Asquith Girls High School

Annual School Report 2013
Our school at a glance

Asquith Girls High School is located within the Hornsby District and is surrounded by a beautiful natural bush land. Asquith Girls High School is a comprehensive single sex secondary school which enjoys a high standing in its community and is committed to developing young women who are independent and responsible learners and leaders, able to work cooperatively as future citizens. The school provides many opportunities for students to achieve personal excellence in the areas of academic studies, sport, leadership, performing and creative arts, technology, citizenship and co-curricular activities. There is a strong welfare and pastoral care program. Asquith Girls provides holistic education while achieving excellence in the external HSC examinations. The excellent achievement of students not only reflects their hard work, but also the dedication of our caring and professional staff. Staff cater for individual learning styles, differentiating the curriculum and motivating students, so that all students have the opportunity to achieve their personal best. Effective implementation of technology into teaching and learning continues to be a major priority at Asquith Girls High School.

Students

School student enrolments reflect the school’s positive reputation within its community. The school enrolment for 2013 was of 954 students. Approximately 25% of our students are from language backgrounds other than English.

Staff

The school’s teaching staff is a mix of very experienced and New Scheme Teachers, all of whom are passionate about girls education and committed to providing continuing excellence in teaching and learning. In 2013 the school had a teaching entitlement of 64.73 staff with an additional 11.8 school assistants. To ensure the welfare needs of our students are met, a school counsellor was employed an extra one day a week and a Head Teacher was assigned to support the welfare needs of Year 8.

Student achievement in 2013

Literacy: NAPLAN Year 7 and Year 9

Student performance in the National Assessment Program Literacy and Numeracy (NAPLAN) was strong. In 2013, Asquith Girls High School average scores for Year 7 were well above state average in all areas of Literacy and Year 9 performance well above state average scores in all areas of literacy and numeracy. For example, Writing: Year 9 scored 600.9 compared to state average of 534.2 and Year 7 scored 552.7 compared to state average of 502.1. Student progress and growth from Year 7 to Year 9 was above average in all areas of literacy.

Numeracy: NAPLAN Year 7 and Year 9

Students have consistently performed well in statewide numeracy assessments with results above state average. In the 2013 NAPLAN, average scores were again above state performance. Year 9 scored 605.8 compared to state average of 584.4 and Year 7 scored 553.4 compared to state average of 540.9. Progress or improvements made by students from Year 7 to Year 9 were also well above state averages.

Higher School Certificate

In 2013 there was 1 All-round Achiever who attained a Band 6 or E4 in all HSC courses and 32 Distinguished Achievers who attained either a Band 6 or E4 in different HSC courses. Excellent results were achieved in a large number of courses with the percentage of students attaining one of the top two bands exceeding state performance.

Principal’s message

Asquith Girls High School offers an innovative and diverse curriculum leading towards the Higher School Certificate with a combination of academic and Vocational Education courses, to meet the educational needs and aspirations of our students.

The school has a strong focus on 21st century learning where through engagement in Project Based Learning, gifted and talented programs and innovative technology students actively participate in and achieve personal excellence.

Our purpose is to encourage young women to achieve their personal best and empower them with the necessary skills to be resilient leaders who make a positive difference in an ever changing world.
Asquith Girls continues to educate the whole student while achieving excellence in the external NAPLAN, ESSA and HSC examinations. Our 2013 results were outstanding.

It is with a great pride that I present this 2013 Annual School Report for Asquith Girls High School.

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms E. Amvrazis

P & C message

Asquith Girls High School is a wonderful education facility, and we, the P & C are very proud to be actively involved in the running of the school. We are integral in the operation of the school, and always available to enhance the facilities for our students and staff when we can. Asquith Girls High School is a leader in girls’ education, testament to the passionate and committed staff and executive at the school. Not only do Asquith Girls excel in their academic achievement, the school has a culture and atmosphere that develops girls into confident, well-prepared young women.

Asquith Girls continues to grow, as demand for places exceeds the school’s ability to accommodate. Asquith Girls is enrolling another full Year 7 next year, effectively replacing a more moderately sized Year 12. The P & C have been actively involved in staff selection for various roles throughout the school, through the Merit Selection Panels convened for many of the positions.

We also support the school in many functions throughout the year such as the Open Night for prospective Year 5 and 6 students, International Women’s Day Breakfast, Year 7 Orientation Day, Meet ‘n’ Greet Afternoon, Father Daughter Breakfast, and various social gatherings and Presentation Day, to name but a few.

The P & C is actively involved in keeping the grounds looking their best to enhance the quality of the surroundings for the students and staff, encouraging all to aspire to achieve their best. This year our focus was on the Agricultural teaching facilities in the school. The student raised garden beds have been built, irrigated and beautified. We then funded the construction of two covered outdoor learning tables, to permit outdoor classes to operate in the garden area. These professionally built tables are a collaboration between the School and TAFE, where carpentry apprentices get to experience a proper building site environment, with all work professionally managed by TAFE staff, and the P&C contributing all material costs. The result is a wonderful facility at a mere fraction of its commercial value, with the School and TAFE students all benefitting from the programme.

We have continued to campaign to our local and federal government representatives for better facilities and funding. This year the train timetables were altered, and the P&C and the School executive lobbied the Transport representatives, and had two trains altered to stop at Asquith to provide a more practical train departure time for our students. We continue to lobby on behalf of Asquith Girls High School to have funding and resources delivered to our school to ensure our daughters continue to receive the standard of education we expect.

Michael Ficker
President Asquith Girls High School P & C
President@AGHSPandC.org.au

Student representative’s message

The Asquith Girls SRC team aims to positively impact the school environment by improving education facilities and equipment, fundraising for charities and organising special events for the students and teachers at Asquith.

This year, the SRC has been fortunate enough to have been involved with many leadership opportunities including volunteering to sell badges for Legacy. We also played a key role in the annual Spirit Week event run by the leadership team in Term 2. By means of a cake stall, the SRC raised funds for a Taronga Zoo initiative to save an endangered species of bird called the Regent Honeyeater. Our last major project for the SRC was the Glow-athon, which took place on the 22nd November. The aim of this event was to empower and inspire women to embrace their inner ‘glow’. This event was inspired by the Know Your Glow website, which promotes a healthy community for all women. The Glowathon was a huge success with both students and teachers involved in the celebrations.
The leadership coordinators and staff throughout the school continue to support the SRC and our goals to ensure a positive environment for the students of Asquith Girls.

Amelia Ambrose (SRC President) & Michelle Carroll (SRC Vice President)

**Student information**

**Student enrolment profile**

Asquith Girls continues to have a strong standing in the local community. As such, enrolments have grown considerably. At the close of 2013, 953 students were enrolled at Asquith Girls.

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>828</td>
<td>841</td>
<td>883</td>
<td>948</td>
<td>946</td>
</tr>
</tbody>
</table>

**Retention to Year 12**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82.6</td>
<td>76.7</td>
<td>80.9</td>
<td>75.7</td>
<td>76.1</td>
<td>83.6</td>
</tr>
<tr>
<td>SEG</td>
<td>79.3</td>
<td>75.5</td>
<td>77.5</td>
<td>75.2</td>
<td>74.2</td>
<td>75.3</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
<td>64.5</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance continues to be a priority. Non-attendance continues to be reported to parents/caregivers via SMS messaging. Furthermore, the school commenced the use of electronic period by period roll marking; a direction that will be adopted by the whole school in 2014. This will assist in managing student attendance in order to maximise student learning. As such, Asquith Girls continues to sustain impressive rates of student attendance that are considerable higher than the state average.

**Management of non-attendance**

In 2013, strategies to achieve improved student outcomes included redeveloping whole-school systems for student attendance. This included the development of an attendance policy along with associated electronic processes and procedures. Chronic individual non-attendance was managed within the Department of Education and Communities (DEC) guidelines and with the support and assistance of regional student welfare support team members.

**Post-school destinations**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>56%</td>
</tr>
<tr>
<td>TAFE</td>
<td>10%</td>
</tr>
<tr>
<td>Australian Apprenticeships</td>
<td>5%</td>
</tr>
<tr>
<td>Private Colleges</td>
<td>6%</td>
</tr>
<tr>
<td>Employment</td>
<td>12%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
</tr>
<tr>
<td>Overseas</td>
<td>5%</td>
</tr>
</tbody>
</table>

The post-school destinations of students demonstrate the truly comprehensive nature of the school community of Asquith Girls. The range and variety of their entry into the world of work and further education is extensive.

Students are entering a wide variety of university courses from law and business; health such as physiotherapy, nursing and occupational therapy; creative fields including architecture, design, music and TV production. The sciences, the arts and education have also continued to find popularity among our tertiary students.

Many students are having “gap years” to extend their experiences and knowledge of the world. Gap years can involve months of employment and then travel.
Many other students have entered employment while others have embraced traineeships and apprenticeships and career in the army.

**Year 12 students undertaking vocational or trade training**

Students have continued to include vocational education courses as part of their HSC studies at Asquith Girls. In the senior school students undertook Industry Curriculum Framework courses taught at the school by teachers in Hospitality, Entertainment and Business Services.

Also at TAFE colleges, 14 students were engaged in Industry Curriculum Framework courses including Automotive Services, Business Services, Financial Services, Tourism and Events and Human Services (Nursing). A further 26 students studied other VET courses (non-Framework) such as Animal Studies, Sport and Fitness, Children’s Services, Hairdressing, Design and Welfare.

A highlight this year was the graduation of four Year 12 students from the Certificate III Human Services (Assistant in Nursing-Acute Care) course delivered by NSW Health at Hornsby Ku-Ring-Gai Hospital.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>53.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79.6</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are 2 full time indigenous staff amongst the staff cohort.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>23%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $1270150.39
- Global funds: $665999.28
- Tied funds: $229853.26
- School & community sources: $768831.02
- Interest: $38038.43
- Trust receipts: $684637.34
- Canteen: $0.00
- **Total income**: $3657509.72

**Expenditure**

- Teaching & learning: $466016.57
  - Key learning areas: $265561.29
  - Excursions: $27919.24
  - Extracurricular dissections: $1062.06
- Library: $9632.00
- Training & development: $181382.20
- Casual relief teachers: $117509.56
- School-operated canteen: $0.00
- Administration & office: $45100.93
- Utilities: $144964.74
- Maintenance: $190043.98
- Trust accounts: $569235.94
- Capital programs: $86344.59
- **Total expenditure**: $2369773.10
- **Balance carried forward**: $1287736.62

Note: The balance carried forward includes the ID Art in Transition. These funds belong to the Arts North Unit. The school holds these funds on their behalf and provides administration support to the unit in managing these funds.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent
body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of our School Welfare and the Mathematics curriculum area.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) and Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 – Literacy

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>567.4</td>
<td>552.8</td>
<td>529.7</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>552.0</td>
<td>524.4</td>
<td>502.1</td>
</tr>
</tbody>
</table>

NAPLAN Year 7 - Numeracy

Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>553.4</td>
<td>560.7</td>
<td>540.9</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy

Year 7 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>567.4</td>
<td>552.8</td>
<td>529.7</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>574.8</td>
<td>569.0</td>
<td>551.9</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>615.4</td>
<td>593.1</td>
<td>574.8</td>
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</tbody>
</table>

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>608.5</td>
<td>600.7</td>
<td>584.0</td>
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</table>

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
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</tr>
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Year 9 NAPLAN Grammar and Punctuation

<table>
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</table>

Year 9 NAPLAN Spelling

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<tr>
<th>Average score, 2013</th>
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<th>SSG</th>
<th>State DEC</th>
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</thead>
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<td></td>
<td>608.5</td>
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<td>584.0</td>
</tr>
</tbody>
</table>
Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>615.4</td>
<td>591.2</td>
<td>565.8</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>600.9</td>
<td>563.3</td>
<td>534.2</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>605.8</td>
<td>607.4</td>
<td>584.4</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>75.0</td>
<td>74.8</td>
<td>72.4</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>77.2</td>
<td>74.5</td>
<td>74.5</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>76.7</td>
<td>75.1</td>
<td>74.0</td>
<td>71.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>76.8</td>
<td>77.9</td>
<td>73.4</td>
<td>75.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>71.5</td>
<td>76.5</td>
<td>75.8</td>
<td>71.9</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>77.3</td>
<td>80.3</td>
<td>72.9</td>
<td>73.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>73.3</td>
<td>76.0</td>
<td>78.1</td>
<td>75.8</td>
</tr>
<tr>
<td>Economics</td>
<td>74.9</td>
<td>74.9</td>
<td>69.6</td>
<td>73.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>71.3</td>
<td>70.5</td>
<td>67.7</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>80.5</td>
<td>79.9</td>
<td>79.8</td>
<td>78.5</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>74.9</td>
<td>76.9</td>
<td>71.5</td>
<td>69.7</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>83.9</td>
<td>78.1</td>
<td>80.1</td>
<td>81.3</td>
</tr>
<tr>
<td>Geography</td>
<td>65.5</td>
<td>73.6</td>
<td>71.1</td>
<td>67.6</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>77.9</td>
<td>75.4</td>
<td>76.5</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>73.4</td>
<td>75.3</td>
<td>69.3</td>
<td>64.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76.3</td>
<td>77.2</td>
<td>76.2</td>
<td>76.3</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>77.9</td>
<td>82.0</td>
<td>77.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Modern History</td>
<td>79.8</td>
<td>79.1</td>
<td>76.7</td>
<td>73.5</td>
</tr>
<tr>
<td>Music 2</td>
<td>85.6</td>
<td>86.3</td>
<td>-</td>
<td>86.4</td>
</tr>
<tr>
<td>Personal Development, Health Physical Education</td>
<td>79.9</td>
<td>80.0</td>
<td>72.2</td>
<td>68.8</td>
</tr>
<tr>
<td>Senior Science</td>
<td>77.9</td>
<td>80.1</td>
<td>77.6</td>
<td>71.9</td>
</tr>
<tr>
<td>Society and Culture</td>
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<td>79.8</td>
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</tr>
</tbody>
</table>

Other achievements

Music

In Music, students represented the school at a number of school and extra-curricular events. Term 1 began with the annual “Talent Fest” in which 50 music, dance and drama students performed in front of the school over 4 weeks. The annual Music Camp was held at Galston in which 120 music students who were involved in band or vocal group attended for 3 days of rehearsals, professional instrumental tuition and group activities.
25 flute players from years 7 – 12 collaborated with flute players from Hornsby Girls High School for a combined “Flute Festival.” Students attended a master class and work shop by renowned Australian flute player and composer Christine Draeger, as well as flute players from the Australian Ballet Orchestra.

The Concert Band and Wind Ensemble participated in the NSW School Band Festival and the Yamaha Band Festival achieving bronze, silver and gold awards. A handful of our talented instrumentalists also represented the school at the State Band Camp which is run by the Performing Arts Unit.

The Junior Choir enthusiastically performed at the “Mt Colah Primary School’s 60th Anniversary Spring Carnival” and 16 members of the vocal group took part in the central choir as part of the “Schools Spectacular” with performances held at the Entertainment Centre.

Finally, all of the AGHS music ensembles and Year 12 HSC Music students participated in the annual “MusicaLe” evening which showcased the talent of over 150 of our music students.

Dance and Drama

In Dance, students represented the school at the regional dance camp and the Sydney North Dance Festival. The Asquith Girls Dance Ensembles and Company performed at many school and community events. The first “Dance Night” was held in July with performances from the HSC Dance students, dance elective classes and extracurricular performance groups, consisting of over 100 dance students.

In addition, all 180 Year 7 students performed in our salute to Disney in the Year 7 showcase. This production and all school events are ably supported by the talented Year 11 and Year 12 Entertainment students.

Year 9 Drama presented their original Pantomime, “Cinderelly in Wonderland” and Year 10 Drama showcased their talents in a musical theatre performance “Broadway Babes”. Year 11 Drama, supported by Year 11 Music and Year 11 VET Entertainment, performed in a production of “The Beach”. Year 12 students presented their group and individual performances at two HSC Drama nights. Finally, all students had the opportunity to participate in the annual “Talent Fest” run by Year 11 Drama and Entertainment.

Visual Arts

In Visual Arts during 2014 the Year 7 students participated in an indigenous day where they created banners and weavings.

Art club continued in 2014 allowing the girls to explore their creativity through artmaking and friendship.

Excursions during the year took the students to a variety of galleries both local and in the city, this included ArtExpress.

The Annual art exhibition was held in late November and was a great success. A diverse range of ideas and media were exhibited by the students from years 7-12. The Yr12 bodies of work were showcased and merit awards were given to the most outstanding students in both Photography and Visual Arts from Yr. 7-12.

Technology and Applied Studies

The TAS faculty at Asquith Girls High School offers courses in Textiles, Food, Design, Graphics, Computing and Hospitality. Our courses are project based, encouraging students to develop an understanding of the design process whilst exploring the nature of a variety of materials and mediums.

The annual TAS Display allowed students to showcase their skills, talent and dedication to achieving excellence in design. Hospitality students were given the opportunity to demonstrate their culinary skills by preparing and presenting foods for the parents and students attending the TAS Display.

The year commenced with Amy Clarke, of 2012’s Year 12, exhibiting her outstanding HSC Major Textiles Project at the prestigious Texstyle Exhibition. Furthermore, Rachel-Anne O’Brien has been nominated to exhibit her Design Technology major work in DesignTech 2014. Jessica Byrne, of Year 9, entered the secondary school section of the 'How Does your Garden Grow' quilt competition organised by Quilters Guild of NSW. Her quilt, 'The Garden Bugs', incorporates flower and leaf embellishments, iron on insects and buttons. Jessica was awarded third prize in the competition, winning two Brother sewing machines for the school.
Students across several subject areas within the faculty have used Google SketchUp to design objects that they then produced on the 3D printer. TAS staff has been innovative in modifying programmes, particularly with Year 8. The students focused on jewellery designs during Term 4 while there was no access to the Woodwork room.

Mathematics
The Mathematics faculty successfully introduced the MoTh program (Maths on Thursday) which runs in the library every week for 1 hour. Teachers from the Mathematics faculty volunteer their time to assist students work on their homework and help them with content that they are finding difficult.

Ninety seven (97) students entered the Australian Mathematics Competition achieving 7 distinctions, 32 credits, 36 Proficiency and 22 participation certificates. In the Australian Problem Solving Mathematical Olympiad, two classes entered the competition, with one student achieving in the top 25% of all candidates, receiving a trophy.

Science
The Australasian Schools Science Competition provides students of Years 7-12 the opportunity to test their problem solving skills and knowledge of the scientific method. One Hundred (100) students participated, with 25 credits achieved and six distinctions were awarded.

The Rio Tinto Science Competition was also offered to 74 students from Years 7-11 with distinctions being awarded to seven students. Most commendable were the five high distinctions awarded.

In Year 9 Science, students completed a challenging research task on the environment and designed a presentation for a panel of judges. Students set high standards and indicated an impressive understanding of their topic. In addition, the Science Expo is an enrichment opportunity for students in Years 7 to 9, fostering a greater understanding of the scientific method while encouraging students to interact with the teachers and primary school students.

Library
The AGHS library is a multi-purpose dynamic space that allows staff and students access to a range of different learning environments and offers an impressive level of access to technology. Users have the opportunity to utilise the movie room, reading room and quiet study spaces and may freely borrow from the extensive print collection. Additionally, the library offers training for all stages in important 21st century skills of Information Literacy and Research, thus preparing them for their present and future academic needs. Recent years have also seen an upsurge in the number of Year 7-9 students completing the Premier’s Reading Challenge.

Significant programs and initiatives
Every School Every Student Grant
In 2013, Asquith Girls High School received a grant to implement the department’s Every School, Every Student (ESES) policy. The rationale for this project was four fold: 1. Increase staff’s capacity to use technology to differentiate the curriculum to cater for all students learning needs. 2. To build the capacity for staff to recognise successful strategies and implement them into the classroom in relation to technology and especially numeracy. 3. Address numeracy results as highlighted in 2012 year 9 NAPLAN results. 4. To invest in professional learning library resources on differentiation and student engagement. The project enhanced the quality of the learning experience for students through the development of a Differentiation kit for each faculty, containing differentiation models and frameworks, sample units of work and teaching strategies, to cater for the full range of student abilities. A team of teacher mentors identified opportunities for differentiating in the classroom with or without the aid of technology and for explicit numeracy learning opportunities. Mentoring provided the opportunity for focused programming and teacher professional learning in differentiation resulting in more programs having explicit adjustments embedded in teaching activities and in assessment tasks. Tanja
Green, SLSO, investigated the use of technology to support students with specific needs. One student has a text to speech software package loaded onto their laptop to trial in class. A list of assistive software was compiled as a resource.

**Gifted and Talented Education**

We cater for all our students in each of our classrooms. In each of the year groups from Year 7-10, high achieving students are identified and grouped in different subject areas. However, some gifted students do not always perform at their potential and we wanted to target all our gifted students.

A Learning Extension teacher position was created in 2013 to address the needs of our gifted students and provide them with mentoring and opportunities to engage in independent projects. They were guided to further develop their critical and creative thinking skills along with their capacity to engage more deeply with their chosen topic. This project was trialed with Year 8 students.

Following an identification process that used data and teacher nominations, a group of Year 8 students were approached. They were given guidance in how to focus on their interests and passions, therefore able to refine their topic of study for their independent project from the big idea that they started with. Workshops were conducted focusing on creative thinking, identifying their learning style, lateral thinking and research skills. Students were allocated to an expert mentor that was able to guide them through their process and encouraged to keep a reflective journal of their journey.

Students were able to showcase their process and products to parents and a panel of judges during Term 4. The students created an impressive body of work including rewriting Shakespeare to analysing the themes and characters of Harry Potter as well creating a computer game and exploring the concept of depression in a number of mediums.

Students from Year 9 and 10 were identified and the Learning Extension teacher mentored these students focusing on time management and organisational skills.

In 2013, Year 11 gifted students were identified and, with the guidance of the Deputy Principal and Year Adviser, were able to analyse their data to identify their areas of strength as well as areas that they could focus on improving. They were supported by the careers adviser in their subject selections and as they moved through the Preliminary course.

**Learning Support**

Learning Support at Asquith Girls High School is situated in a small dual-purpose room upstairs next to Music Room 2. It is home to the Learning and Support Teacher and two School Learning Support Officers as well as the variety of students who use learning support as a space to study, complete assignments, use computer facilities or to gain assistance with their schoolwork. Support is available at lunch and recess or with prior arrangement either during class or after school. For seniors it is an alternative space for study periods and is well utilised.

In 2013 Learning Support continued a holistic approach to supporting students as mandated by the Every School Every Student initiative. Asquith Girls High School was successful in gaining a grant to purchase professional resources around supporting students with additional needs and in providing a consultancy program to increase the capacity of quality teaching especially in the areas of numeracy and technology. In addition the grant provided the opportunity to research technological solutions for students with dyslexia and expressive and receptive language issues.

As the year progressed Learning Support was available to assist students directly with their class work, homework and assignments and indirectly by supporting teachers to make adjustments for students with need. Within the class room School Learning Support Officers have been assisting all students across a wide range of faculties while outside the class much has been achieved with Disability Provision applications, NAPLAN, transition to high school and in reviewing policies and procedures.

As the Every School Every Student initiative continues we look forward next year to increasing communication with parents,
continuing to make reasonable adjustments for students with individual needs and in documenting the wide range of support offered to the students at Asquith Girls High School.

Aboriginal education

At Asquith Girls High School we greatly value the contributions of our Indigenous students. Throughout the year we created whole school initiatives to increase the cultural knowledge, appreciation and understanding of Aboriginal people by providing a number of cultural workshops and significant events. These events included NAIDOC day celebrations for year 8 and all Aboriginal students, creation of a banner for the North side Aboriginal Art Association and an Indigenous leadership day. NAIDOC day festivities included a whole school assembly where a traditional welcome to country was performed along with a smoking ceremony. The Indigenous students also gave a speech on what it means to be Aboriginal. The girls incorporated activities for the year 8 students which included, friendship bracelet making, damper making Indigenous games and indigenous painting. Local Indigenous elders and Indigenous artists came to the school for the day to facilitate the activities. The banner which was created for the North side art exhibition was used to advertise the local artists upcoming exhibition. The girls at Asquith were asked to paint two banners to be used in the exhibition. The girls would in return be given credit in the program for their excellent work. The indigenous leadership day was held at Gibberagong Educational centre and was designed to assist Indigenous students with their leadership skills. Asquith had two girls from year 9 and 10 attend the day which was very beneficial. In 2014 we plan to continue the trend of promoting further opportunities within the school. We extend our welcome to all parents of all cultures to come in and learn about ATSI culture.

Pictured are some of the Indigenous girls with the banner for the North side Art exhibition.

Multicultural education

Asquith Girls High school values the rich cultural and linguistic diversity of its learning community. The appreciation of a wide range of perspectives helps students to develop an understanding of the cultural contexts of the school and the wider community in which they live.

Multicultural Day Ceremony

The rich diversity of cultural heritage within the AGHS community was celebrated on Multicultural Day; a major event on the school calendar. This important day, involving staff, students and members of the community, was a valuable opportunity for students to share aspects of their culture or to explore a culture of interest to them.

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EAL/D and LBOTE

In 2013, English as an Additional Language or Dialect (EAL/D) support was provided to over 50 students, including newly-arrived students and continuing EAL/D learners in all year groups. The 2013 EAL/D census information indicates that 26% of AGHS students identify themselves as being from a Language Background Other Than English (LBOTE). Within this group, over 54 different languages are spoken.

EAL/D Support

The English as an Additional Language or Dialect (EAL/D) teacher works across the curriculum in
cooperation with class teachers and other specialist teachers to support EAL/D learners to access the curriculum and achieve equitable learning outcomes. Targeted, curriculum based English language instruction and support strategies aim to develop EAL/D students’ English language competence and improve their learning outcomes to a level where they can actively participate in the classroom.

International Students

International students are an important part of the student body. They are represented on the Student Representative Council and the prefect body. Strong links between guardians and families of international students and the school are encouraged, as this is a crucial factor in the success of a students’ Australian school experience. Caregivers were welcomed on formal occasions, such as parent/teacher interviews nights and also informal occasions such as a barbeque.

In 2013, 20 international students studied at this school. They came from China, Korea, Thailand and Vietnam. These students needed extra language and literacy support in a range of subjects.

International students enrich the school community by sharing their culture and contributing to learning in the classroom. Students are encouraged to participate in a wide range of school activities so as to practise conversational English and gain experience of authentic Australian school experiences with their Australian peers. Members of the school welfare team, including year advisers and the enrolment officer are actively involved in the support of international students through regular meetings provided to address any concerns the students might have.

A range of strategies is provided to ensure that international students at Asquith Girls High School have a quality learning and social experience during their time as part of the school community. A broad curriculum is available at AGHS to international students, and this is supported in ways which acknowledge the need for extra academic and social support. Students completing their HSC in 2013 achieved sound results and are pursuing tertiary education in Australia.

Student Leadership

Student leadership programs in this school continue to offer many diverse opportunities for the empowerment of our students. The prefect system has continued its consolidation with students developing positive and productive relationships with their portfolio mentors, and the SRC continuing to provide a voice for the student body.

At the Grip Student Leadership Conference in February, the newly elected leadership team for 2013 were trained in a number of leadership skills. Prefects represented the school at the National Young Leaders Day Conference in November, Youth Parliament Women’s Leadership seminars and International Women’s day Breakfast. In October, a group of Year 10 students were also lucky enough to be involved in activities for Global Dignity Day, held at Parliament House.

SRC and prefect delegates also mentored Year 5 and Year 6 students as Junior Leadership Councillors for the Hills and Hornsby District. The two day Leadership Camp held in August this year was also a huge success where the whole leadership team was able to participate including Prefects, SRC and House Captains. Girls were able to hone their leadership skills and a strong leadership team was formed.
The Investiture Assembly in August formally celebrated the newly elected leadership team. The photo above shows the Prefect body reciting the important Statement of Commitment. Responsibility and respect are focal points in the fundraising and charity events that are organised in the school. The leadership team promotes community awareness through supporting organisations like Legacy, World Vision, The Salvation Army Bushfire Appeal and Christmas Appeal and our sister school in Afghanistan. Students also demonstrated respect and responsibility by attending the Anzac Day Dawn Service at Hornsby Cenotaph and participating in the 40 Hour Famine. Through these events students have developed social awareness and empathy for those less fortunate than themselves. The school’s recent Welfare Evaluation indicated that the area of student leadership could be expanded in the future to provide even further opportunities to students.

**Student Wellbeing**

At Asquith Girls High School the students are our focus and student welfare is the responsibility of all staff at our school. Strategies and programs are in place to support students achieve their maximum level of personal achievement, physical and emotional wellbeing and a sense of purpose. The school’s welfare team worked hard to support the needs of all students and engaged in welfare related professional development in 2013. Just some of the strategies and programs that exist at Asquith Girls are touched on in this report. All students attended a welfare production specific to their year group from plays about cyber bullying to motivation and organisation workshops. All year groups also attended presentations from Headspace which focused on general health and help seeking. Year 7 students were strongly supported by our primary to high school transition program with Orientation Day, Welcome BBQ, regular Peer Support activities and Year 7 camp. Year 9 and Year 11 also fortunate enough to go away on camps this year. Selected students from Years 8 to 11 benefitted from the Youth Connections program run by youth workers from Mission Australia and the Step Up Sista program run by Hornsby PCYC.

All Year 11 and Year 12 students were individually interviewed following the Semester One reporting period in 2013. This provided time for student self-reflection and goal setting and an opportunity for students to provide feedback about any issues they feel are impacting on their learning. The school believes transitioning out of high school is just as important as transitioning to high school. All Year 12 students have been teamed up with a teacher mentor of their choice to guide them through their final HSC year. Information evenings, career expo excursions and flexible pathways for students to complete their education and training have also contributed to preparing our girls for the future. One of the school’s priorities is to increase student ownership of and engagement in their learning. Students from Years 7 to 11 completed a Motivation and Engagement survey in order to gauge their motivation levels. Students, parents and staff were also surveyed and interviewed as part of the school’s welfare evaluation. The combined results of these surveys and interviews are shaping future whole school welfare programs and teaching and learning methods.

**Sport**

The school offers an extensive range of over 30 sports, from the traditional team sports and carnivals to recreational activities such as boot camp and AMF bowling. These are offered through integrated sport in years 7 and 8, followed by recreational and grade sport in years 9, 10 and 11. Interschool competitions such as games days, grade and sports carnivals are played against the 5 other girls schools in the North West Metropolitan Zone. The knock-out teams initially verse teams within the region, however this extends to a state/CHS level. Other opportunities in sport this year have included ski camp, Premiers Sporting Challenge, swim school and learning how to coach specific sports to students from local primary schools.
2013 has been another successful year in sport at Asquith Girls High School. The range of sporting achievements and the levels that our students have reached are highly commendable. To compete in athletics, sailing and goal ball on the national stage demonstrates an outstanding level of skill and commitment, as does umpiring for netball in a national competition.

Our placing after the zone swimming, cross country and athletics carnivals this year was third overall. We had a zone age champion in all the above mentioned carnivals, as well as a regional age champion in cross country and athletics. In grade sport Asquith girls came first in netball and first in soccer. These results, when combined with our schools carnival position, placed us in second place overall within the zone.

The school house shield was awarded to Gilmore House this year, with the final points tally being:

<table>
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<th>House</th>
<th>Position</th>
<th>Points</th>
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<tbody>
<tr>
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<tr>
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Asquith also had a number of outstanding sport achievers:

- 11 competitors at CHS Athletics
- 3 competitors at Australian National Athletics
- 2 competitors at CHS Cross Country
- 2 competitors at CHS Gymnastics
- 2 competitors at CHS Swimming
- 2 competitors at CHS Triathlon
- 1 competitor at CHS Sailing
- 1 competitor at Australian Sailing Championships
- 1 competitor at CHS Softball
- 1 competitor at CHS Heptathlon
- 1 competitor at Australian Goal Ball Championships

This was a total of 26 students at CHS level or higher in 2013, an outstanding achievement.

Events

Multicultural Day is an important annual event on the school calendar, involving staff, students and members of the community. All had the opportunity to share aspects of their culture or explore a culture of interest to them whilst raising funds for our sister school in the Panjshir Valley of Afghanistan.

Social Justice

The Social Justice Team has continued to promote equity and integrity throughout the school. Special events on our school calendar that have seen the combined effort of the Social Justice Team and the leadership body included International Women’s Day Breakfast, where the team acted as hosts to the local community to commemorate women’s achievements.

The Social Justice Team worked on educating the school about fairness and justice of all people of the world. The team organised the 40 hour famine which was offered to all students. 75 students participated and raised $6740.

The Social Justice Team supported the Red Cross Christmas Appeal this year. They collected non-perishable items and donated hampers which were given to less fortunate families during the festive season.
National partnerships and significant Commonwealth initiatives

National Partnership for Principal Professional Development.

This project provided Asquith Girls High School, together with partner schools, an opportunity to reassess and validate effective learning environments and to promote local leadership to drive the 21st century educational change. The aim was to build local instructional leadership capacity that will assess and validate effective 21st century learning environments, to drive educational change to maximise student learning outcomes. Several cases were developed on the principal professional practice of leading improvement, innovation and change as well as the development of a measurement tool to assess and validate 21st century learning environments, where schools assessed learning spaces and learning environments. Instructional leadership capacity was enhanced through the development of professional learning modules for Principals on the principal professional learning practice of leading teaching and learning.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School executive meeting report on school progress towards targets.
- Faculty Management Plans aligned to school targets

School planning 2012—2014

Progress in 2013

School priority 1: Increase the level of staff competence and fluency to deliver quality learning experiences through the use of appropriate technologies

Outcomes from 2012–2013

Staff who participated in Project Based Learning Training in 2013 have developed online courses in Moodle to augment learning and increase student choice of pace of learning. Other online tools continue to be used to enhance learning. Professional learning workshops on technology tools have taken place during staff development days and staff meetings.

Evidence of progress towards outcomes in 2013:

Increased engagement of students using relevant technologies. Various software application activity reports indicate an increase use of technology from 2012 to 2013. The Moodle online learning management system reported an increase of 80% in student and teacher use. The clickview video library systems reports 10% increase in videos accessed. Application activity reports show that 50% of staff have booked laptop trolleys to use in the classroom.

The school technology team continued to endorse the importance of teacher mentoring.

Strategies to achieve these outcomes in 2014

Implementation of a professional learning program to up-skill staff in the use of relevant technologies as part of a blended learning approach to learning. Through the partial online delivery of content and instruction, greater student control over the time and pace of learning and greater utilisation of the school’s technology resources and infrastructure is enabled.

Implementation of a regular time for staff to be trained in specific technologies, as identified by faculties at the end of 2013.

In 2014 the school is looking to introduce the Microsoft Peer Coaching program to increase the staff competence with technology.

School priority 2: Increase student ownership of and engagement in their learning.

Outcomes from 2012–2013

This year nearly all students from 7 -11 participated in the Lifelong Achievement Group Motivation and Engagement survey. The findings
of this survey have been presented to staff and discussed at length at staff meetings and been the topic of professional learning for staff. The specific areas of concern that came out of the survey were the percentages of students who are disengaged; don’t value school and lack self-belief and persistence.

**Evidence of progress towards outcomes in 2013:**

The analysis of the motivation and engagement survey demonstrated that teachers have employed a variety of motivation and engagement strategies in their classes. Teachers reflected on their lesson planning and improved alignment with assessment tasks. A number of welfare programs have been put in place to increase the levels of student motivation and engagement.

The use of Moodle and other tools to offer students greater choice in learning and assessment tasks has been included in professional learning programs.

There has been an increase in student choice for learning activities and assessment tasks over the last 12 months. This is especially noticeable in Mathematics, in HSIE, Science and English. All faculties are endeavouring to provide a curriculum that is diverse, differentiated and engaging.

The school maintain strong partnerships to offer broad extra-curricular opportunities for all students.

Staff have engaged in professional learning targeting the differentiation of curriculum and learning approaches to increase student engagement in their learning.

**Strategies to achieve these outcomes in 2014:**

The level of student satisfaction with their learning will be measured through further use of the Motivation and Engagement Survey in 2014.

In 2014 the Teacher Performance & Development processes will focus on increased student engagement.

Student focus groups will provide feedback about the type of effective learning experiences and learning environments that would engage today’s learner.

Instructional rounds and data analysis will be used to develop personalised learning for targeted students.

**School priority 3:** Increase literacy and numeracy outcomes for all students, and in particular for the most capable.

**Outcomes from 2012–2013**

A Learning Extension teacher position was created in 2013 to address the needs of our gifted students and provide them with mentoring and opportunities to engage in independent projects. They were guided to further develop their critical and creative thinking skills along with their capacity to engage more deeply with their chosen topic. This project was trialled with Year 8 students.

**Evidence of progress towards outcomes in 2013:**

Learning Enrichment Support Teacher to mentor and engage targeted group of students in critical thinking and enquiry to improve student performance. 11 staff participated in a training program to learn about an implement Project Based Learning. A showcase was held at the end of 2013 to share outcomes.

Individual planning occurs with targeted students regarding their educational outcomes.

**Strategies to achieve these outcomes in 2014:**

Analysis of internal and external data shows increased value added in Year 9 in Numeracy and Literacy. NAPLAN Numeracy results have Year 9 students with 9% more students in the top band while there are no students in the bottom band for Year 9 Reading. Year 9 Grammar and Punctuation also show 2% more students in the top band.

The Project Based Learning staff training program will be repeated in 2014, with the inclusion of cross-subject projects, to increase the ability of students to transfer learnt skills across KLAs.

**Professional learning**

During 2013 our professional learning built on work from the previous year on improving student engagement and motivation across the school.
Staff participated in workshops at staff development days and attended regular staff meetings throughout the year.

Throughout the year there was a specific focus on implementation of the new Year 7-10 syllabuses in English, Mathematics, History and Science as well as the skills required by staff to increase creative and innovative capacity of students in their new programs such as EALD strategies, differentiation of learning activities, integration of technology and project based learning. The Literacy Team ran sessions where teachers were given strategies and practical activities where writing could be effectively taught across the Key Learning Areas.

Staff attended a Creativity and Academic Excellence conference and members of the welfare team attended a conference focused on the mental health and wellbeing of young people. These staff members then used the valuable knowledge they gained to lead staff development sessions for AGHS staff.

All DET mandatory training was delivered to all staff in 2013. Staff also attended professional learning courses and workshops throughout the year that further built on the school professional learning and developed their skills in their area of specialty such as robotics, introducing golf effectively into the school, proactive leadership in learning and support as well as various technology based conferences.

**Program evaluations**

**School welfare evaluation**

**Background**

Student wellbeing is highly valued at Asquith Girls High School as this provides the foundation to students being able to actively be involved in their learning and achieve their personal best. There is a strong welfare team led by the Head Teacher Female Students, Year Advisers, Assistant Year Advisers, Learning and Support Teacher, Deputy Principals and Principal. This review posed 2 main areas of enquiry: 1. Are the whole-school welfare programs relevant to the needs of our students? 2. Is the welfare framework set up in the school effectively catering for the needs of our students? Students, parents and staff were surveyed through an online survey and small focus groups.

**Findings and conclusions**

**Students:** The majority of students felt well prepared for leaving school. Camps were particularly valued especially in Year 7 as were programs such as the Butterfly effect, Peer Support and Learning to Learn were considered important but there were concerns regarding the structure. Students wanted to keep the leadership opportunities of the SRC and the Prefects special. However, they did make
suggestions as to increasing the positions within the SRC or having a lifespan that would allow a greater of number of students to access the positions over time. **Teachers:** Half the staff felt that students usually show respect for each other and almost always feel safe at school. The majority of students almost always felt pride in their school community, always felt safe and claimed to usually show respect for each other. **Parents/Caregivers:** Parents thought programs on organisation, including talks and workshops in small groups, could assist the enhancement of resilience. They thought their daughters would speak mostly to parents or friends, and then the Year Adviser. They were confident their daughters would know who to talk to. Parents were generally happy that their daughter would be supported by the school’s transition programs. They thought the biggest worries for their daughters from Year 6 into year 7 were: friendship, coping with different expectations, movement between classes, homework and timing of homework. Generally parents are pleased with the school’s encouragement of their daughters/wards.

**Future directions**
A more coordinated approach to the welfare programs across the year groups is being investigated. Communication strategies between students, parents and staff are being strengthened. The Parent Portal has already been rolled out so that parents have access to information such as reports, timetables and attendance patterns about their daughters. The structure of Year meetings has been reviewed and a coordinated plan across the welfare team is in the process of being implemented. The Leadership Policy has been reviewed with some changes made to the number of positions available.

**Mathematics Evaluation**

**Background**
Discussions with the Mathematics faculty and the evaluation team decided on three main focus areas- assessment and feedback, classroom and values and expectations. A survey was emailed to all students, parents and members of the Mathematics faculty. We received 406 student replies, 203 parents and all Mathematics staff responded. The respondents were a fair representation of all year groups and students and all teachers were represented.

**Findings and Conclusions:**

Only 60% of those surveyed (parents, teachers and students) feel that students know how to prepare for assessments in Mathematics. While 90% of teachers feel that appropriate feedback is given, less than half of parents and students agree with this.

Over 90% of students, parents and staff felt that students wanted to achieve pleasing results. This is a heartening result as without the desire to do well very little can be achieved. Students strive to do well but often fail to know how.

There is a discrepancy between the views of parents and staff towards students persisting with their work when they find it difficult. Over 70% of parents and students feel the students persist while only 40% of teachers believe they do. This is indicating inconsistent expectations between school and home.

Only 70% of students felt that they could usually or almost always do well in Mathematics while 100% of teachers believed that they were able to do well. Conversely, when responding to “completing work to the best of their ability”, 70% of students, 80% of parents but only 43% of teachers felt that students apply themselves to achieve their best.

Students and parents felt that Mathematics lessons are ‘too fast’, often covered too much content in the time allowed and that adequate revision was not always given.

The MoTH (Mathematics on Thursday) program was initiated in Term 3 and is run by the Mathematics faculty after school each week. It is an opportunity for students in Years 7 to 10 to complete their homework and seek assistance to gain a better understanding of content covered in class. It has proved to be successful and well attended.

During 2013 the faculty, led by Mrs Smith, has invested time and professional learning in
preparing for the implementation of the new Australian curriculum including programming, scope and sequence and reviewing assessment practices and schedules. This will be implemented in 2014.

Future directions:
The Faculty assessment schedule is to be modified to allow for retesting of content to give students the opportunity to demonstrate retention of knowledge and improvement. This should encourage students to use feedback from assessments effectively and seek assistance as required to improved outcomes.

Staff to improve quality of feedback to students and support students in using this feedback to improve their performance.

Communication with parents should be improved to enable values and expectations to become more consistent.

Look at staffing to enable MoTH to continue. Reviewing the scope and sequences it can be seen that the content adhere to the BOSTES syllabus documents adequately. To enable the speed of delivery to be slowed down, more time would be needed within the timetable for Mathematics periods.

The evaluation has determined that the Mathematics staff are a cohesive team that work together collaboratively towards the improvement of student outcomes. They are willing to share their professional knowledge and expertise to further improve the teaching and learning in the faculty.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

<table>
<thead>
<tr>
<th>Ms. E. Amvrazis</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Ms. K. Di Stefano</td>
<td>Deputy Principal</td>
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<tr>
<td>Mr. M. Robinson</td>
<td>Deputy Principal</td>
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<tr>
<td>Ms. L. Steed</td>
<td>Head Teacher Teaching and Learning</td>
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<tr>
<td>Mr. M. Ficker</td>
<td>P&amp;C President</td>
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<tr>
<td>Amelia Ambrose &amp; Michelle Carroll</td>
<td>Student Representatives</td>
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<tr>
<td>Mrs. C Dawe</td>
<td>Head Teacher Technology and Applied Studies</td>
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<tr>
<td>Mrs. A. Martin</td>
<td>Head Teacher Science</td>
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<tr>
<td>Mrs. B. Moreton</td>
<td>Head Teacher Secondary Studies</td>
</tr>
<tr>
<td>Mrs. T. Smith</td>
<td>Head Teacher Mathematics</td>
</tr>
</tbody>
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School contact information
Asquith Girls High School
Stokes Avenue, Asquith 2077
Ph: 02 94776411
Fax: 02 94822524
Email: asquithgir-school@det.nsw.edu.au
Web: http://www.asquithgir-schools.nsw.edu.au
School Code: 8222
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: