Principal's Message 2012

2012 was another successful year for Asquith Boys High as the school consolidated its reputation as the best school for boys in our area. This is clearly demonstrated by the fact that our students’ academic growth is way ahead of state and regional growth for boys. Secondly, our students have maintained a very high level of involvement and achievement across a wide range of extra-curricular activities. There is no other school where boys are involved in so many positive activities beyond the classroom. Asquith Boys High School remains a vibrant and harmonious school where boys thrive.

Academic results in 2012 were very encouraging. Our value-added data for the Higher School Certificate (or the rate of improvement from Year 10 to Year 12) was excellent in all categories. Especially pleasing was the spectacular growth in the top bands (Bands 5 and 6) compared to our region. This shows that we are fully extending our best students. Our rate of improvement in the Year 9 NAPLAN growth data (i.e., the rate of improvement students have made from Year 7 to Year 9) is quite exceptional, especially when ABHS is compared to the overall progress of boys across the state. A similar success story is evident with the Year 8 ESSA tests (Essential Secondary Science Assessment) where there has been a huge increase in the number of students in the top three performance areas. This is clear evidence of the success of our programs for engaging boys, including the whole-school Literacy and Numeracy program, the Gifted and Talented program, and Personalised Learning Plans.

Some of the extra-curricular highlights of 2012 included: our tenth consecutive International Soccer Tour to Greece and Turkey, where Asquith Boys became the first Australian school ever to participate in a sporting contest in the Gallipoli area; our Year 9 students raised more money for Legacy than any other school in NSW resulting in our school being the inaugural recipient of the “Legacy 10,000 Club” trophy; the stage band entered eisteddfods for the first time and won gold and silver medals; and the consolidation of the successful and well patronised P&C Gala Community Day.

2012 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
OUR SCHOOL AT A GLANCE

School Context
Asquith Boys High School focuses on developing in each boy a learning culture centred on achieving their personal and academic 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 with the goal of high academic attainment.

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 and initiatives.

Our curriculum is based on the principle 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 have the opportunity to engage with traditional subjects such as Mathematics, Science, Technology and Applied Science and PDH/PE, but they can also choose engagement through the Creative and Performing Arts and Languages. Additionally, boys have the option of undertaking VET subjects including Hospitality, Construction and Information Technology 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 succeeding academically and creatively in CAPA subjects in Years 10 to 12. Scholarship holders in Music and Visual Arts in the HSC, for example, consistently achieve high band results and their major works are consistently displayed in the prestigious Art Express.

Asquith Boys has very important collegial relationships with our partner primary schools in areas such as literacy development whereby our Enrichment Class English boys work collaboratively online with Year 6 boys to add depth and sophistication to improve their extended writing. These partnerships also include fostering skills in soccer, art, science and creative and critical thinking skills through the Habits of Mind program. 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 Enrichment 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 an academically differentiated curriculum designed to extend the learning of high achievers. All teachers of the Year 7 Enrichment Class are trained in the teaching and learning styles of gifted and talented students. Coupled with this is a varied and strong literacy based curriculum that caters for all learning styles and focuses on engaging boys through a thorough understanding of the unique way that boys learn.

Students
Asquith Boys High School is a comprehensive boys' high school located on the upper north shore. Families from the local community enrol their boys in the school to take advantage of the opportunities that a comprehensive boys' education has to offer. The school has a substantial emphasis on learning development coupled with the explicit teaching of critical and creative thinking skills through wide-ranging and boy-centred literacy and numeracy initiatives. The school has a high profile sporting program with the annual overseas soccer tours being the highlight. Additionally, Asquith Boys offers a very significant scholarship program in Music and the Creative Arts. Stage Band scholarships are also offered for Year 7 and Creative and Performing Arts Scholarships are offered in Years 10 to 12. The Mervyn Brown Senior Academic Scholarship is also available, by application, for senior students who excel in a particular academic field. In the past the scholarship has been awarded in the areas of Legal Studies, Physics and English. Boys are supported financially and resource wise to further their studies in their designated talent field – 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

Gifted and Talented Program
Asquith Boys High School has a specific and targeted program for extending and enriching boys who are identified as Gifted and Talented and higher order learners across all areas of the curriculum. This program extends to all years from Year 7 to Year 12 and includes some of the following programs:

- Year 7 and 8 Enrichment class
- Scholarships in Visual Arts, Music and Senior Academic studies
- Acceleration of highly gifted students
- Extra-curricular activities such as debating, kitchen challenge, philosophy and reading clubs, stage band, focus group activities and murder under the microscope

Stuart Robertson
Gifted and Talented Co-ordinator

Debating
Students in Year 7 to 12 have the opportunity to experience debating in a variety of contexts including:

- engaging with in-school debating competitions at lunch time,
- participating in debating workshops held in the school library
- being part of the state wide Premier’s Debating Challenge.

The Debating Program offers students a unique opportunity to build their self-esteem, public speaking skills and ability to argue in a cohesive and persuasive manner. The Debating Program provides enjoyment and improved academic outcomes that result from engagement with topics of social, political and global relevance.

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.

Aboriginal Education
The school has a unique and long-standing 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, history and literature in Mandatory History, Geography and English as well as the local indigenous culture of the region through the Year 7 Celebrating Differences Day

NAPLAN results – Aboriginal Education
Indigenous student results in NAPLAN were below the state average, individual Personalised Learning Plans have been created for all indigenous students in the school to support their learning.

Multicultural Education
The school has a proud and significant multicultural approach to learning about and recognising the value of other cultures. Programs at the school that celebrate the multicultural nature of the school include:

- Year 7 Celebrating Differences Day
- Harmony Day
- Dragon Boat Festival
- Regular celebrations of multicultural events (Chinese and Persian New Year and Ramadan)
- Student presentations at the Formal Assembly about their cultural heritage

A dedicated ESL teacher and ESL tutors are available to ESL students to assist them in accessing the curriculum.

Breakfast Club
The school community recognises the importance of all students having a wholesome, nutritious breakfast to maximise learning performance. Significant research highlights that growing teenage bodies and developing brains rely heavily on the regular intake of food. When children skip breakfast, they can end up going for long periods of time without food and this period of semi starvation can create physical, intellectual, and behavioural problems for them. Therefore, the Asquith Boys High School Student Welfare Officer, the P&C, teachers and SASS staff run a Breakfast Club in the school’s industrial kitchen every morning from 8 am to provide all boys with the opportunity to enjoy a good breakfast that sets them up for positive learning experiences during the school day.
P&C Report

Asquith Boys High School has finished another successful year across many areas in 2012. The P&C in particular have enjoyed increased attendance at the regular meetings and wonderful support for our annual Community Day, P&C Bus Tour, and the two grounds Working Bees held.

Thank you to Mr Griffiths, the School Executive, all staff, the Student Leaders, and all students for their support over the year in all P&C initiatives. There is a cooperative and enthusiastic working relationship with the teaching and support staff.

Our monthly meetings are a great venue for questions and concerns to be raised by the parents. Mr Griffiths keeps us in touch with the school activities, achievements and discusses any issues of concern.

A key part of the P&C meeting cycle are the informative presentations provided by members of the faculty and school staff on initiatives within the school.

During 2012 the most notable presentations have been about:

- NAPLAN results,
- MySchool Website,
- Quicksmart programs,
- Plans for the Hospitality faculty,
- New "PHYSICS" software,
- Boys Learning Styles model,
- Boys & Technology application, and the,
- ALARM model – A Learning And Responding Matrix.

For the second year the P&C led ABHS Community Day which was undeniably a great success. The growth in the day was extraordinary, with an increase in stall holders, the creation of a food alley, and the wonderful participation of our local primary schools and Asquith Girls High, particularly in the music on the day.

Once again the focal point of the Community Day was the Soccer competitions undertaken, particularly for the “Moscos Cup”, which followed two preliminary games between past and present students and staff, and invitational players from other local schools and the community.

Overall the day was a huge success and very well attended by our community.

In early 2012 the P&C established a key committee for the year to fully manage the maintenance of the school grounds. The Grounds Maintenance Committee undertook a review of the current grounds maintenance situation and expenditure, and provided a new model for the P&C to implement and fund into the future.

There has been significant improvement in the presentation of the grounds and gardens at our school and the committee will ensure that this continues.

Their plan, coupled with the two “Working Bee” days per year, will enable us to maintain the school ground at an acceptable level. Both of the P&C “Working Bees” were well attended and the improvements in the grounds have been appreciated by our boys, teachers and the wider community.

Our school has continued on a successful academic path which saw further increases within 2012, in key results over the course of the year in enrolments, attendance, literacy and numeracy testing and, importantly, Year 12 conversion to higher education.

Our school has continued the great sporting achievement 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.

For the 10th Year, in 2012, the ABHS International Soccer Tour left for Greece and Gallipoli.

Our school was the first Australian school to play Soccer games in the Gallipoli area since World War I. The tour was another great success for the school, a fantastic adventure for our boys involved, and is a well anticipated key fixture on the schools annual calendar.

Similar successes were evident in the Arts, and our ABHS Stage Band achieved a great result in 2012 with a “Gold Medal” winning performance at the Ryde School's Eisteddfod. The stage band provides our musically inclined boys the opportunity to perform both at school and in community events. This award is great recognition to the many hours of effort by our
boys and school staff to ensure that ABHS are represented well in the community.

Our school has experienced an increase in interest over 2012 in the Duke of Edinburgh Award program. The Duke of Edinburgh Award is an enriching program inviting young people aged 14-25 to participate in a number of activities over a set length of time.

The participants design their own unique program centred on their interests and passions, and is entirely voluntary. There are three levels of achievement, Bronze Silver and Gold. At each level you must complete and be assessed in the following areas; Physical Recreation, Skill, Volunteering, Adventurous Journey and Residential Project.

Inevitably these successes and the general day to day running of the school come at a cost. Over 2012 we have seen further increases 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 and 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 2012.

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

- Funding for specific software applications for the administration of the school and to support specific school subjects,
- Further funding of much needed materials for the “new” Kitchen,
- Funding for sewing machines for a broader Design & Technology curriculum for Years 7 and 8,
- Further funding for the “QuickSmart” literacy and numeracy programs,
- Funding provided towards a new grand piano,
- Further funding for additional interactive whiteboards,
- Funding of replacing equipment in the TAS block,
- Continued Funding of the Student Welfare Officer,
- Ongoing funding for the school’s ground maintenance and supporting environmental initiatives,
- Funding of specific faculty needs,
- Judging and funding the Year 7 Personal Interest Project initiative,
- Senior Blazer returns and resale,
- Fundraising shopping tour for Parents and friends,
- Continued funding over a 5 year period the maintenance of the school oval.

The P&C has also ensured that the wider parent and 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; a new initiative being delivered within the school. These have ranged from displays on the interactive 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, the Asquith Boys High School leadership group, the Senior Staff of our school and the wider parent and citizen community to raise awareness of improvements within our school and to support the ongoing delivery of quality educational outcomes for our boys.

Thanks to all those involved in the P&C for their support, ideas, guidance and enthusiasm for our school over 2012 and look forward to a successful 2013.

John Koellner
P&C President

**Student Representative’s Message**

This year’s SRC’s main focus is to create a healthy learning environment for all students. We meet every Monday lunch in the demonstration room, and we are open for suggestions from the
students and from the greater school community, with our P&C representatives attending meetings regularly.

With last year's walkathon being a large success, the Executive Body of the SRC was able to donate funds to the inaugural tour of Japan by ABHS students; our annual donation to the soccer tour; the peer mentoring and transition leader body, and our newest feature to the school: the alfresco classroom which extends the learning opportunities of students who study Food Technology and Hospitality into a vibrant new setting.

With the SRC being given recent control over the mufti days, we hope to raise a substantial amount of money for new and old charities and to continue to improve the programs and facilities available to students at our school.

William van Egmond-Jones
SRC President

School Performance In 2012

Student Achievement

The Stage Band
Asquith Boys High School has a vibrant culture of outstanding achievement in various highly regarded musical contexts. The Stage Band Achievements included the Yamaha Music Festival on the 16th June where the band master and the boys attended Willoughby Uniting Church to perform in the event with participants from a range of schools; they had a time limit of just 13 minutes to perform 4 pieces. The judges provided fantastic feedback on the performance of the band, recognizing their achievement with a SILVER MEDAL.

The outstanding success of the Stage Band continued at the Ryde Eisteddfod on Monday the 6th August where the band won FIRST PLACE in

Essential Secondary Science Assessment (ESSA)
The ESSA assessment tests the scientific skills of students at the end of Stage 4 (Year 8). The 2012 results showed a significant increase of boys achieving in the highest levels and large decrease of boys in the lower levels. 75% of boys achieved the top 3 levels, up 19% from 2011. 25% of boys achieved in the lower levels down 19% on 2011. No boys attained the lowest level, and only 2 boys out of 99 attained in the 2 lowest level. This almost eliminated the entire bottom end, which demonstrates the boys are engaged in Science and understanding the explicit skills and logic needed to understand science.

Compared to state average, ABHS had 16% more boys in the highest 3 levels and conversely 16% less in lowest 3 bands. Overall ABHS was above state average for all aspects of the assessment. Extended response and knowledge and understanding were 2.5% above state average whilst communicating scientifically and working scientifically were 4% above state average. This shows boys are understanding the scientific methodology and reporting their understanding in a scientifically appropriate manner.

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
Asquith Boys High School is a single sex, comprehensive high school. The 2012 enrolment was 575 students and has remained relatively stable. Our academic reputation has been enhanced by strong value added growth in the last academic year. The majority of students are local enrolments, coming from the suburbs between Hornsby and the Hawkesbury River alongside the southern reaches of the Central Coast.
Management of Non-attendance
Prompt attendance at school every day is a basic expectation of students at Asquith Boys High School. Non-attendance is managed via an SMS notification to parents linked to the school attendance system. This is made possible by the integrated SENTRAL software package, which all staff access to perform a range of duties within the school day. The management of non-attendance is ably led by the Head Teacher Administration, with the established practices leading to an improvement in student attendance and a reduction in fractional truancy. The local Home School Liaison Officer assists with strategies for students who are consistently unable to meet the minimum attendance requirements. Parents have expressed their appreciation for the timely notification and prompt follow-up by staff.

Retention to Year 12
Retention to Year 12 remains below State and SEG figures, however it must be noted that a number of students have successfully transitioned into other vocational and training settings more appropriate for their needs and aspirations.

School attendance has seen a gradual increase over the last two years and remains comfortably above State DEC average.

School attendance profile

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State DEC

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Retention to Year 12 (SC to HSC)

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Post-school destinations
Asquith Boys High School students access a range of vocational and academic pathways at the completion of their school education. Of the students undertaking the HSC in 2012, the following observations were made regarding post school destinations:

- Approximately 37% were accepted into university degrees
• Approximately 27% obtained full-time work
• Approximately 17% gained apprenticeships
• Approximately 13% were accepted into TAFE courses
• Approximately 6% were looking for work at the time of surveying

Of the students attending university, the courses attempted varied from Arts, Medical Science, Business, Architecture and Education. Apprenticeships gained included hospitality, green-keeping, Information Technology, Motor Mechanics and Plumbing. Asquith Boys High School is firmly committed to preparing every boy for meaningful academic and vocational pathways following their formal school education, appropriate to their interests and skills.

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

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

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Professional Learning
Staff at Asquith Boys High School are provided with numerous opportunities to access professional learning. All members of staff are required to participate in mandatory sessions related to child protection and other areas of significance as set down by the DEC. Staff regularly participate in HSC marking, events related to pedagogical and curriculum developments in particular subject areas and student wellbeing alongside a huge range of other opportunities. The breakdown of expenditure for DEC sourced funding for professional learning is as follows:

• Approximately 13% of funds spent on training in areas of student welfare and equity;
• Approximately 21% of funds spent on career development;
• Approximately 31% of funds spent on syllabus implementation;
• Approximately 20% of funds spent on training on the quality teaching framework;
• Approximately 15% of funds spent on literacy and numeracy.

Other funded areas for teacher professional learning included the Digital Education Revolution series of initiatives (these made up a large proportion of skill development in the area of Information and Communications Technology) and specific funding to support beginning teachers. It must be noted that the proportions shown above are broad aggregates, with many professional learning events supporting training in areas such as literacy and numeracy alongside the specific content.
Faculty Overview 2012

CREATIVE AND PERFORMING ARTS
The Creative Arts faculty offers opportunities for all our boys to develop practical skills across a diverse range of exciting and fun subjects such as Drama, Music, Visual Arts, Design, Photography and Ceramics. Our boys are taught to work as individuals and also in small teams, building the necessary vocational skills required to operate in the workplace as a functioning and contributing member of a work environment.

Our staff is dedicated, experienced and dynamic, offering experiences both inside and outside the classroom that cater to the particular interests of boys and that are exciting and highly motivating. Where possible we encourage our boys to participate in the wider artistic and performing community in the belief that this provides a more authentic experience that connects them directly to the world. We believe that everyone has an untapped creative and/or performing ability that just needs to be located and developed. Finding that spark is a key to building self-esteem, so important for the development of resilient young men.

The theoretical aspects of all of our courses are taught alongside and embedded into the teaching of musical, dramatic, artistic and photographic practice. We understand that practical work is what is exciting about our courses and have developed strategies to explicitly teach the necessary writing skills in ways that are relevant and prepare our boys for the demands of their external examinations.

Catherine Holder
Head Teacher - CAPA

ENGLISH
At Asquith Boys High School, teaching boys the skills and confidence necessary to engage and succeed with English is our fundamental business. We believe that every student can achieve success. Therefore, we aim to create learning experiences that are meaningful and engaging in an environment that encourages all students to strive to excel and make connections between the English classroom and broader society as lifelong learners.

We endeavour to be highly effective teachers working collegially through constant reflection on our pedagogical practices with the goal of ensuring our teaching shares our love of both literature and learning with the boys we teach.

We ground our programming within our Faculty Scope and Sequence and firmly embed the Skills, Grammar and Vocabulary Mapping Framework to differentiate English programs to ensure gifted and talented students be given the academic stimulation and experiences needed to excel while students with additional learning needs are supported.

Boys participate most effectively in an environment that is based on fairness and respect with firm connections to the reasons learning is pertinent in their world. Our Faculty strives to offer a diverse, engaging and relevant curriculum to develop boys’ abilities to evaluate, assess and challenge established ideas and attitudes.

Jessica Schadel
Head Teacher – English

HSIE
HSIE is a Faculty that attracts a large number of our senior boys; many of whom select the Humanities subjects for their broad spectrum of engagement – Research, Enquiry and Debate, Opportunity and Celebration.

Teachers engage boys by providing learning opportunities through a variety of methods. Teachers within the Faculty share a similar philosophy – that boys learn best when they are engaged and understand the work through a variety of learning styles: be they teacher directed, research based, kinaesthetic or celebratory.

Best practice is to utilise all forms so that the preferred learning styles of all boys allows engagement and achievement.

George Moscos
Head Teacher – HSIE

JAPANESE
Much work and effort has gone into building a strong language program at Asquith Boys High. Currently Japanese is taught from Years 7-10. Year 7 is a taster course and pre-curser to Year 8 where students start to build on what they already know with fun and engaging yet highly educational activities that focus on skill building and the development of their understanding of Japanese language and culture. Year 9 and 10 Japanese equips students with the skills and knowledge that is needed to study the continuer's course which is where our current Year 10 boys are heading toward. Japanese at Asquith is gaining popularity and this is evident with the large number of boys who have chosen to study Japanese in Year 8. These 13 boys and
4 teachers will be participating in the Inaugural Japan Cultural and Language Tour in 2013. Due to the increasing popularity of Japanese at Asquith we plan to make this tour an annual event.

Amy Robinson
LOTE Teacher

MATHEMATICS
Year 10 students in 2012 were the first group to achieve a Record of Student Achievement (RoSA). The results were quite consistent with that of 2011 with 10% of students achieving a grade of A9 or A10. Students who attempted the Australian Mathematics Competition showed a great improvement on 2011 results. From a total of 117 students, 40% achieved a result of a Credit or better, with results distributed as follows: 1 High Distinction, 11 Distinctions and 34 Credits.

Costadean Lappas
Head Teacher - Mathematics

SCIENCE
The Science Faculty at Asquith Boys High aims to engage boys in real world science by having teaching programs that are contextual and relevant to the world boys live in. Science is taught with a highly practical and hands-on approach as well as utilising the latest technology in data logging and video analysis to make learning more authentic to 21st Century workplaces. There is a strong focus on creativity and higher order thinking in problem solving and an emphasis on scientific literacy and writing, especially in HSC subjects.

40 boys entered the UNSW Science Competition with over 50% receiving above a credit level. 7 boys gained a distinction and 14 boys gained a credit. This was a significant increase from the previous 3 years. The 2012 State Science Assessment (ESSA) showed a sizable shift of boys into the top 3 levels from the bottom 3 levels. This assessment is done in Year 8 and gives the Science Faculty an indication of the strengths and weaknesses of our students in Science. 74% of our boys achieved results in the top 3 levels compared to 58% for State Average. Most encouraging is that only 26% of our boys achieved in the lowest 3 levels compared with 42% for State Average. Only 2 boys out of 99 achieved below level 3.

SPORT
School Cross Country Carnival
The School Cross Country Carnival was held on Friday 23rd March in and around the school grounds. In contrast to last year, where it was dark and rainy, the carnival atmosphere could not have been better. With nice and sunny weather, music playing and the BBQ sizzling it made for a great afternoon and the participation levels of the boys was fantastic. As we always say, ‘You gotta be in it, to win it’!

Zone Cross Country
Following the school carnival, the zone cross country carnival was held on Friday 11th May at Macquarie University Playing Fields. With the sun shining our boys were very keen to put in a strong showing as the carnival is both a team (school) and individual event with the first six boys from each school crossing the line contributing to the points score. In an outstanding effort, Asquith finished the day in 3rd place overall. For most of the day we were actually in second place, which is a great achievement, considering that many other schools in our zone have such larger numbers of students.

2012 Athletics Carnival
The 2012 Athletics Carnival at Foxglove Oval was held on the 3rd of May and the weather could not have been any better for the boys to show off their athletic ability in track and field events.

The turnout and participation of the all boys was the best it has been in recent memory and with the sun shining all day, some great performances were produced. As is always emphasised with our carnivals – ‘You get back, what you put in’ with participation being the key in order to have a fun and successful day!

Records set at the Carnival
• 12 years 80m hurdles – record was set in 2010 by Christopher Allan at 16.29. The record is now 16.15 by Jack Ryan.
• 12 years Shot Put – Record was set all the way back in 1971 by G. Atkins at 10.3m. It has been smashed by Harry Frederick who threw an amazing 11.71m
• 17 years triple jump- Another record that was set a long time ago. This time by R.Cahill in 1970. 42 years ago! The record was 12.17m and is now held by Josh Mawhinney who hopped skipped and jumped his way to 12.59m.

2011/12 Summer Grade Sport
In the Summer Grade Sport season we entered 19 teams across 7 sports and at the end of the round robin season we had 13 teams progress to the semi-finals.

From these semi-finalists, we had 4 teams who were successful in advancing to the grand final:
an outstanding effort. This included 1st Grade Cricket, Jnr Baseball and both our 2nd Grade and 15’s Water Polo teams. From these 4 teams we were able to secure three premierships with our 1st Grade Cricket, 2nd Grade Water Polo and Junior Baseball teams all having great wins. It could have been a clean sweep but, unfortunately, our 15’s Water Polo team were narrowly beaten by Homebush in their grand final.

2012 Winter Grade Sport
In the 2012 Winter Grade season we entered 32 teams across 7 sports. This meant we had around 400 students participating in grade sport every week, which just goes to show the popularity and value of competitive sport at Asquith Boys.

By the end of the 2012 winter season 13 of our teams had made the semi finals and from these 13 teams we had 5 teams progress to the Grand final which was a great effort! This included: 15’s Rugby, 2nd grade soccer, 4th grade soccer and the 13a and 14a soccer sides.

2012 Major Sporting Awards

NSW Premier’s Sporting Challenge Medal
Timothy Buwalda

Over the last few years Asquith Boys High School has been involved with a new scheme named the Premiers Sporting Challenge. It is aimed at developing community links between high schools and primary schools and enabling students to develop leadership skills in a sporting environment by encouraging students to be more active, more often. The NSW Premier’s Sporting Challenge Medal award acknowledges a student for their outstanding:

- Commitment to fair play
- Achievement in their sporting discipline and
- Overall contribution to their schools weekly sporting program

Furthermore, he is a leader amongst his peers both on and off the sporting field. This is highlighted by the fact that Tim was our Sports Captain for 2012 and is also our school Vice Captain for 2013 and tour captain for our international soccer tour.

Hornsby World of Fitness Sportsman of the Year
Harrison Endycott

It is not that often that we get to celebrate a student’s success in the sport of golf but Harrison’s results and skill deserve special mention.

In 2012, Harrison’s achievements included:
- Received a scholarship at Avondale golf club
- Subaru state 16 years champion (which he was 4th overall in the opens division
- Northern Districts Matchplay champion
- NSW all Schools Champion (shooting rounds of 71 and 65)
- NSW All Schools Matchplay runner up
- Qualified for the NSW CHS team to compete in Perth at the Australian Schools Golf Championships.
- Recipient of a Zone Blue.
- Recipient of a Sydney North Blue.
- North West Metropolitan Zone Junior Sportsman of the year.

TAS
Time and time again, research has highlighted the differences in the way that boys and girls tend to learn best. While there are certainly exceptions to the rule, we can generalise and say that boys prefer hands on learning environments over most other learning environments. TAS combines a number of different areas including Industrial Arts, Home Economics and Computing. The excellent results of our boys in the HSC in these subjects tend to support this research.

In TAS we like to develop not only the technical skills of our students but also the areas of design, problem solving, literacy and numeracy. We encourage the boys to do their best in these areas and look at ways of improving their results by not settling for a minimum standard of work, but strive to achieve their personal best.

Craig Philip
Head Teacher - TAS
NAPLAN

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 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
Progress in Literacy - Year 7
The mean result for Year 7 students in Reading was above the state mean, while there was an increase in students in the top two bands for Grammar and Punctuation when compared to the school average 2008-2012, Spelling results showed a decrease in students in the bottom two bands when compared to the school average 2008-2012 and Writing results were slightly below that of previous years.

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.

Numeracy – NAPLAN Year 7

Progress in numeracy – Year 7
The numeracy results for Year 7 were very pleasing, as 87% of Year 7 students improved their NAPLAN numeracy results from Year 5, 2010. 57% of students achieved a Band 7, 8 or 9 compared to 53% of all students in the state.
In 2012, for Year 7, the mean score of the students was considerably above state average, with no students achieving in the bottom band in 2012.
Progress in Literacy – Year 9

The mean result for Year 9 students in all of the literacy areas was above the state mean. In particular there has been a significant increase in the number of students achieving in the top two performance bands for reading, Spelling, Grammar and Punctuation. The continued embedding of the whole school writing program, with a focus on persuasive writing techniques, as part of the programs will continue to benefit students.

Progress in Numeracy – Year 9

Much improved results from 2011 to 2012, with 10% of the cohort achieving a Band 10 and 93% of students improving from their Year 7 results in 2010. The students achieved a mean score of 594.9 which was just above state mean. The whole school numeracy programs in conjunction with pedagogical practices embedded in current teaching programs will ensure continued improvement in our students’ numeracy results.
In the Higher School Certificate the performance of students is reported in performance bands ranging from performance Band 1 (lowest) to performance Band 6 (highest).
CREATIVE AND PERFORMING ARTS FACULTY

Comparison 2011 – 2012

- 2012 results placed just above state average and within the top 4 subjects within the school. 2011 results were stronger with a 2.68 School vs State Variation compared to 2012’s 0.11. 2011 results were very good and were placed in the top 2 subjects within the school. The 2012 cohort achieved a Band 5 and a Band 4. In 2011 the cohort achieved six Band 5s and four Band 4s. The 2012 cohort were above the state average in the Band 5 result with 50.00% compared to a state average of 42.82%. These were pleasing results when compared to the cohorts overall HSC results. The 2011 cohort were also above the state average in the Band 5 area. Band 5 results were 60% compared with a state result of 37.88%. Visual Arts continues to reflect strength in this Band 5 area.

- The Band 5 student was placed in the high 80’s.

- One student attaining the prestigious honour of his work being considered for Artexpress. The work was selected to be exhibited at Hazelhurst Regional Gallery and Arts Centre display. Works considered for Artexpress must achieve in the top band in the practical component.

- The School vs State variation for Visual Art was +0.11 compared to 2011’s +2.68.

- Both Visual Arts students achieved their best HSC result in this subject.

- Music results in 2012 were an improvement on the 2011 results

- The 2012 cohort were just below stage average. Three students achieved a Band 5 at 60% compared to the state average of 44.61%. This reflected an improvement in results compared to 2011 where only one student achieved a Band 5 at 20% compared to the state average of 43.74%. The remainder of the cohort achieved one Band 4 and one Band 3.

- The school vs state variation for Music was -2.57 compared to 2011’s -6.31.

- Three of the five Music students achieved their best HSC results in this subject.

“Value Added” to Student Level of Achievement

- The majority of students who sat for the HSC in Visual Arts and Music had achieved a satisfactory level at School Certificate level. Students were internally assessed.

- Internal assessment showed that the same cohort in Visual Art and Music achieved similar or improved results. No student underachieved in relation to HSC compared to School Certificate.

Comparison Across State and Within ABHS

- Results in Visual Arts were above state averages. Students continue to score within Band 5 but were not achieving Band 6 results. Students achieved Band 4 results and the majority of these students achieved personal bests with their results. The Visual Arts cohort at ABHS achieved a +0.11 variation putting it in the top 4 subjects within the school. This result exemplifies the quality teaching promoted within the faculty.

- Music had a variation of -2.57 placing the cohort in the top 8 subjects across the school.

- Staff in Visual Arts are professionally involved in the Board of Studies marking process providing expertise and insight into achieving high band results; Practical and Written.

- Liaison and professional development with Creative and Performing Arts colleagues from other local high schools enhanced pedagogy.

Areas of Concern

Strategies for Improvement

- Time management skills in the implementation of assessment tasks by students.

- Student preparation for exams needs improvement.

- Continue to support the senior school mentoring strategies.

- Continue to motivate all Creative and Performing Arts students to achieve Band 4 and above.

- Liaison with Visual Arts, Drama and Music teacher network that includes selective schools teachers to maintain and sustain the outstanding results in CAPA.

- Retain the CAPA workshops held during school holidays and at the beginning of Term 3 (whole day incursion).

- Timetabled rehearsals outside of class time for all Music students.

- Regular meetings between HT and class teachers in relation to diary/workbooks.
• Ongoing student summary reports on practical progress for all individual students in CAPA discussing actual progress and dialogue between teacher and student.
• Regular exam periods where students can practice past examples and extended responses under exam conditions across all CAPA subjects.

Caroline Cooke and Catherine Holder
Head Teachers - Creative and Performing Arts

ENGLISH FACULTY
The HSC results in English in 2012 were particularly encouraging, showing that all 55 students have improved their average score difference by 8 points from the 2011 data in the test aspect of English. In particular, significant improvement in the results in Standard English and Advanced English were shown. In Standard English in 2011 only 14.8% of students achieved Band 4, 5 or 6 results, whereas in 2012 this number had increased to 41.2%. Likewise, in Advanced English the improvement in student results was substantial; with 33.3% of students achieving a Band 5 or 6 performance band in 2012 compared to just 16.7% in 2011. The ESL Course had decreased results when compared to 2011 data, especially in the top two bands. Extension 1 English was taught at the school for the first time since 2008, both students achieved a Band 2 result, the second lowest band in that course.

Jessica Schadel
Head Teacher - English

HSIE FACULTY
2012 HSC Results were mixed across the spectrum of subjects taught in the Faculty.
Ancient History and Geography results were limited. The ten students who completed Ancient History were involved in Course work but did not show solid application or diligence to achieve high results and six of the ten were boys who had been identified with specific learning problems. Of these, three showed encouraging performance. Geography results showed a similar congruence.
Business Studies overall results were marginally below State Average. Pleasantly, a Band 6 result was achieved with Bands 5 and 4 results being encouraging. However, many candidates in this Course were students earlier identified.
In Economics and Legal Studies, there was a solid student performance. Economics provided high outcomes with a Band 5 and a Band 6 result. Similarly Legal Studies was on par with State Average and Value Added indicators show a very positive performance increase.
The one History Extension student performed above State Average.
In all Subjects, candidates who in junior years had been identified with specific learning difficulties, progressed through to the Higher School Certificate and improved substantially in quite rigorous Courses. Much pride has been taken in these improvements.

George Moscos
Head Teacher – HSIE

MATHEMATICS FACULTY
The 2012 HSC results were an improvement on 2011.
A very small cohort attempted the Mathematics course and they showed improvement on the results from 2011, with an increase of 0.3% on the average scaled score of all students.
Another small group of students attempted the Mathematics Extension 1 course and 25% of this cohort achieved a Band E4 (a notional Band 6).
In the Mathematics Extension 2 course, 33% of the cohort achieved a Band E3 (a notional Band 6), which was pleasing.
Students in the General Mathematics course managed an impressive 50% increase in the number of students achieving a Band 5 from that of the cohort in 2011. The scaled average score of all students was above state average and all students scored a Band 2 or above.
With the introduction of Applied Mathematics Course, students in Stage 6 were able to build their mathematical skills in a non-ATAR course, which was endorsed by the Board of Studies.

Costadean Lappas
Head Teacher - Mathematics

PDHPE FACULTY
45% of the 11 candidates who sat for the HSC in PDHPE achieved their best or second best result in PDHPE, no students achieved Band 5 or 6 results. The 45% of students attaining a Band 4 was well above state average. The school average of 67.7 was 4.85% below state average and lower than 2011. The inclusion of scheduled study and revision periods into the Stage 6 program for 2013 will hope to reduce the number of results below Band 4 and return the HSC results to the higher end of the spectrum.

Ryan Bolger
Head Teacher – PDHPE and Administration
**SCIENCE FACULTY**

In the HSC Physics 40% of boys achieved above Band 4 including a high Band 5, the strongest result for many years. All other Science HSC subjects (Chemistry, Biology and Senior Science) had a significant number of boys above Band 4 including a high Band 5 in Chemistry. The most pleasing aspect of the HSC Results was the value added to most of the individual results. Value adding data compares boy’s results from Year 6 through to Year 10 (School Certificate) and the HSC. The majority of boys achieved positive growth in Science, especially in the higher bands.

*Stuart Robertson  
Head Teacher - Science*

**TAS FACULTY**

In 2012, four of the six subjects in the TAS area finished just about on or above the state average with many of the students in these subjects scoring their TAS subjects as their personal best HSC result.

Industrial Technology students were of particular merit with all of the class receiving their highest results in this subject. The class finished with an impressive average that is 7.96% above state average and with a 10% improvement in their value added rating since Year 10.

VET students at ABHS performed, on average, above state mean. These students also received TAFE equivalent qualifications as a result of their studies over the last two years. A number of these students have progressed to employment within the areas encompassed by their VET course.

In Engineering Studies and Food Technology there is room for improvement as far as the average results are concerned. Despite this there were some good individual results in Engineering Studies with two students achieving at Band 5 level.

We are hopeful of improvement in Food Technology in 2013 now that we have access to improved facilities and highly experienced staff with industry knowledge and expertise.

*Craig Philip  
Head Teacher - Technological and Applied Studies*

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**Progress on 2012 Targets**

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

*Our achievements include:*

- The Formation of a Whole School Strategic Literacy and Numeracy Team that meets twice a term to evaluate targets, establish future directions and educate teachers about explicit teaching strategies for Literacy and Numeracy.
- The differentiation of the Whole School Literacy and Numeracy Program so that Gifted and Talented Students are challenged with tasks that improve their literacy and numeracy skills.
- The establishment of a teacher data base for all KLA areas to access designated literacy and numeracy lesson starters, homework activities and scaffolds.
- The implementation of the ‘Teachers are now Targeting’ initiative that identifies specific literacy and numeracy skills that teachers will target and explicitly teach in all KLAs.
- The training of staff in and the implementation of the Whole School ToPEEL writing structure – a common language used by all staff when teaching extended, structured writing.
- Vocabulary lists (with explicit spelling strategies) embedded in all Year 7, 8 and 9 programs.
- Overall Numeracy results in Year 9 were 9.5 points above the state mean.
- Year 9 2012 NAPLAN results showed that the mean score of students was above state average in all areas: Numeracy, Writing, Reading, Grammar and Punctuation.

**Target 2: Improve student engagement**

*Our achievements include:*

- Implementation of the SENTRAL homework calendar in all years allows parents to readily check homework given to students.
- Reduced suspension rate of 96 in 2011 to 52 in 2012.
- Allocation of a Head Teacher - Teacher and Learning to manage whole school engagement of students.
- Allocation of a Head Teacher Student Engagement to target disengaged students and assist them with strategies to improve...
their engagement in the classroom and access alternate educational pathways.

- The implementation of a Merit Award System.

Target 3: Increase outcomes of students who are gifted and talented

Our achievements include:

- An increase in students in the top two bands in Reading in Year 9 NAPLAN from 20% to 25.8%.
- An increase in students in the top two bands in Spelling in Year 9 NAPLAN from 20.8% to 27.8%.
- An increase in students in the top two bands in Grammar and Punctuation in Year 9 NAPLAN from 15% to 25.8%.
- An increase in students in the top two bands in Numeracy in Year 9 NAPLAN from 25.8% to 27.4%.
- The differentiation of programs for GATs students across all KLAs Year 7 to 10.
- An increased number of students applying for a place in the Year 7 Enrichment Class.

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.
- Continue to reinforce a common staff language for the teachers of extended, structured writing by end of 2013 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:

- 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 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 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 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.

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 - Extended Writing across the Curriculum

Background:
An evaluation of 2010 – 2011 NAPLAN Writing results and HSC results revealed that students were underperforming in tasks that required extended writing. Further analysis of student writing samples from across all KLAs and all year levels demonstrated that while students were, on the whole, able to access the academic demands of set questions and tasks they were not structuring their writing in a cohesive or logical manner and were not developing ideas with the depth required.

Findings and Conclusions:
The Literacy Committee implemented a variety of whole school strategies to ensure that writing extended, structured responses was taught explicitly and in line with a collaborative and common whole school method, including:
• Education of all staff in regards to the concerns about writing and the pedagogical methods of enhancing student confidence and results through explicit teaching strategies.
• Staff Development Days and Staff Training Sessions led by the Literacy Committee that showcased lesson ideas and resources that could be used to implement the strategy in all classrooms from Year 7 through to Year 12.
• The implementation of a whole school paragraph structure: ToPEEL (Topic Sentence, Point, Evidence, Explain/Expand, Link to thesis/question) that was taught in all KLA areas that required extended, structured writing.
• The ALARM (A Learning and Responding Matrix) method taught for content specific subjects that required writing to show increased levels of understanding, specifically, Physics, Biology, Chemistry and PDHPE.
• Gifted and Talented Writing Programs and Shared Writing Projects with feeder primary schools to share the writing methods taught at Asquith Boys High School.

Future Directions:
• Continuation of the whole school writing process, including detailed student reflection on their writing to encourage metacognition and deep understanding.
• Expansion of the ToPEEL structure into the Morning Literacy Program.
• Training of new staff in the whole school method of teaching writing.
• Increased collaboration with feeder primary schools.

Curriculum – Gifted and Talented program including Years 7 and 8 Enrichment Program (Part 2)

Background:
An evaluation of NAPLAN data (2009 – 2011) showed that students who were identified as Gifted and Talented were underperforming in external testing.

Findings and Conclusions
A gifted and talented strategic team meets regularly to analyse data, discuss research and ideas into gifted and talented education and strategically map future directions for this area of the curriculum. A major effort has been made to differentiate all teaching and learning programs across all subjects and year groups to include higher order teaching strategies to extend and enrich boys who are more academically capable.
As part of this project there is a focus toward Project Based Learning (PBL) which incorporates open-ended investigations, highly collaborative group work and more in depth learning, thus improving the engagement and achievement of gifted and talented boys.

The progress of the gifted and talented program has been tracked through external assessments such as NAPLAN, ESSA and HSC results. There has been a significant increase of boys achieving in the top 2 bands of these assessments over the last 4 years. The largest growth in the higher band has been seen in literacy such as grammar, punctuation and reading and in the science logic assessment (ESSA) where there was a 16% increase from the previous years.

Future Directions
- Development and implementation of the Project Based Learning initiative currently focused on Year 9 but extending to other year groups over the next 3 years.
- Enhanced professional learning and training for all teachers in the area of gifted and talented education. This includes attendance at the Annual Gifted and Talented Education Conference and subsequent follow up workshops to fellow staff.
- Continued differentiation of teaching and learning programs to include the latest methods of higher order teaching and learning models that link with the introduction of the National Curriculum.

Analysis of NAPLAN and other external assessments to underpin direction of curriculum planning and teacher professional development.

Parent, Student and Teacher Satisfaction

During 2012 the school had a comprehensive review which involved on-line anonymous surveys sent to all teachers, students and parents (those who had submitted email accounts). The completed surveys were returned by 45 staff, 364 students and 93 parents. The survey questions were about: student learning and achievement outcomes; student engagement and well-being; and communication and consultation processes.

Student Learning and Achievement Outcomes

In response to a question about responsiveness to students’ needs and abilities only 2% of parents and 22% of students responded “never/rarely”, while 100% of staff, 97% of parents and 78% of students responded “almost always/often” and sometimes”. In response to a question about teaching for understanding only 5% of parents and 16% of students responded “never/rarely”, while 98% of staff, 95% of parents and 84% of students responded favourably.

Student Engagement and Well-being

On the question of student well-being 100% of staff, 90% of parents and 88% of students responded that the school was a caring place and that discipline was fair. On the question about the level of engagement in classrooms 100% of staff, 85% of parents and 72% of students responded that classrooms were engaging places to learn.

Communication and Consultation Processes

When surveyed about the basic level of organisation in the school 100% of staff, 96% of parents and 81% of students responded favourably. When asked about the level of shared decision making, i.e., the level of involvement of staff, parents and students, 100% of staff, 80% of parents and 75% of students responded favourably. When asked if the Principal and Head Teachers provided inspiration and motivation to learn 98% of staff, 93% of parents and 81% of students responded favourably.

Conclusions

It is clear that staff, students and parents are overwhelmingly supportive and appreciative of what the school is providing in terms of well-being, organisation and communication. The community feels that the school is providing a positive learning environment where students’ needs are being met. However, the level of engagement and motivation of a significant minority of students is a concern. The school is developing plans to ensure that as many students as possible will feel that they can find maximum engagement and motivation in the classroom. In 2013 the school (assisted by the P&C) is funding a Head Teacher Teaching and Learning to oversee program development across faculties that will review ways to fully engage all students. Students’ views on what is happening in the classroom will be catered for with more frequent use of student feedback and focus groups.
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 Andrew Skehan - Deputy Principal
Ms Jessica Schadel - HT English (Chairperson)
Mr John Koellner - P&C President
William van Egmond-Jones - SRC President
Mrs Inez Beckerleg - SASS

School Contact Information

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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>Date of financial summary:</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>226,847.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>400,264.81</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>181,582.41</td>
</tr>
<tr>
<td>School &amp; Community sources</td>
<td>366,622.19</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>158,086.30</td>
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<tr>
<td>Interest</td>
<td>14,145.42</td>
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<tr>
<td>Trust receipts</td>
<td>245,529.50</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>1,366,230.63</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>1,366,946.77</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>286,131.44</td>
</tr>
</tbody>
</table>

A full copy of the school's 2012 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.