Asquith Boys High School
Annual School Report 2014

EXCEPTIONAL LEARNING OPPORTUNITIES FOR BOYS
Leadership and citizenship, technology, community participation, creative arts and sporting excellence

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School code 8245
2014 was another very good year for Asquith Boys High School as our strong community school continues to achieve the best outcomes for boys in our area. This annual report will provide the continuing evidence that our school is indeed a vibrant and innovative environment where boys thrive.

The main focus of our 2012-2014 School Strategic Plan was to develop improved academic results and I am very pleased that the 2014 HSC results were our best for over a decade. There were 24 Band 6 scores (across 14 subjects) and many high ATAR scores above 90. For the first time one student, Christopher Bissett, achieved the distinction of being placed on the Premier’s HSC All Rounders list, having achieved a Band 6 in every subject. This feat was not achieved by many comprehensive schools in our area. Asquith Boys jumped 200 places in the Sydney Morning Herald’s merit list of schools and we also featured highly in the Mathematics merit list.

The 2014 Year 12 cohort was the first group to have benefitted from the full 6 years of our whole school Gifted and Talented program which began when they had the opportunity to be in the 7E Enrichment Class in 2009.

After analysis of the 2014 NAPLAN results for Years 7 and 9, I am pleased to report that this year’s Year 9 cohort has registered very significant improvement on their 2012 Year 7 results. This rate of improvement 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 11.2% better than for all boys in NSW. In 2013 it was 13.5% better. This means that students at ABHS are consistently doing better on average than boys at all other schools. This has happened now for the last four years. A similar pattern of academic attainment has emerged in the Year 8 ESSA Science results.

Some of the extra-curricular highlights of 2014 included: our twelfth consecutive international football tour to Singapore and Hong Kong; Year 9 students once again collected more money for Legacy than any other school in NSW; the Stage Band completed their second tour of country NSW and continue to win awards at eisteddfods; record numbers of boys participated in the Duke of Edinburgh scheme; and many individual students achieved distinction in a wide range of elite pursuits including the Schools’ Spectacular, Art Express, the InTech Exhibition , the UNSW Great Engineering Challenge and sporting blues. I know of no other high school that has such a high rate of participation of boys in such a range of activities.

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 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 Visual Arts, 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 and in mentoring groups with Year 6 and Year 3 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 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 Environmental Project in Year 9
- Extra-curricular activities such as debating, engineering challenge, kitchen challenge, philosophy and reading clubs, stage band, focus group activities and Murder Under the Microscope

Stuart Robertson
Gifted and Talented Coordinator

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
Head Teacher - English

Aboriginal Education
During 2014 Jack Argent was the recipient of the Service to Education Award from the Metropolitan North Regional Aboriginal Education Consultative Group (AECG). Jack was awarded this due to his community service in school for his contribution to running the hall crew and also for his work volunteering in the local community.

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.

Multicultural Education and English Language Proficiency
Asquith Boys High School receives RAM equity loading to provide a range of activities and classes to suit the needs and interests of students from a variety of backgrounds. This includes celebrating the events on the Chinese and Arabic Calendar as well as ESL classes and the specialist support of integrated students in mainstream classes.

Asquith Boys High School is a multicultural school. There are students from Korea, China, Thailand, Indonesia, Iran, Pakistan, Ukraine and Hong Kong. As a result, the school celebrated many cultural days to recognise the variety of cultures within our school. The Chinese International students celebrated Chinese New Year by having a luncheon in China Town. These celebrations recognised the importance of Chinese culture and allowed students to maintain links to their heritage.
The Muslim holy month of Ramadan was also recognised. Muslim students spoke at assembly and to the Christian Studies lunch time group about the importance of Ramadan in their culture and the practices associated with this culturally significant event.

There are currently 25-30 students receiving EALD support throughout the school. Students in Years 7-10 receive in class support from Ms Lee, Ms Kim and Ms Evans. They also receive one-on-one support from EALS 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 groups. The students study a variety of topics and develop a greater understanding of the Australian culture and community. Due to the cultural diversity of students, teachers focus on incorporating cultural heritage within the school curriculum such as Migration and Migrant Experiences within History, English and Business Studies. This caters for the different needs of students and allows students to make a connection to their history and heritage.

Annika Evans
Multicultural Education and Anti-Racism Contact

Learning and Support
Asquith Boys High School receives RAM equity loading for an innovative and vibrant Learning and Support Team who plan and implement programs for students with additional needs in the areas of learning, welfare and behavior. Programs include:

- QuickSmart Literacy and Numeracy
- Peer Tutoring
- 8am Homework Club
- Café Club
- Barista Boys Training Program
- Student Support Network
- Mentor Program
- Disability Provisions
- Transition Support Program

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 Coordinator

International Football Tour to Hong Kong and Singapore 2014
A group of students from the school and their coaches toured Hong Kong and Singapore as part of the 12th Annual International Football Tour.

The students had been preparing and training for over nine months. The First Grade side played the first game of the tour against the Chelsea Academy at the mammoth Municipal Stadium, winning 5-1. The Invitational side was to play the next day against Chelsea and although displaying good, determined football, they lost 1-4. The First Grade side however set a high standard, drawing against the Hong Kong National Under 16 side that was due to play in the Asian Football Finals in Thailand. In an exceptional match, Asquith drew 0-0 and in fact was unlucky not to win as a brilliant save on the line by the Hong Kong goalkeeper three minutes out denied us victory. The final junior match in Hong Kong was a gutsy 5-2 win against Chelsea, once again.

The games in Singapore were even more successful. The First Grade team won 8-0 against the Chelsea Academy, 2-1 in a lightning affected match against the S-League juniors from Balestier Khalsa Tigers and an overwhelming result of 10-2 against the ISA Academy. The Invitational side won by a remarkable 14-3 after being 0-3 down against Chelsea; losing after a gritty fight back 2-3 against Guang Yang Secondary School side and 1-0 triumphant against ISA Juniors.

All in all, 43 goals for and 11 against. Jordan Gladen and George Blackwood were our top scorers and George set the record for a goal scored from the kick
off against Chelsea Singapore in under 3 seconds. The Soccer Tour represents a unique opportunity for the boys to engage with both sporting and cultural achievements.

George Moscos
International Soccer Tour Coordinator

P & C President’s Message

Asquith Boys High School has finished another successful year across many areas in 2014. The P&C in particular have enjoyed increased attendance at the regular meetings and impressive support for our annual Community Day, Working Bees and our first Trivia Night and Father/Son breakfast, Open Night for prospective Year 5 and 6 students and Presentation Night.

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.

Asquith Boys High School received funding to repair the quad adjacent to the Canteen courtesy of a grant from the Public School Upgrade Program.

The P&C is actively involved in keeping the grounds looking their best to enhance the quality of the surroundings for the students and staff, encouraging all to aspire to achieve their best.

We have campaigned to our local government representatives for better facilities and funding. We will continue to lobby on behalf of Asquith Boys High School to have funding and resources delivered to our school to ensure our sons continue to receive the standard of education we expect.

Our monthly meetings provide a valuable opportunity for questions and concerns to be raised by the parents and citizens while also allowing the community an opportunity to gain an understanding of the academic, strategic and welfare initiatives being delivered within the school.

Our key fundraising events this year were the Trivia Night and the annual Community Fun Day which showed the hard work and dedication of the school staff, student’s mums and dads and other community volunteers.

Thank you to all involved in the P&C for their support, ideas, guidance and enthusiasm for our school over 2014 and we look forward to a successful 2015.

Linda Stanford
P&C President

Student Representative’s Message

This year, the SRC’s main focus was to continue to create a healthy learning environment for all students. We met every Monday at lunch in the Drama room, and were open for suggestions from the students and from the greater school community, with our P&C representatives attending meetings regularly.

The SRC acts as a forum where students can suggest changes for the school and where they have a voice. An example of this was the successful implementation of the shorter school sports sock for Wednesday’s sport day. The SRC continues to show support for the International Soccer Tour, the Japanese Tour, and the ‘Big Band’ Music Tour 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, we hope to continue 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. Our School Discos are another great way the SRC raise money to provide
opportunities that are beneficial to the school. We are looking at having the Discos supported by other groups around the school, for example the International Soccer Tour, and the Japanese Tour to help raise the attendance levels and general moral support for these groups. The Discos held in conjunction with Asquith Girls High School are always a success and we are looking into new ways to make them a bigger success with the seniors. We had a student DJ at the last event and found it to be worthwhile and entertaining.

Throughout the year the SRC have helped with the BBQs for the Year 7 Leadership Day and the Year 5 High School Experience Day. We have also participated in events in the community such as attending district SRC meetings, the Youth Forum at Knox College and offering our services at the Annual Community Day.

Max Darwin
SRC President

School Performance 2014

Student Achievement

The Stage Band
2014 was a highly successful year for the Stage Band with the band representing the school in excellent style at a range of events including ABHS Community Day, the ABHS Jazz Fundraising Concert with John Morrison’s Swing City, Port Macquarie Heavy Metal Big Band Blast and the prestigious closing set at Manly Jazz Festival.

Plans for 2015 include expanding the band program to embrace a more inclusive Concert Band and the return to regular gigs at local primary schools.

Essential Secondary Science Assessment (ESSA)

The ESSA assessment tests the scientific skills of students at the end of Stage 4 (Year 8). The 2014 results showed the improvements in previous years have been maintained. 65% 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 2% 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 3% more boys in the highest 2 levels demonstrating the commitment to higher order differentiated learning for our gifted and talented students. Conversely 10% less boys in the lowest 2 bands is a result of the extra support that boys get from our dedicated Learning and Support Teachers. Overall ABHS was above state average for all aspects of the assessment. Extended response and knowledge and understanding were 2% above state average whilst communicating scientifically and working scientifically were 3% above
state average. This shows boys are engaging with the scientific methodology and reporting their understanding in a scientifically appropriate manner.

**SPORT**

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 are lucky enough to compete in the North West Metropolitan Zone which is widely considered the strongest sporting zone in NSW.

Competing weekly against strong opposition is something that really benefits our boys and it is an amazing chance for them to represent their school at a highly competitive level.

The fact that we do so well each season is down to the commitment and talent we have here at Asquith Boys from both our students and teachers. Furthermore, it can be attributed to our school spirit and determination, which are highly commendable qualities.

**2013/14 Summer Premiership Teams**
- 14s Volleyball
- 1st Grade Cricket (4 years in a row!)

**2014 Winter Premiership Teams**
- 2nd Grade Rugby
- 1st Grade Football

**North West Metropolitan Zone Blues:**
- Jack Ryan (Swimming)
- George Blackwood (Football)

**The NSW Premier’s Sporting Challenge Medal - George Blackwood**

**The Hornsby World of Fitness Sportsman of the Year – George Blackwood**

Accomplishments:
- Selected for Sydney North Representative Team
- Player of the tournament at NSW CHS Football Championships
- Selected for NSW CHS 1st Football team
- Selected in the Australian School Boys representative squad to tour the UK in January 2015.

- Selected for Australian Under 18s that played an international tournament recently in Vietnam.
- Contracted to Sydney FC and recently made his A-league debut in round 1, 2014 vs Melbourne City.

*Drew Jones*

*Grade Sport 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**

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<td>574</td>
<td>575</td>
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**Student attendance profile**

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School attendance at Asquith Boys High School is consistently above State DEC average.
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

Student retention to Year 12 has increased significantly in 2014 with the retention rate being 12.9 points above state average while 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

The post-school destinations of the 2014 HSC cohort are as follows:

- 43% gained access to University
- 13% are attending TAFE or private colleges
- 10% are engaged in apprenticeships
- 27% are in paid employment
- 7% are overseas or looking for work

This demonstrates the diversity of skill and knowledge of the HSC 2014 cohort, including students who are studying Law, Psychology, Engineering, Marketing, Design, Science, Arts, Commerce, Communication and Graphic Design.

Year 12 students undertaking vocational or trade training

In 2014 a number of students were engaged in VET courses in Hospitality (14) and Construction (7). There were 29 students doing TVET courses at TAFE and 2 students doing school based traineeships (SBATS).

Year 12 students attaining HSC or equivalent Vocational educational qualification

All HSC students in 2014 attained an HSC or equivalent.

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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<td>Head Teachers-Faculty</td>
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<td>Careers Advisor</td>
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<td>District School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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Teacher Qualifications

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

<table>
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<th>Qualifications</th>
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<tr>
<td>Postgraduate</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Professional Learning, Teacher Accreditation and Beginning Teachers

In 2014, teachers at Asquith Boys High School undertook extensive in-service training to enhance their expertise. The teacher professional learning budget was managed by the Deputy Principal with the assistance of the School Administration Manager. Funds were budgeted according to the 2012-2014 school strategic goals: Literacy, Numeracy, Curriculum, Recognising Student Achievement, Gifted and Talented, Aboriginal Education and Developing Staff Leadership. A breakdown of expenditure according to priority area is detailed below—

- Literacy – 10%
- Numeracy – 10%
- Curriculum – 24%
- Recognising Student Achievement – 8%
- Gifted and Talented – 10%
- Aboriginal Education – 8%
- Developing Staff Leadership – 30%

Major professional learning expenditure in 2014 was made to enhance the skills of staff to lead school wide initiatives that improve learning outcomes for students. This was made in the context of system wide reforms that grant greater autonomy to schools and hence require staff to locally shape initiatives to a greater extent than was previously the case. Lower levels of expenditure in other areas do not signal low importance; rather suggest that significant corporate knowledge already exists.

Newly appointed permanent staff members were provided with a grant to aid their establishment in NSW public schools under the Great Teaching, Inspired Learning framework. Whilst expenditure under this program was not included in the breakdown provided above, it was used chiefly to provide relief time to refine teaching programs, attend in-service training and access mentoring from senior colleagues.

Professional learning will be refocused in 2015 to support the implementation of the 2015-2017 school plan.

School Performance 2014

CREATIVE AND PERFORMING ARTS

Highlights for CAPA in 2014 were the inclusion of Christopher Bissett’s Body of Work in Artexpress at Hazelhurst Gallery at Gymea and also in a travelling exhibition.

The 2014 annual Visual Arts Exhibition and Drama HSC soiree evenings showcased the achievements of all our students, and for HSC Drama provided an opportunity to show what they had been working on throughout Year 12, in preparation for the practical examinations. The audience turn out on opening night was enormous and the energy of the hall was exciting as so many families came to celebrate their boys’ successes and awards for excellence.

The Carol English Grant for Visual Arts supported one student with financial restrictions to achieve a professionally resolved Body of Work. MAD (Music and Drama) Night continued the successful formula of highlighting Drama and Music ensembles and involved participation from the wider community.

HSC Comparison 2013 – 2014

Visual Arts

2014 results for Visual Arts were above state average and within the top 8 subjects within the school. No student in Visual Arts achieved lower than a Band 4, meeting the faculty goal. 2014 results were stronger with a 2.60 School vs State Variation compared to 2013s 2.49. The 2014 cohort achieved two Band 6, two Band 5 and 6 Band 4 results. The 2014 cohort were above state average with 20% achieving a Band 6 result compared to a state average of 10.63%. 60% of the 2014 cohort achieved a Band 4 result compared to a state average of 36.55%. Visual Arts continues to reflect strength with pleasing numbers of students achieving Band 6 results.

Band 6 students were both placed in the mid to low 90s while the Band 5 results were placed in the mid
to low 80s and Band 4 achieving students in the mid to higher range Band 4s. Most Visual Arts students achieved their best HSC result in Visual Arts.

Analysis of the RAP data package reveals that 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 35.12.

Analysis of results for the written examination reveal that students are not achieving as high as expected in the lower order questions.

Drama
Drama results in 2014 reflected a similar pattern to 2014. Though the 2014 cohort were overall ranked 7.3% below state average and the 25th ranked subject in the school, 66.66% of the cohort achieved a Band 4 compared to the state average of 42.34% while 27.77% achieved a Band 3 compared to the state average of 13.94%. On the whole this reflects a trend of improvement since the percentage of the cohort achieving in the higher Band 4 has improved from 50% in 2013.

The school vs state variation for Drama was -7.30.

Catherine Holder
HEAD TEACHER - Creative and Performing Arts

ENGLISH
Engaging boys with academic success and high level engagement in the classroom is the primary consideration of the English Faculty. We believe that every student can achieve personal academic accomplishment. Therefore, learning experiences are relevant and collaborative in an environment that encourages all students to strive to excel and make connections between the classroom and broader society, as lifelong learners.

English teachers endeavour to be highly effective, working collegially through constant reflection on pedagogical practices to ensure the learning experiences offered promote a love of both literature and learning.

The programming, text selection and lesson planning is framed in line with the NSW Syllabus for the National Curriculum within a Faculty Scope and Sequence that is focused on the skills and vocabulary necessary to allow differentiated English programs to be delivered that 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. The English 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 2014 English classes performed extremely well with both their course work and HSC examinations, ensuring that the positive improvement in academic achievement in English at Asquith Boys High School continues. Both Standard and Advanced English results were above state average. In the Advanced English course all student achieved in the top three bands with 73.7% of students gaining a Band 5 or Band 6 result, 20.7% better than other boys in the state. Correspondingly, the Standard English cohort significantly outperformed other boys in the state with 47.8% gaining a result in the top three bands, compared to just 27.3% for other boys in the state.

Our two most academically rigorous courses, Extension 1 and 2 English represented a particularly large cohort; three times that of previous years. In the Extension 1 course all students achieved in the top two bands with an average mark of 82.3. In the Extension 2 course the average mark of 70 was slightly below state average. The ESL course while also below state average saw an improvement in the average mark of 8.3 when compared to results in 2013.

Jessica Schadel
HEAD TEACHER – English

HSIE
The HSIE Faculty covers a comprehensive range of subjects and therefore appeals to the many interests of students at Asquith Boys High School. Subjects enjoyed range from humanitarian interest such as Modern and Ancient History to Geography, Legal Studies, Economics, Business Studies and Work Studies. Such a broad range caters to both academic and practical achievers.
2014 was a successful year for the HSIE Faculty. In Modern History, 10% of students achieved Band 6 results, 10% achieved Band 5 and this placed ABHS results above the state average for that course. Comparatively, in 2013 in Modern History, 37.5% of students attained a Band 1 and this was dramatically reduced to 5% of the candidature by 2014 – a very impressive improvement.

Geography results in 2013 showed that no students achieved a Band 6, however in 2014, 11.76% of students achieved Band 6. This was double the state average for students achieving a Band 6.

In the Ancient History course over 68% of students achieved Band 4 results or above in 2013 while in 2014, 50% of the candidature achieved Band 3 and above.

Economics had 62% of students achieving Band 3 in and above in 2013 and in 2014, 64% of students achieved above Band 3. Business Studies had no Band 1 results in 2014 and 24% of students achieved a very impressive result of Band 5 and 6.

Legal Studies continues to be a work in progress and with teachers engaged in TPL, specialist courses on content knowledge and constantly developing their craft, all subjects are sure to continue the upward trajectory in HSIE.

Adriana Cufre-Sadnick
HEAD TEACHER – HSIE

JAPANESE
The language program at Asquith Boys High School engages students with the study of Japanese from Year 7 through to the HSC Beginners and Continuers course. The Year 7 program provides an introduction to the cultural and linguistic features of Japan and is a pre-cursor to Year 8 where students start to build on their knowledge with fun and engaging, yet academically rigorous 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 experience of studying Japanese is extended with the Cultural and Language Tour to Japan that provides a highly engaging experience that allows students to apply their learning beyond the traditional classroom context.

Jessica Schadel
HEAD TEACHER – English and LOTE

MATHEMATICS
Overall, in 2014, 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. There was a significant improvement in Year 9 NAPLAN Numeracy results where 33% of our students achieved a Band 9 or 10 result which was 4% better than the state results. Students who participated in the Australian Mathematics Competition also achieved pleasing results. From a total of 107 students, 39% achieved a result of a Credit or better, with results distributed as follows: 4 Distinctions and 38 Credits. However, it was the HSC results which showed the most dramatic improvement.

HSC ANALYSIS
This year’s cohort contained the first ABHS enrichment class. It was also the second year of the Non-ATAR General Mathematics 1 course and members of the Mathematics Faculty were able to direct students into the most appropriate course according to student’s career aspirations and ability level.

In total, 11 Band 6 results were achieved across all courses. This represented 16.9% of the total ABHS candidature for Board Developed Mathematics HSC courses. In the HSC Extension 1 course, all students were placed in the top two bands. 73.3% of students enrolled in the Mathematics 2 Unit course achieved Band 5 or Band 6 and there were no students in the bottom 3 bands. The most dramatic improvement was in the General Mathematics 2 course where 7 Band 6 results were achieved, representing 15% of the ABHS candidature, and 38% of candidates achieved in the top 2 bands which was 13% above the overall state percentage. No students were placed in the bottom band.

Ronelle Laffer
RELIEVING HEAD TEACHER – Mathematics
PDHPE
25 students completed the PDHPE HSC course in 2014. The highest mark attained was 91 and overall the school average (73.3%) was slightly above the state average (73.2%). Significant achievements can be seen when results are compared with the state average of boys (71.5%) and further with the state average of non-selective boys (68.1%). In total 76% of the cohort received a Band 4-6, which was distinctly higher than the 46% of non-selective boys from around the state.

In a slight change to the Swim and Survive program, 39 Year 10 elective PASS students initially undertook the Bronze Medallion course. Of these, 22 students were found proficient in being awarded their Bronze Medallion and were subsequently selected to act in a leadership capacity and assist staff in the delivery of the Year 7 program. In a return to the newly renovated Hornsby Pool, 90 Year 7 students embarked on the rigorous 4 day program, with all students attaining between a Discovery 1 and an Active Award 7. 11 students managed to attain the highest standard.

The PDHPE faculty again provided opportunities for all Year 10 students to attend a 5 day alpine excursion. Sixty-eight students took up the invitation and were provided with a unique environment, participating in an exhilarating sport and working together to enhance their ‘on-snow’ skills in the area of snow skiing and snowboarding. All students developed in the process areas of skill acquisition, coaching, problem solving, critical thinking, decision making, communication, interacting, goal setting, valuing and safety.

Ryan Bolger
HEAD TEACHER – PDHPE

SCIENCE
The Science Faculty at Asquith Boys High School 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. A project is incorporated into each topic area which allows boys to work though self-paced and incorporates differentiation of the activities to suit the academic level of individual students. Each laboratory is equipped with the newest 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.

The Science Faculty offers many excursion and incursion opportunities to enhance and broaden learning experiences. This includes the annual reptile incursion and Surfing Scientist visit as well as excursions to field study centres, universities and ANSTO Nuclear Facility.

42 boys entered the UNSW Science Competition with 11 boys gaining a distinction and over 55% 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. 70% of students were placed in the top 3 bands; well above the state average of 60%.

HSC ANALYSIS
Most HSC Science subjects showed an increase in overall results compared to previous years. Physics, Chemistry and Senior Science were above state average with Biology slightly below state average. Physics showed the largest improvement with over 70% students achieving Band 4 or above. No boys achieved below Band 4 in Chemistry which was the strongest result in many years. 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
The TAS students of 2014 performed well. There were six different subjects for which students sat the HSC, compared to five in 2013. Results were generally an improvement from 2013.

Industrial Technology – Timber
The five students in this subject obtained a mean 12.82% above the state average with the highest ranking student, Daniel Griffin, finishing fourth in the state across all of the different technologies. This is a candidature of around 5500 students. Both Daniel Griffin and fellow student Daniel Adam were shortlisted for Intech, an exhibition of the finest works from around the state. Daniel Griffin’s wooden car made it through the shortlisting procedure and will be displayed at the Sydney Showground in Homebush during the Sydney Timber and Working with Wood Show in mid-June. He was also awarded the runner-up prize in the Industrial Technology Engineering competition hosted by the University of Wollongong, for the best solutions to engineering problems in a major project.

Engineering Studies
Another small cohort of 4 students performed well above state average in the 2014 HSC for this subject with all but one student scoring Band 5 results with the other scoring a Band 4. This is a big improvement on 2013 results and the best Engineering results in the school for many years. The class mean was more than 9% above state average.

Software Design and Development
Eleven students sat the HSC in this course in 2014. Results were improved when compared to last year and the overall marks obtained by students better reflected the generally high average that this subject has historically enjoyed. The results saw no student get less than a Band 4 with three students getting Band 5 and another achieving a Band 6 with a mark of 96%. Together, these marks were more than 6% above state average.

Craig Philip
HEAD TEACHER – TAS

Design and Technology
The HSC class finished with a mean marginally below state average (-2.19%), with four students achieving Band 5. No student achieved less than a Band 3 result. The design projects they produced were widely varied and demonstrated both innovation and imagination. The course has not run at ABHS for several years and it is pleasing to see healthy numbers working towards the 2016 HSC.

Craig Philip
HEAD TEACHER – TAS
Academic Achievements

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Many HSC subjects were above average when compared to other boys in the state:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Above State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Advanced)</td>
<td>1.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>2.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5.4</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>2.2</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>7.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.3</td>
</tr>
<tr>
<td>Business Studies</td>
<td>3.4</td>
</tr>
<tr>
<td>Geography</td>
<td>3.0</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>0.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>9.0</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>13.4</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>6.8</td>
</tr>
<tr>
<td>Construction</td>
<td>5.2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4.7</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>1.8</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)

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>% Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.1</td>
</tr>
<tr>
<td>Writing</td>
<td>83.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>% Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.6</td>
</tr>
<tr>
<td>Writing</td>
<td>79.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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 19.7 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 strong, as our Year 7 students achieved a mean of 563.8 which was 11.5 points above state average. 63.6% of our students show an equal to or greater than expected growth figure. Pleasingly 42.2% of students at ABHS achieved a Band 8 or 9 compared to 31.4% of all students in the state.

**NAPLAN Year 9 - Numeracy**

Much improved results from 2013 to 2014, with 0% students of the cohort achieving a lower Band 5 and only 6.7% with a Band 6 compared to a state average of 17.2%. In addition, 77.4% of our students in Year 9 show an equal to or greater than expected growth figure. Overall the students achieved a mean score of 606.4 which was 2 points above 2013 and 8.7 points above state average.

**NAPLAN – Literacy**

Literacy is assessed and reported in NAPLAN using four components:
- Reading
- Writing
- Spelling
- Grammar and Punctuation
In 2014, for Year 7, although the mean score was below state average in all sections it was pleasing that 45.9% of students achieved greater than or equal to expected growth in Reading, 42.3% of students achieved greater than or equal to expected growth in Writing and 56.7% in Grammar and Punctuation.

The growth data indicates that students are performing above state average in terms of the improvement from Year 7 to Year 9 in the test area of Reading where students are on average 4.7 points above the state average. Impressively the growth data in the test area of writing shows students performing 19 points above state average, almost twice that of the rest of NSW.
Progress in Literacy

The mean result for Year 9 students in Reading and Writing is well above the state mean. This is indicative of the success of the whole school writing program and the explicit teaching of skills that are transferable across a number of KLAs and contexts. Grammar and Punctuation as well as Spelling are areas that will be the focus of future improvement programs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In Semester 2, 2014, a review of the Science faculty was undertaken as part of the annual cycle of curriculum and management evaluations.

Findings and conclusions:

The review of the Science faculty utilised data from lesson observations, staff interviews, the Results Analysis Package and an examination of faculty documentation. Recommendations were made in the areas of Teaching and Student Engagement, Faculty Operations and Strategic Goals and Planning. Areas of particular strength identified included, but were not limited to, the use of practical and experimental learning; the sound understanding of the whole school approach to student wellbeing; the use of multi-strand units to provide enhanced connections between classroom learning and the world outside and the effective administration processes in place.

Future Directions

The review team recommended a continuing focus on the connection between the teaching of complex theoretical concepts and the experiments undertaken in class; further emphasis on teaching metalanguage and the documentation of key processes to ensure adequate succession planning.

Progress on 2014 Targets:

Target 1: Improve Literacy and Numeracy outcomes 7-12

- The 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 has not yet been met although 60.9% of students have achieved greater than or equal to expected growth in the test area of writing.
- An increase the proportion of Year 9 students in the top 2 bands (proficiency bands) in writing has only been partially met with the greatest overall success being the improvement of 19.2 in Writing in the average scaled growth score when compared to the rest of the state.
- The number of extended writing tasks embedded in teaching programs in different KLAs across the
school has increased considerably to include the HSIE, PDHPE and CAPA faculties.

- The embedding of specific vocabulary and spelling activities included in units of work has been achieved in KLAs including Science, CAPA and PDHPE.

- The target to increase the percentage of students in proficient bands (top 2 bands) to 30% by 2014 in numeracy has been exceeded with 33.3% of students achieving in the top two bands.

- Increasing the number of students in Band 10 in numeracy to 10% by 2014 has been exceeded with 14.4% of students in Band 10.

**Target 2 – Improve student engagement**

- The number of students referred to Head Teachers was similar to 2013.

- Retention of students from Year 10 into Year 12 was steady in 2014, with leavers accepting apprenticeships or TAFE alternatives.

- Suspension and other referrals remained broadly at 2013 levels, with a slight decrease of 2%.

- Parent involvement in seminars and school events was steady in 2014, although subject selection night, parent teacher interviews and a Year 11 study skills seminar for parents were all well attended.

- The school’s website and SENTRAL, in particular the homework calendar function, was increasingly used to plan and report on student work.

- Increased level of students in Year 7 received Year Adviser Awards in 2014. Other years were behind this level and will be targeted in 2015.

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

- Overall Year 9 NAPLAN Literacy targets have been met with the average scaled growth score in both Reading and Writing showing that ABHS is achieving above the average scaled growth scores for boys. Grammar and Punctuation and Spelling will be targeted in 2015.

- Numeracy targets have been met in Year 9 NAPLAN with ABHS being 4% above state average for the top 2 band levels in 2014.

- ESSA targets have stayed steady with around 30% of boys achieving the top 2 band levels in 2014 including 7% in the highest level. This compares with 25% in the top 2 bands in 2012.

- There was a 5% increase in the number of boys receiving distinctions in the UNSW Science and Mathematics competitions in 2014 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 increased slightly to around 42.

**Future Directions**

**2015-2017 School Plan**

The 2015-2017 School Strategic Plan was constructed according to the new DEC planning model and was informed by broad student, staff and community consultation. The data was analysed and three strategic goals were identified.

These are:

- Academic Excellence
- Wellbeing
- Community and Environment.

This plan will be published on the Asquith Boys High School website as of Term 2, 2015.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**STUDENT SATISFACTION**

During 2014 the school continued to survey students to monitor their progress and to measure their opinions. 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 in regard to
their ability and efforts. A section of the cohort were happy with their examination outcome but still recognised that there was room for improvement. Other students indicated that they experienced academic low self-esteem and were keen to be pushed by teachers and parents. A majority of students indicated that they had academic strength in one or two subjects. They recognised that they needed to commit and improve across their entire academic program. Academic consistency was a repetitive theme throughout the survey responses.

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 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.

**STAFF SATISFACTION**

Staff were surveyed as to their perceptions of; job satisfaction and advancement, academic development and support, resources and relationships. 66% claimed that their job satisfaction was very good with 9% citing it to be excellent. When asked about professional development 47% felt that there were very good opportunities for TPL, 22% indicated that they had excellent opportunities and 33% felt that the availability for professional development was satisfactory. Most staff felt that there were opportunities for career advancement, and that there was support from executive, if that was the direction they chose to take. The majority of staff indicated that they were always supported by the executive. Staff engaged in professional dialogue with 65% revealing that they were always discussing school related issues of an academic nature while 35% indicated that this was the case sometimes. 65% of staff felt that they were adequately resourced and that the demands of 21st century technology were being partly met however 22% 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.

**PARENT SATISFACTION**

As part of the planning process for 2015-2017, a survey was undertaken of all Asquith Boys High School parents and caregivers.

In terms of the pursuit of academic excellence, parents and caregivers indicated a high degree of satisfaction in areas such as elective course choices, the Quicksmart literacy and numeracy program, learning and support structures, the “hands on” nature of lessons and other strategies used to engage boys in learning. Further suggested areas for development in this area included more uniform approaches to feedback given after assessment tasks.

Parents and caregivers were broadly satisfied with wellbeing structures implemented across the school. Encouragement to continue initiatives to increase motivation, social skills and good mental health was given.

Parents and caregivers identified community social activities such as parent welcome barbeques as vital to promoting a sense of community. Suggestions were made to increase the engagement with local business and other community organisations.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>313,584.14</td>
</tr>
</tbody>
</table>

Receipts from:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>456,433.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>316,172.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>449,411.76</td>
</tr>
<tr>
<td>Interest</td>
<td>12,949.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>315,481.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>143,717.21</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td>1,694,165.92</td>
</tr>
</tbody>
</table>

| Total Fund Available           | 2,007,750.06 |

Expenditure

**Educational Programs:**

- Key learning areas: 131,192.83
- Excursions: 153,147.54
- Extracurricular dissections: 164,585.17
- Library: 450.20
- Professional Learning: 803.64
- Tied funds: 230,481.04
- Short term relief: 169,630.99
- **Total expenditure:** 1,588,053.57

**Administrative Programs:**

- Administration & office: 158,184.21
- School-operated canteen: 149,847.36
- Utilities: 95,720.63
- Maintenance: 23,283.30
- Trust Payments: 310,726.66
- **Total Capital Programs:** 737,762.16

| Capital programs                | 0.00       |

| Total expenditure               | 1,588,053.57 |
| Balance carried forward         | 419,696.49  |

A full copy of the school’s 2014 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)

Mrs Linda Stanford – P&C President

Max Darwin –SRC President

Mrs Inez Beckerleg – SASS

School contact information

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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: