Principal's Message

2010 was a landmark year for Asquith Boys High School. Not only did we celebrate the 50th anniversary of our great community school, but we consolidated our reputation as a leader in boys’ education. Indeed, many of our successful and innovative programs for boys are being emulated by other schools. Programs such as Habits of the Mind, Literacy and Numeracy, Gifted and Talented, Student Leadership Study, Creative Arts Scholarships, Student Personal Interest Projects and Boys Transition are now entrenched in our school culture and providing an exciting array of exceptional learning opportunities for our students. Most of the events of the 50th anniversary celebrations were centred on a weekend in May which culminated in a formal dinner at Hornsby RSL club. Many of our current students were heavily involved in activities over that weekend and, indeed, throughout the year, including the production of our 50th anniversary DVD, which is highly commended. The 50th also gave us the opportunity to reflect on the great number of past ABHS students who have become high achievers in their chosen fields. There are many “old boys” who have scaled the heights in politics, business, communications, academia, the sciences, the arts and sport. I have every reason to believe that our current crop of students will continue this tradition of high achievement in their chosen careers.

One of the legacies of the 50th year was the establishment of the Mervyn Brown Scholarship. This is a senior academic scholarship, named after the founding principal of Asquith Boys, and funded by the Old Boys Club.

One of our main goals in 2010 was to review and expand our curriculum, to meet the needs of a rapidly changing society and the world of work. This year we introduced a new elective stream in Year 8 with the following subjects: Horticulture; Journalism; Drama; Music and Japanese. With the advent of our new industrial kitchen, we introduced Food Technology as an elective in Year 9 and the HSC. We have also expanded our choice of VET (vocational education and training) courses. We now offer IT VET, Construction VET and Hospitality VET. We will continue to evaluate and expand our curriculum to meet the needs of our students.

2010 has been another year of considerable achievement for Asquith Boys High School. The alliance of talented students, committed staff and supportive parents has ensured that our school continues to go from strength to strength.

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

Mr Terry Griffiths
OUR SCHOOL AT A GLANCE

Students

Asquith Boys High School is a comprehensive boys’ high school located in the Hornsby Shire. Families from the local community enrol their boys in the school and as far as the Gosford Shire to take advantage of the opportunities that a comprehensive boys’ education has to offer. The school has a substantial emphasis on learning development through comprehensive and boy-centred literacy programs. The school has a high profile sporting program with the annual overseas soccer tours being the highlight. Asquith Boys also has a very significant scholarship program in Music and the Creative Arts. Stage Band scholarships are offered for Year 7 and Creative and Performing Arts Scholarships are offered in Years 10 to 12. Boys are supported financially and resource wise to further their studies in the creative arts – many boys have achieved outstanding results in the HSC because of being a scholarship holder. Boys right across the curriculum in Years 7 to 12 have a wide choice of subjects with electives beginning in Year 8.

Staff

All teaching staff met the professional requirements for teaching in NSW public schools. We have very professional and highly trained staff that is committed to the philosophy and practice of teaching boys. The teaching staff contains a wide mix of ages and experience with an equal mix of female and male teachers.

Significant Programs and Initiatives

Aboriginal education

We have a unique partnership with the Royal Flying Doctor Service where students in the junior school study indigenous links with the service and specific teaching units have been developed around this theme.

Students are exposed to Aboriginal cultures and history in Mandatory History and Geography.

The Year 7 Celebrating Differences Day focuses in part on the local culture of the region and the role of Aboriginal culture in our region.

The small number of students in our school is either at or slightly above state average in literacy and numeracy.

Respect and Responsibility

Staff and the community have high expectations and this is strongly evidenced in the School Code of Conduct that underpins the values of honesty, leadership, hard work and taking responsibility for your own actions.

Multicultural Education

The school has a significant multicultural approach to learning and recognising how no matter what the colour of your skin or the religion or language you speak, all people are equal. One of the many programs run at the school is the Year 7 Celebrating Differences Day

Year 7 students spent Wednesday of the Big Week Out learning about what it means to be different. They considered physical disabilities, racial differences and individual differences. They also spent some time learning about the importance of teamwork and how so much more can be achieved when everyone works together for the same outcome. This was done through art, through games, through sport and through listening and talking. The last session for the students was a talk from guest speaker, Armondo Hurley, an African-American actor and singer and old friend of Asquith Boys High. His entertaining and honest account of the racism that he experienced growing up in America shocked Year 7 as they heard first-hand about the ignorance and stupidity of racist behaviour. The activities ended with a pledge from the students to work hard for what is important in their education, to respect others and their differences and to make the most of every opportunity. Many of the boys reflected on the day like the following:

“I learnt that all people are different in many ways like skin colour, backgrounds and languages but that we are all the same on the inside.” Connor

“I learnt that we should value difference and we should try to understand that sometimes people have problems and that we should support them.” Nick

“We learnt that we need to respect difference.” Jake
The pencil portrait included in this report has been drawn while the artist looks only at the model and draws without lifting his pencil from the paper. The portraits highlight that indeed, we are all different and that art can take us beyond physical difference.

Student Achievement In 2010

Higher School Certificate

Exemplary achievement

Benjamin Osborne-Young and Benjamin Wallace

Outstanding Achievement

Nathan Clark, Sik Kim, Jake Leembrugen, James Parkinson, Craig Robinson, Kirill Smelov, Robert Sutton, Jonathan Wanson, Adrian Wu and Han Wu

Excellent Achievement


School Certificate

Exemplary achievement

Michael Davis and Sam Gibbons

Outstanding Achievement

Blake Chen, Thomas Pederson and Jeffrey Rodrick

Excellent Achievement

Joshua Cox, Ryan Grant, Michael Jones, Jeremy Joyce, Harry Lam, Marcus Limbert, Leo Pham, Brandt Read, Max Sharkey and Hamish Spinney

Merit Certificate

Ray Baek, Vincent Campbell, same Every, Benjamin Garrett, Corey Li, Brian Liang, Nathan Sloggett, Jake Smith, Timothy Witchard and Jake Zwan

Sport

Gordon Broom once again excelled in Rugby this season, making numerous representative teams including the North West Met Zone Team, NSW CHS 1st team, NSW all schools, and capping it all off with selection in the Australian Schools Presidents 15, played against Samoa Schools at Knox Grammar.

Justin Han represented Australia in Table Tennis at the Commonwealth Games in Delhi, India in September. This was an amazing achievement from Justin.

P&C Report

2010 was a great year for Asquith Boys High School, with the pinnacle being the 50th Birthday celebrations which left a lasting impression on all those former & current students & staff involved and who attended. Our school continued on a successful path which saw further increases in key results over the course of the year in enrolments, attendance, literacy & numeracy testing and, importantly, Year 12 conversion to higher education.

These successes and the general day to day running of the school come at a cost. Over 2010 we saw an increase in utilities prices, technology support costs, general maintenance costs and a broadening of elective subject options, impact on the school budget.

As parents we must ensure that we are supporting our boys and the school by making
our contributions in full for the year. This will ensure the breadth and depth of educational outcomes are maintained year on year.

Your Parents & Citizens group plays an important role within the school community.

The P&C has a core group of elected members which provide support to the school on behalf of the wider parent & citizen community. We have an increasing number of parents attending our meetings and information sessions. The results of this increasing support from the parent group is evident in the support the P&C has been able to give our school during 2010.

Over the past year the P&C has supported the school through:

- 50th Birthday Commemorative Pavers, of which our profits go to the Mervin Brown Senior Boys Academic Scholarship,
- Funding of much needed materials for the “new” Kitchen,
- Funding of replacing equipment in the TAS block,
- Funding of the School Chaplain,
- Funding for the school’s ground maintenance & supporting environmental initiatives,
- Funding of specific faculty needs,
- Judging & funding the Year 7 Personal Interest Project initiative,
- Senior Blazer returns and resale,
- Fundraising shopping tour for parents & friends,
- Funding over a 5 year period the maintenance of the school oval

The 50th Birthday celebrations were a huge success. The main events over the “big weekend” 14-16 May were very well attended and a great sense of pride in our school has been achieved due to this series of events.

The formal reunion dinner was a great success with close to 300 ABHS Old Boys in attendance, to re-connect and share memories with their class mates from the most formative years of their lives.

The P&C has managed the paver project, which will see personalised pavers being laid at school as a lasting memory of a boy’s time at ABHS. The P&C has also contributed the “foundation” paver with the schools logo that the other pavers will be laid around.

We also endorsed the allocated of all funds raised from the P&C Commemorative Pavers initiative be added to the funds provided by the ABHS Old Boys for the new academic scholarship – The Mervyn Brown Scholarship, named after the first principal of our school.

The P&C has also ensured that the wider parent & citizen community members are given an opportunity to gain an understanding of the educational and equipment improvements being delivered within the school.

At each P&C meeting the attendees were presented with information about new initiatives being delivered within the school. These have ranged from displays on the electronic whiteboards, video conferencing, and the industrial kitchen, to presentations on the roll-out of laptop computers for the teaching staff and student body.

The P&C plays a vital role in working with Terry Griffiths, our Principal, and the Asquith Boys High School leadership group, the Senior Staff of our school and the wider parent & citizen community to raise awareness of improvements within our school and to support the ongoing delivery of quality educational outcomes for our boys.

I thank all those involved in the P&C for their support, ideas, guidance and enthusiasm for our school over 2010 and look forward to a successful 2011.

John Koellner
President

Student Representative’s Message

Once a week, at lunch, the 2010 SRC met in the demonstration room to discuss the school environment, student needs and ways to raise money for charity.

The group always conducts a formal meeting with the President and Vice President taking the chair and the secretary taking minutes. It is great training for future professional careers and the meetings are always lively.

The SRC school disco in term 1, run jointly with Asquith Girls School, was extremely successful and the boys enjoyed learning how to manage a project of this nature. The junior SRC put on pan cake day to the great delight of the rest of the
school! While there was not a lot of profit it certainly raised school spirit!

The SRC provided a forum for the younger leaders of the school and were called on to assist in many school events such as Open Night, Year 5 school visit day and various visits from local primary schools.

Sam Gibbons

School context

Asquith Boys High School focuses on developing in each boy a learning culture centred around achieving their personal best. Using this philosophy as a basis, we strive to focus on achievement, individual growth and broadening the educational opportunities and life long learning of our boys.

The School Council with representatives elected by the school community (members on the Council include teaching staff, administration staff, students and community representatives) reinforce the school values by setting guidelines for school uniform and playing a major role in determining funding for school programs for example.

Our curriculum is based on the notion that even though we are a relatively small school we structure the curriculum so that there is a wide choice of learning opportunities. It is also premised on the notion that for a boy to receive a wide education as many varied subjects are offered across the curriculum. Boys can do the traditional Mathematics, Science, Technology and Applied Science and PDH/PE subjects, but they can also choose to do subjects in the Creative and Performing Arts and Languages subjects. In 2010, boys will have the option of doing Hospitality at school instead of at the Hornsby TAFE College as the construction of an industrial standard kitchen has been completed. Creative and Performing Arts subjects are strongly supported by a substantial scholarship program in the junior and senior school that has evidenced a significant increase in the number of boys electing to do CAPA subjects in Years 10 to 12 – scholarship holders in Music and Art in the HSC, for example, consistently achieve Band 6 results.

Our leadership program led by the Senior Prefect Body and our Research Leader partner Amy Liiband (A.R Liiband and Associates) have made substantial progress in developing young leaders in our school. This program, begun in 2007, aims to establish a clear framework of what makes a leader at Asquith Boys High School by working with Year 7 boys through mentoring.

Leadership Camp for Prefects and Senior Leaders

Asquith Boys has very important partnerships with our feeder primary schools in areas such as literacy development whereby our senior Advanced English boys work on line with Year 6 boys to extend and improve their extended writing. These partnerships also include soccer, art and creative thinking (Habits of the Mind).

The school caters for a wide variety of academic abilities. A key focus this year and in the last previous three years, is offering a genuine and substantial academic program for high achievers in Year 7 and Year 8. The Year 7 Extension class for example, is offered to boys through an external entrance test. Boys who successfully reach the required standard are offered a curriculum rich in deep learning and is based strongly on a differentiated curriculum designed to extend the learning of high achievers. All teachers of 7E are trained in the learning and teaching of gifted and talented students. This initiative is partly due to the strong increase in enrolments in Year 7 over the last 2 years.
Coupled with this is a varied and strong literacy based curriculum that caters for all learning styles and focuses on the unique way that boys learn.

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

Student enrolment profile

Retention to Year 12

Post-school destinations
The trend of students continuing onto higher education continues:

- 37% accepted a university place
- 33% accepted a TAFE/apprenticeship
- 30% took on full time work

Of those boys that accepted a university place the majority, entered degrees in Engineering and Business/Commerce and a number entered the armed forces. Of the boys entering TAFE most entered Sport sciences/Business, Electrical and a number into Diploma in Interpreting and Translating.

Year 12 Students Undertaking Vocational or Trade Training
Approximately 30% of students were enrolled in trade or vocational training.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification
100% of boys in Year 12 obtained an HSC.

Management of non-attendance
100% attendance at Asquith Boys High School is expected. To facilitate the expectation an electronic attendance marking system that is integrally connected to each boy’s welfare file is used (First Class). The attendance officer monitors attendance patterns on a daily basis, those boys not achieving expected attendance are followed up quickly, and parents contacted. Support programs are in place through the Welfare Team to address poor attendance including HSLO and use of departmental and outside agency intervention. Parents are contacted via text message if their son is late or not in attendance.
Staff information

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

Staff establishment

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<tr>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>53.682</strong></td>
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Teacher qualifications

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

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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

School Performance 2010

Achievements

ARTS

Asquith Boys continued to expand the opportunities in the arts for our boys. These are some of the highlights:

Variety Concert

The Variety show began with a free Matinee 12.30 -1.30pm for our local partner schools. Asquith Public School Concert Band performed a wonderful set of modern favourites followed by our own ABHS Stage Band displaying some impressive style. Various Year 8, 9 and 10 items were presented including Mizael Santos (piano), Jackson Besley, Alex Powys and Will O'Donohue (‘Use Somebody’), Aiden Jarvis, Joshua Gemmell, Chris Laffy and Zac Coventry performing Parkway Drive material, Stolen Signs (Yr 11) and the ubiquitous Sixes and Sevens led by Mr Thomsett. The students of Mt Ku-ring-gai Public School, Hornsby North Public School and Asquith Public School, about 150 in all, were duly entertained with a broad range of music performances that provided an insight into what happens in ‘big’ school.

Stage Band

The evening performance began with Berowra Public School Concert band displaying some delightful ensemble with their dedicated conductor Amanda Gillard. There were many highlights from the evening: Kaitlen Pepper-Edwards sang some thoughtful contemporary songs with Ms Melissa Yea and then Mizael Santos accompanying on piano; several items from Asquith Girls High School came over and were well received. There were lots of original compositions on display from: Jackson Besley and Alex Powys, Geoffrey Limbert, Darkest Element, Jazz Ensemble and Stolen Signs who recently performed outstandingly in the local ‘Rock the Block’ band competition. Many different styles of music were represented including Big Band, Rock, Jazz, Contemporary, Theatre, Pop and Classical.

Arts North Secondary Music Festival

The students of 7E music class have practised a repertoire of material beginning in Term 1 this year, which all concluded on Thursday June 24 when they performed to several thousand people in Angel Place. This professional venue is aptly named, as the acoustics in this auditorium have to be heard to be believed. The concert featured a combined orchestra, ensembles and massed choir items of an extremely high calibre. The choice of material reflected the diversity in the current music curriculum from the classics to contemporary, to non-western (Africa) and Australian works. Our students acquitted themselves in an exemplary manner – this concert has been supported by Asquith Boys now for about 8 years and is used as an extension activity for the top year 7 class.
Visual Arts Exhibition
Thursday night’s opening was as popular as ever with a “bumper” audience of artists with their family and friends. Saturday morning’s gathering was rather more intimate with visits from family and friends who missed Thursday night’s extravaganza. A highlight of the morning was a visit by Ms Jane Simmons, the Regional Director who praised the success of the exhibition including the HSC In-Tec display.

SPORT
Asquith Boys High School continued to achieve excellence in sport throughout the year. Some of the highlights were:

Swimming Carnival
Attendance and participation were excellent on the day, as was the level of competition, which at Asquith is always fierce! There were many great results on the day, but none better than the overall performance of the following boys who ended up being our Swimming Age Champions for 2010:

12 Years – Hayden Dudfield
13 Years – Jeffrey Featherston
14 Years – Jacob Mandy
15 Years – Brett Riley
16 Years – Michael Jones
17+ Years – Thomas Holland

Finally, our House Champion for the day was Myall with 305 points
2nd – Cooba 279 points
3rd – Kurrajong 189 points
4th – Wandoo 137 points

Celebrating 50 Years of the school
Following many years of preparation and months of planning, May become the month where the focus was on the incredible achievements of the school over half a century. There was an open day, entertainment on the day, soccer match, golf day and so much more.

Chris Kent (President Old Boys) with staff and friends

Old versus new
Athletics Carnival

The turnout and participation of the boys, especially the juniors, was excellent and with the sun shining all day some great performances and school records were produced. Firstly, in the 12 years age group, Christopher Allan produced one record and equalled another to cap off a great day for himself. In Discus, he threw 21.6m, beating the record of 20.79m set by Michael Rigby in 2007. In High Jump, Christopher managed to equal the record of 1.42m set all the way back in 1977 by C Barrett. In the 13 years age group, Zane Smith broke the record in discus, throwing 29.12m and eclipsing the record of 28.58m held by Mitchell Ansems from 2005.

In terms of Individual age champions, the competition was very close.

The age champions for 2010 are:

• 12 years - Christopher Allan
• 13 years – Zane Smith
• 14 years – Joshua Andrews
• 15 years – Joshua Mawhinney
• 16 years – Michael Jones
• 17 years – Dylan Seifert

In an amazing achievement for our school we were able to secure 3 premierships with our 14’s Cricket, 2nd Grade Water Polo and Senior Oztag teams all having great wins. Unluckily, our Junior Oztag boys were narrowly beaten in extra time and our Junior Baseballlers just went down in the last innings.

The Junior Oztag team was coached by Mr McCubbin. The following students receive runners-up certificates: Tufunga Fahamokioa, Harrison Fox, Samuel Fox, Brock Hill, Buddy Khouri, Sean Kirk, Christopher Koop, Nathan Sedgman, Joshua Stuart, Riley Travers, Mitchel Van Noort, David Williams and Daniel Wilson.

The Junior Baseball team was coached by Ms Foster. The following students received runners-up certificates: Max Andersen, Miles Andersen, Benjamin Holland, Billy Mihalarians, William O’Donohue, Graham Pinnock, Alexander Powys, Adam Shields, Liam Szabo, Jonathan Whittaker, Jeffrey Williams and Anthony Woodward.

Three teams were our premiership winners

**Senior Oz Tag** team coached by Mr DePomeroy consisted of: Tevita Alipate, Rory Bourke, Gordon Broome, Jack Eldridge, Kalon Hayes, Paul Hendry, Jake Leembruggen, Travis Meere, Cael Millner, Alex Nicholls O’Neill, Abdul (Wahed) Tokhi and Bradley Wall.

**14’s Cricket** team coached by Mr Cunningham consisted of: Jackson Besley, Christopher Bissett, George Blackwood, Nicholas Bulmer, Aaron Fulwood, Edward Hollis, Jack Johnson, Liam Kissick, Christopher Martleet, Nicholas Miller, Oliver Parry, William Spencer, Tim Verduin and Mark Wilson.

The **Junior Lawn Bowls** team started the season with seven members who had not participated in grade sport before. At the end of the season the team finished second on the ladder, which proved to be vital, as both the semi’s and final were washed out, making Asquith Joint Premiers in Junior Lawn bowls. The following students received premiership certificates: Daniel Adam, Craig Belcastro, Bill Everingham, Harry Gibbons, Shannon Grimsson-Smith, Micheal Liu and James Vaughan.
Winter Grade Sport
In the 2010 Winter Grade season, we entered 27 teams across seven sports. This meant we had around 370 students participating in grade sport every week, which show the popularity and value of competitive sport at Asquith Boys. Outstanding achievements included:

14 Rugby
The 14’s Rugby team had another fantastic season by making the grand final against the minor premiers Epping. Asquith started well by scoring in the first few minutes but Epping hit back to lead at the half time break. In a spirited second half performance, Asquith scored a couple of late tries to secure victory by 23 to 15. Members of the team were: Joshua Andrews, Nelson Clark, Aaron Dayhew, Harrison Endycott, Tufunga Fahamokioa, Harry Fox, Sam Fox, Matt Graham Robinson, Ben Holland, Edward Hollis, Billy Jackson, Connor Johnston, Buddy Khouri, Chris Koop, Connor Murphy, Nathan Sedgman, Matthew Shakeshaft, Matthew Shields, Aidan Sloggett, Joshua Stuart and Jackson Virtue.

The U/15 AFL team filled with promising Year 7 & 8 players took on a much bigger and older Pennant Hills team. We were led by Jacob Mandy, who had recently made the Sydney North team.

Eden Percival and David Williams both made outstanding contributions. David was given the role of marking the biggest player on the field and told ‘not to let him get the ball’. David did a sterling job, and thoroughly enjoyed the enormity of his role. He left the field with the biggest smile from the entire team.

In the end Pennant Hills won comprehensively, but it gives us something to build on.

Open Soccer Knockout Team

Congratulations to students who made Sydney North representative teams:
- Adam Shields (Hockey)
- Daniel Pose-Glandian (Football),
- Jacob Mandy (AFL)
- Gordon Broome (Rugby Union),
- Mitchell Van Noort (Touch Football)
- Riley Travers (Touch Football)
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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Comparison graphs are provided on the following pages.

Literacy – NAPLAN Year 7

Literacy is assessed and reported in NAPLAN using four components:

• Reading
• Writing
• Spelling
• Grammar and Punctuation

In the Grammar and Punctuation section the results were slightly below the state mean however the overall percentage of scores in the top three bands was greater than the state.

Our Year 7 students outperformed the state average on the Reading, Writing and Spelling aspects of the Literacy test.

It was particularly pleasing that we had relatively few students in the lowest bands.

We also had a strong performance in the highest band for the Writing section.
Numeracy – NAPLAN Year 7

The results in the Numeracy test were very strong with students at Asquith Boys High School achieving well above state average. While 59.1% of our students achieved scores in the top three bands, the state wide percentage in these bands was 50.9%.

Literacy – NAPLAN Year 9

Students at Asquith Boys High School achieved generally strong results in Literacy.

The average score was above state mean in Reading and slightly below the mean in Writing and in Grammar & Punctuation.

Spelling is an area of concern for this cohort. In all aspects of the test the distribution of results shows relatively few scoring in both the top and bottom bands.

Our students have achieved results well above the whole non-selective boy’s schools sector across NSW.
Percentage of students in bands: Year 9 reading

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 9 spelling

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 9 writing

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 9 grammar and punctuation

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010
Numeracy – NAPLAN Year 9

The mean for Numeracy in Yr 9 was above the state mean. While there were relatively few students scoring in the highest band, the overall percentage scoring in the top three bands was better than the three year average for the school.

Progress in numeracy

There was a slight drop in performance in Numeracy in Year 7 in comparison to the period 2008-2010. In Data, Measurement, Space & Geometry there was an increase from 2009 and this aspect is now almost identical to the state.

The programs mentioned in the previous paragraph as well as the Quicksmart program for lower ability students will continue to impact on the performance of students at Asquith Boys High School.

SCHOOL CERTIFICATE

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

English-Literacy

75.5% of our students achieved results in the top three bands compared with 76.4% for the state. While there were no Band 6 results, it was pleasing that there were no Band 1 or 2 results.

Progress in literacy

The increasing strength of the Year 7 results over the last three years shows that the academic potential of the cohorts coming into the school is improving, particularly at the higher ability end of the spectrum.

Over the last three years there has been a strong positive trend in the Year 9 results for Literacy. Our students consistently outperform the state non-selective boys schools overall.

While there are still some areas in which our students perform below the state mean, the gap is closing.

The literacy strategies and programs which have been in place for a number of years at the school seem to be driving an improvement.
Mathematics

The average mark of 70.0% for Mathematics was almost the same as that of the state (70.2). Scores in the top three bands were achieved by 44.7% of our students compared with 46% for the state. This was an improvement on the five year school average of 39.6% for Bands 4 to 6. There were no Band 1 results.

Science

In the Science test 60% of our students achieved results in Band 4 or better. The percentage scoring in the lowest two bands was well below the state which is very pleasing.

Australian History, Civics and Citizenship

The results for Australian History, Civics and Citizenship were slightly down on the school average over the past 5 years. Almost all students achieved results in Bands 2, 3 or 4.

Australian Geography, Civics and Citizenship

In Australian Geography, Civics and Citizenship, 41.5% of the cohort achieved a Band 4 or 5. 73.4% of the group scored in Bands 3 or 4. This is down on the performance in recent years for this subject.
Computer Skills

The results in the Computing Skills test were very similar to the state average, but slightly lower than the five year average results for the school.

![Percentage of students in performance band: Computer Skills](image)

**Performance band**
- Percentage in Band 2010
- School Average 2006 - 2010
- State average 2010

School Certificate relative performance comparison to Year 5 (value-adding)

The relative performance of our School Certificate candidates in comparison to their Year 5 (Basic Skills Test) results was below state average in most subjects. However, this value adding was significantly better than the five year school average in almost all subjects.

![School Certificate: Relative growth from Year 5 (value-added)](image)

**HIGHER SCHOOL CERTIFICATE**

Student Performance in the HSC is initially reported by both marks and six achievement bands (Band 6 being the highest level of achievement).

Asquith Boys High School offers a wide range of senior courses, allowing for a broad curriculum to cater for the wide ranging interests of our students. In 2010, 74 students sat for the HSC in 24 courses, a total of 315 results.

In the higher achievement levels our students achieved six Band 6 results and thirty-three Band 5 results.

Ben Osborne-Young and Ben Wallace were the high achievers with four or more Band 5 or 6 results.

While most subjects tended to have a large proportion of students achieving results in the middle bands, it was very pleasing to see very few results in the lower bands.

Of the subjects in which there were ten or more enrolments, the best performing subjects in terms of average scores were Industrial Technology, and Personal Development, Health and Physical Education which were above state
mean while General Mathematics was slightly below the state mean.

The average scores in Biology and Geography were above the school average for 2006-2010.

Higher School Certificate Course Summary Table

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<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>State 2010</th>
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<tbody>
<tr>
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<td>61.8</td>
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<td>75.2</td>
<td>79.9</td>
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<td>66.6</td>
<td>67.3</td>
<td>72.3</td>
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<td>59.5</td>
<td>64.0</td>
<td>70.5</td>
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<td>66.3</td>
<td>65.6</td>
<td>72.2</td>
</tr>
<tr>
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<td>68.3</td>
<td>72.3</td>
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<td>Chemistry</td>
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<td>73.8</td>
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<td>70.1</td>
<td>72.1</td>
</tr>
<tr>
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<td>72.6</td>
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<tr>
<td>Modern History</td>
<td>53.5</td>
<td>66.3</td>
<td>73.7</td>
</tr>
<tr>
<td>Personal Development, Health</td>
<td>78.1</td>
<td>75.2</td>
<td>73.4</td>
</tr>
<tr>
<td>and Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>66.3</td>
<td>71.3</td>
<td>74.4</td>
</tr>
<tr>
<td>Senior Science</td>
<td>72.0</td>
<td>72.2</td>
<td>74.4</td>
</tr>
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</table>

Average Higher School Certificate relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middl</th>
<th>Hig</th>
<th>h</th>
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<tbody>
<tr>
<td>School, 2010</td>
<td>1.5</td>
<td>-3.0</td>
<td>-3.7</td>
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<tr>
<td>School Average 2006 - 2010</td>
<td>1.0</td>
<td>-0.1</td>
<td>0.6</td>
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<tr>
<td>SSG average 2010</td>
<td>1.6</td>
<td>2.0</td>
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</table>

The statistics on subjects with candidature below ten students are not given the same level of analysis as the larger subjects. The highlights from some of the smaller subjects included Japanese Beginners, Mathematics Extension 1, Software Development and Design and Visual Arts, all of which had means very close to the state average.

Student performance in the 2010 HSC can be compared to the previous performance of these students in Year 10 and is reported as ‘value-added’.

While a significant proportion of our Year 10 2008 results were in the lower bands the value adding achieved by these students in the HSC is very strong relative to the state and is much higher than the school average value adding over the past five years. A significant concern is the value adding for the higher band students which is below the state. Improving the performance of our academically capable students is and remains a priority for the school.

Progress on 2010 Targets

Target 1: Improve writing skills Year 7 to 10.

*Our achievements include:*

- Whole school literacy program reviewed and implemented
- Year 9 writing outcomes - Our students have achieved results well above the whole non-selective boy’s schools sector across NSW.
- Year 7 students achieved results well above the whole non-selective boys schools sector across NSW in NAPLAN

Target 2: Increase engagement of students in learning stage 5.

*Our achievements include:*

- More students engaged in effective learning programs using laptops
- More students have engaged in the process of learning through technology through increased engagement in all classes

Target 3

Extend curriculum to meet the needs of increasing whole school enrolments

*Our achievements include:*

- Successful implementation of Food Technology and Hospitality VET curriculum choices – subject lines oversubscribed
- Increased enthusiasm for learning and student engagement in Year 8 electives evident through increased enrolment in electives
Professional Learning
Teacher professional learning supplemented by the school budget were used in the following manner:

- 10% of funds was used to support New Scheme Teachers specifically for curriculum and accreditation purposes
- 20% of funds was used to support all teachers in the development of skills and curriculum to support introduction of lap tops in the junior school
- 8% of funds were allocated to the development of all staff in literacy improvement across the curriculum especially extended writing across the curriculum
- 8% of funds were used to support Quality Teaching
- 10% of funds were used to support syllabus implementation especially in senior English
- 4% of funds were used to support career development especially for those attending regional leadership development programs
- 40% of funds were used to support the training of staff in Glasser – this training was conducted at a number of workshops throughout the year.

Findings and Conclusions
The findings and conclusions are contained within the 2009 Annual School report

Future Directions
The findings and conclusions of stage 1 were carefully analysed and discussed within the school community through the Welfare Team, School Council and P&C, staff and the student leadership team.

A Writing Team was established with a wide brief to strategically plan the reform process of the school’s welfare and discipline policies and practices.

The brief included the following key areas:

- Rewrite the Code of Conduct
- Delivery of the Code of Conduct to all students Term 1 2011
- Revise Detention Policy
- Revise NO GO Policy
- Establish a Casual Relief Folder
- Establish a Leadership and Welfare Continuum to facilitate implementation of all new policies
- Introduce options for disengaged students
- Revise playground areas and their function
- Create a Discipline Flow Chart

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010, our school carried out evaluations of:

Educational and Management Practice
Welfare and Discipline Review (Stage 2)

Background
The school has grown in enrolments significantly over the last two years and there has been a substantial change in staff at the same time with many new teachers coming into the school. The rapid growth in Year 7 over the last two years in particular prompted a revisit of the established welfare and discipline policy.

The methodology used to conduct stage I of the review was outlined in detail in the 2009 Annual school report.

The Writing Team consisted of: Mr Ryan Bolger (Relieving Deputy Principal), Mrs Jessica Shadel (Year Adviser Year 7), Mrs Cathy Holder (Head Teacher CAPA), Mr Cameron Laing (Student leadership Coordinator), Mr David Arblaster (Head Teacher Mathematics), Mrs Jan Fry (Careers Adviser), Master Stephen Wilson (School Captain), Master James Logan (Prefect) and Master Chris Jones (Prefect) A substantial amount of work on all areas was completed by Term 4 and strategic plans agreed upon for the implementation of the revised Welfare and Discipline Policies for 2011. A planned review program has been established for 2011 to ascertain the outcomes of the new policies.
Curriculum

Educational Education and Sustainable Practices (Part 1)

Background

A school based committee was formed in 2009 with staff, parents and students. The aim of the committee was to investigate and strategically plan for 2010-2011 in order to:

- Implement Environmental education into teaching programs
- Establish sustainable practices into the school including use of appropriate resources, purchasing policy, waste and recycling

Findings and Conclusions

The committee found that there were a large number of areas that needed attention. To date the following has been achieved:

- Work has begun on the school's environmental management plan SEMP
- Water tanks have been established using a $65,000 Federal Government grant – started in 2009 and fully operational in 2010
- Solar panels have been erected using a National Solar Schools program grant of $50,000
- Paper recycling program throughout the school has been increased
- Environmental education – profile has included such things as Schools Clean up Day and Earth Hour; teacher use of water tanks and solar panels in teaching and learning and awareness raising of staff for the need for efficient use of electricity and water for example.

Future Directions

- Expansion of curriculum initiatives in 2011
- Increased use of sustainable management practices

In 2010, the school sought the opinions of parents, students and teachers about the school. The critical vehicle to review the school community is through the School Council, P&C, SRC, Prefect Body and this year through questionnaires (Welfare and Discipline Review Stage 2) given to students and staff.

Their responses are presented below:

- There was extremely strong support for the way the school was run in terms of curriculum and welfare and discipline. The enrolment figures for Year 7, for example, show another year of very strong growth.
- The community felt that the school provided a safe and happy environment.
- The community believed that the school strategic initiatives in literacy and numeracy were showing improved learning outcomes
- And that Year 7 numbers continued to grow as a result of continued positive learning outcomes and increased literacy and numeracy success – value added

School development 2010 – 2012

Target 1: Improve numeracy in Years 7-10.

Strategies to achieve this target include:

- Consolidation and improvement of whole school numeracy program
- Participation in NSW Centre for Excellence “Hub and Spoke” Program, in partnership with Epping Boys High and Balgowlah Boys High. The focus of the three schools is on developing programs for numeracy.
- Targeting more students for participation in Quicksmart program.

Our success will be measured by:

- Improved NAPLAN results (including value-added for Year 9) in numeracy.
- Improved results and participation in numeracy assignments in morning numeracy lessons.

Target 2: Better outcomes for students “at risk” of failing to complete school.

Strategies to achieve this target include:

- Effective implementation of revised welfare system, including early
intervention strategies for targeted students.

- Consolidation and expanding existing programs for students “at risk”, such as School to Work, Mission Australia, work experience and mentoring.
- Increasing curriculum options for students “at risk”, including Stage 5 TAFE, school-based apprenticeships, TAFE Outreach courses and new senior English and Mathematics courses

Our success will be measured by:

- More students gaining necessary support, life skills and vocational skills to better equip them for life after school
- Reduction in suspensions, particularly long suspensions due to better engagement in learning

Target 3: Improved whole-school environmental outcomes.

Strategies to achieve this target include:

- Greater educational programs embedded in Stage 4 and 5 curricula
- Reduction in usage of water and electricity
- Improved waste disposal recycling and cleaner school grounds, and students engaged in the process

Our success will be measured by:

- Greater understanding of global and local environmental issues.
- Reduction in whole school utility costs. Cleaner and more pleasant environment.

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.

Mr Terry Griffiths Principal
Mr Bruce Collins Deputy Principal (Chairperson)
Mr David Arblaster Head Teacher Mathematics (Co-Chairperson)
Mrs Inez Beckerleg SAS
Mr John Koellner P&C President

Financial Summary

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

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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2010 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 Contact Information

Asquith Boys High School
Jersey St ASQUITH 2077
Ph: 9477 3508
Fax: 9482 2546
Email: asquith-h.school@det.nsw.edu.au
Web: www.abhs.nsw.edu.au
School Code: 8245

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr