-sex institution, holds unspeakable power for change.

In post-Feminist landscapes where we are promised 'unlimited choices', Ascham allows us to actually access them. In work environments where we would be pitted against each other for our gender, our time at School, with *each other*, allows us to build unbreakable bonds. Whether in Sisters groups, Friday night debates, or Saturday sports, high school gives you the chance to break (rather than simply police) the boundaries of structure and stereotype. Risk-aversion is challenged, changing habits is encouraged, and our needs and preferences come to the fore. We spend six years in the company of some of the most inspiring, kindest women that I know, and through our opportunities we are banded together.

That brings us to **Period 7**—after lunch.

Year 11 goes by in a blur, and amongst the stress of Preliminary exams and a now tightly bonded cohort, Leadership Committees are formed. This is where we discover that leadership is not at all about glorious, crowning acts of brilliance. It's about laying the groundwork for others' success and empowering those around you. Leadership and teamwork are intrinsically linked, and by appreciating everyone we are sure to progress much faster.

Penultimately, the bell rings for **Period 8**.

It's the year you spend your life waiting for: the year of the HSC. When starting Year 7, Year 12 seems like something unreachable, a speck in the future that merely heralds the end of your time at School. But as time elapses, and you suddenly stand at that springtime precipice between Year 11 and Year 12, you realise that Ascham has been subtly preparing you for this moment for nearly a decade. The turmoil of many Monday nights culminates in the ability to balance hard work, whilst enjoying your final, bittersweet year amongst friends and invaluable teachers. Just as Milne wrote, 'how lucky we are to have something that makes saying goodbye so hard'.

Then comes the final 40 minutes—**Period 9**.

The notion of success and the idea of being successful is something we've all grown up hearing. Our aspirations come from what we know and what we love, and it's how we are educated and interact with others that define how we put those aspirations into practice. On a trip up to the Octagon, our School archives, late last year, I was poring over photos and old School blazers, and was touched by a feeling—like when you think about space, or the depths of the sea, that you are just one on the enormous scale of time. Just as 137 cohorts have passed through the Ascham gates before me, before us, so too will I leave the grounds today an Old Girl. Just as we pore over their class photos, our years at School will also be looked back on by girls of the future. The voices of those before us echo, just as ours begin to shout—shout for improvement, shout for justice, shout for change. I implore you to ensure your voice is heard.

So, the bell rings, and the School day is over!

I would like to extend my thanks to Mr Powell, Mrs Drever and our wonderful Year Coordinator Mrs Thorburn. Alongside these inspirational leaders, I would like to recognise all of the teachers and staff at Ascham. I cannot thank you enough for the support, effort, and first-class education you have consistently, enthusiastically provided us. There is a special kind of bond Ascham students share with their teachers, whether stemming from frantic Monday Studies or Tuesday afternoon Dits. I am confident

that Ascham will continue to cultivate well-rounded, intelligent, strong Ascham girls for years to come because of you.

To the cohort of 202Tree: I am eternally grateful for your support and friendship over these past 14 years. I am so unbelievably proud to have grown alongside you, to laugh with you, cry with you, spend hours studying and hours having fun.

To every student in this room: I have had a wonderful year getting to know you all and wish you every success in your time at Ascham and beyond School. Make the most of the nearly 10,000 40-minute School periods you will sit through. Seize every opportunity and embrace your education.

It has been a pleasure and a privilege.

Olivia Cook
Chair, School Committee

Theme 2: 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 1,220 students from Prep to Year 12. Our Boarding School caters for approximately 120 boarders, including Indigenous students. Means-tested 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.

Theme 3: 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 2023.

2023 NAPLAN results are summarised below and additional information is available on the My School website: <http://www.myschool.edu.au>

2023 NAPLAN Tests for Years 3 and 5

In March 2023 all Years 3 and 5 girls in Fiona sat for the National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Percentages in Skill Bands—Year 3

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Exceeding	State	20.1	11.8	20.7	11.4	15.4
	Ascham	67.2	43.8	37.5	42.2	43.8
Strong	State	49.6	67.9	45.4	47.7	52.9
	Ascham	32.8	56.3	51.6	54.7	53.1
Developing	State	20.9	14.0	23.0	27.9	21.6
	Ascham	0	0	10.9	3.1	3.1

Percentages in Skill Bands—Year 5

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Exceeding	State	23.7	14.0	24.5	16.0	15.6
	Ascham	56.4	46.2	51.3	47.4	41.0
Strong	State	51.7	55.8	48.1	50.3	55.3
	Ascham	42.3	47.4	46.2	44.9	53.8
Developing	State	16.6	20.6	18.6	22.8	19.5

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	Ascham	1.3	6.4	1.3	7.7	3.8

2023 NAPLAN Tests for Years 7 and 9

In March 2023 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>

Percentages in Skill Bands—Year 7

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Exceeding	State	21.5	16.5	25.8	16.1	15.8
	Ascham	46.7	31.1	38.5	39.3	30.3
Strong	State	49.0	49.6	50.7	50.1	54.3
	Ascham	45.9	58.2	51.6	45.9	59.8
Developing	State	19.9	23.3	15.9	22.6	20.3
	Ascham	5.7	10.7	9.8	13.1	9.0

Percentages in Skill Bands—Year 9

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Exceeding	State	18.0	18.0	20.2	14.8	12.7
	Ascham	58.6	43.1	50.9	35.3	39.7
Strong	State	45.5	41.2	53.0	42.8	53.5
	Ascham	34.5	50.0	42.2	53.4	51.7
Developing	State	24.4	28.3	18.0	28.8	23.0
	Ascham	6.0	6.0	6.9	10.3	7.8

Theme 4: Senior Secondary Outcomes

The Granting of Records of School Achievement

In 2023, 119 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2023, 115 students in Year 11 completed the Stage 6 Preliminary Course and were granted their Record of School Achievement (Year 11).

Student Performance in State-Wide Tests and Examinations

2023 Higher School Certificate examinations

The Class of 2023 achieved excellent results in the HSC, with 114 students sitting the examinations. They are in keeping with our results in previous years since the introduction of the current HSC in 2001.

For the 2023 Year 12 cohort, 114 students were awarded the Higher School Certificate. There were no students enrolled in VET courses

ATAR results

ATAR 2023			ATAR Percentage of Ascham students (%)								
				2022	2021	2020	2019	2018	2017	2016	2015
	Number of Ascham students	Percentage of Ascham students (%)	>99	10	18	12	8	6	11	5	14
>99	9	8	>95	38	36	36	28	33	47	32	45
>98	18	16									
>95	41	36	>90	58	64	62	49	54	72	65	69
>90	72	63									
>80	99	87	>80	82	87	86	81	79	92	90	95
>70	107	94	>70	93	93	97	93	95	97	98	98
>60	112	98	>60	99	97	98	98	100	99	100	99
>50	114	100	>50	100	100	98	100		100		100

In 2023, there were 118 students in the Year 12 cohort, and they are to be congratulated on their outstanding results.

Some highlights this year included: 9 students made the All-Round Achievers list, having achieved top band marks (90% and above) in 10 or more of their units. A further 17 students narrowly missed the All-round Achievers list, having achieved top Band results in eight or nine of their units. Three students placed in the

Top 10 in the State for various subjects. We had students who placed 4th in Chinese Extension, 2nd in German Extension and 5th in Music Extension

The top ATAR in 2023 was a rank of 99.85.

Six students' HSC Visual Arts bodies of work were nominated for ARTEXPRESS and one of these students had their body of work selected to be displayed as part of the Virtual VX Exhibition.

For OnSTAGE, 8 of our Drama students were nominated in three sections.

For the Encore music concert, one of our students was nominated for their Music Extension performance.

In 2023 a high percentage of students placed in the top Band across all subjects. Ascham students were enrolled in 33 different courses.

- In four 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 631 out of the 652 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.

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	84.93	80.95	32.72
Biology	83.24	65.30	31.99
Business Studies	85.53	78.26	36.08
Chemistry	82.26	65.31	38.32
Chinese Continuers	94.60	100	70.47
Drama	87.67	94.45	60.35
Economics	88.54	96	48.52
English Advanced	87.43	90.74	67.09
English Standard	76.51	33.33	13.18
French Continuers	85.25	62.50	58.90
Geography	85.99	90.47	41.93
Latin Continuers	87.45	100	83.76

Subject	Average Ascham HSC exam mark	% of Ascham Bands 5 & 6	% of State Bands 5 & 6
Mathematics Advanced	86.02	85.08	49.80
Mathematics Standard 2	83.82	80.77	31.64
Modern History	89.32	93.34	35.11
Music 1	90.12	100	68.97
Music 2	87.71	100	85.28
PDHPE	79.19	50	31
Physics	83.05	83.33	38.94
Visual Arts	91.11	100	31
Studies of Religion (1unit)	43.59	85.71	48.65

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

Percentages of our students in the top two performance bands in 1-unit 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	44.3	95.24	94.42
English Extension 2	44.96	100	85.66
Mathematics Ext 1	82.69	92.11	71.93
Mathematics Ext 2	84.60	100	85.79
History Extension	43.74	100	85.32
Latin Extension	46.63	100	97.82
Chinese Extension	48.00	100	98.08
Music Extension	45.65	100	95.86
Science Extension	39.63	100	77.96
German Extension	79.19	100	97.44

Theme 5: Teacher Professional Learning, Accreditations and Qualifications

Professional Learning Undertaken by Teachers During 2023

Throughout 2023, Ascham continued providing high quality 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.

Ascham's commitment to professional learning ensures that its educators remain at the forefront of educational excellence. Through comprehensive training, collaboration, and continuous support, Ascham fosters an environment where teachers can thrive professionally and contribute significantly to student success.

In 2023, the Dalton in Practice Program was delivered to five Proficient Teachers, one Provisional Teacher 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 with the Association of Independent Schools NSW.

Additionally, four teachers were part of the 2023 Dalton Committee, and conducted action research into different areas of pedagogical practice. The School also supported Professional Learning through awarding two Staff Fellowships for Teaching Excellence. Furthermore, 2023 saw the launch of TechXcelerate, Ascham's approach to technology/e-learning related professional learning.

Professional Learning and the School's Strategic Plan:

During 2023, Ascham School's commitment to professional learning and growth continued to align closely with its 'Towards 2030' strategic priorities. Below, this report highlights some examples of how Professional Learning initiatives contributed to advancing each strategic commitment and its priority areas.

Inspired Teaching and Learning

Educators explored topics such as Artificial Intelligence (AI) in education, ethics, and curriculum design to enhance instructional effectiveness and student engagement.

Attendance at conferences like 'AISNSW English Conference' and 'Mathematics Conference' highlight efforts to enhance subject-specific teaching strategies and curriculum development.

Authentic Student Leadership—Leadership for Life

Staff delivered workshops at the International Coalition of Girls' Schools annual conference about our Student Leadership Framework.

A Culture of High Performance and Growth

Supporting staff to undertake leadership courses with the AISNSW Leadership Centre underscores a commitment to professional growth and skill enhancement among staff members, fostering a culture of continuous growth.

Ascham Community—It's Your Place

As part of Ascham's continued commitment to reconciliation, all staff received training on the importance of respecting, protecting, and appropriately acknowledging Indigenous Cultural and Intellectual Property in line with the True Tracks principles.

Sustaining Our Future

Workshops and conferences related to risk assessment, governance, and legal compliance, such as 'Best Practice Note-Taking, Record Keeping & Privacy In Schools' and 'Commercial Negotiation and Contracts for Non-legal Professionals' were attended.

Various courses relating to Boarding were undertaken, including attendance at the Australian Boarding Schools Association conference.

Wellbeing for All

A range of professional learning experiences related to student wellbeing and safety were undertaken. Staff attended sessions addressing mental health awareness, risk assessments, and support strategies for vulnerable students.

Attendance at the 'AISNSW School Counsellors' Conference' and 'AIS Wellbeing Conference' demonstrates a focus on nurturing a supportive and inclusive community within the school, addressing the wellbeing needs of diverse learners.

The annual Staff Vi et Animo Day was held, in which staff had opportunities to engage in a range of workshops designed to support their own professional wellbeing.

In addition, the following professional learning activities were undertaken by staff throughout 2023.

Description of the Professional Learning Activity	No. of staff participating
AIS Focus on Writing Workshop	10
Excel Level 2, USYD	17
Flourish Keynote Dr Jodie Lowinger Tuesday 24 January	All Staff
Staff Excursion to Sydney Modern Art Gallery to tour First Nations Collections	35
YMHFA	15
Keynote Professor Rebecca Collie 9 October	All Staff
2023 AISNSW School Counsellors' Conference – Cultivating Knowledge and Skills	1
2023 AISNSW Wingara Education Conference: Aboriginal and Torres Strait Islander Voice Across the Curriculum	1
Aboriginal & Torres Strait Islander Mathematics Alliance Conference 2023	1
Adobe Photoshop Course: Level 1	1
Advanced resuscitation, Training Aid Australia	3
AI as a knowledge enhancer	1
AISNSW Boarding Symposium 2023 - Balancing Wellbeing, Mental Health and Risk for Boarding Students and Staff	3
AISNSW Student Services Conference 2023 - Diversity and Inclusion	1
Athletes Assessments, Athlete Leadership Program	9
Classical Languages Teachers Association Conference: EUREKA – a new Golden Age of Classics	3

Description of the Professional Learning Activity	No. of staff participating
Crash Acting, The Acting Teacher	1
Electromagnetism for Teachers – HSC Physics Module 6	1
Excel Training	17
Ethics of AI	1
Food Safety Supervisor Course (NSW)	2
Harvard Graduate School of Education, Leading Change: A CSML Course Enrolment	1
Keeping Children and Young People Safe, and Together	1
Mathematics Extension 1 Year 12: In Depth Part II - Trigonometry, Calculus and Statistics	1
Nurturing Brilliance: Differentiating Instruction for Gifted Learners in Secondary Education.	1
Planning and Programming with the new 3-6 English Syllabus - Self-Paced Learning	13
Planning and Programming with the new 3-6 Mathematics Syllabus - Self-Paced Learning	17
Planning and Programming with the new K-2 English Syllabus - Self-Paced Learning	14
Planning and Programming with the new K-2 Mathematics Syllabus - Self-Paced Learning	13
Programming for Differentiation in Science	1
Psychology of Influence	1
Science Assessment in the Age of AI	1
String Seminar with Dr Geotz Richter - Foundation of String Playing	1
Supporting Aboriginal and Torres Strait Islander Students in Boarding - Self-paced learning experience	1
The Hatchery, AI in Education	1
Women and Leadership Australia Impact Programme	1

NESA Teacher Accreditation Levels

Throughout 2023, Ascham teachers were accredited across a range of NESA Teacher Accreditation levels:

NESA Accreditation Level	Number of staff by end of 2023
Conditional Teacher	4
Provisional Teacher	7
Proficient Teacher	165
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.

Teachers accredited at the levels of Conditional and Provisional were supported and mentored in their collection of documentary evidence on a regular basis. Support was given by the Director of Professional Learning, Deputy Head of Junior School – Teaching and 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, six teachers enrolled in the ISTAA Experienced Teacher program with the Association of Independent Schools NSW. Furthermore, throughout 2023, two Conditional/Provisional Teachers became accredited at the level of Proficient Teacher.

Teacher Qualifications

In 2023, 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	176
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

Theme 6: Workforce Composition

Ascham has a diverse workforce which, at the time of the 2023 census, consisted of:

Teaching Staff	150
Full-time equivalent teaching staff	137.5
Non-teaching staff	108
Full-time equivalent non-teaching staff	93.0

There are no known staff members who identify as Aboriginal or Torres Strait Islander. Additional information can be found on the My School website: <http://www.myschool.edu.au>.

Theme 7: Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

The daily student attendance rate in 2023 was as follows for the different sections of Ascham School:

Hillingdon		Fiona		Senior School	
Kindergarten	95.2%	Year 3	96.8%	Year 7	94.7%
Year 1	94.8%	Year 4	95.3%	Year 8	93.6%
Year 2	95.3%	Year 5	94.9%	Year 9	93.3%
		Year 6	95.5%	Year 10	93.5%
				Year 11	94.1%
				Year 12	94.5%

Our attendance rate for 2023 was as follows:

	Hillingdon	Fiona	Senior School
2023	95%	95%	94%
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%

	Hillingdon	Fiona	Senior School
2014	96%	97%	96%

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, to the Deputy Head, Year Coordinators, Form Teachers, Health Centre and Cocurricular Departments.

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, Cocurricular Departments and Deputy Head.

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 2023

Year Group	Number of Students Enrolled
Prep	40
Kindergarten	56
Year 1	63
Year 2	58
Year 3	65
Year 4	65

Year Group	Number of Students Enrolled
Year 5	79
Year 6	85
Year 7	120
Year 8	122
Year 9	118
Year 10	121
Year 11	115
Year 12	118
TOTAL	1,225

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%

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
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%
2021/2023	116	118	113	98%	95%

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 2023 university offers:

There were 118 students in the 2023 cohort who sat the Higher School Certificate. 97% of Year 12 students from the Class of 2023 received a university offer via the NSW & ACT University Admissions Centre (UAC) system in line with their top three preferences.

The 2023 university offers in NSW via UAC are as follows:

Universities in NSW and ACT	Percentage
University of Sydney	54%
UTS Sydney	16%
UNSW Sydney	14%
Macquarie University	4%
University of New England	4%

Universities in NSW and ACT	Percentage
University of Newcastle	2%
Australian Catholic University	2%
University of Notre Dame	1%
Charles Sturt University	1%
University of Wollongong	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 followed.

Students are eligible to apply to multiple university admission centres and therefore, students are able to assemble several offers from universities across NSW and interstate. There were 168 individual course offers via direct Early Entry schemes, but as universities do not reveal specific data, these offers are not reflected above. 31 individual offers were received from interstate universities in Queensland, Victoria and South Australia. 12 students received 24 offers to international universities, primarily in the UK and USA.

Within Australia, destinations included a broad range of universities with students awarded a variety of scholarships including the prestigious UNSW Sydney Co-op Scholarship, Professional Cadetship, University of Sydney Dalyell Scholars, ICMS Scholarship, ANU Bright Horizon Scholarship, ANU Changing Futures Scholarship, ANU Women in Engineering, ACPE Alumni Scholarship and Macquarie University Leaders & Achievers.

The most popular degree courses selected by the graduating Class of 2023 were:

Course/Degree	Percentage
Business/ Commerce	18%
Arts	14%
Sciences	10%
Engineering	10%
Psychology & Social Work	9%

Course/Degree	Percentage
Law	8%
Pathway/Diploma/No Offer	8%
Health Sciences & Nursing	7%
Architecture	3%
Media & Communications	3%
Medicine & Dentistry	2%
Political Economy	2%
Information Technology	2%
Visual Art & Design	2%
Education	1%
Music	1%

Theme 8: 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.

Ascham Enrolment Policy 2023

Background

Ascham has excelled in girls' education for day and boarding students since 1886, strengthened by introduction of the Dalton Plan in 1922.

We offer rigorous academic programs from Prep to Year 12, complemented by rich co-curricular activities.

Our commitment to Dalton principles, ensures we know every girl and what it is she needs to develop independence in her thinking, a sense of responsibility, and the skills of collaboration and reflection so that she flourishes today and tomorrow.

We are a proudly independent school without religious affiliation. This is our Dalton difference, and it matters now more than ever.

Purpose

The purpose of this policy is to provide clear guidelines and processes to prospective parents seeking enrolment at Ascham School and to ensure the staff responsible for managing enrolments maintain a consistent approach.

This policy should be read in conjunction with:

- Ascham's Conditions of Enrolment and
- Ascham's Payment of Fees Information

Submitting an Application

1. Applications for enrolment will be accepted after the birth of your daughter.
2. Applications are submitted via our website using the online form. Requirements for the application are:
 - Payment of the non-refundable application fee (this is currently \$300). The application fee is waived for daughters of Ascham Old Girls.
 - A copy of your daughter's birth certificate is required at the time of or within eight weeks of the application being submitted. The sex of the child must be Female on the birth certificate.
 - Indication of all potential entry points for which you would like your daughter to be considered.
 - If your daughter has commenced school at the time the application is submitted, school and NAPLAN reports are required with the application for enrolment.
 - The names and email contact details of two referees who can be contacted by Ascham. A family reference will be requested (ie a reference written about your family rather than specifically about the girl). Reference letters can be provided at the time of application and attached to the online form. The reference should include how long the referee has known your family and the referee's relationship to your family. The reference should not be written by a relative.
 - Other documents as relevant ie. medical information, court orders, etc
3. The formal entry points at Ascham are Prep, Kindergarten, Year 5 and Year 7. Girls must be four years old by 31 March to enter Prep, and five years old by 31 March to enter Kindergarten. All applications received are placed on our waiting list/s for the year/s of entry nominated.
4. Daughters of Ascham Old Girls and sisters of current Ascham families will be given first priority for entry to either Prep, Kindergarten, Year 5 or Year 7, provided they apply by their daughter's first birthday and adhere to the school's enrolment procedures as outlined below.
5. Applications may be made for enrolment into non-intake years. Enrolments in non-intake

years are limited and unpredictable and vary from year to year. Places can only be offered in non-intake years when vacancies arise, and at the discretion of the Head of School.

6. Acceptance and acknowledgement of an application for enrolment does not guarantee a place at the School for your daughter.
7. Parents/carers may change waiting lists or request to be added to additional waiting lists at any time, any changes will be dated at the time the new request is made and not the original application date.
8. For applications less than three years before entry date please contact the Ascham Enrolments Office.
9. Boarding students
Applications are accepted for boarding places for any year from Year 7. Priority for boarding places is given to NSW country families.
10. Overseas students
For students who study English as a second language, an AEAS test report must be submitted to the Enrolments Office prior to application.

Ascham will determine the year group and courses appropriate for a student, based on:

- AEAS test results (Stanine score of 8-9)
- a visit to the School and meeting with key staff
- an examination
- an interview with the Head of School
- information related to the student's academic profile.

Entry depends on the availability of places and contact should be made with the Enrolments Office prior to submission of an application for an overseas student.

Girls entering Ascham from Prep to Year 6 must live with their parents in Sydney. Girls entering from Year 7 to Year 10 must either be enrolled as a boarder or reside with their parents in Sydney. The School does not accept applications for new overseas students commencing in Year 11 or students in Homestay accommodation.

11. Waiting lists are held for all entry points to Ascham. Offers will be made according to the date of submission and having your daughter's application up to date with the necessary information as required by the School.

Procedures and Requirements

Attendance at a School Tour

Approximately three years prior to the commencement date applied for, your family will be invited to attend a Tour at the School. Attending a Tour is a mandatory step in our enrolment process. These sessions are held each term for small groups of families and includes information about the Dalton Plan, a tour of the School campus and an opportunity to meet our Head of School, students and staff as they share insights into life at Ascham.

Application Maintenance

Applicants will not progress to interview should their files not be complete and up to date. This includes, but is not limited to:

School reports, achievements and interests

For Year 5 and Year 7 entry - the Enrolments Office require regular updated copies of your daughter's school and NAPLAN reports along with information about her co-curricular interests and other achievements.

Medical Conditions / Special Needs

The School must be fully informed in relation to your daughter's special or individual needs, in order to provide adequate resources, facilities and support for your daughter should an enrolment be offered. You must fully and accurately disclose any special or individual needs, (including medical, physical, learning, or psychological needs, medical conditions and/or health care requirements) to the Enrolments Office at the time of application. Where any of these matters change or where any new matters arise subsequent to submitting your application, you must notify the School immediately. If you have failed to disclose or not fully and accurately disclosed any matter, either on the application form or subsequently, the School may cancel your application or withdraw an offer of enrolment.

Family Situation

The School must be kept up to date with any court orders. Any other information to support the student's application.

Offer and Interview and Acceptance

After all procedures and requirements have been met, and pending availability of enrolments, girls and their families may be invited to attend an interview, after which a place may be offered in writing.

Offers for Enrolment at Ascham are made 2-3 years prior to the entry date applied for. Applicants are shortlisted in accordance with the date of application, tour attendance and having their application files complete and up to date. Girls and their families who are offered an enrolment, attend an interview with the Head of School. Offers of enrolment are made subject to availability and at the discretion of the Head of School.

Following the interview, a formal letter of offer and acceptance of offer contract is sent to parents/carers by email.

To accept an offer of enrolment after interview, parents/carers confirm acceptance by returning a signed copy of the Acceptance of Offer contract along with payment of the non-refundable Acceptance Fee (currently \$6,000 for day students, \$3,000 for NSW country boarders or siblings) by the requested date.

All parents/carers responsible for the care of the student and/or payment of school fees must sign the contract and abide by the Conditions of Enrolment attached to the contract. If both parents do not sign the contract the School must be notified of the circumstances. The signed acceptance contract will confirm your daughter's enrolment at Ascham at a particular point of entry and status of day girl or boarder. The Acceptance Fee is not refundable under any circumstances. The Acceptance Fee is not credited towards tuition or other fees.

If an offer is made and not accepted, the application will be cancelled unless we receive a request from the parents/carers to remain on our waiting lists. There is no guarantee that a further offer will be made at a later time.

After an offer has been accepted into a particular entry point and status of day girl or boarder, that place is not transferable to another year of entry or status. The refusal of an offer will not affect your daughter's place on any other waiting list.

An accepted enrolment for a boarder student cannot be transferred to the status of day student within the first 12 months after commencement of schooling at Ascham. All requests for a change of status are based on availability and at the discretion of the Head of School.

Should you accept an enrolment at Ascham and your daughter does not commence at the School, notice in writing must be given 12 weeks prior in the preceding year for a place commencing at the start of Term 1 – should notice not be received, a full term's tuition fees in lieu of notice will be charged.

Families who do not receive an offer will be contacted by the Enrolments Office 12 months prior to the entry year applied for to advise that they will remain on our waiting lists for their nominated entry point and any subsequent entry point/s according to their daughter's age.

Offers of places in non-entry point years will be made if and when occasional vacancies arise, and at the discretion of the Head of School.

Prior to Commencement

Six months prior to entry families with accepted places will be asked to pay Term 1 fees in advance to confirm your daughter will be commencing at Ascham the following year. This amount will vary according to Year level and will be credited to your first account for Term 1 fees. Term 1 Fees in Advance are refundable providing 12 weeks notice is given prior to the commencement of Term 1 of a new school year.

Change of Contact Details

It is essential that at all times the Enrolments Office has up to date contact details for each parent/carer. If at any stage of the application or enrolment process the School cannot contact you, the application for enrolment will not progress. Changes of contact details must be notified to the Enrolments Office by email clearly stating your child's full name and previous contact details, as well as your new contact details.

Fees

Fees and charges are determined each year by the School Council. The current fees can be requested at any time from the Enrolments Office.

Fee Due Dates

Fee Statements are issued prior to the commencement of each School term, with a final statement in December. The first four fee statements will represent one quarter of the annual tuition and boarding fee plus any sundry costs for elective or co- curricular activities of the prior term. The final supplementary statement issued in December will cover any sundry expenses and co-curricular activities in term 4.

Account Statement	Issue Date	Payment Date Due
Statement 1 Prep to Year 12	11 January	End of January
Statement 2 Prep to Year 12	17 April	Early May
Statement 3 Prep to Year 12	3 July	Mid July
Statement 4 Prep to Year 11	25 September	Mid October
Statement 5 Final Sundry Change	18 December	Early January

Notice of Withdrawal

At least one term's notice of withdrawal is required to be provided in writing to the Head of School if a student is to be withdrawn from the School, or is changing from a boarder to a day girl. In the event that a student is withdrawn without the required notice period, one term's fee (plus GST) in lieu of notice will be charged. If a boarding student in Year 12 is withdrawn part way through the

year, the School will charge the full year's boarding fee. All enquiries regarding fees and the payment thereof should be made to the Finance Office on (02) 8356 7068 or by email to fees@ascham.nsw.edu.au

Change of Policy

Ascham School reserves the right to change the Enrolment Policy at any time without notice.

Further Information

For further information about Ascham School's Enrolment process please contact the Enrolments Office. enrolments@ashcam.nsw.edu.au or call on 61 2 8356 7000.

Definitions

Name	Description
School	means Ascham School
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

Conditions of Enrolment

Students are enrolled at Ascham School on the following conditions.

Acceptance of enrolment offer

Offer and acceptance fee

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

Deferment of enrolment

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

Confirmation of enrolment

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

Capacity of the School to cater for a student

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.

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.

Fees and Charges

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.

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.

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.

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.

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.

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.

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.

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.

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.

Requirements of Students

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

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

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.

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.

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.

Requirements of Parents

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 to 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

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.

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.

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

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.

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.

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.

General

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.

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.

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.

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.

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.

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.

Theme 9: 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 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.

Signage

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.

Implementation

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 Class teacher at the beginning of the day and may be collected at the end of the day. 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

Introduction

At Ascham School, we make all necessary efforts to foster a workplace where there is no tolerance of discrimination, harassment or bullying behaviour at all times.

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 Safety Policy.

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.

EAP Support

Ascham School provides a free, confidential and independent Employee Assistance Program (EAP) to all members of staff and volunteers.

Staff members may use the confidential EAP services to seek professional counselling on any work related or non-work related matter. This support is operated by a third party and is available 24 hours a day 7 days a week.

AccessEAP

Ph: 1800 818 728

Website: accesseap.com.au

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 Handling Policy & Procedure

1.1 Purpose and Scope

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

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

1.2 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*.

1.3 Child Safety Incidents or Concerns

Complaints about reportable conduct will be addressed in accordance with the School's *Child Safe Policy* and the *Procedures for Managing Child Safety Incidents or Concerns At or Involving School*.

1.4 Related Policies

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

1.5 Confidentiality

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

2. 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 Safe Policy* in accordance with section 1.3. Please refer to the School's *Child Safe 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.

3. Raising A Complaint

3.1 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.

3.2 The School

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

4. Handling Complaints

4.1 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; 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.

4.2 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.

5. 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.

6. 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 2023	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 2023 the policies were reviewed and no changes were made.</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>In 2023 the policies were reviewed and no changes were made.</p>	<p>The full text of the School's Child Protection Policies is available to all staff, students and parents on the Ascham Hub and Ascham website</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 2023 the School's Code of Conduct Policies and procedures were reviewed with no changes required.</p>	<p>The full text of this policy is available to all staff on the Ascham Hub and at Induction.</p> <p>The Student Code of Conduct is in the School diary and on the Ascham Hub.</p>
<p>Counselling Services Policy</p> <p><i>This policy is implemented through a combination of:</i></p> <ul style="list-style-type: none"> • Staff training in identifying vulnerable students and effective referral processes • Student and parent/care education and information • Development of a culture of awareness where students look out for other students and encourage each other to seek help 	<p>In 2023 the School's Counselling Services Policy and procedures were reviewed and changes were made to the policies scope and the</p>	<p>The full text of this policy is available to all staff on the Ascham Hub and the Counsellors' details are provided in the School diary.</p>

Policy	Changes in 2023	Access to full text
<ul style="list-style-type: none"> • 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. 	internal communication pathways.	
<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>	In 2023 the policies were reviewed and no changes made.	The Excursions Policy is available to all staff on the Ascham Hub.
<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>	In 2023 the policies were reviewed and no changes were made.	<p>The Complaints Handling Policy and Procedure is available to all staff, students and parents on the Ascham Hub and wider community through the Ascham website.</p> <p>A student friendly version of this policy is available in the student diaries</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>	In 2023 the School's Pastoral Care Policy and procedures remained current.	The Pastoral Care Policy is available to all staff on the Ascham Hub.

Policy	Changes in 2023	Access to full text
<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 2023 the policies were reviewed and no changes were made</p>	<p>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 2023 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 2023 the policies were reviewed and no changes were made.</p>	<p>The full text of this policy is available to all staff on the Ascham Hub and the Student diary.</p>
<p>Student Attendance Policy (Senior School)</p>	<p>In 2023 the policies were reviewed and no changes were made.</p>	<p>The full text of this policy is available to all staff on the Ascham Hub and the Student diary.</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 2023 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>

Theme 10: School-Determined Improvement Targets

Head of School | School determined improvement targets

Strategic Intent	Priorities	Achievements
Inspired Teaching and Learning	Continue to explore use of VR and AI in classroom	Robust assignments with tech innovations integrated
	Review of learning profiles, and collecting evidence	Provisions appropriate for students' needs implemented
Wellbeing for All	Develop long-day program	Long-day program commenced in Term 4
	Embed wellbeing programs for students and staff	A strong integrated activities program across all areas of School
Authentic Student Leadership - Leadership for Life	Develop Student Leadership program	Program completed and implementation commenced
	Embed meaningful co-educational activities	Programs strengthened with boys' schools across all areas of school
A Culture of High Performance and Growth	Design and communicate Ascham Professional Growth Framework	Design new staff day programs
	Promote practicum teacher opportunities at Ascham	A stronger mentoring program and practicum structure embedded
Ascham Community-It's your place	Develop fundraising campaign for School masterplan	Blueprint launched Tours of school to enhance community engagement
Sustaining Our Future	Update masterplan	Commencement of primary school upgrade
	Develop a Boarding strategy	Boarding strategy completed
	Develop a sustainability plan	Carbon footprint measures completed Map ways to improve sustainability at Ascham

Theme 11: Initiatives Promoting Respect and Responsibility

The Ascham School values remain core to all aspects of school life and strongly support the values of respect and responsibility. Students continue to show high levels of participation and enthusiasm in all school activities and wellbeing initiatives. As a result, students connect positively with their peers and staff in a wide range of settings contributing to a high degree of respect towards self and others as well as taking responsibility for their learning and behaviour.

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 2023, 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. These values include:

- 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 teachers, this program was delivered to 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.

Stage 3 students also participated in an activity day that was delivered by the Head of Wellbeing and external presenters. The focus of the Year 5 Day was 'Thriving Together'. This program focused on developing interpersonal skills, emotional intelligence and upstander behaviour that will enable students to take positive action to develop, maintain and resolve friendships. Meanwhile, the Year 6 theme was 'Courageous Compassion' highlighting the necessity for young people to communicate with compassion, empathy and kindness towards others. Students also observed a drama performance from Brainstorm Productions which explored positive coping strategies.

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 students 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 2023, the Deputy Head of Junior School facilitated these discussions.

Additional initiatives that took place across 2023 that promote respect and responsibility included:

- 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 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.
- 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)

In 2023, there were a range of structured opportunities and initiatives that enabled Senior School students to develop key skills required to demonstrate the values of respect and responsibility whilst nurturing student wellbeing. 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.

The Vi et Animo Framework continues to be embedded into all aspects of school life and guides student wellbeing. In 2023, 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.

A strong focus was placed on appropriate use of social media and technology to promote safe choices on- and offline. Students were challenged to think about their choices, responsibility and consequences of their actions. Students participated in the Digital Citizenship Program as well as YSafe delivering presentations.

The ValYOU@Ascham Activity Program also aligns to our School values. Various presentations were delivered by external providers to further support socioemotional learning including REACH, YSafe, Burn Bright, Consent Labs, ReframED, My Strengths and YLead. Our comprehensive Outdoor Education program (inclusive of camps and Duke of Edinburgh) ensured that all girls experience personal challenges and are given opportunities to work together to achieve physical and personal goals whilst promoting respect and personal responsibility.

Student voice remains a focus in embedding our Framework. Our Student Wellbeing Committee has developed a range of initiatives to promote peer-to-peer respect. Initiatives include the Kindness Challenge, Palentine’s Day, Harmony Week activities, Friday Fun Day lunchtime and Peer Support. The Wellbeing Committee also met on a weekly basis, which provides a platform for students to voice their concerns or to propose initiatives.

Working closely with our Year Coordinators and the 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. These sessions are delivered by Year 12 House Chairs and are vibrant, positive and appreciated opportunity for students to build connections in a vertical 7-12 structure.

Year 7 Boarders participated in the Amica Program developed and delivered by our Head of Wellbeing. This program was delivered on a Tuesday evening whereby students learnt about communal living, conflict resolution, communication skills and how the School values can be reflected in boarding. Boarders were also offered a 1:1 check-in with all Year 7 boarders to support their transition to Senior School and boarding. The Orientation Day program also supported the transition of students to Hillingdon, Fiona and Senior School and set the foundation for the expectations and culture of promoting respect and responsibility. 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.

Co-educational opportunities across Hillingdon, Fiona and Senior School program are organised by our Coordinator of Integrated Programs. The Year 11 SAGE (student Alliance of Gender Equality) discussion group and the Year 12 RESEN (Regional Education Support Network) to help remote and rural students are key initiatives promoting respect.

Ascham students' charitable events and student-led initiatives throughout the year foster a sense of empathy and community engagement among students and demonstrate a commitment to social responsibility. The positive impact of these events reverberates within the school community and beyond, fostering a spirit of compassion and making a tangible difference in the lives of those in need. Students supported a wide range of charity and volunteer organisations including Addi Road community Centre- Hampers for Hope, Balmoral Swim, City2Surf, Lifeline Push Up Challenge, Jeans for Genes Day, Kids Giving Back, Kit Bag for Kids, Run for Premature Babies, Starlight Super Swim, COVA Project, McGrath Foundation, Indigenous Literacy College, Australian Wildlife Foundation, Hope in a suitcase. These endeavors not only provide much-needed support to various causes but also enable students to develop kindness, leadership skills, and a sense of civic duty.

Theme 12: Parent, student and teacher satisfaction

2023 MMG Survey

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

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

In 2023, 496 parents, 655 students and 190 staff participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular, sport, communications, reputation and facilities.

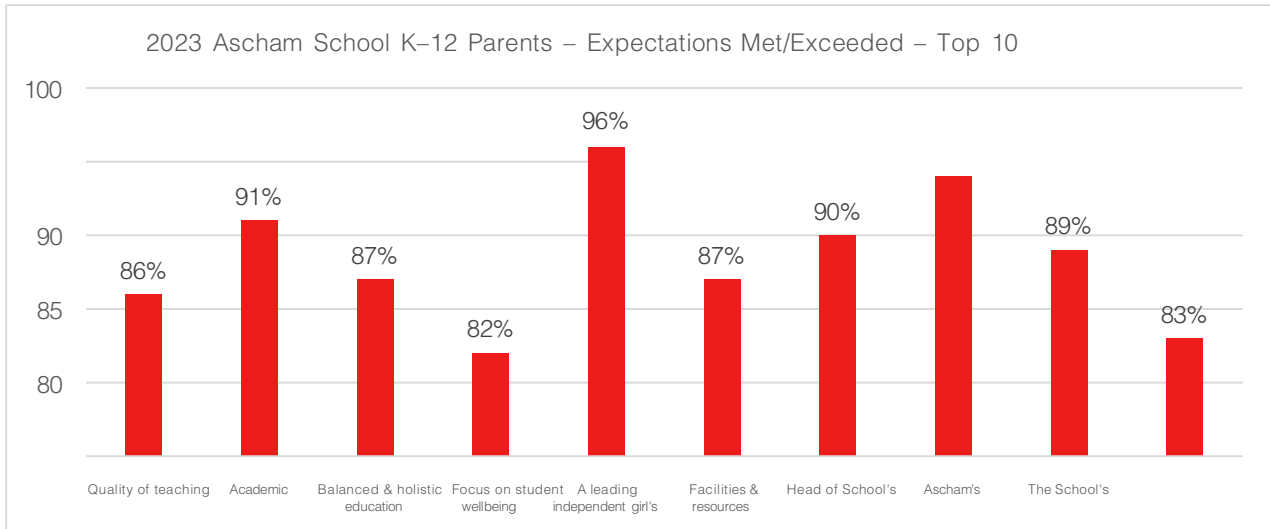
Parents

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

The top five areas are noted below:

1. 86% of parents noted their expectations were met or exceeded in relation to the quality of teaching.
2. 91% of parents noted their expectations were met or exceeded in relation to academic standards.
3. 87% of parents noted their expectations were met or exceeded in relation to a balanced & holistic education.
4. 82% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing.

- 96% of parents noted their expectations were met or exceeded in relation to a leading independent girl's school.

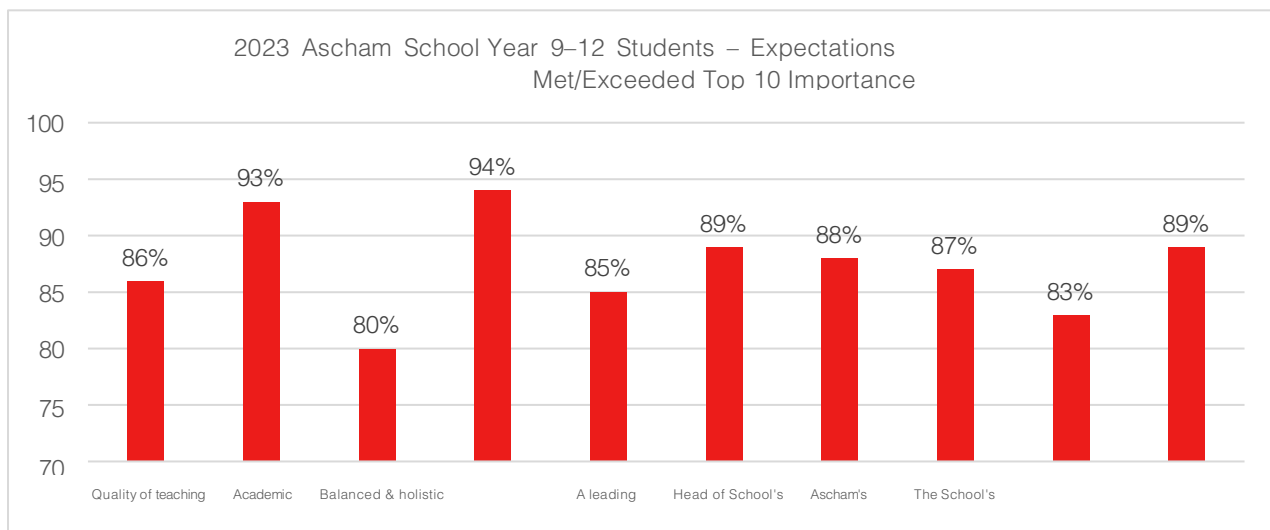


Students

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

The top five areas are noted below:

- 86% of students noted their expectations were met or exceeded in relation to the quality of teaching.
- 93% of students noted their expectations were met or exceeded in relation to academic standards.
- 80% of students noted their expectations were met or exceeded in relation to a balanced & holistic education.
- 94% of students noted their expectations were met or exceeded in relation to a leading independent girls' school.
- 85% of students noted their expectations were met or exceeded in relation to facilities and resources.

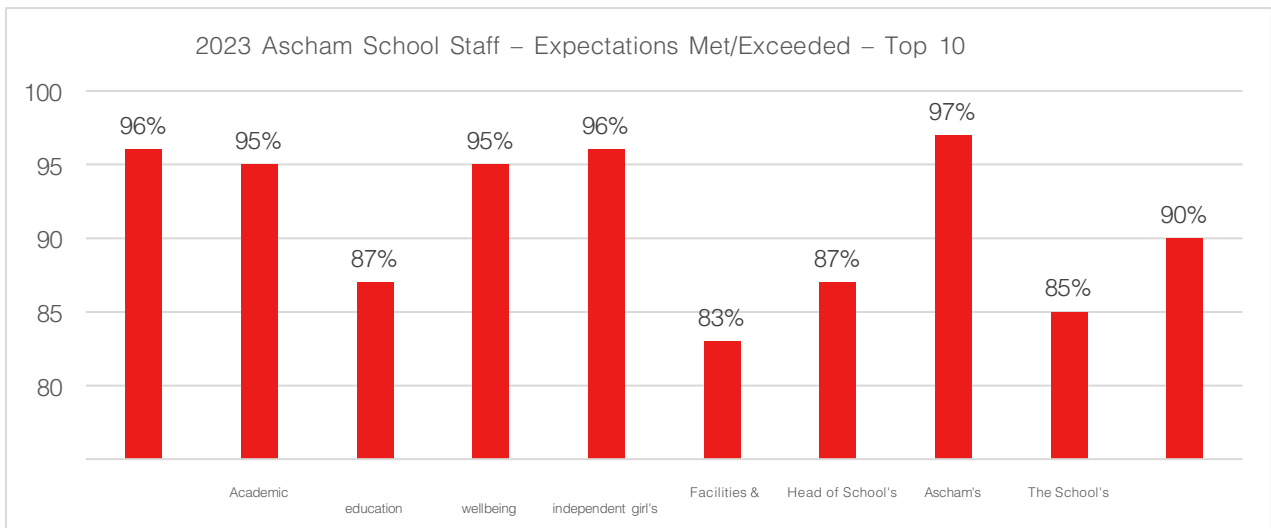


Staff

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

The top five areas are noted below:

1. 96% of staff noted their expectations were met or exceeded in relation to the quality of teaching.
2. 95% of staff noted their expectations were met or exceeded in relation to academic standards.
3. 87% of staff noted their expectations were met or exceeded in relation to a balanced & holistic education.
4. 95% of staff noted their expectations were met or exceeded in relation to the focus on student wellbeing.
5. 96% of staff noted their expectations were met or exceeded in relation to a leading independent girls' school.



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

2023 Ascham School Parents Most Valued Aspects (Top 5)

- The School community
- Academic curriculum and standards
- A safe and supportive environment
- Personal growth, development and achievements
- Quality of teachers and staff

2023 Ascham School Students Most Valued Aspects (Top 5)

- My friends
- Academic curriculum and standards
- Quality of teachers and staff
- The School community
- Sports program

2023 Ascham School Staff
Most Valued Aspects (Top 5)

Staff collegiality and working with other staff

Working with the students

Job satisfaction and sense of pride in work

Caring and supportive work environment

High standard of education and professionalism

Parent Quotes on what they value about Ascham School:

Confident knowing my daughters are receiving excellence in education, respected and are encouraged to be well rounded respectful young ladies that enjoy every aspect of their own school journey.

Daughters are being given the best education possible in a caring and nurturing environment to becoming well rounded members of the community and respectful smart young adults.

Feeling of belonging to a great school and the school is aware of me and my daughters. Great community all working to adds the same goal of happy healthy girls.

Great values in a very respectful way. My daughter thinks Ascham is the best place on earth and wants to stay here for as long as possible in her life.

Student Quotes on what they value about Ascham School:

Ascham has a good reputation, and most people who have heard of Ascham think that students are 'polished' and present themselves very well.

Ascham is a good place of education and I think helps their students well in that area.

Ascham School has a good reputation and this is seen in the wider community. I am seen as reliable, intelligent, and capable as an Ascham student.

Exchange was an amazing opportunity and the School has made it possible, couldn't be more grateful.

Staff Quotes on what they value about Ascham School:

I feel a sense of belonging, respected and very much supported. It feels like an extension of my family to some degree. We all share a common purpose, staff, students, parents and community members.

My colleagues and HOD. / The Dalton System - working closely with students in studies. Supporting those who need help, extending those who need more. / Teaching in the classroom.

Non-denominational status / Know every student even when not teaching the student. / The rich history and progressive approach of the department with which I am attached. / The collegiality that exists in the department I belong to and at a teacher/middle management level.

Working with the students, the academic rigor, the pedagogy of the Dalton System.

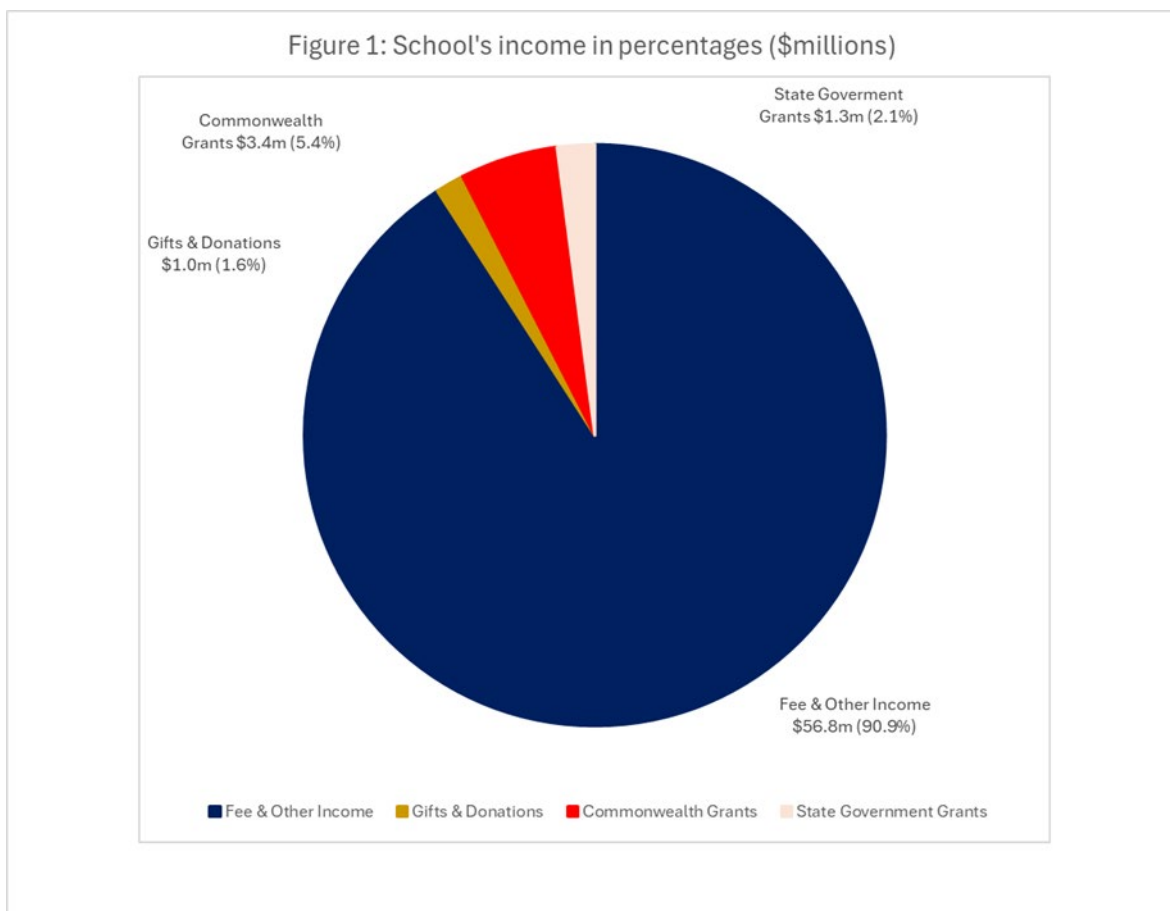
Theme 13: Summary of Financial Information for the Year Ended 31 December 2023

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

Figure 2. School's recurrent and capital expenditure in percentages (\$million)

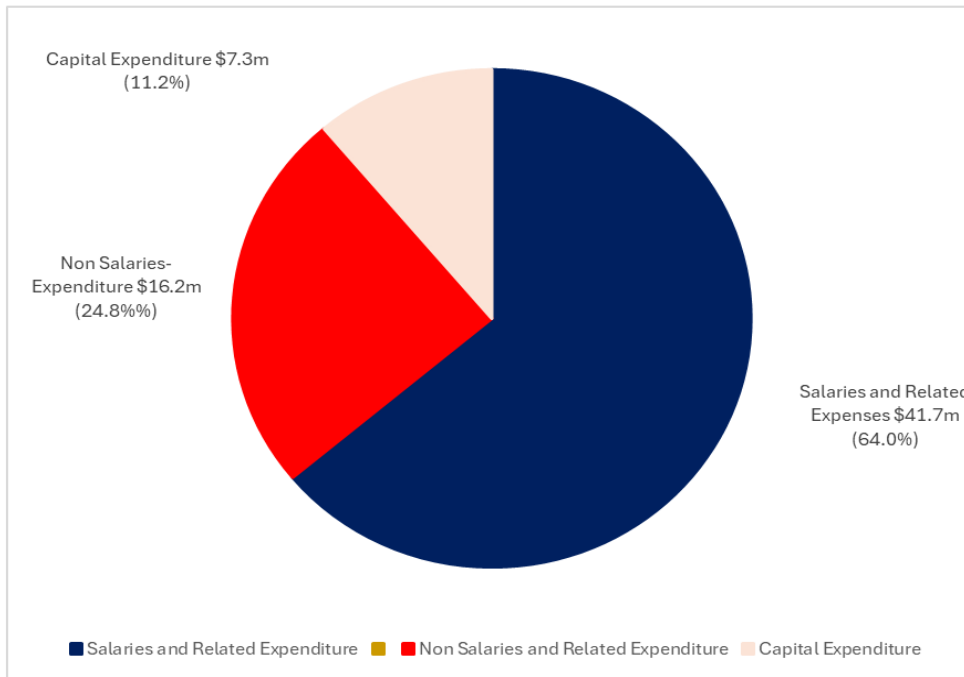


Figure 1: School's Income in percentages (\$million)

- Fee & Other Income
- Gifts & Donations
- Commonwealth Grants
- State Government Grants

Figure 1: School's income in percentages (\$millions)

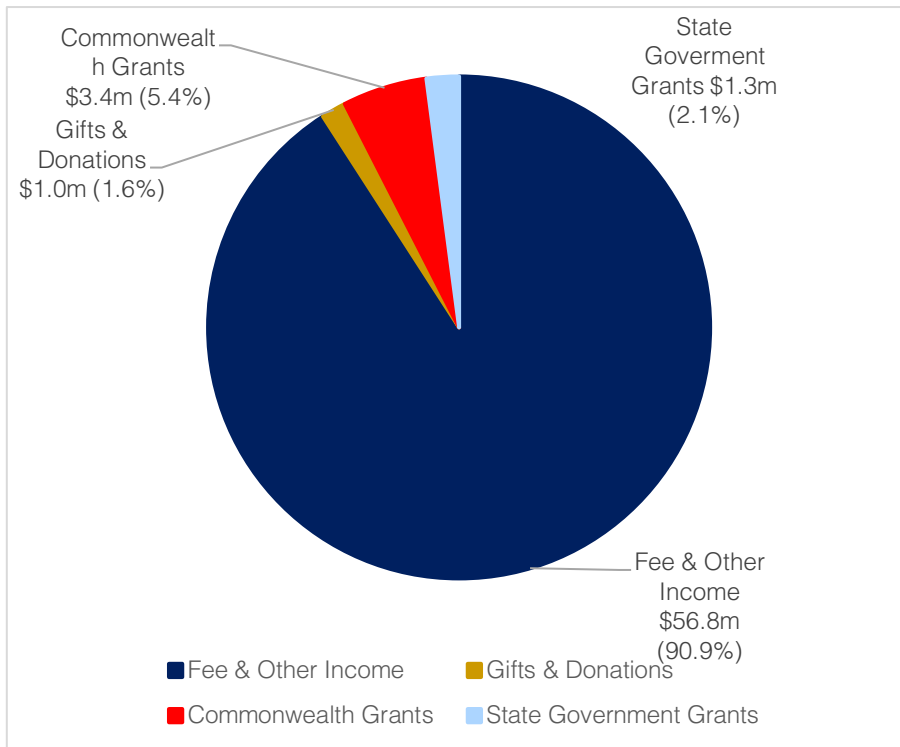


Figure 2. School's recurrent and capital expenditure in percentages (\$million)

Salaries and Related Expenditure

Non Salaries and Related Expenditure

Capital Expenditure

Figure 2. School's recurrent and capital expenditure in percentages (\$million)

