Annual School Report
2013
Asquith Boys High School

EXCEPTIONAL LEARNING OPPORTUNITIES FOR BOYS

Leadership and Citizenship

Technology

Community Participation

Creative Arts

Sporting Excellence

www.asquithboy-h.schools.nsw.edu.au
asquith-h.school@det.nsw.edu.au
Phone: 9477 3508 Fax: 9482 2546
Jersey Street Asquith NSW 2077 PO Box 242 Hornsby NSW 1630

School Code 8245
Principal’s Message 2013

Asquith Boys High School continues to achieve the best outcomes for boys in our area. Our three year School Strategic Plan continues to deliver a higher academic and learning culture for the school. The 2013 Year 12 exit survey has revealed that 47% of the cohort accepted university placement, while nearly every other student is engaged in either further tertiary study, apprenticeships or full time employment. Once again, this report will highlight the outstanding achievement by our boys across a range of curricula and extra-curricular activities. Students have been excelling in the creative arts, debating, environmental activities, citizenship and sport. Indeed, the level of participation of our boys and their level of high achievement has been quite extraordinary this year.

After analysis of the 2013 NAPLAN results for Years 7 and 9, I am pleased to report that the 2013 Year 9 cohort have registered very significant improvement on their 2011 Year 7 results. This is now happening every year, as our long-term whole-school learning programs are proving very effective in boosting students’ results in literacy and numeracy. This is especially true when ABHS students are compared to the progress of boys across all schools in NSW (public and private). Our overall mean score gain across all five NAPLAN categories was 44.2 marks as against 39.3 marks gained for all boys in NSW. This means that students at ABHS are consistently doing 13.5% better than boys at other schools. This has happened now for the last three years. A similar pattern of consistently improved value added results have emerged in the Year 8 ESSA Science results.

This trend is repeated in our HSC value-added data, where the value-added quotient in the lower and middle bands was plus 3.2 and plus 2.5 respectively compared to plus 0.7 and plus 0.8 for similar schools, in other words over 4 times as much improvement for our students compared to similar schools. This value-added data, together with NAPLAN, is clear evidence that boys at ABHS have a distinct advantage over boys in other schools, as their rate of improvement is significantly and consistently higher.

Some of the extra-curricular highlights of 2013 included: our eleventh consecutive international football tour to New Zealand; our first languages tour to Japan; our Year 9 students broke our own record for collecting more money for Legacy than any other school in NSW; the Stage Band completed an inaugural tour of country NSW and continue to win awards at eisteddfods; and Year 11 student Harry Gibbons was awarded the Order of Australia Certificate of Citizenship by the Governor of NSW.

The partnership of engaged students, dedicated staff and supportive parents has ensured that Asquith Boys High 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 and genuine 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 essential 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 resulted in 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 the Creative Arts, for example, is offered to boys 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.

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 and in mentoring groups with Year 6 and Year 3 boys to add depth and sophistication to 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 academic 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 exceptional 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 very professional and highly trained staff that are 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

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.

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
- Cross KLA project based learning in Year 9
- 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.

Jessica Schadel
Debating Co-ordinator

VET (Vocational Education and Training)
At Asquith Boys High School, participation in Vocational Education and Training (VET) courses has grown in the past three years by 300%. Dedicated and industry experienced teachers including Alex McCubbin and Michael Blackwood facilitate the Construction course, Timothy Josephs and Karen Bird facilitate the Hospitality course and Derek Bennett facilitates the Information Digital Technology course.

Students complete 240 hours of competency based requirements, to an industry standard. All VET subjects are competency and HSC based meaning the students are completing two courses collaboratively. Sitting the HSC examination is not compulsory for all VET subjects. Over the two year course students are also required to complete a 70 hour work placement; accomplished over two 35 hour working weeks. In this context, students have showcased their positive attitude, professionalism, enthusiasm and skills in the work place, with some students collecting awards for both placements.

The school has been officially recognised by local Partnership Broker Company 2Realise as a leading school in the work place.

Timothy Josephs
VET Co-ordinator

Aboriginal Education
During 2013 the Aboriginal boys in the school were exposed to a local indigenous theatre troupe performing the play My Girragungi that is a story of the retelling of childhood memories of an Aboriginal man making his way in the white man’s world and touching on the themes of bullying.

Additionally, 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. The Science curriculum includes many links to indigenous culture including bush foods, medicine, land usage and seasons.

Jessica Schadel
Debating Co-ordinator
NAPLAN results – Aboriginal Education

Indigenous student results in NAPLAN were above the state average for most aspects of literacy, numeracy and science. Growth levels between Year 7 and 9 NAPLAN were well above state average for Aboriginal students in writing, spelling and numeracy and on par with state average for reading and spelling. Individual Personalised Learning Plans have been implemented for all indigenous students in the school to support their learning and target areas of need.

Stuart Robertson
Aboriginal Education

Multicultural Education

Asquith Boys High School provides a range of activities and classes to suit the needs and interests of students from a variety of backgrounds. This includes celebrating Harmony Day, events on the Chinese and Arabic Calender as well as ESL classes and the specialist support of integrated students in mainstream classes.

The Year 7 cohort of 2013 engaged with guest speakers from the company Together for Humanity. The students heard people of different cultural backgrounds speak about their experiences and struggles in Australia and how they overcame these struggles. The students learnt about why it is important to respect other cultures and live in harmony with others.

The school celebrated many cultural days. The Chinese International students celebrated Chinese New Year and the Moon Festival by having luncheons in the ESL and Support Classroom. These celebrations recognised the importance of Chinese culture and allowed students to maintain links to their heritage. Ramadan was also recognised. Muslim students spoke at assembly about the importance of Ramadan in their culture and the practices associated with this culturally significant event.

There are currently 30-40 students receiving ESL support throughout the school. Students in Years 7-10 receive in class support from Ms Lee and Ms Evans. They also receive one-on-one support from ESL staff before school, at recess and at lunch. Ms Lee also teaches ESL in Years 11 and 12 to allow the students more time with an experienced teacher in small class sizes. They study a variety of topics and develop a greater understanding of the Australian culture and community.

Anika Evans
Multicultural Education and Anti-Racism Contact

Breakfast Club

Breakfast Club is open to all boys and provides a healthy alternative to boys who may otherwise purchase sugary snacks on their way to school or who do not have the time or resources to have breakfast at home. Toast, cereal and fruit juice is served with hot chocolate added to the menu in winter. It is also a social event for many boys, a chance to talk to teachers and other students in a less formal context. Breakfast Club is staffed by staff and parent volunteers.

Colleen Sweeney
Breakfast Club Co-ordinator

Overseas Tours

New Zealand - Soccer

After nine months of intensive preparation, thirty invited boys left for a highly successful soccer tour of the islands of New Zealand.

Upon arriving in Auckland, the Tour began with a game against Lyndfield College and then against Glendowie College, a school of about 1700 students. In these games the Asquith soccer tourists were undefeated and continued their success in Wellington, the capital, where they played their Premier school, Wellington College. A win followed by a close loss resulted.

The tour continued to the serene city, Dunedin, at the bottom of the South Island to play Otago Boys High. Both sides won – reinforcing the excitement of international friendly matches. The trip entailed further travel up the coast road where the boys augmented their sporting endeavours with enjoyment of idyllic scenery: the boulders, Omaru, Timaru and finally, Christchurch itself.

Over two years on from the catastrophic earthquake that claimed 192 lives the group were inspired by the tenacity and endurance of the population of Christchurch.
The final matches were played against Christchurch Boys High School on a cold, wet and slippery surface where Asquith won one match and lost another.

Overall, the Asquith Boys High School Soccer Tourists won six matches, drew one and lost three. Notably, the tour showcased the pride, professionalism and sportsmanship of all team members who were excellent ambassadors of their school and their country and most importantly participated in a journey that they will never forget.

*George Moscos*
**International Soccer Tour Organiser**

**Japan - Language**
In April of 2013 the Inaugural Japanese Language and Culture Tour departed. 15 students, 3 staff members and 1 parent participated. For some boys, this was their first overseas experience, giving them a first-hand view of a culture outside Australia.

Students viewed this as a great privilege supporting their years of Japanese study in which knowledge was to be experienced and consolidated by stepping into and becoming part of authentic Japanese life with an opportunity to deepen and strengthen their language skills.

The tour involved many exciting adventures, traversing the country from Tokyo to Kyoto to Hiroshima, then down to Fukuoka and across to Nagasaki. The group travelled extensively from each location with every day including new sights, experiences and gastronomic delights.

Highlights included visits to a range of temples and shrines each with its own uniqueness and history, with the boys watching and often joining in the formalities: Fushimi Inari, famous for its thousands of vermilion torii gates, which straddle a network of trails behind its main buildings; Kiyomizudera, literally "Pure Water Temple" is one of the most celebrated temples of Japan; The Golden Pavilion, perhaps the most widely-recognized image of Kyoto; Sanjuusangendo temple, containing one thousand life-size statues of the Thousand Armed Kannon and in Kamakura The Great Buddha.

The group enhanced their cultural understanding by tasting food from a variety of roadside stalls and shops, where interactive spectators as ‘okonomiyaki’ (savory style pancakes) were made on hotplates at their table, dined in noodle bars and an array of restaurant settings from formal to informal and traditional to modern.

The Ghibli Museum and a day at Universal studios were definite highlights for the boys. In contrast, Hiroshima Museum gave new insight to past events and their enduring impact on many lives.

Geographical places of interest included the ferry to Miyajima Island, one of the most scenic spots in Japan and regarded as an Island of Gods. Here, the deer roamed freely through the streets. There was a trip to a monkey park, where the boys climbed to the top of a mountain to stand in an enclosure, to feed the monkeys, who were roaming outside and clambering over the fencing.

Enhanced understanding of everyday Japanese culture was achieved through bustling crowded streets and travelling on crammed trains, while also appreciating the space, peace and calm corners available amidst the intensity of daily life of contemporary Japan. Orienteering skills were also fine-tuned as the boys took turns navigating and leading the group to different destinations.

The trip enabled the boys to engage with many new challenges and experiences, adding richly to their cultural and educational repertoire. The tour was highly successful and will hopefully be a biennial event, with the next tour being planned for April 2015.

*Jody Lorrae*
**Japan Tour Organiser**
P & C President’s Message

Asquith Boys High School has finished another successful year across many areas in 2013.

The P&C in particular have enjoyed increased attendance at the regular meetings and impressive support for our annual Community Day, P&C Bus Tour, Working Bees and other key fundraising and community events throughout the year.

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 provide a valuable opportunity 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.

The P&C has also ensured that the wider parent and citizen community are given an opportunity to gain an understanding of the academic, strategic and welfare initiatives 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 about cross-KLA projects, new teaching directions, boys’ education strategies, video conferencing, the roll out of Bring Your Own Device and future capital building priorities.

The key fundraising event this year was the Community Fun Day which showcased the hard work and dedication of school staff, pupils, mums and dads and other community volunteers. The day included stalls, a classic car display as well as exhibitions of student academic, creative and sporting ability.

The P&C plays a vital role in working with Terry Griffiths, our Principal, and the Asquith Boys High School leadership team, 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 2013 and look forward to a successful 2014.

John Koellner
P&C President

Student Representative’s Message

In 2013, the SRCs main focus was to continue to create a healthy learning environment for all students. Students met every Monday lunch in the Drama room, and were available for consultation and suggestions from the students and from the greater school community, with P&C Representatives attending meetings regularly.

The SRC acted as a forum where students could ask for changes to the school and where they have a say in key aspects of their education. An example of this is the coming implementation of the shorter school sports sock which is now underway. The SRC continued to show support for the International Soccer Tour, the new Japanese Cultural Tour, the ‘Big Band’ Music Tour, and the Outdoor Classroom by making donations throughout the year. The SRC also supported the continuation of the peer mentoring and transition leader body by paying some of the tuition fees.

With the SRC being given control over the mufti days, they hope to continue to raise a substantial amount of money for new and traditional charities and, importantly, to continue to improve the programs and facilities available to students at the school. School Discos are a primary method the SRC uses to raise money to provide opportunities that directly link back to the school. The Discos with the Girls’ school are always a success and the SRC is considering new ways to make them a bigger success with the senior students. A student DJ at the last event contributed to the worthwhile and entertaining nature of the event.

Throughout the year the SRC have helped with the BBQs for the Year 7 Leadership Day, and the Year 5 High School Experience Day. They have also participated in events in the community such as attending district SRC meetings, and offering their services at the Annual Community Day, where a number of students helped raise donations for Ms Mashman and former ABHS School captain Max Sharkey on their charity trek with Youngcare to Peru, to raise awareness for young people in need.

William Van-Egmond Jones
SRC President
School Performance 2013

Student Achievement

The Stage Band

Stage Band’s identity was significantly developed in 2013 through an official presentation of badges and the election of the first ABHS Stage Band Captain by his peers, Harry Gibbons. This was augmented with the first Band Tour.

Asquith Boys High School’s Stage band underwent substantial development in their maturity as a band during 2013. For the first time, the band went on tour and participated in the inaugural Port Macquarie Big Band Jazz Festival in late May.

This experience provided opportunities for our boys to perform in professional gigs, participate and perform in a New Orleans style Jazz parade and see and experience jazz performed by many professional big bands as well as participate in workshops with experienced performers.

The band achieved highly commended at the Ryde Eisteddfod, participated in the Manly International Jazz festival and also achieved Gold in NSW State Band Championships held at the John Clancy Auditorium, University of NSW, Kensington.

The Stage Band performed at a number of other gigs throughout 2013 including school events such as Open Night, High School Experience Day and Community Day. The culmination of which was that by the end of the year the Stage Band sounded stronger and more cohesive, despite losing many of the older and more experienced players.

Essential Secondary Science Assessment (ESSA)

The ESSA assessment tests the scientific skills of students at the end of Stage 4 (Year 8). The 2013 results showed a significant increase of boys achieving in the highest levels and large decrease of boys in the lower levels. 70% of boys achieved the top 3 levels with 8% of boys achieving the highest level which was over 2% above state average and an increase of 5% compared to the previous 2 years. No boys attained the 2 lowest levels. This eliminated the entire bottom end, which demonstrates the boys are engaged in Science and understanding the explicit skills and logic needed to comprehend scientific principles.

Compared to state average, ABHS had 4% more boys in the highest 2 levels demonstrating the commitment to higher order differentiated learning for our gifted and talented students. Conversely 12% less boys in the lowest 2 bands is a result of the extra support that boys get from our dedicated Student Learning Support teachers. 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 engaging with the scientific methodology and reporting their understanding in a scientifically appropriate manner.

Academic and Community Achievement

Year 12 student and 2013 Mervyn Brown Scholarship recipient Thomas Tuynman’s Major Work for Extension 2 English was short listed for the Young Writer’s Showcase; a NSW wide collection of the very best Extension 2 Major Works from public, private and selective schools.

Year 12 Visual Arts student Nicholas Bepper’s body of work was invited to be exhibited in the 2014 Festival of Steam public exhibition by the prestigious Powerhouse Museum. The museum has also printed 500 copies of his photo book for sale through public galleries in Sydney. This represents a huge honour and recognition of his achievements in Visual Arts.

Year 11 student Harry Gibbons was awarded the Order of Australia Certificate of Citizenship by the Governor of NSW.
Swimming Carnival

2013 was a very successful year for Swimming at Asquith Boys High School.

Our Age Champions for 2013 were:
12 years - Timothy Gillies
13 years - Jack Ryan
14 years - Bryn Lom
15 years - Hayden Dudfield
16 years - Jeffrey Featherston
17+ years - James Thompson

At the school level, several records were also broken on the day by Jack Ryan and Caleb Alipate. This has greater significance than usual, as 3 out of the 4 records that were broken had been set by Daniel Arnamnart - our 2012 Australian Olympic Swim Team Representative. The 4th record that was broken had been in place since 1979 - obviously an excellent swim back then that held its ground over more than 3 decades.

The Zone Swimming Carnival delivered some great results with our 12 and 13 years Relay Teams winning their event.

On an Individual Level the following results were achieved:
13 Years
- Caleb Alipate - 2nd in the 50m Breaststroke and Butterfly, as well as 2nd in the 100m Freestyle
- Jack Ryan - 1st in the 50, 100 and 200m Freestyle and 1st in the 50m Backstroke

16 Years
- Jeffrey Featherston - 1st in the 100m Backstroke, Breaststroke and Butterfly, as well as 2nd in the 50m Freestyle.

18 Years
- James Thompson - 1st in the 50m Freestyle

Of particular acclamation are the outstanding results of Jack Ryan for his Swimming in 2013. After several medal winning performances at Sydney North Area and NSW CHS Championships, Jack went on to win the NSW All Schools Gold Medal in the 50m Freestyle.

Jack then competed with the NSW All Schools Swimming Team at the Australian Schools Swimming Championships in Adelaide where he earned 5th place in the Final of his event making him the 5th fastest swimmer in Australia for his age in Freestyle at that time - a significant achievement.

Guy Corbitt
Swimming Coordinator

Athletics Carnival

The 2013 School Athletics carnival was a highly successful and memorable event.

The highlight of the day came in the 12 years age group when Jack Cotton beat the record in the 12 years 80M Hurdles where he ran a time of 15.31, smashing the old record of 16.29 set by Chris Allan in 2010.

The School Age Champions for 2013 were:
12 years – Jack Cotton
13 years – Harry Frederick
14 years – Konrad Morton-Stroud
15 years – Christopher Allan
16 years – Matai Koroi
17 years – James Bellamy

The participation of Asquith Boys in the North West Metropolitan Zone Athletics Carnival was exceptional with the team finishing 4th.

In the Overall Zone Age Champions
- Jack Cotton came 3rd in the 12 years.
- Harry Frederick came 2nd in the 13 years.
- Chris Allan came 1st in the 15 years.
- James Bellamy came 3rd in the 17 years+

From Zone, a selected group of students gained a position in the North West Metropolitan Zone team to compete at the Sydney North Area Athletics Championships where some outstanding individual and team performances were showcased.

Christopher Broome
Athletics Coordinator

Cross Country Carnival

The School Cross Country Carnival was held on in and around the school grounds. The boys performed very well and the afternoon was a huge success.

12 years – Edward Blackwood
13 years – Dylan Donovan
14 years – Bilal Belkadi
15 years – Zachary Duncan
16 years – Thomas Vanderlaan
17 years – Mark Wilson
18 years - Timothy Buwalda

The Cross Country Team also competed in the Zone Cross Country, the Sydney North Regional Cross Country and the prestigious NSW CHS Cross Country Championships where Timothy Buwalda was ranked 23rd and Edward Blackwood achieved 2nd place as part of the 12 years Sydney North Regional team.

Drew Jones
Cross Country Coordinator
Student Information

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

Student Enrolment Profile

In 2013, the total enrolment of Asquith Boys High School was 569. Of this, 75% of students were drawn from the suburbs between Hornsby and Berowra, with the majority of the remainder from various suburbs on the North Shore, Hawkesbury River area and the Central Coast.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>469</td>
<td>459</td>
<td>550</td>
<td>566</td>
<td>574</td>
<td>575</td>
<td>569</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Attendance Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.9</td>
<td>93.1</td>
<td>94.1</td>
<td>95.4</td>
<td>95.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>94.7</td>
<td>92.7</td>
<td>91.1</td>
<td>93.2</td>
<td>93.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>95.0</td>
<td>89.8</td>
<td>91.6</td>
<td>92.4</td>
<td>92.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>94.6</td>
<td>90.1</td>
<td>87.7</td>
<td>92.0</td>
<td>90.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>94.9</td>
<td>90.1</td>
<td>86.1</td>
<td>89.4</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>94.7</td>
<td>90.0</td>
<td>87.6</td>
<td>89.8</td>
<td>91.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.5</td>
<td>94.8</td>
<td>91.2</td>
<td>90.2</td>
<td>92.2</td>
<td>93.0</td>
<td></td>
</tr>
</tbody>
</table>

Management of Non-Attendance

At Asquith Boys High School, students are expected to attend every school day unless they suffer serious illness or misadventure. When students present late to school or are absent, parents are promptly notified via SMS, which is managed via the SENTRAL software package. SENTRAL allows many school functions to be integrated and as such, is a rich source of data for issues related to student attendance. If a student requires additional support to attend school, a referral may be made to the Home School Liaison Officer (HSLO).

Retention to Year 12

Whilst retention to Year 12 is below State and SEG figures, students who have left the school have overwhelmingly done so in order to take up full time vocational courses, apprenticeships or paid employment.

Post-School Destinations

Asquith Boys High school graduates access a range of further vocational and academic opportunities. These range from acceptance into university degrees, TAFE certificates and diplomas and full time employment. The following data illustrates the post school destinations of the 2013 Year 12 cohort:

- 47% gained direct entry to university
- 19% are attending TAFE or a private college
- 13% are in paid employment
- 11% are undertaking apprenticeships
- 2% were looking for full time work at the time of the survey
- 8% were overseas at the time of the survey

The large proportion of students who gained entry to university are studying in a broad range of fields, including Economics and Business, Medical Science, Aeronautical Engineering, Marine Science, Exercise/Sports Science, Education and Arts. Apprenticeship uptake was similarly broad, and included carpentry, motor mechanics, hospitality, horticulture, screen media, plumbing and electrical.

Year 12 Students Undertaking Vocational or Trade Training

53% of students were enrolled in trade or vocational training.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

98% of students received an HSC.

School attendance has seen a gradual increase over the last two years, particularly for Year 11 and 12, and remains comfortably above State DEC average.
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>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>0.5</td>
</tr>
<tr>
<td>Head Teachers-Faculty</td>
<td>1.2</td>
</tr>
<tr>
<td>Head Teacher Administration</td>
<td>0.2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>34.5</td>
</tr>
<tr>
<td>Teaching Concession Allowance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Students Out-of-Home-</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Secondary Smaller School</td>
<td>3</td>
</tr>
<tr>
<td>Itinerant Secondary Teacher Hearing</td>
<td>1</td>
</tr>
<tr>
<td>District School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.482</td>
</tr>
<tr>
<td>Total</td>
<td>56.182</td>
</tr>
</tbody>
</table>

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Professional Learning

In 2013, teachers accessed a range of professional learning opportunities to enhance both individual and collective expertise. Professional learning funds were managed by the Deputy Principal and School Administration Manager. Funds were budgeted according to the school strategic goals: Literacy, Numeracy, Curriculum, Recognising Student Achievement, Gifted and Talented, Aboriginal Education and Developing Staff Leadership. The following provides an indication of the level of expenditure for each area –

- Literacy – 10%
- Numeracy – 10%
- Curriculum – 25%
- Recognising Student Achievement – 8%
- Gifted and Talented – 24%
- Aboriginal Education – 9%
- Developing Staff Leadership – 14%

The major areas of expenditure are reflective of the impending implementation of the National Curriculum and the school wide focus on enhancing the learning culture, especially for students who displayed an interest in having their learning extended. The relatively low levels of spending for many of the other areas indicate a high degree of acquired staff expertise which was easily shared and/or the fact that much of the learning in this area has incurred little or no expense.

Alongside school funded teacher professional learning, there was a further grant received to enable more specialised training in the National Curriculum. Early career teachers similarly attracted a small amount of funding per staff member to assist with early skill development and the preparation of portfolios for accreditation.
School Performance 2013

CREATIVE AND PERFORMING ARTS

Creative Arts caters explicitly to the visual and kinaesthetic learning needs of boys. Visual Arts, Music, Drama, Photography and Ceramics offer all boys the opportunity of identifying their particular creative ability and building their self-esteem. Dedicated, highly experienced and dynamic staff maintain the excellent relationships and active classrooms necessary to foster success for boys.

Highlights for CAPA in 2013 were in the annual Visual Arts Exhibition which was accompanied by a special HSC soiree event for each of HSC Drama and HSC Music students. Each of these events showcased the achievements of students in preparation for the practical examinations. The HSC Visual Arts showcase exhibited a dynamic and highly diverse range of artmaking forms and techniques.

The Carol English Grant for Visual Arts was initiated in 2013 and supported a Year 12 student in achieving his resolved body of work, fulfilling its purpose of offering opportunity to all.

The Music and Drama Night showcased Drama and Music ensembles and involved participation from the wider community such as Normanhurst Boys Stage Band.

2013 was the HSC year for our two accelerated Music students, both of whom achieved excellent results with a band 6 and a band 5. Their success was continued with Jackson Besley progressing to second year of the Talent Development Project. He performed as a featured artist in Schools Spectacular 2013 and was nominated for Encore 2014.

The Year 12 Jazz Ensemble had the honour of performing individual items in Sydney Town Hall (Instrumental and Choral Festival), the Chatswood Concourse (Artsnorth) and Hornsby District Music Festival (Drum Ensemble) while Jarrad Jones performed a solo marimba piece in Opera House for the Arts Unit concert.

Catherine Holder
Head Teacher – CAPA

CREATIVE AND PERFORMING ARTS FACULTY
HSC Comparison 2012 – 2013

Visual Arts

2013 results for Visual Arts were above state average and within the top 3 subjects within the school. 2013 results were stronger with a 2.49 School vs State Variation compared to 2012’s 0.11. The 2013 cohort achieved two Band 6, 10 Band 5 and 6 Band 4 results. In 2012 the cohort achieved a Band 5 and a Band 4. The 2013 cohort were above the state average in the Band 5 result with 52.63% compared to a state average of 39.2%. They were only slightly below the state average in the Band 6 result with 1.72% variation between the 10.52% compared to a state average of 12.24%. Visual Arts continues to reflect strength in this Band 5 area with a pleasing extension into Band 6’s.

Band 6 students were both placed in the low 90’s while the Band 5 results reflected the full range of marks across the band. No Visual Arts student achieved below a Band 4. This is an outstanding result.

All Visual Arts students achieved their best HSC result in Visual Arts.

Much of our strength at ABHS lies in the development of strongly personal and highly successful bodies of work with the mean mark for the body of work being 39.5/50 compared to the state mean of 35.5.

Music

Music results in 2013 were a significant improvement on the 2012 results. The 2013 cohort were well above state average and within the top subjects within the school. 50% of the cohort achieved a Band 6 compared to the state average of 15.06% while 25% achieved a Band 5 and 25% a Band 4 respectively. This reflected great improvement in results compared to 2012. It is pleasing to see students pushed into the upper band of achievement.

Our strength at ABHS lies in performance, with a mean mark of 16.5/20 compared to the state mean of 13.2. Analysis of results for the written examination reveals that aural skills achievement is an area for further development.
Drama
Drama results in 2013 cannot be compared to 2012 since this is the first HSC Drama class since 2009. The 2013 cohort were overall ranked below state average and the 21st ranked subject in the school. 50% of the cohort achieved a Band 4 compared to the state average of 40.6% while 50% achieved a Band 3 compared to the state average of 13.62%.

Catherine Holder
HEAD TEACHER– CAPA

ENGLISH
Engaging boys with success in the English classroom is our fundamental business. We believe that every student can achieve personal academic accomplishment. 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 classroom and broader society, as lifelong learners.

As a faculty, 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 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.

HSC ANALYSIS
The 2013 English classes performed extremely well with both their course work and HSC examinations, ensuring that for English Asquith Boys was ranked as the third highest Comprehensive Boys High School in the state. While the Advanced English results were slightly below state average the results did represent an improvement of 2.7 percentage points on the school average for this course in previous years. Pleasingly, Standard English achieved a result that placed the school 3.2 percentage points above the state average for boys.

Of particular merit were our two most academically rigorous courses, Extension 1 and 2 English. In the Extension 1 course all students achieved an average mark of 92, placing them 11.7 percentage points above the state average for boys. In the Extension 2 course all students achieved in the top two bands with an average mark of 90.7, placing them 16.6 percentage points above the state average for boys. Such impressive results are indicative of the diligence and tenacity of these students toward their study.

Jessica Schadel
HEAD TEACHER – English

HSIE
The HSIE faculty offers a broad range of subjects including Geography, History and Commerce in the Junior School (7-10) and Geography, Ancient History, Modern History, Extension History, Business Studies, Economics and Legal Studies in the Senior School (11-12). The wide variety of subjects available attracts students from a diverse range of interests and entails a broad mixture of learning opportunities for boys at ABHS.

All subjects in the HSIE faculty provide opportunity for student engagement through research and enquiry, discussion and debate, involving both teacher and student centred styles of learning. The opportunities for fieldwork based activities gives students experience through active participation which appeals to boys from all age and ability groups.

The nature of our subject material requires a solid grasp on both Literacy and Numeracy skills. These skills are practised throughout all HSIE subjects with recent emphasis on targeting the extended writing skills of boys from Year 7 through to the HSC where sound essay and report-writing are essential for
exam success. Along with these focus areas, teachers within the HSIE faculty strive to utilise a wide range of Learning Styles and Teaching Resources in order to best engage the variety of students who display interest in our subject areas and enable them to achieve to their very best.

Cameron Laing
HEAD TEACHER (Relieving) – HSIE

JAPANESE
The language program at Asquith Boys High engages students with the study of Japanese from Years 7 through to the senior school. Year 7 is a taster course and pre-cursor to Year 8 where students start to build on their knowledge 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 Japanese Continuers course for the HSC. The Cultural and Language Tour to Japan provides a highly engaging experience that allows students to apply their learning beyond the traditional classroom context.

Amy Robinson - LOTE Teacher

MATHEMATICS
The rationale, aim, objectives, outcomes and content of the Mathematics Faculty Programs at ABHS have been designed to accommodate teaching approaches that support the learning needs of all students. We aim to engage boys in Mathematics by differentiating the curriculum and making it relevant to the world in which the boys live. Students learn to apply their mathematical knowledge, skills and understanding in a broad range of contexts beyond the Mathematics classroom, including such core learning areas as Science, Geography, History and even English. Overall, in 2013, the boys have shown a significant improvement on previous years and the programs that have been developed have had a positive impact on student development. Also very pleasing was the significant improvement in Year 9 NAPLAN Numeracy results where our students achieved a mean score 7.3 points above state average. Students who participated in the Australian Mathematics Competition (AMC) also achieved some outstanding results. From a total of 121 students, 46% achieved a result of a Credit or better, with 12 students achieving a Distinction.

HSC ANALYSIS
There was dramatic improvement on the last two years’ HSC results across all the Mathematics courses, especially in the HSC Mathematics 2 Unit course. Students in this course achieved an average score that was 25% above that achieved by students from 2011 and 2012. Even more significant was the fact that the boys achieved results 2% above state average. The students in the General Mathematics course also showed significant improvement on previous years with the average score improving by 6% from 2011. However, the General Mathematics mean score was slightly below the state mean. There were more pleasing results in the Mathematics Extension 2 course, with two students achieving notional Band 6s. We are anticipating this positive trend to continue over the next two years and expect a greater number of students engaging with the higher order Mathematics Extension 1 and 2 courses.

Costadean Lappas
HEAD TEACHER – Mathematics

SCIENCE
The Science Faculty at Asquith Boys aims to engage boys in Science by using teaching programs that are contextual and relevant to the world boys live in. Science is taught with a highly practical, visual and hands-on approach that suits boys learning styles. Each laboratory is equipped with the latest interactive data projector and boys are encouraged to use the latest technologies in data logging and video analysis to make learning more authentic to 21st Century workplaces. There is strong focus on creativity and higher order thinking in problem solving and an emphasis on scientific literacy and writing, especially in HSC courses.

45 boys entered the UNSW Science Competition with 9 boys gaining a distinction and over 50% achieving a credit or above. The State Science Assessment (ESSA) showed an upward trend in boys receiving higher bands and less boys attaining in the lower band levels. 75% of students placed in the top 3 bands well above the state average of 60%.

HSC ANALYSIS
All HSC Science subjects showed a significant increase in overall results compared to previous years. Physics and Biology were on par with state average whilst Senior Science and Chemistry were
slightly below state average. 40% of boys in Senior Science achieved Band 5 or above which is well over 10% above state average. The most pleasing result was that very few boys achieved in the lowest bands across all Science areas, showing the effects of increased engagement and specific literacy strategies that have been targeted.

Stuart Robertson
HEAD TEACHER - Science

TAS

In the TAS Faculty, students participated in the HSC in 5 different courses where students produced pleasing results when compared to boys doing the same courses state wide.

In Industrial Technology – Timber, a small class achieved results very slightly below the average of boys across the state. These students however earned results that were commensurate with their other subjects.

The Food Technology class improved dramatically this year compared to previous years with the number of students getting band 5 or better about twice the state average for boys. This shows that this relatively new subject is firmly established within the curriculum and we hope more good results will follow in future years as the school builds resources and reviews programs.

Engineering Studies was below state average compared to boys across the state, but the student results were generally reflective of what they received for their other courses.

Software Design and Development had results slightly below state average. This is normally a very high performing course for ABHS and again the students achieved results proportionate or above what they achieved in other subjects.

The best performing TAS course was Construction (examination) in which the students achieved results well above the state average. 80% of students received results of band 4 or higher compared to the state average of only 55%.

Craig Philip
HEAD TEACHER – Technical and Applied Studies

PDHPE

12 students sat for the HSC in PDHPE in 2013. Overall the school mean HSC mark was 1.02 above that of the state average. 75% of students achieved a Band 4 result or higher. This is a pleasing result when compared to 60% of the state achieving the same grades. We have continued to find that our students, across all stages of the curriculum respond effectively to challenging and structured environments. Tailored workbooks, aimed at the needs of boys, help to lay the foundations for students in the application and inquiry of the delivered content.

Ryan Bolger
HEAD TEACHER – Administration and PDHPE

SPORT

GRADE SPORT REPORT

Sport is a very important aspect of school life at Asquith Boys High School. Asquith Boys High School is one of the few local schools, and the only local comprehensive high school, that participates fully in weekly sport competitions between schools. Our boys compete in the North West Metropolitan Zone which is widely considered the strongest sporting zone in NSW.

Summer 2012/13 Premiership Team
- 1st Grade Cricket

Winter 2013 Premiership Teams
- 14a Soccer
- 13a Soccer
- 5th Grade Soccer
- 2nd Grade Soccer

NSW Premier’s Sporting Challenge Medal
William Van Egmond-Jones

The Hornsby World Of Fitness
Sportsman Of The Year
George Blackwood

Drew Jones
Grade Sport Coordinator
Academic Achievements

Higher School Certificate

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).

This graph does not include subjects with a candidature of less than 10. In these subjects ABHS students perform exceptionally well when compared to other boys in the state:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance Above State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension 1 English</td>
<td>11.7 above state average</td>
</tr>
<tr>
<td>Extension 2 English</td>
<td>16.6 above state average</td>
</tr>
<tr>
<td>Music</td>
<td>5.64 above state average</td>
</tr>
</tbody>
</table>
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.

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.7</td>
</tr>
<tr>
<td>Writing</td>
<td>85.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>77.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.9</td>
</tr>
</tbody>
</table>

Progress in Literacy – Year 7

In 2013, for Year 7, the mean score of the students was considerably above state average in Reading and Spelling. While 44.6% of students achieved greater than or equal to expected growth in Grammar and Punctuation, 50.6% of students achieved greater than or equal to expected growth in Writing.

NAPLAN Year 7 – Literacy

Literacy is assessed and reported in NAPLAN using four components:

- Reading
- Writing
- Spelling
- Grammar and Punctuation
NAPLAN Year 9 – Literacy

Literacy is assessed and reported in NAPLAN using four components:
- Reading
- Writing
- Spelling
- Grammar and Punctuation

Progress in Literacy – Year 9

The mean result for Year 9 students in all of the literacy areas was well 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

We have continued to develop practices to improve student engagement in the area of numeracy. There have been some pleasing improvements, notably in Year 9. The school average numeracy mark was 46.9 points higher than the state average.

The whole school numeracy programs in conjunction with pedagogical practices embedded in current teaching programs will ensure continued improvement in our students’ numeracy results.

NAPLAN Year 7 - Numeracy

The numeracy results for Year 7 were satisfactory, as 56.6% of Year 7 students achieved greater than or equal to their expected growth. 60.5% of students at ABHS achieved a Band 7, 8 or 9 compared to 55.7% of all students in the state.

NAPLAN Year 9 - Numeracy

Much improved results from 2012 to 2013, with 16.7% of the cohort achieving a Band 10 and 68.5% of students achieved greater than or equal to their expected growth. The students achieved a mean score of 604.3 which was 10 points above 2012 and 8.3 points above state average.
Progress on 2013 Targets

Target 1: Improve Literacy and Numeracy outcomes 7-12

Progress on targets:

- The morning whole-school numeracy program is continuing to develop and boys are showing pleasing improvements, notably in Year 9.
- All KLAS display the key principles to reinforce a common staff language for the teachers of extended, structured writing in their classroom and teaching programs.
- An increase of students in the top two performance bands in NAPLAN for Year 9 reading from 25.7% to 30.6%.
- No students in the bottom performance band in NAPLAN for Year 9 reading.
- The school average numeracy mark was 46.9 points higher than the state average and approximately 37% of students achieved proficiency in the top 2 bands, which is above our target of 30%.
- The whole school numeracy programs in conjunction with pedagogical practices embedded in current teaching programs will ensure continued improvement in our students’ numeracy results.

Target 2 – Improve student engagement

Progress on targets:

- The number of students receiving Year Adviser Awards remained strong in 2013, particularly in the junior years.
- Parent participation in school events experienced a steady increase of approximately 9%, as did engagement with the electronic homework calendar linked to the school website.
- Suspensions were reduced overall by approximately 8%, with referrals to Head Teachers falling by a similar amount.
- Successful engagement of targeted students in a number of alternative programs would suggest that this trend will continue into 2014.

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

Progress on targets

- Overall Year 9 NAPLAN Literacy targets have been met with 2013 results showing ABHS is 1% above state average for boys achieving the top 2 band levels. Reading and spelling were 5% and 3% above state average respectively while grammar was on state average. Writing was 4% below state average.
- Numeracy targets have been met in Year 9 NAPLAN with ABHS being 6% above state average for the top 2 band levels in 2013.
- ESSA targets have been exceeded with 30% of boys achieving the top 2 band levels in 2013 including 9% in the highest level. This compares with 20% in the top 2 bands in 2011.
- There was a 5% increase in the number of boys receiving credits in the UNSW Science and Mathematics competitions in 2013 compared to the previous year. This did not reach the intended target but was hampered by a lower number of boys entering the competition.
- The number of boys applying for places in the 7E Enrichment class remained steady at around 40.

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 through regular strategic team meetings.
- Continue to reinforce a common staff language for the teachers of extended, structured writing by end of 2014 and create a teacher database accessible to all that includes exemplar responses indicative of ROSA and HSC achievement levels.
- Identify and implement explicit reading strategies for boys.
- Each unit of work across KLAS includes vocabulary lists and embedded activities related to improving vocabulary and spelling strategies.
- 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 writing in Year 9 by the end of 2014, for NAPLAN.

• Increasing the proportion of Year 9 students in the top 2 bands (proficiency bands) in writing by 10% by the end of 2014, for NAPLAN.

• Increasing the number of extended writing tasks embedded in teaching programs in different KLAs across the school by 25% by the end of 2014.

• Increasing the embedding of specific vocabulary and spelling activities included in units of work by 20% in KLAs other than English, History and Geography by the end of 2014.

• Increasing the percentage of students in proficient bands (top 2 bands) to 30% by 2014 in numeracy.

• Increasing the number of students in Band 10 in numeracy to 10% by 2014.

Target 2: Improve student engagement

Strategies to achieve this include:

• Weekly monitoring of basic equipment.

• Widespread use of SENTRAL homework calendar to communicate with parents.

• Continued use of Merit Award System in student organisers.

• Increased showcasing and rewarding of student work and achievements through physical and online displays.

• Widespread use of positive letters to parents.

• Maintain 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 35% by 2014.

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

Strategies to achieve this include:

• Programs differentiated for GAT 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 in literacy and numeracy.

• Exposing ABHS GAT students to GAT students from other schools through attendance at seminars or external competitions.

• Targeting GAT students in specific subject areas and organise extracurricular activities to stimulate interest and knowledge in that subject area.

• Offering mentoring programs to GAT students to help balance workload and expose to good study techniques.

Our success will be measured by:

• An increase in students in top bands in all areas of literacy and numeracy to 3% above state average for Year 9 NAPLAN by 2014 and 4% above state average by 2015.

• An increase in students achieving the top bands in ESSA Science Assessment from 20% in 2013 to 30% in 2015.

• An increase in the number of students who gain credits in UNSW English competition, Mathematics and Science competitions by 10%.

• An increase in number of students applying for and achieving places in 7E and 8E Enrichment classes.
Program Evaluations
Curriculum – Gifted and Talented program including Years 7 and 8 Enrichment Program (Part 2)

Background:
An evaluation of NAPLAN data (2010 – 2012) showed that some students who were identified as Gifted and Talented were underperforming in external testing such as the HSC, NAPLAN and ESSA.

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 reading and spelling, numeracy 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, ESSA and HSC and other external assessments to underpin direction of curriculum planning and teacher professional development.

Curriculum Review - Mathematics

Background
In Semester 2, 2013, a review of the Mathematics Faculty was undertaken as part of the annual cycle of curriculum evaluations. It is the school’s intention to review two faculties each year from 2014 onwards

Findings and Conclusions
The Mathematics Faculty review drew on data such as lesson observations, student consultation, examination of teaching and learning programs, examination of resources and assessment tasks, analysis of the faculty management plan and in depth interviews with staff. The data assembled was grouped under three main headings: Teaching and Student Engagement, Faculty Operations and Strategic Goals and Planning. The review found strength in the areas of organisation of curriculum, rapport with students and progress on preparations for the National Curriculum.

Future Directions
The review recommended that the Mathematics faculty continues to integrate technology into teaching and learning, systematically plan teacher professional learning in the faculty and promote mathematics wherever possible in the wider school.

Parent/Caregiver, Student, and Teacher Satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent Satisfaction
Overall, Parent satisfaction was positive. Parents are being informed by the schools online communications with; 59% regularly reading the school’s editions of Backchat and 34% occasionally, 23% are often checking the web page while 62% are occasionally checking. An area that requires improvement is the checking of the school’s online homework calendar with; 50% of parents checking occasionally and 42% of parents never checking. However, when asked about their efforts in making their children independent learners most indicated it was something they were consistently working towards. Parents felt that the school was meeting
the needs of their child’s interests with 53% responding to quite well. Parents were also confident about the development of good friendships and their role in supporting their child. An area of improvement for the future is the assistance of parents at the school with 62% of parents admitting that they almost never help.

Student Satisfaction
During 2013 the school introduced a series of surveys that sought the opinions of students. Part of the content included surveys of the senior cohort to monitor; student learning and achievement outcomes; student engagement and well-being.

Year 12 students were surveyed on their academic performance in relation to their Half Yearly Examination in an endeavour to reflect on their practice. Responses revealed that students recognised what they had to do to achieve but also that they needed to commit themselves to their studies with; time management and prioritising of school commitments with other aspects of their life. The majority of students recognised that it was their responsibility and that they were realistic of their ability and efforts. Many students indicated that they experienced low academic self-esteem and were keen to be “pushed” by teachers and parents.

The analysis of the findings revealed that a variety of strategies could be implemented to assist students in improving outcomes. These included; setting realistic goals, reflecting on their achievement, taking educational risks, recognising their ability and capability, examination of past papers and persistent practice, study in a regular structured environment, plan and manage all areas of life; school, study, work and social life, peer teacher, collaborative study and chunking of work.

The Year 11 survey considered the holistic experience of entering the senior school. When asked whether they were happy and content at school, 40% answer “Very” and 58% responded “Satisfactory”. When considering their relationships with their peers, 28% indicated that they had “Excellent” relationships while 52% answered that they had “Very Good” relationships. 50% of students indicated that stress impacted on their educational experiences. The survey showed that 50% of students were not spending adequate time on home study in a designated quiet study zone. This is an area where the school community needs to target strategies of improvement.

Surveys have also been introduced in all KLA groups to monitor student learning and satisfaction. These have proved to be insightful and powerful tools in implementing a variety of learning strategies in the classroom to engage boys.

Caroline Cooke
HEAD TEACHER – Teaching and Learning

Staff Satisfaction
Staff was surveyed as to their perceptions of; job satisfaction and advancement, academic development and support, resources and relationships. 61% claimed that their job satisfaction was very good with 25% citing it to be excellent. When asked about professional development the percentages were evenly placed between excellent to satisfactory. Most staff felt that there were opportunities for career advancement, and that there was support from the school executive, if that was the direction they chose to take. 84% of staff indicated that they were always supported by the executive. Staff engaged in professional dialogue with 57% revealing that they were always discussing school related issues of an academic nature while 43% indicated that this was the case sometimes. 68% of staff felt that they were adequately resourced and that the demands of 21st century technology were being partly met however 25% indicated that the school was not meeting the demands of technology. Overall relationships between staff and students was deemed as being somewhere between excellent and very good while camaraderie amongst staff also rated highly.
Financial Summary

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

Date of financial summary 30/11/2013

Income
Balance brought forward $286,131.44

Receipts from:
Global funds $406,481.41
Tied funds $172,891.34
School & community sources $397,396.80
Interest $11,334.87
Trust receipts $251,217.06
Canteen $147,923.21
Total Receipts $1,387,244.69

Total Fund Available $1,673,376.13

Expenditure

Educational Programs:
Key learning areas $123,063.55
Excursions $120,216.82
Extracurricular dissections $158,342.30
Library $338.64
Professional Learning $3,829.54
Tied funds $140,942.95
Short term relief $123,626.24

670,360.04

Administrative Programs:
Administration & office $160,015.94
School-operated canteen $151,321.03
Utilities $99,162.68
Maintenance $30,420.33
Trust Payments $248,511.97

689,431.95

Capital programs 0.00

Total expenditure 1,359,791.99

Balance carried forward $313,584.14

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

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 – Head Teacher English (Chairperson)
Mr John Koellner – P&C President
William van Egmond-Jones –SRC President
Mrs Inez Beckerleg – SASS

School contact information

Asquith Boys High School
Jersey Street 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: