2011 was another successful year for Asquith Boys High as the school continues to develop its reputation as a vibrant and harmonious school where boys thrive. Students have maintained a very high level of involvement and achievement across a wide range of academic, sporting and extra-curricular activities.

NAPLAN results in 2011 were very encouraging. Our rate of improvement in the Year 9 trend data (as reflected in the graph on this page) is quite exceptional, especially when ABHS is compared to the overall progress of boys across the state. This is clear evidence of the success of our programs for engaging boys, especially the whole school Literacy and Numeracy program. Also encouraging is the gradual increase in the quality of students who are entering the school in Year 7. This is as reflected in the percentage of students who achieved results in the top two performance bands. This augurs well for future success in the Higher School Certificate exams in the years to come.

This year’s Year 12 cohort was quite small (49 students) and though we had many individuals who achieved significant success, this was not reflected in a smaller number of Band 5 and 6 results overall. However, I fully expect this situation to quickly turn around in the coming years as higher achieving cohorts push through to Year 12.

Some of the extra-curricular highlights of 2011 included: the establishment of the inaugural Mervyn Brown Senior Academic Scholarship; the consolidation of the long-term Student Leadership Study; the successful revival of the Duke of Edinburgh scheme; our ninth consecutive International Soccer Tour to Singapore and Malaysia; the visit by students from the Nanzan School from Nagoyna, Japan; and the establishment of the successful and well patronised P & C Gala Community Day.

Special mention must be made of departing Year 12 student, Gordon Broome, who achieved the unique double of representing his country in the Australian Schoolboys Rugby team and also having his major Visual Arts project exhibited in the prestigious Art Express exhibition.

2011 has been another year of considerable achievement for the students of Asquith Boys High School.

The alliance of talented students, committed staff and supportive parents has ensured that our school continues to shine. 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

Leadership and Citizenship, Technology, Community Participation, Creative Arts, Sporting Excellence
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 and numeracy 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. The Mervyn Brown Senior Academic Scholarship was awarded for the first time. 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 a very professional and highly trained staff that is committed to the philosophy and practice of teaching boys. The teaching staff reflects 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 are the Year 7 Celebrating Differences Day and Harmony Day.

Student Achievement In 2011

The continued emphasis on raising the achievement of our boys in literacy and numeracy was demonstrated by impressive results in NAPLAN. For example, trend data for Year 9 writing, reading, grammar and numeracy were significantly above state average. Importantly, the results were well above the average when compared with the boys’ comprehensive schools in the state.

Year 7 NAPLAN results in grammar and punctuation, for example, were 12 points above the state average. This result will be improved with Year 7 boys having the benefit of the next two years intensive whole school and across curriculum literacy and numeracy programs.

For the last three years the school has been working in collaboration with a local consultant, Mrs Aime Liiband, on a long-term Student Leadership Study. This has involved the prefects becoming involved in a range of leadership activities, often involving interaction with junior students. Mrs Liiband has been helping the school develop a Year 7 to Year 12 Leadership Capability Framework, which will formally track all the leadership opportunities available at the school and the skills required for each level of responsibility.

P&C Report

2011 was another great year for Asquith Boys High School, with the pinnacle being the Community Open day which was held on September 11th.
The ABHS Community Day was a great success. It ran extremely well with many people in attendance. The participation of our local primary schools and Asquith Girls High in the music on the day was fantastic, with many great performances. The stall holders and food outlets were busy all day. The highlight of the day was the main Soccer game for the Moscos Cup, which followed two preliminary games between past & present students and staff, and invitational players from the community.

Overall the day was profitable for our school, making just over a $5000. This profit has already been allocated for two initiatives for our school to be introduced in 2012; the “SENTRAL” software application for the school’s front office, and “PHYSICS” software designed to support the senior students studying this important science subject.

Both the ABHS Executive and the P&C have committed to firmly entrench the ABHS Community Open Day in the ABHS Yearly Calendar, as a regular event.

The 50th Anniversary Commemorative Pavers, which many former and current, students and staff, as well as parents, purchased as part of the celebration, were laid to form the first stage of the commemorative pathway. This pathway leading from the administration office to the Pacific Highway car park, will be an ongoing project for our school, as further purchases of pavers are made in the future.

Our school has continued the great sporting tradition by accomplishing some outstanding results across many sports, at grade level. Congratulations to all those students involved in delivering those results and to all relevant staff for your continued support and development of the individuals and teams involved.

In 2011 our boys represented our school and their country on the 9th Annual ABHS International Football/Soccer Tour to Singapore & Malaysia. This annual event allows our boys to not only showcase their exceptional football/soccer skills, but to be ambassadors for our school on the International stage. Well done to all of our boys involved in the 2011 tour and a great thank you to the staff for organising and delivering such a successful event.

During the year the P&C reintroduced the “Working Bee” back into the school calendar. This day was a great opportunity for parents, students and community members to participate in a focused clean-up of the school’s gardens, oval and grounds in general. The involvement was so encouraging that the P&C have ensured that two days are locked into the school calendar for 2012. Thank you to all those who attended the reintroduction day. By locking these days into the school calendar we can ensure that the much needed maintenance of school grounds continues as we endeavour to create a highly presentable school outdoor environment.

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.

Our school has continued the great sporting tradition by accomplishing some outstanding results across many sports, at grade level. Congratulations to all those students involved in delivering those results and to all relevant staff for your continued support and development of the individuals and teams involved.

The P&C has a core group of elected members who 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 2011.

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

- Funding for specific software applications for the administration of the school and in support of specific school subjects
- Further funding of much needed materials for the “new” Kitchen
- Funding of replacing equipment in the TAS block
- Ongoing funding for the school’s ground maintenance & supporting environmental initiatives
- Funding of specific faculty needs
- Judging of & funding for the Year 7 Personal Interest Project initiative
- Senior Blazer returns and resale
- Fundraising shopping tour for Parents & friends
- Continued funding over a 5 year period for the maintenance of the school oval

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 are presented with information of a new initiative 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.

Matt Kean (Member for Hornsby), Dr Kim Pinnock (President School Council), Terry Griffiths (Principal) John Koellner (P&C President) and Chris Kent (President Old Boys Club)

The P&C plays a vital role in working with Terry Griffiths, our Principal, 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 2011 and look forward to a successful 2012.

John Koellner
President

Student Representative's Message

This year we said farewell and thank you to Mrs Rui, SRC coordinator for many years and welcomed Ms Mashman who took over the role. The SRC acted as a forum where students could ask for changes to the school and where they have a say. It continued to show support for the international soccer tour by donating $1,000 to the tour.

Senior student leaders

Throughout the year we held BBQs for muti days and the Year 7 Leadership Day and Year 5 Experience Day. In term 2 we held a very successful disco with Asquith Girls High. The SRC participated in events in the community such as attending district SRC meetings, and the 40 Hour Famine.

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 lifelong learning of our boys. Fundamentally, our learning culture is based on strong and fundamental literacy and numeracy programs across the curriculum.

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.

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 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. Boys have the option of doing Hospitality at school. 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.

Asquith Boys has very important partnerships with our partner 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 Mind). The school caters for a wide variety of academic abilities. A key focus 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 3 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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>469</td>
<td>459</td>
<td>550</td>
<td>566</td>
<td>574</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 are 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.

**Retention to Year 12**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.9</td>
<td>93.1</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>94.7</td>
<td>92.7</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>95.0</td>
<td>89.8</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>94.6</td>
<td>90.1</td>
<td>87.7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>94.9</td>
<td>90.1</td>
<td>86.1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>94.7</td>
<td>90.0</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.5</td>
<td>94.8</td>
<td>91.2</td>
<td>90.2</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>95.4</td>
<td>95.3</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>93.7</td>
<td>94.2</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>92.8</td>
<td>93.2</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>92.2</td>
<td>92.4</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>92.5</td>
<td>92.7</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>91.6</td>
<td>92.1</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.9</td>
<td>93.1</td>
<td>93.3</td>
<td>93.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>
Post-school destinations
The trend of students continuing onto higher education continues:

- 29% accepted a university place
- 48% accepted a TAFE/apprenticeship
- 19% took on fulltime work
- 4% looking for work

Of those boys who accepted a university place, the majority entered degrees in Engineering, Sciences, Hospitality and Business/Commerce. Of the boys entering TAFE most entered Sport Sciences/Business, Hospitality, Electrical with a number into Apprenticeships in the traditional trades

Year 12 Students Undertaking Vocational or Trade Training

Approximately 50% of students were enrolled in trade or vocational training.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

98% of boys in Year 12 obtained an HSC

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35.00</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>N/A</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>8.482</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54.182</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

School Performance 2011

Achievements

ARTS

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

Creative Arts Scholarship Holders

1st Year

Aiden Jarvis Creative Arts Music 11
Joel Winch Stage Band 7
Ben Cant Creative Arts Visual Arts 9
Chris Bissett Creative Arts Visual Arts 9
David Mays Stage Band 7
Mick Knochs Stage Band 10

Enrichment Day – Year 9 Creative and Performing Arts Students

Year 9 elective music students travelled to the city to visit the Australian Institute of Music (AIM). Students were provided with an experience that included lectures on the type of courses available to study at the institute and attended many of the performances during the year.
The elective Drama students attended workshops at NIDA (National Institute of Dramatic Arts) and participated in a two hour workshop where the boys gained considerable experience in characterisation and performance.

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 2011:
- 12 Years – Bryn Lom
- 13 Years – Hayden Dudfield
- 14 Years – Jeffrey Featherston
- 15 Years – Jacob Mandy
- 16 Years – Matthew Buwalda

Finally, our House Champion for the day was Cooba with 300 points
2nd – Wandoo with 233 points
3rd – Myall with 199 points
4th – Kurrajong with 174 points

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

The age champions for 2011 are:
- 12 years – Joseph Andonian
- 13 years – Christopher Allan
- 14 years – Zane Smith
- 15 years – Nathan Sedgman
- 16 years – James Thompson
- 17 years – Vincent Campbell

The house competition is always a tightly contested battle and 2011 was no different. The House champion for 2011 was Cooba 666 points, Myall 663 points, Kurrajong 570 points and Wandoo 464 points.

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

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
The mean result for Year 7 students in all of the literacy areas was above state mean. In particular there has been continued improvement in the Grammar and Punctuation with a mean score of 12 points above that of the state.

In the top three bands, the number of students as a percentage of the cohort was above state results in all outcomes. Similarly the number of students in the lowest two bands was well below that of the state apart from spelling where it was identical.
The numeracy results for Year 7 were very pleasing as the students’ mean score was above State mean by more than 18%. 65% of the students achieved a band 7, 8, or 9 while only 49% of the students in the state achieved the same result.

Again the number of students in the lower bands was a minimum.

Literacy – NAPLAN Year 9

Literacy is assessed and reported in NAPLAN using four components:

• Reading
• Writing
• Spelling
• Grammar and Punctuation

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

The mean result for Year 9 students in all but Spelling was above state mean. The students mean score in Writing was exceptional, outperforming the state by 21 points.

The number of students in the top 3 bands was consistently 9% or more above that of the students in the state apart from Spelling where the school is marginally below state results.
It is pleasing to note that there are only a few students in the bottom two bands and well below the state.

**Numeracy – NAPLAN Year 9**

Year 9 students Numeracy outcome in the NAPLAN has been very pleasing achieving a mean score of 598.3 which was 16.8 points above state mean.

We had 11.5% more students achieving in the top three bands in comparison to the state, while only 14% of students were in the lowest two bands in comparison to the state’s 30.4% of students.

**Progress in literacy**

The results in literacy have continued to strengthen with more students achieving in the top bands than previous years and less students in the lower bands. In all but Spelling in Year 9, the students’ results are well above state averages.

The continued efforts in improving the literacy programs across the school coupled with a focus on persuasive writing, as part of the programs, has benefited our students.

Improved students ability in literacy will result in enhanced outcomes across the curriculum in the coming years.

**Progress in numeracy**

There has been a very pleasing level of improvement in Numeracy over the past two years. For the first time in 2011, both in Year 7 and Year 9, the mean score of the students was above Similar Schools Group as selected by The Australian Curriculum, Assessment and Reporting Authority, while improving over the
results from the previous year in comparison to the state.

The new whole school numeracy programs in conjunction with current programs will ensure continued improvement in our students’ numeracy results.

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

Although no students achieved a band 6, more than 86% of the students achieved a band 4 or band 5 and only three percent of students were below band 3.

![Graph of English performance bands]

Mathematics

The improving trend in Mathematics has continued. The average mark of 70.7% for Mathematics was slightly higher than that of the state (68.9). Scores in the top three bands were achieved by 47.9% of our students compared with 41.2% for the state. There were no Band 1 results.

![Graph of Mathematics performance bands]

Science

In the Science test 64.6% of our students achieved results in Band 4 or better which was slightly better than the state result. There were no band 1 results and only one percent of students were in band two which is well below the state.

![Graph of Science performance bands]

Australian History, Civics and Citizenship

The results for Australian History, Civics and Citizenship were up on the school average over the past 5 years. This is an improvement over last year’s cohort. Almost all students achieved results in Bands 3 or higher.

![Graph of Australian History, Civics and Citizenship performance bands]
Australian Geography, Civics and Citizenship

In Australian Geography, Civics and Citizenship, 41.7% of the cohort achieved a Band 4 or above. 69.8% 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. All students achieved Competent or Highly Competent.

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. There was positive value adding in English and Computer Skills while in Mathematics it was only marginally negative in comparison to the State. However, this value adding was significantly better than the five year school average in almost all subjects.
HIGHER SCHOOL CERTIFICATE

The following graphs show the mean score of students in each Higher School Certificate (HSC) course with ten or more candidates. Due to the small size of the Year 12 Cohort, out of the 26 courses offered only 9 had more than 10 students.

In Standard English and Business Studies the students’ mean results were marginally lower than the schools’ mean for the past five years. In Legal Studies, Visual Arts and Hospitality the mean was at or above the school’s mean for the past five years. It is disappointing that this was not repeated in the other four subjects.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The table above indicates the value-added for all students in all courses in the 2011 HSC. 17 out of the 26 courses had less than 10 students. Due to the small number in each of these subjects, individual student scores can dramatically impact the mean result. Therefore the value-added data in the table above is statistically questionable and only gives a partial view of the overall success of the students.

Progress on 2011 Targets

Target 1: Improve numeracy in Years 7-10.

Our achievements include:

- There was pleasing improvement overall with the mean score in both Year 7 and 9 numeracy, where the mean score of students was above Similar Schools Group for the first time. The emphasis on a whole school approach to numeracy development over the past two years is significantly impacting on the improvement in results.
- Year 9 NAPLAN results in Numeracy showed overall improvement to be exceptional
- Year 7 numeracy saw the mean being 18% above state average
- Overall numeracy result for Year 9 was 16.8% points above the state mean

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

Our achievements include:

- Effective implementation of revised welfare system, including early intervention strategies for targeted students has resulted in a much improved attendance rate for those students.
The number of students enrolled in and who completed **Links to Learning and similar TAFE initiatives** increased.

Increasing curriculum options for students “at risk”, including Stage 5 TAFE, school-based apprenticeships.TAFE Outreach saw an increase from 33% to 48% from 2010 of student take up of Apprenticeships and Cadetships exiting Year 12 and boys in Year 10 entering TAFE courses.

**Target 3: Improved whole school environmental outcomes.**

*Our achievements include:*

- Educational programs embedded in Stage 4 through Climate Initiative
- Reduction in usage of water and electricity – process for full school audit established and to be conducted in 2012
- Improved waste disposal recycling and cleaner school grounds, and students engaged in the process

**School development 2012 – 2014**

**Target 1: Improve Literacy and Numeracy outcomes 7-12**

*Strategies to achieve this include:*

- Continue to build effective whole-school Literacy and Numeracy teams
- Create a common staff language for the teachers of extended, structured writing by end of 2012 and create a teacher database accessible to all
- Indentify and implement explicit reading strategies for boys
- Each unit of work across KLAs includes vocabulary lists
- Increase explicit teaching of numeracy skills across KLAs
- Pre and Post Testing in morning whole-school numeracy program

*Our success will be measured by:*

- Reduction in the percentage of students in the bottom two bands by 10% in literacy in Year 9 by the end of 2012, for NAPLAN
- Increasing the proportion of Year 9 students in the top 2 bands (proficiency bands) in reading and writing to 20% by the end of 2012
- Increasing extended writing in different KLAs across the school by 25% by 2013
- Increasing the number of vocabulary lists included in units of work by 25% in English, History and Geography by 2012 and increasing the number of vocabulary lists of work by another 20% in other KLAs by 2013
- Increasing the percentage of students in Proficient bands (top 2 bands) from 17% to 30% by 2014 in numeracy
- Increasing the percentage of students greater than or equal to expected growth from 52% to 60% by 2013
- Increasing the number of students in band 10 in numeracy from 7% to 10% by 2012

**Target 2: Improve student engagement**

*Strategies to achieve this include:*

- Weekly monitoring of basic equipment
- Widespread use of SENTRAL homework page to communicate with parents
- Expansion of Merit Award System and including it in student organisers
- Increased showcasing and rewarding of student work and achievements through ICT displays, etc.
- Creation of positive letters to parents
- Increase attractiveness and quality of awards on Presentation Night

*Our success will be measured by:*

- Decreased number of students being referred to Head Teachers by 15%
- Increased retention of students from Year 10 into Year 12 by 10%
- Reduced suspension and referrals by 15%
- Increased growth by 10% of parent involvement in seminars and school events by 2012 and 2014
- Greater use of the school’s website and other media outlets to report on student work and outcomes
- Increased level of students receiving Year Adviser Award to 75% by 2014
Target 3: Increase outcomes of students who are gifted and talented

Strategies to achieve this include:

- Programs differentiated for GATs students in all subject areas Years 7 to 10, and train all staff in how to differentiate units of work for higher ability students
- Targeting areas of weakness from SMART data and focus specific programs to rectify these weaknesses
- Exposing ABHS GATs students to GATs students from other schools through attendance at seminars or external competitions
- Targeting specific GATs students in specific subject areas
- Mentoring students with extra tuition

Our success will be measured by:

- An increase in students in top bands in all areas of literacy and numeracy to at least state average for Year 9 NAPLAN by 2013 and 2% above state average by 2014
- An increase in students achieving the top bands in ESSA Science Assessment from 10% in 2012 to 20% in 2014
- An increase in the number of students who gain credits in UNSW English competition, Maths and Science competitions by 20%
- An increase in number of students applying for and achieving places in 7E and 8E Enrichment classes.

Professional Learning

Teacher professional learning supplemented by the school budget were used in the following manner:

- 10% of funds were used to support New Scheme Teachers specifically for curriculum and accreditation purposes
- 20% of funds were used to support all teachers in the development of skills and curriculum to support introduction of laptops in the junior school
- 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
- 48% of funds were used to support the training of staff in literacy and numeracy across the curriculum

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 2011, our school carried out evaluations of:

Educational and Management Practice

Environmental Education and Sustainable Practices (Part 2)

Background

The 2010 Annual school Report noted that 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 been completed on the school’s environmental management plan SEMP
- Water tanks have been established and became operational in 2011 have significantly improved the water usage for school grounds
- Paper recycling program well established with recycling bins located in the general play ground
- Environmental Education – profile has included such things as Schools Clean up Day and Earth Hour; 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.

- Curriculum initiatives have been established with Stage 4 Clever Initiative jointly established with HSIE, Science and Mathematics

Future Directions

- Expansion of curriculum initiatives in 2012 to include stage 5
- Student driven energy audit in 2012.
- Increased use of sustainable management practices measured by energy bill levels and paper usage. Put a student printing levy on 2013 school contributions
- Expansion of opportunities for students to be involved in positive environmental practices, e.g., Clean Up Day, Earth Hour, grounds maintenance and projects, P & C Working Bee, Horticultural plot.

Curriculum

Gifted and Talented program including Years 7 and 8 Enrichment Program (Part 1)

Background

Asquith Boys High school has a strong program for extending students who are identified as Gifted and Talented and high order learners across the curriculum. Since 2006 an expansive scholarship program in the performing and creative arts has been established and has seen some significant learning outcomes especially in HSC Visual Art. The scholarship program includes:

- Band Year 7
- Stage 5 and 6 Music and Visual Arts
- And since 2010 senior academic scholarship

Findings and conclusions

In Years 7 and 8 an Enrichment Program has been in place substantively since 2009 and has seen increased results in School Certificate (2011) and NAPLAN 2011.

At the commencement of Semester 2 2011 a team was formed to investigate and analyse the success so far of the Gifted and Talented Program and Enrichment Program since the inception and how to plan and what to plan for improvement in 2012-2014.

Significant time was given to the team to investigate the learning outcomes of the students in the Enrichment Class program, including tracking of the NAPLAN progress of all Enrichment Class students, and to make recommendations to the executive for the future development of teaching, programming and training in differentiated curriculum. In Term 4 2011 an extra Deputy Principal was appointed to assist with this program and as a result a new policy was produced and a strategic plan for 2012-2104 written.

Future Directions

- A strategic plan has been written and will be implemented in 2012
- Significant work in curriculum differentiation is planned for 2012
- Data analysis of NAPLAN and Year 10 results will be carefully analysed and the information used to underpin the direction of curriculum planning and teacher training in 2012-2014
- The results of the progress of the directions in the strategic plan will be reported on in the 2012 Annual school report

Parent, Student, and Teacher Satisfaction

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, compared to a few years before.
- 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
• Year 7 numbers continued to grow as a result of continued positive learning outcomes and increased literacy and numeracy success

• The school community were very impressed by the increased literacy and numeracy results in NAPLAN, especially in the area of Writing.

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 Ali Razzaghi (Co-Chairperson)
Mr John Koellner P&C President
Sam Gibbons (Prefect/SRC)
Mrs Inez Beckerleg (SASS)

School Contact Information
Asquith Boys High School
Jersey St ASQUITH 2077
Ph: 9477 3508
Fax: 9482 2546
Email: asquithboy-h.school@det.nsw.edu.au
Web: www.asquithboy-h.schools.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

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>201473.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>426576.29</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>163441.62</td>
</tr>
<tr>
<td>School &amp; Community sources</td>
<td>378820.99</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>157017.06</td>
</tr>
<tr>
<td>Interest</td>
<td>15842.5</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>215759.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1558931.05</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>124631.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>151696.62</td>
</tr>
<tr>
<td>Extracurricular</td>
<td></td>
</tr>
<tr>
<td>dissections</td>
<td>145974.53</td>
</tr>
<tr>
<td>Library</td>
<td>379.44</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>1879.51</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>172680.5</td>
</tr>
<tr>
<td>Casual Relief Teachers</td>
<td>106669.58</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>149678.03</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>153012.29</td>
</tr>
<tr>
<td>Utilities</td>
<td>85749.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22790.62</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>216941.29</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>1332083.47</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>226847.58</strong></td>
</tr>
</tbody>
</table>

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.