

Annual Report

2025



Ascham





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School Context

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, to wellbeing initiatives that foster connectedness and belonging, explicit student leadership programs, House 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.





Our 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 in. 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

Appreciate challenging goals.

vi et animo - with heart and soul

Messages from Key School Bodies



Report from the Chair of the Council of Governors | Prizegiving Speech 2025

Firstly, to our Year 12s - congratulations. Today marks the end of your Ascham journey, years of learning, dedication and personal growth, and the beginning of your next chapter. You leave this School as capable young women, ready to step into a broader world that needs your curiosity, your courage and your compassion. On behalf of the School Council, we are immensely proud of you.

This morning it's also my great pleasure to announce the winner of the Ascham Leadership Scholarship. This year's recipient is Madeleine Huynh who left Ascham in 2017. With a background in funds management, Maddie is now a teacher in Darwin. She aims to address educational inequity by creating a culturally responsive financial literacy program. The scholarship will enable her to consult with communities, develop curriculum and scale the initiative, empowering students and advancing reconciliation. Congratulations, Maddie.

I'd also like to recognise two exceptional educators who are retiring from Ascham.

To **Ms Liz McCabe**, our Head of Library and Information Services since 2011—thank you. You have guided so many students during that time, and we are deeply grateful for your contribution. Mr Powell will be sharing further thanks in his remarks.

We also acknowledge **Miss Janet Hunter** - Ma'am - whose connection to Ascham spans almost three decades. Ma'am first joined the Mathematics faculty in 1984, then returned in 2006 and has been Head of Mathematics since 2011. Over this time, Ma'am has been a teacher of rare influence. She has set high standards and shaped a culture where girls are expected and supported to excel.

That expectation brings me to a reflection I wanted to share.

When I started at Ascham, I didn't like Maths and wasn't really much good at it. But my Maths teacher, Ma'am, simply wouldn't entertain that narrative. She fixed me with her piercing gaze (if she's taught you, you'll know the look) and told me: 'You can do this'. She demanded more of me, and in doing so gave me one of the great lessons in life.

What she taught me, and so many others over many years, was the value of **doing the hard thing** - of leaning into challenge, rather than stepping away from it. And that the hard thing is worth doing.

I was genuinely shocked when my highest HSC mark ended up being in Mathematics. Since then, my career in finance and technology has meant numbers, logic and problem-solving are necessary every day. It turns out Ma'am was right all along. That lesson stays with you long after you leave the School gates.

As we close, I want to leave our Year 12s with that same message.

The world you are stepping into asks all of us to stretch, to persevere and sometimes to choose the harder path. You can do so with confidence. You have already proven, through your achievements and your resilience, that you're capable of doing hard things. Worthwhile things. Carry that knowledge forward. You have everything you need to achieve great things. So, say yes to challenge.

Congratulations once again, Year 12. We are incredibly proud of you.

Ms Sophie Gilder
Chair, Ascham Council of Governors



Report from the Head of School

Each year, Prizegiving is a time of recognition, yes, but it is also a moment of gratitude, reflection and of inspiration. Today we gather not only to celebrate achievement, but to reflect on the journey we've shared.

2025 has reminded us that success is not a straight line. For some, growth meant mastering a subject, an equation or a chord progression that once felt impossible. For others, it was finding confidence in leadership or discovering strength in the face of setbacks. Every step forward, no matter how small, is a victory worth celebrating. The prizes and trophies we award today are symbols of excellence, but they do not tell the whole story. Behind each prize is a journey - hours of practice, many moments of doubt, followed by breakthroughs.

Beyond those being recognised formally today there are countless stories of quiet growth: the student who found their voice in class discussions, the one who persevered through challenges, the one who showed kindness when it mattered most. These acts of courage, grit and leadership are prized achievements too. It's the 'light bulb moment'—the sudden spark of understanding or inspiration—that captures a journey, rather than the endgame.

The School Committee's motto, *One Flame, Many Sparks*, harnessed this spirit beautifully. One Flame represents the spirit of our School - the strong community, that sense of belonging that we see emanating throughout the School Carnivals and House Festival, and the connection and support in class and Studies where there is a shared vision of learning and excellence. The Sparks are each of you: unique, bright and full of potential. All of you have lit up classrooms, sports fields, and Music and Drama spaces. Together, you've shown that community is stronger than any individual achievement.

As we reflect on this year, we must acknowledge the extraordinary work of our teachers. Their dedication goes far beyond lessons—they mentor, encourage and believe in us even when we doubt ourselves. In many cases they initiate that spark, that love of learning and involvement. Teachers spend countless hours preparing lessons, marking work and guiding students. But their impact is measured not in hours, but in lives changed. They are the ones who notice when a student is struggling, who offer encouragement at just the right moment, who inspire us to see beyond the textbook and into the wider world.

Thank you to all Ascham staff for their patience, their passion, and their unwavering belief in the potential of every student. Without them, the sparks would never catch fire.

I would like to take a moment to acknowledge and thank three of our long serving Heads of Department who are leaving Ascham this year, and whose dedication and vision have shaped the learning journey of countless students:

- **Mrs Fiona Cohen, Head of PDHPE** – Since joining our teaching staff in 2013, Fiona has brought energy and innovation to the PDHPE Department. As Head since 2022, she has successfully implemented our new PASS subject into Years 9 and 10 over the last two years, and has overseen the writing of the new Stage 6 Health and Movement Science syllabus. Her leadership has ensured our students are engaged, challenged and inspired in their pursuit of making healthy choices of mind and body for life.
- **Ms Liz McCabe, Head of Library and Information Services** – Since 2011, Liz has transformed the Senior Library through two major library renovations, significantly expanded digital access to Library and Archives resources, and enriched our community with initiatives such as Books & Breakfasts and Book Weeks. Liz has been an integral part of immersions for students to Cambodia, Vietnam and North-East Arnhem Land. Her commitment to fostering a love of reading for pleasure and research has created a vibrant hub of learning for our students. Liz has also coordinated 15 consecutive Prizegiving ceremonies!
- **Miss Janet Hunter, Head of Mathematics** – With an extraordinary 30 years of teaching Maths at Ascham, and 15 years as Head of Department, Ma'am has been instrumental in ensuring strong enrolments in Mathematics, particularly at the highest levels.



- She has championed Mathematics not only within our School but also across the wider community, encouraging girls to embrace the subject with confidence and ambition.

To Mrs Cohen, Ms McCabe and Miss Hunter - thank you for your remarkable service, your vision, and your unwavering commitment to our students. Your contributions have left a lasting legacy at Ascham, and we celebrate you with deep gratitude. Fiona - best wishes for your new role, and Liz and Janet - enjoy your retirement and new adventures.

There are many different groups of people who work tirelessly to create the community we enjoy at Ascham. I thank them all for their support this year.

- **Mrs Maddy Campbell and Mrs Lizzie Perks—** thank you for your leadership of the Ascham Parents' Association, and to all the parent volunteers who so generously give their time throughout the year.
- **Mrs Belinda Haines chairs our Ascham Foundation Board,** as we embark on our Giving program for the Masterplan, and continue to raise funds for our means-tested scholarships and bursaries. Thank you, Mrs Haines, and all the Directors who sit on the Foundation Board.
- **Thank you to the Ascham Old Girls' Committee,** led by Co-Presidents Mrs Yianoula Henderson and Mrs Emma Martin, for their work in continuing to bring together our past students.
- **And finally, Ms Sophie Gilder and the Ascham School Council of Governors—**thank you for your leadership and the time you invest in our School.

I also want to acknowledge 119 sparks sitting on stage, our Year 12 cohort. You have been the living embodiment of *One Flame, Many Sparks*. Your involvement in School life has been extraordinary—from the success of our School musical *Mamma Mia!* to your energy in Athletics and Swimming Carnivals, Music, Sport, Speech and Drama, Theatresports, singing *And We Seek...* the list goes on.

You have not only participated... you have led. You found creative ways to strengthen our community - initiatives like the Friday Walk and Talk, and the Heads-Up Campaign, encouraging us to talk instead of scroll, have left a lasting impact. These sparks of leadership and innovation will continue to glow long after you leave. In the words of William Butler Yeats: Education is not the filling of a pail, but the lighting of a fire.

Congratulations on your achievements throughout your time at School. We are proud of every one of you, and we look forward to following your successes over the coming years. You are always welcome back to Ascham and you will forever remain an integral part of our community.

On behalf of the School, may I wish everyone a safe and relaxing holiday season. I look forward to seeing you in 2026, when we will be celebrating 140 Years of Ascham - 14 Decades of our extraordinary School.

Mr Andrew Powell
Head of School



Report from the Chair of the 2025 School Committee | Prizegiving Address

An excerpt from Teya Logan's Prizegiving speech, December 2025.

Dear future Teya,

This is from Year 7 Teya. I have a few questions for you to think about: Do you still do Cross Country? Are you good at it? Did you ever move up Touch teams because right now you are in the E's? Are you smart and have you ever had a DIT? Also, do you think Year 7 Teya is cringe right now?

If you hadn't already guessed, that was an extract from the woeful letter I wrote to my Year 12 self when I was in Year 7. She would be pleased to know I did progress from the E's to C's in Touch, and I still do Cross Country - however, no, I'm still not good at it. When I opened this letter during my final week of Year 12, firstly, I was a little disappointed in my younger self that instead of saying something cute or sentimental I had decided to write a page-long interrogation of my future self. But after overcoming that initial disappointment, I realised while I commend young Teya for her ambition, collecting personal accolades and this notion of individual success was certainly not what defined my Senior School experience. If time could be reversed and I could send a letter back to this 12-year-old girl, the challenges, milestones and connections I have made are what defines this incredible journey that is an Ascham education.

To our Year 7 selves: You don't have to be good at something to love it.

It's no secret that Ascham girls set high standards for themselves—we are surrounded by high achievers and, inevitably, this leads to comparison. I'm sure you have all asked yourselves: Why is she so much smarter than me? Why can't I be in their team? Why does it feel so much harder for me? And suddenly we look inwards, our reverence for others becomes doubt towards ourselves. Multiple times I gave up something I loved because I feared failing. Looking back six years onwards, none of it matters. What I do look back on with pride and joy are the times I left my comfort zone and tried something new; signing up for the musical even though I'm widely perceived as tone deaf, auditioning, not getting in, and joining the backstage crew instead. Playing Touch in a social team, joining Theatresports one random Tuesday lunchtime this year. Ascham girls, be ambitious, but don't let comparison or the fear of failure drown out the more important things—passion, connection, having fun. As Winston Churchill said: 'Success is going from failure to failure with no loss of enthusiasm'.

To our Year 8 selves: Stay open minded.

My advice to our Year 8 selves would be to never close yourselves off. Ascham places such a strong emphasis on collaboration—built into our week are chances to make new friends in Form time, Year meetings, Sisters, Houses, even DIT. Embrace these opportunities. For my cohort, it was getting student access to the Oval at lunchtimes that united us; and while pegging a dodgeball at someone seems an unlikely way to make a friend, it somehow worked. So now, as I leave School some of the best friends I have made I have never sat with. Ascham gives you the tools, but the kindness and confidence to go out of your way and make an effort with someone new has to come from within. Make the effort, you will not regret it.

Two years of COVID lockdowns finally came to an end and we are now Year 9s.

To our Year 9 selves: An Ascham education is a privilege.

As some of you know, I spent Year 9 at a co-ed school in Victoria. Most of my experiences that year have no relevance to anyone sitting here today, but my year away did give me some insights that I think are worth sharing. When sitting in a classroom of boys with no impulse or volume control, the voice of girls is quieted. They are less likely to answer questions, debate topics or be proud of their academic curiosity.



Comparatively, at Ascham we empower each other to speak up, challenge opinions and answer questions—knowledge and fascination become a strength, something we aspire towards. The common rhetoric right now is the outside world is a co-ed world, but I truly believe the way to enter into that world as a woman is with confidence, self-belief and a strong, authentic voice. At Ascham we are taught not to fear the obstacles we will face, but to prove they can be overcome: it is this experience that prepares us best for the world beyond School.

To our Year 10 selves: Time flies. Be present.

Today, the under 16's Social Media Delay is being enforced, a touchy subject for those in Years 7–9, I am aware. I want to offer some words of consolation for those worried about everything they're going to miss out within the online world, by listing everything you will no longer experience: the stress you feel at 9pm when you've procrastinated doing an assignment to watch TikTok; the feeling of regret after you pass up seeing your friends to doom scroll at home; and the sheer embarrassment after you audibly laughed at the numbers '6,7' coming up in a conversation and realise you are chronically online.

We were privileged to go to Arnhem Land in Year 10, and with the absence of our phones and social media, the Yolngu people shared their teachings about the importance of connectivity and kinship. We learnt the importance of slowing down and being present, appreciating the value of a moment and each other's company. School races by and I guarantee down the line you will look back and relive these days and the memories you make—so make them count.

To our Year 11 and 12 selves: Leave tracks

What I have come to realise over the last six years, is it's not achievements, accolades or popularity that have made each student in this room a special person in my eyes, and the eyes of your friends, teachers and family, but rather the impact you have had on each other. I have been so fortunate to spend this past six years with people who have brought out the best in me.

Emily and Freda: your generosity and ability to juggle your many accomplishments while still maintaining patience and incredible wit have inspired me all year. Thank you for being the most supportive Vice-Chairs. The 2025 Committee: the effort and authenticity you have brought to your positions and Ascham this year have made being a part of this team such a privilege.

To the Senior Leadership Team, Mr Powell, Mrs Drever, Mr Halley and all of our teachers: I cannot thank you enough for the guidance and support you have provided us; your hard work and dedication to this School have been inspiring to witness. And of course to the 2025 cohort, thanks for making me laugh, every day, for the past six years. I'm lucky to know every one of you.

Ascham girls: it has been a privilege to witness you grow and support each other this year. You are all intelligent, capable and kind young women so don't let anyone undermine you or your passions. Wherever you go, in the words of Ruth Bader Ginsburg: 'Leave tracks'.

Teya Logan
Chair of the School Committee

Standardised National Literacy and Numeracy Testing (NAPLAN) Student

An Ascham education is designed to prepare students 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 2025.

2025 NAPLAN results are summarised below and additional information is available on the My School website:

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

In March 2025 all Years 3, Year 5, Year 7 and Year 9 students sat for the National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Percentages in Skill Bands Year 3		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Exceeding	State	22.6	12.0	21.0	15.6	13.6
	Ascham School	61.3	40.3	27.4	48.4	46.8
Strong	State	46.0	68.7	45.3	42.5	51.5
	Ascham School	35.5	59.7	64.5	43.5	48.4
Developing	State	19.5	12.4	22.8	25.1	24.4
	Ascham School	3.2	0	8.1	6.5	4.8

Percentages in Skill Bands Year 5		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Exceeding	State	23.3	12.6	23.8	20.2	16.8
	Ascham School	58.5	37.8	56.1	64.6	52.4
Strong	State	50.9	56.9	48.3	46.9	53.2
	Ascham School	40.2	52.4	36.6	32.9	46.3
Developing	State	16.6	20.6	18.5	20.2	21.2
	Ascham School	1.2	9.8	7.3	2.4	1.2

Percentages in Skill Bands Year 7		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Exceeding	State	24.4	17.6	27.5	21.2	20.6
	Ascham School	55.7	47.5	50.0	54.9	48.4
Strong	State	46.6	49.3	49.1	45.0	51.5
	Ascham School	36.9	44.3	44.3	37.7	44.3
Developing	State	19.5	23.1	15.3	20.1	18.4
	Ascham School	5.7	7.4	4.1	5.7	5.7

Percentages in Skill Bands Year 9		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Exceeding	State	20.7	22.5	22.6	20.1	15.5
	Ascham School	45.6	43.9	38.6	48.2	32.5
Strong	State	47.0	42.0	52.9	39.2	53.7
	Ascham School	44.7	46.5	55.3	36.8	55.3
Developing	State	21.2	25.1	16.8	27.1	20.7
	Ascham School	8.8	8.8	6.1	14.9	11.4

Senior Secondary Student Outcomes

The Granting of Records of School Achievement

In 2025, 121 students in Year 10 completed Stage 5 and were granted their Record of School Achievement (Stage 5 /Year 10).

In 2025, 120 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

2025 Higher School Certificate Examinations

The Class of 2025 achieved excellent results in the HSC, with 119 students sitting the examinations. They are in keeping with our results in previous years.

For the 2025 Year 12 cohort, 119 students were awarded the Higher School Certificate. There were no students enrolled in VET courses.

ATAR Results

ATAR 2025			ATAR	Percentage of Ascham Students (%)							
	No. of Ascham Students	Percentage of Ascham Students (%)		2024	2023	2022	2021	2020	2019	2018	2017
>99	13	11%	>99	11	8	10	18	12	8	6	11
>98	24	20%									
>95	42	35%	>95	36	36	38	36	36	28	33	47
>90	71	60%	>90	57	63	58	64	62	49	54	72
>80	103	87%	>80	88	87	82	87	86	81	79	92
>70	116	97%	>70	96	94	93	93	97	93	95	97
>60	117	98%	>60	99	98	99	97	98	98	100	99
>50	119	100%	>50	100	100	100	100	98	100		100

In 2025, there were 119 students in the Year 12 cohort, and they are to be congratulated on their outstanding results.

Some highlights this year included: 14 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.

Five students placed in the Top 20 in the State for various subjects. We had students who placed 1st in French Continuers, Business Studies, 2nd in French Continuers, 9th in Economics. 11th in Modern History and 18th in Biology.

The top ATAR in 2025 was a rank of 99.94

Fifteen students' HSC Visual Arts bodies of work were nominated for ARTEXPRESS.

For OnSTAGE, 24 of our Drama students were nominated for their Individual and Group Performances.

For the Encore music concert, 3 of our students nominated for the concert and 1 student selected to perform at the Sydney Opera House.

In 2025 a high percentage of students placed in the top Band across all subjects. Ascham students were enrolled in 34 different courses.

- In 9 of those courses, all students achieved marks in the top Band (above 90%).
- In 18 of those courses, all students achieved marks in the top two Bands (above 80%).
- In 626 out of the 640 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	87.77	83.32	35.05
Biology	84.70	78	35.59
Business Studies	89.45	94.58	37.23
Chemistry	79.89	48.7	37.9
Chinese Continuers	85.50	75	78.74
Drama	91.56	100	58.63
Economics	88.96	96.54	52.6
English Advanced	86.98	88.06	65.18
English Standard	77.40	30	12.81
French Continuers	96.03	100	62.87
Geography	84.96	76.18	41.06
German	91.90	100	59.53
Latin Continuers	95.2	100	80.13
Mathematics Advanced	84.35	88.06	65.18
Mathematics Standard 2	86.16	84.6	29.65
Modern History	89.64	100	35.64
Music 1	92.80	100	66.5
Music 2	92.80	100	85.97
PDHPE	84.99	76.57	35.04
Physics	85.34	69.22	37.61
Visual Arts	92.33	100	64.11
Studies of Religion (1unit)	46.25	100	46.18

* 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 COURSE	Average Ascham HSC Exam Mark	% of Ascham Bands 3 & 4	% of State Bands 3 & 4
English Extension 1	42.55	100	95.22
English Extension 2	40.14	100	89.39
Mathematics Ext 1	86.86	96.87	77.24
Mathematics Ext 2	83.95	88.23	84.35
History Extension	44.05	100	87.49
French Extension	45.8	100	87.3
Music Extension	48.20	100	98.2

Post School | School Destinations



The Class of 2025 University Offers:

The entire 2025 cohort of 119 students have accepted offers at universities in NSW, ACT, Queensland and Victoria. Furthermore, many students received interstate university offers and/or additional Early Entry offers based on other criteria including their Year 11 Grades, but the specific offer results were not provided by the individual universities.

Ascham has provided substantial assistance to students with their applications through the various Tertiary Admission Centres in NSW and other centres within Australia. Furthermore, students are supported with their international applications via the Common Application (USA), via UCAS for UK applications or directly to universities. Students are supported with their personal statements, academic transcripts and documents including academic reports alongside evidence of the School Profile. Additionally , Ascham academic staff provide over 350 additional references to students to support the students' applications for scholarships, residential college, university early entry, Gap Year and Elite Athlete & Performer entry pathway schemes.

Several students have accepted offers in the UK from Cambridge University, Durham University, University of Manchester and University of St Andrews.

The School is not given any information on the acceptance of university offers in NSW nor information regarding initial offers of places at interstate universities. This data reflects the 2025 university offers in NSW via the University Admissions Centre (UAC):

UNIVERSITIES in NSW and ACT	PERCENTAGE
University of Sydney	69%
UTS Sydney	13%
UNSW Sydney	9%
Macquarie University	3%
Australian Catholic University	2%
Western Sydney University	2%
ICMS	2%
Victoria	14%
Queensland	9%
ANU – all offers via Direct Entry application and no specific data supplied	

Within Australia, destinations included a broad range of universities with students awarded a variety of scholarships including the prestigious University of Melbourne Vice Chancellors Scholarship, University of Sydney Dalyell Scholarship, ANU Changing Futures Scholarship, University of Queensland Kings College Scholarship and Macquarie University Leaders & Achievers.

The most popular degree courses selected by the graduating Class of 2025 were:

COURSE / DEGREE	PERCENTAGE
Business / Commerce	22%
Psychology & Sociology	11%
Arts	9%
Health Sciences	9%
Law & Legal Studies	8%
Sciences	7%
Political Economy	7%
Engineering	6%
International & Global Studies	4%
Visual Arts & Design	4%
Media & Communications	3%
Architecture	3%
Nursing	3%
Medicine & Dentistry	1%
Music	1%
Veterinary & Animal Science	1%

Teacher Accreditation Status

This table shows level of accreditation of teachers who were responsible for delivering the curriculum during 2025.

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	7
Proficient Teacher	142
Highly Accomplished Teacher (<i>voluntary accreditation</i>)	1
Lead Teacher (<i>voluntary accreditation</i>)	0

Workforce Composition

Ascham has a diverse workforce which, at the time of the 2025 census, consisted of:

School Staff as at December 2025	Number of Staff
Teaching Staff	153
Full-time equivalent teaching staff	147
Non-teaching staff	123
Full-time equivalent non-teaching staff	108

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

Student Attendance and Management of Non-Attendance

Student Attendance Rates in 2025

The daily student attendance rate in 2025 was as follows for the different sections of the School:

HILLINGDON		FIONA		SENIOR SCHOOL	
Kindergarten	94.00%	Year 3	95.83%	Year 7	93.70%
Year 1	96.84%	Year 4	94.40%	Year 8	94.73%
Year 2	96.15%	Year 5	95.74%	Year 9	92.84%
		Year 6	94.42%	Year 10	91.71%
				Year 11	94.02%
				Year 12	94.91%

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 Teaching staff, 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, Speech and Drama teachers, Music Department 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.

School Policies

Ascham policies are publicly available on the School's website <https://www.ascham.nsw.edu.au/discovering/governance>

Summary of Student Welfare, Anti-Bullying, Discipline and Complaints Policies are:

Whole School

- Ascham Child Safe Policy
- Complaints Handling Policy and Procedure
- Privacy Policy
- Procedures for Managing Child Safety Incidents
- Whistleblower Policy
- Social Media Policy

Students

- Conditions of Enrolment
- Student Discipline
- Bullying Prevention and Intervention Policy & Procedures
- Pastoral Care Policy



Parent, Student and Staff Satisfaction

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 2025, 169 parents and 278 students in selected years participated in surveys and provided views on areas such as academic performance, student wellbeing, co-curricular, sport, communications, reputation and facilities.

With regards to staff, 171 staff participated in providing their views on staff engagement and staff psychosocial hazards.

Ascham’s Most Valued Aspects (Top 5)

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

Parents
Sense of Community / Parent Network
Academic Excellence
Dalton Plan / Independent Learning
Student Wellbeing & Happiness
Strong School Values & Ethos

Students
Friendships and Peer Connections
Supportive and Caring Teachers
Academic Excellence and Rigor
Dalton Plan and Independent Learning
Sense of Community and Belonging

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. 74% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 80% of parents noted their expectations were met or exceeded in relation to academic standards
3. 83% of parents noted their expectations were met or exceeded in relation to a balanced & holistic education
4. 79% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
5. 88% of parents noted their expectations were met or exceeded in relation to a leading independent girls’ school.

Parent Quotes on what they value about Ascham School:

“Seeing the friendships my daughter has made and watching her develop in an environment which is challenging her.”

“The strong focus on academic achievement and personal wellbeing of the students.”

“Strong values. Strong leadership from Head of School and Head of Junior School. Strong community spirit and sense of inclusion. Pursuit of developing strong and independent young women with a strong social conscience.”

“The parent friends I have made, the friends my girls have met, the positive feelings my girls have about going to school and their own capacity to succeed.”

“It’s been great so far, pleased with the academic progress, the focus on respect and manners.”

“A quality single sex education that produces confident and high achieving women.”

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:

1. 70% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 84% of students noted their expectations were met or exceeded in relation to academic standards
3. 79% of students noted their expectations were met or exceeded in relation to a balanced & holistic education
4. 72% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing
5. 94% of students noted their expectations were met or exceeded in relation to a leading independent girls' school

Student Quotes on what they value about Ascham School:

"The thing I value most is how they focus a lot on being good leaders as women, focus on things like Dalton principles and have so many activities that help us with our wellbeing."

"I value how all teachers try hard to make lessons fun and interesting."

"Academics, the teachers are all so positive and happy and they teach so much to me every day."

"Ascham provides many valuable opportunities that other schools may not receive."

"I value all the community service Ascham does, and how they give lots of students the opportunities to participate in it."

"Ascham is great at making all students feel they matter and Ascham has great extension programs."

Staff

The Staff Engagement Review provides an overview of staff perceptions and experiences across a range of engagement measures, together with benchmark comparisons and staff feedback. With an overall score of 78%, the School scores in the 'high' category.

The Staff Psychosocial Hazards Review provides an overview of staff perceptions across a range of psychosocial hazard domains, together with benchmark comparisons and staff feedback. With an overall score of 74%, the School is placed in the 'low' hazard category.

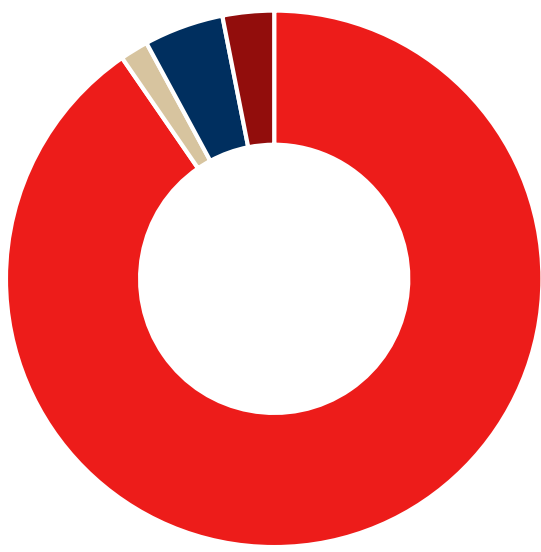
Together, these findings contribute to the School's ongoing understanding of staff experience and will inform future planning in support of a positive, safe and sustainable workplace environment.





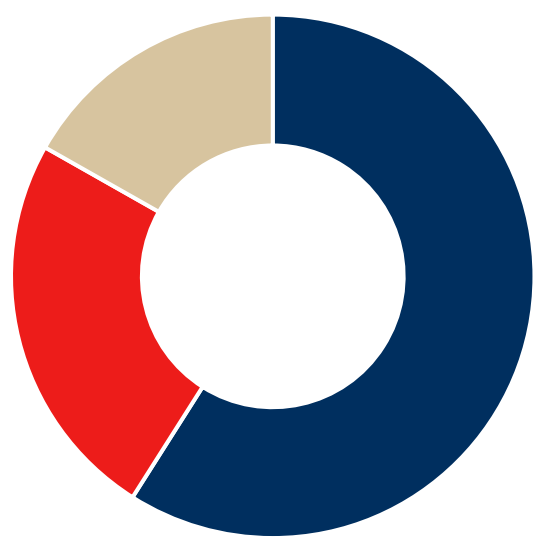
Summary of Financial Information for the Year Ended 31 December 2025

INCOME



	Fees and Other Income	90.4%
	Commonwealth Grants	4.8%
	Gifts and Donations	3.1%
	State Government Grants	1.7%

EXPENDITURE



	Salaries & Related Expenses	59.0%
	Non-Salary Expenditure	24.2%
	Capital Expenditure	16.8%

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Ascham