

Asquith Boys High School Annual Report



2016



8245

Introduction

The Annual Report for 2016 is provided to the community of **Asquith Boys High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Bryce Grant

Principal

School contact details

Asquith Boys High School

Jersey St

Asquith, 2077

www.asquithboy-h.schools.nsw.edu.au

asquithboy-h.School@det.nsw.edu.au

9477 3508

Message from the Principal

As the new Principal of Asquith Boys High School, it is with great pride that I present this report on our student's achievements during 2016. Asquith Boys High School enjoyed its best year ever with respect to HSC results, academic achievement, extra curricular and sporting endeavours and I am sure that the community will be most impressed by our achievements and enjoy reading this report.

This report will detail our progress in achieving the milestones of the second year of our *2015–2017 School Strategic Plan*. With the three main focus areas remaining **Academic Excellence, Well Being and Community and Environment**. It is clear that we are continuing to make significant progress towards achieving the designated outcomes in these focus areas. I would like to thank staff, students and the community members for their hard work throughout the year in achieving these goals.

2016 was an incredible year academically for Asquith Boys High School. Our Year 12 cohort achieved the school's best ever academic results. With the highest 2016 ATAR of 99.00, Asquith Boys High School finished in the top 20 in the Sydney Morning Herald government comprehensive high school list, and were ranked 3rd for comprehensive boys high schools in NSW. We achieved an incredible 39 HSC distinguished Achievers with Band 6 results across 18 different subject areas. One Asquith Boys High School student also achieved 2nd in Ukrainian and 3rd in Russian in the HSC.

After analysing our NAPLAN results for Years 7 and 9, I am excited to report that our NAPLAN results continue to improve in comparison to other boys schools especially in spelling and reading, where Asquith Boys High School is statistically well above the state averages. However, with respect to the areas of numeracy and grammar and punctuation, our results were slightly down on state based averages when compared to similar school groups in these areas in 2016.

Our Year 8 students again excelled themselves in the VALID Science Assessment with 63% achieving in the top 3 bands, a benchmark that was well above the state average.

Some of the extra curricular highlights of 2016 included the 14th consecutive International Football Tour to Malaysia, and our Stage Band travelling again to Port Macquarie for the *Big Band Bash*. The environment team continued to maintain close links with Hornsby Council and Berowra Valley National Parks. They were involved in 2 major projects; a bush regeneration project in the National Park at Mt Kuringai and a Hawkesbury River project called *Clean4Shore*. We were also lucky enough to have Ian Kiernan visit the school as part of the *Clean Up Australia Day* campaign and were a finalist in the *Go Mad* NSW Environmental film competition.

Asquith Boys High School again raised in excess of \$10,000 for Legacy, and continued to be the leading school in NSW with respect to fundraising for this particular charity.

In 2016 Asquith Boys High School had 35 boys enrolled in Duke of Edinburgh, and achieved our first ever Gold Award. There were two Bronze overnight expeditions and two Gold four day expeditions conducted, to areas such as the Great North Walk, Royal National Park Coast and the Great Ocean Walks.

The partnership that continues to exist between the students and staff at Asquith Boys High School is a significant contributor to our academic success and is a major contributor to ensuring that our boys are engaging in their learning. Asquith Boys High School staff continue to create innovative and challenging learning environments, while offering an extensive number of curricular and extra curricular programs that enable our boys the opportunity to thrive. In collaboration with our supportive parents Asquith Boys High School continues to successfully educate and prepare our boys to be fine young men and future leaders in our community.

Mr Bryce Grant

Principal

Message from the school community

The Asquith Boys High School P&C had a very busy 2016 and we held many events throughout the year:

- Mother's Day High Tea
- Trivia Night
- Father's Day Breakfast
- Community Fun Day
- Working bees
- Inaugural Year 12 Family Dinner.

I would especially like to thank everyone who helped out or participated in any of the events we held this year. If not for the support of my fellow P&C members and the whole school community these events would not have been the success they were. The best example of this was the participation of our students at our annual *Community Day* which was amazing; we had over 100 boys who volunteered to help out on the day.

For the P&C to be able to support a variety of worthwhile projects and events that benefit our students is an important part of what the ABHS P&C does. In 2016 the ABHS family P&C fee contributions along with fundraising from the *Trivia Night* and *Community Day* have made this possible.

We annually support:

- The Toolbox team – \$4000
- Quicksmart Program – \$6000
- Personal Interest Project(PIP) prizes – \$800
- Evening of Excellence prizes – \$2000
- Magazine subscriptions for the Library – \$200
- The position of a Grounds Maintenance person one day per week to take care of the grounds.

Other projects we supported in 2016 were:

- The Barista Boys purchase of a new coffee machine – \$1000
- Sporting Hall of Fame – \$2500
- Funds towards one of students participating in RAW Impact where he helped to build houses in Cambodia during the Christmas break – \$200

The biggest project we funded and organised in 2016 was the development of stage 1 of *The Pathways Project*. This project will now allow our students and visitors to the school to have safe access to the school, when previously they had to walk through the carpark if they entered through the top gate on Peats Ferry Road. Included in this project was an upgrade to the Year 7 shelters and landscaping of the surrounding area. We also purchased two new table and bench sets for each shelter which now means they can be used as an outdoor learning area. This project was primarily driven by Jenny Williams (P&C Treasurer) and Tempe Beavan (P&C Vice President). Thanks also needs to be given to Terry Griffiths, Andrew Skehan, Steve Sonter and the Department of Education's Asset Management Unit representatives for their support and assistance.

2016 saw the end of an era with the retirement of our principal Mr Terry Griffiths. Terry once said to me, when he was sick with a bad cold and I suggested that he should give the meeting a miss and go home, that he had only ever missed a P&C meeting or event if he was out of the country. His long commitment and support of our P&C was very much appreciated and will be missed.

We now look forward to working with our new principal Mr Bryce Grant and to a successful 2017.

Michelle Roscarel

ABHS P&C President

Message from the students

In 2016 the SRC had another successful year.

We began our term with an enjoyable and a rewarding SRC camp in which we elected roles and held our first meeting.

The Executive council consisted of:

- President – Joel Winch
- Vice-President – Artem Nosovstev
- Secretary – Jack Baldock
- Treasurer – Benjamin Parnell

We ran 4 mufti days in 2016 raising money for:

- Movember
- Beyond Blue
- Black Dog
- Red Cross

We also assisted with running the *World's Greatest Shave* –in assisting collecting donations as well as organisation on the day.

The SRC also held two sociable and entertaining discos that raised money for both Asquith Boys and Asquith Girls High Schools.

Joel Winch

SRC President

School background

School vision statement

Asquith Boys High School provides exceptional learning opportunities for boys, promoting a culture of academic success and responsible citizenship.

School context

Asquith Boys High School is a comprehensive boys high school located in Asquith. The school has an enrolment of 581 students. The school's Family Occupation and Employment Index (FOEI) is 67.

Asquith Boys High School focuses on developing a learning culture centred on boys achieving their personal and academic best. Using this philosophy as a basis, we strive to enhance achievement, individual growth and to broaden 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 playing a major role in determining policy directions, including financial planning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the *School Excellence Framework*, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the *School Excellence Framework* and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning**, **Teaching** and **Leading**. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that:

Our staff used the *School Excellence Framework* to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the School Plan to determine the elements of the *School Excellence Framework* that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on wellbeing, curriculum and engagement. The External Validation Team determined that ABHS was Delivering in three areas and Sustaining and Growing in two other areas. The strong performance of the school in creating a positive and productive learning culture that is focused on the engagement of boys in a comprehensive schooling context has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture embedded in the school code of conduct to respect people and belongings, act safely, be reliable, participate and show integrity, of trust, respect and valuing each other. The results have been evident in the maintenance of the whole school wellbeing approach and the continued embedding of Glasser's system of restorative justice that focuses on building strong staff and student relationships. A more focused approach on mapping whole school well being initiatives is a future goal to build success in this element of the SEF. We have also maintained and further developed strong partnerships with our Hornsby Principal Network Community of Schools through academic, mentoring and sporting endeavours.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. The External Validation Team determined that ABHS was Sustaining and Growing in four areas and Delivering in the other area. Genuine and collaborative opportunities continue to be key to success in these areas in relation to planning, teaching and growing through shared expertise in strategic teams and strong faculty groups. The use of data analysis (both internal and external) to inform scope and sequences, teaching programs and shape future goals continues to be a focus of further improvement in this element of the SEF. A strong learning and support structure continues to be a focus for teaching an appropriately differentiated curriculum. The growing of teaching practice through mentoring collegial reflections and feedback, and the development of differentiated teaching programs, all highlight a teaching culture that is further enhancing student engagement within the school.

In the domain of **Leading**, our priorities have been to progress leadership and shared management practices and processes. The External Validation Team determined that ABHS was Excelling in one area, Sustaining and Growing in two areas and delivering in one other area. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school through strategic teams that reflect the shared values of multiple KLAs. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture based on shared values, collaborative practices and collegiality.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of high quality education to our students.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the *School Excellence Framework*:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 – Academic Excellence

Purpose

Every student at Asquith Boys High School will be engaged in high quality learning experiences and will strive to improve their performance in every course they undertake. This is achieved by an emphasis on outstanding teaching practice and a learning culture which emphasises achieving personal best.

Overall summary of progress

Excellent progress in this strategic direction was an outstanding feature of 2016. This was particularly the case in HSC courses, where strong growth across the top HSC bands was evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Rate of achievement of Bands 5 & 6 in courses increased by 10%	Increases well in excess of 10% were evident across the vast majority of HSC courses in 2016	
NAPLAN reading proficiency increased by 10% in Year 9	Reading proficiency growth of 6% is evident since the last reporting period Staff training in Reading pedagogy was undertaken in 2016	Literacy budget \$1500
NAPLAN writing proficiency increased by 20% in Year 9	Percentage of students at proficiency in writing was maintained in 2016 from 2015. The narrative text type is more challenging for boys than the persuasive text type tested previously	
NAPLAN numeracy (or subset thereof) increased by 10% in Year 9	An improvement of 3% in Numeracy is evident since 2015 The Numeracy Team have reviewed all Numeracy booklets delivered in Roll Call lessons	
Reduced requirement for N Warnings due to non serious attempts at coursework and assessment tasks.	According to internal SENTRAL data, a decrease of 9% in N Warnings for non serious attempts is evident, despite the maintenance of stringent standards	

Next Steps

- Further enhancement of the culture of high expectations for students
- Emphasis on the achievement of personal best
- Review of course selection processes to ensure students are appropriately challenged.



Strategic Direction 2

STRATEGIC DIRECTION 2 – Wellbeing

Purpose

At Asquith Boys High School, all students are known and valued. Through maintaining the tradition of excellence in all wellbeing programs, the school will ensure that students are engaged learners who take pride in their achievements. This will build self-esteem in the individual and foster a productive and caring learning environment across the school.

Overall summary of progress

Wellbeing continues to be an area of strength at Asquith Boys High School. The achievement of wellbeing goals will precipitate greater student engagement and success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance data meets or exceeds historic data	Attendance data remained strong, with a slight increase from 2015 despite the Department of Education changing the method of calculation Attendance at the school was 3.2% above NSW public high school average Attendance continues to be closely monitored with vulnerable students case managed	
Increase the number of students displaying highly engaged behaviour in the classroom by 10%, as shown by SENTRAL data	Improved academic performance in both the HSC and NAPLAN suggest an increase in engaged, on-task behaviour Staff are implementing the merit system, as shown by SENTRAL data	
Increased parent engagement in major school wellbeing initiatives	Strong parent participation was evident in all community events in 2016 Strong parent participation in charity events such as World's Greatest Shave	

Next Steps

– School wide review of awarding student achievement with a view to engaging Stages 5 and 6 to a greater extent



Strategic Direction 3

STRATEGIC DIRECTION 3 Community and Environment

Purpose

Asquith Boys High School is a proud member of its community. In recent times, there has been substantial effort made to improve the overall school environment to achieve both a functional and aesthetic transformation. Strong community links and an enhanced school environment provide the necessary context for quality learning. Community input is similarly considered when reflecting on student performance data.

Overall summary of progress

The context of learning at Asquith Boys High School, as contained in this strategic direction, has improved remarkably. This is due to both significant changes to the physical environment and the increased engagement of all stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in local business involved in Community Day activities	Local business made significant contributions to the Community Day, both in terms of presence and financial backing	
Increased grant applications made to improve the school's physical surrounds	Community Building Partnership grant was applied for and awarded	\$20 000 from Community Building Partnership grant
Increased spread of staff leading whole school initiatives	Increased number of staff relieving in leadership positions, specifically Principal, Deputy Principal and Head Teacher Different staff appointed to lead or assist with whole school initiatives such as NAPLAN administration Acting Head Teacher Teaching and Learning position reviewed	
Enhanced community of schools reading project	Adventure writing project refined and delivered to schools in the Hornsby Principal network	
10% increase in parent involvement in P&C organised activities	Strong participation in Mother's Day High Tea, Father's Day Breakfast and the inaugural Year 12 farewell dinner	P&C funds
10% increase in students participating in organised activities related to the school environment	Excellent student participation in Clean Up Australia Day culminating in a visit from Ian Kiernan	

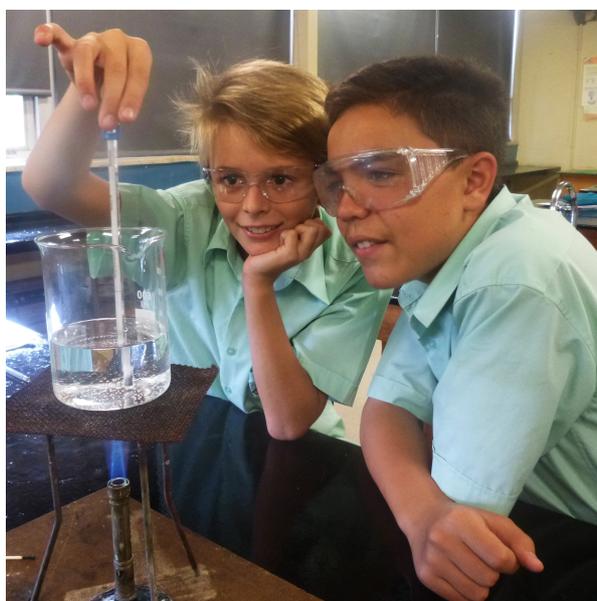
Next Steps

- Use the PDP process to match leadership opportunities with interested staff
- Implement a succession plan for the leadership of the Adventure Writing Project
- Finalise plans for Stage 2 of the "Pathways Project" and complete the School Sign Project



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums, where targeted. • A staff member supports all indigenous students with their learning and liaises with the parent/caregiver to establish educational goals and provide support. • Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English. 	\$ 2 733.44
English language proficiency	<ul style="list-style-type: none"> • There are currently 18% of the student population who are identified as EALD and are supported to various extents throughout the school. • Students in Years 7–10 receive in class support from EALD teachers and designated EALD SLSOs. They also receive one–on–one academic and social support from EALD staff before school, at recess and at lunch. • ESL English instruction includes a Year 10 ESL class that targets the literacy skills necessary to access 11 and 12 courses. This initiative allows 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. 	\$ 16 489.56
Low level adjustment for disability	<ul style="list-style-type: none"> • Asquith Boys High School supports an innovative and vibrant Learning and Support Team who plan and implement programs for students with additional needs in the areas of learning, wellbeing and behaviour. <p>Programs include:</p> <ul style="list-style-type: none"> • QuickSmart Literacy and Numeracy • Peer Tutoring • 8am Homework Club • Café Club (for Year 7 and 8) • Barista Boys Training Program • Student Support Network • Teacher Mentor Program • Disability Provisions (for internal and external assessment tasks, including NAPLAN and the HSC) • Transition Support Program • All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. • 111 students are funded, identified or targeted as needing additional support with their learning. 	\$ 29 881.00
Quality Teaching, Successful Students (QTSS)	n/a	

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Breakfast Club provides a nutritional meal for all students needing additional welfare support. This initiative runs every morning and is managed by school staff and the community. • A Student Welfare Officer is employed once a week as an additional means of support for students. • A Student Engagement Officer assists students in providing access to pathways beyond the traditional classroom context, mentoring and additional needs based training options. 	<p>\$ 25 632.16</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • An induction program adapted to suit accreditation needs of beginning teachers both permanent and temporary. • Executive staff member allocated to manage support for beginning teachers. • TPL targeted in line with PDPs to support professional learning goals of beginning teachers 	<p>\$ 4 080.73</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>n/a</p>	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	570	564	578	589
Girls	0	0	0	0

The overall enrolment trend at Asquith Boys High School has been for steady growth in recent years. It is noteworthy that much of this growth can be attributed to local sources, as decreasing numbers of students are travelling to the school from the southern Central Coast.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.6	95.2	94.3	94.6
8	93.9	94.8	93.4	92.7
9	92.6	94.2	92.5	92.2
10	90.3	92.5	91	93.1
11	93.8	91.7	90.7	93
12	91.9	91.8	92.1	91.6
All Years	93	93.4	92.4	92.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Students at Asquith Boys High School are expected to attend school every day classes run. The rate of attendance is consistently above the State DoE average, which reflects the stringent systems in place to monitor attendance and support students experiencing difficulties in this regard. The SENTRAL software package is used to compile, aggregate and analyse attendance data. The Home School Liaison Officer program is also utilised in a small number of cases.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			3.94
Employment		5.32	21.05
TAFE entry	4.34	11.7	7.89
University Entry			64.47
Other	2.61		2.63
Unknown			

In 2016 the majority of Year 12 students elected to attend university with choices of degrees including business, education, economics and the health sciences. A further 21.05% of the 2016 Year 12 cohort went straight into employment with a proportion of these being apprenticeships or trade based traineeships. Students who chose to leave school in 2016 (from Year 10 and Year 11) prior to completion of their Year 12 studies were primarily engaged in apprenticeships, attending private colleges or engaged in full time employment. The vast majority of students at Asquith Boys High School elect to remain at school to complete the Higher School Certificate credential.

Year 12 students undertaking vocational or trade training

VET Report

Current enrolments for the school year are consistent with the numbers from previous years. There is usually a drop in numbers transitioning from Year 11 courses into Year 12 as students sometimes decide that VET does not fit into their study plans for the HSC or they leave and find employment instead of commencing further study. VET skills are transferable across industries and students can utilise these skills to find employment.

For the current year senior Certificate II class numbers are:

Year 11

Construction– 18

Hospitality– 10

Year 12

Construction– 7

Hospitality –10

Year 10

Manufacturing Pathways – 12

In 2016 the school offered a Certificate I course – Manufacturing Pathways Wood for Year 10 students. Successful students receive a nationally accredited qualification related to employment in timber related industries – joineries, kitchen manufacture.

White Card

The school continues to offer students Work Health and Safety training required to obtain a Worksafe NSW certification compulsory for employment in the construction industry in NSW. This is a compulsory module for Construction and Manufacturing Pathways, required for VET work placements and some work experience placements.

The first training course is held early in the year to facilitate involvement in work experience. There are usually 2 or 3 courses delivered each year.

HSC VET results

Construction: students achieved results 8% above state average.

Hospitality: students achieved results 7.7% above state average.

Alex McCubbin

VET Coordinator

Year 12 students attaining HSC or equivalent vocational education qualification

82 students sat for at least one HSC subject with 78 attaining the award of a HSC while one student attained a Record of Achievement but did not complete sufficient subjects to get the HSC. One student was engaged with HSC Pathways and is completing his HSC in 2017. Two students were accelerated completing 3 HSC courses between them; Music 2, Mathematics Extension 1 and Mathematics Extension 2.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	8.48
Other Positions	4.7

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Asquith Boys High School has one member of staff who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	36

Professional learning and teacher accreditation

Staff at Asquith Boys High School undertook a broad range of in-service training in 2016 to increase their expertise across the full range of school activities. In 2016, teacher professional learning at Asquith Boys High School was overwhelmingly focused on enhancing student achievement. This linked directly with the strategic goal **Academic Excellence** and accounted for approximately 60% of total expenditure. The goals **Wellbeing** and **Community and Environment** accounted for 31% and 9% respectively. The apparent disparity between expenditure on the three strategic goals is reflective of the dynamic nature of the academic curriculum and the greater volume of training opportunities available to increase academic expertise.

Professional learning will be a significant consideration in the formation of the *2018–2020 School Strategic Plan*. A comprehensive survey of professional learning requirements will be undertaken, aided by the analysis of individual staff Performance and Development Plans, to inform this process.

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. Expenditure under this program was primarily used to provide relief time to refine teaching programs, attend in-service training and access mentoring from senior colleagues.

New teachers to the profession who do not fulfil the criteria to access this funding are still supported by a Head Teacher in terms of:

- the accreditation process
- accessing mentoring (both subject specific and for their own well being)
- engaging with relevant TPL opportunities

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	438 560.28
Global funds	482 254.34
Tied funds	310 256.34
School & community sources	536 593.15
Interest	11 433.46
Trust receipts	363 411.65
Canteen	155 451.87
Total income	2 297 961.09
Expenditure	
Teaching & learning	
Key learning areas	131 225.67
Excursions	170 393.15
Extracurricular dissections	158 968.97
Library	520.37
Training & development	1 830.13
Tied funds	325 746.10
Short term relief	154 263.91
Administration & office	171 271.34
School-operated canteen	152 625.86
Utilities	88 220.05
Maintenance	22 475.18
Trust accounts	331 957.69
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	2 297 961.09

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

FACULTY REPORTS

CREATIVE AND PERFORMING ARTS

Visual Arts

The cohort obtained a mean .25 above state average with 57.14% achieving band 5 and the remainder band 4. The Body of Work continued to demonstrate particular strength where students were above state average achieving 40.5 compared to the state average of 36.57. In Section 1 of the written exam the cohort performed below state average. This demonstrates the need for the faculty to work closely with students to refine their writing under exam conditions. Further scaffolding from foundational levels will support improvement.

Music 1

A very pleasing result for this subject with the single student achieving a band 5 result and performing 5.59 above state average, reflecting similar performance to previous years. The Core Performance was an area of strength for the student with a result of 13.72 compared to 11.81 when compared to the rest of the state. Despite the small cohort this continued the trend of positive improvement in Music.

Music 2

A cohort of two students finished with an average slightly below (-1.17) the state average. Both students achieved band 5 results. The Core Composition mean was 10.75 compared to state 11.63. The Core Performance mean was 12 compared to state of 12.71. Musicology and Aural Skills results reflect that in 2 of the 3 questions the school is performing below state average while in Question 3 performance exceeded state average with a mean of 7 compared to the state 6.89. Improvement in Music 2 must be supported by strong foundational understandings of musical concept teaching as well as highly developed musicianship throughout Stages 4–5.

Drama

A small cohort of six students sat the HSC in this course in 2016. Results for this subject showed significant improvement, with results 1.44 above state average. 50% of the cohort achieved band 5 and 50% achieved band 4. No student achieved below a band 4. Continued focus needs to be placed on student development of time management, collaboration and rehearsal skills as well their ability to build effective extended responses using a structure that is more effective at students analysing performances rather than writing. Focus in 2017 will specifically target scaffolding supports to develop in areas of need to push high band 5 achievement into band 6.

Catherine Holder

Head Teacher – CAPA

ENGLISH

Personal academic success and high level engagement of boys in the classroom continues to be the key driver of success for the English Faculty. A dynamic and challenging program of learning encourages students to embrace a love of literature while gaining crucial critical and creative thinking skills that are intrinsic to their success beyond the classroom. Essentially, 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.

Key to the success of the faculty is engagement by both staff and students with reflective practices to ensure successes are celebrated, areas for improvement are readily identified and strategies are mapped out to ensure continued growth.

In line with current educational research, the English Faculty ensures the learning environment is based on fairness and respect with firm connections to the broader significance of learning for students. 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 pattern of high academic achievement in English for the HSC continued in 2016 with all results being significantly above the state average when compared to other DoE boys.

In the Standard English course the cohort achieved 5.76 above state average with 9 students achieving a band 5. Comparatively 9.86% of boys in the state achieve band 5 and 6 combined compared to 20.93% at ABHS. So, boys did twice as well at our school in this area, when compared to other boys in the state in 2016.

In the Advanced English course the cohort did particularly well, performing 7.89 above state average with 50% achieving band 6s and 50% band 5s. 58.1% of boys in the state achieve band 5 and 6 combined whereas 100% of the cohort at ABHS achieved in these top two bands. So, boys did twice as well at ABHS, when compared to other boys in the state in 2016.

The most academically rigorous courses, Extension 1 and 2 English, represented very small candidature but still performed well above state average; 3.34 and 4.88 respectively, with two band E4 (notional band 6s) being achieved in Extension 1 English. 32.57% of boys in the state achieve at this highest band yet 100% achieve this at ABHS. So, boys did three times as well at ABHS, when compared to the rest of the state in 2016.

The ESL course also performed above 3.9 above average when compared to the DoE average for

boys with the Area of Study and Academic English identified as areas for further improvement.

The Chinese Background Speakers course was run for the first time in 2016 with the cohort performing 2.3 above state average.

Jessica Schadel

Head Teacher – English, ESL and LOTE

HSIE

2016 was an exciting and rewarding year for the HSIE Faculty.

Ancient History results continue to improve and are now 4.4 above state average. 25% of students achieved band 3, 33% of students achieved either band 4 or band 5 and Band 6 results were above state average with 8.33% of students achieving a band 6.

Business Studies students performed exceedingly well, the cohort was 0.3 above state average and achieved 4 band 6 results. 26% of students were awarded band 3, 30% band 4, 26% band 5 and 17% achieved band 6. This highlights the hard work put in by both teachers and students.

Economics students were placed 4.8% above state average. This cohort achieved excellent results with no band 1, 2 or 3 results. 50% of students achieved a band 4, 33% band 5 and 17% achieved band 6.

Geography was close to state average and while not achieving any band 6 results. 30% of the cohort achieved a band 3, 40% band 4 and 30% a band 5.

Modern History students achieved results 0.10 above State average. 16.67% achieved Band 3, 16.67% achieved Band 4, 50% achieved Band 5 and 8.33 % achieved a Band 6.

2016 represented an academically successful year for the HSIE Faculty at ABHS; sustained efforts of staff and students will continue to build on these results. All HSIE teachers are specialists in their own fields and work diligently in partnership with students to achieve outstanding results.

Adriana Cufre–Sadnick

Head Teacher – HSIE

MATHEMATICS

The Mathematics Faculty made good progress in terms of academic results in 2016. A good team work ethic ensured the boys who completed the HSC of 2016, achieved some outstanding results.

In all four Mathematics Courses, the cohort performed above state average with 14 band 6s or equivalent achieved.

Extension 2: 11.17 above the state average

Extension 1: 2.8 above the state average

- 2 band E4s
- 6 band E3s

Mathematics: 2.61 above the state average

- 4 band 6s plus one nominal band 6 (5 in total)
- 5 band 6's

General Mathematics 2: 3.26 above the state average

- 6 band 6s
- 11 band 5s

Kim Shead

Head Teacher – Mathematics

PDHPE

13 students completed the PDHPE HSC course in 2016. 23.1% (3 students) received a band 6 result, compared to the state average of 11.2%. The highest mark attained was 92 and overall the school average (79.7) was significantly above the state average (72.4). Substantial achievements can be seen when results are compared with the state average of boys (70.1) and further with the state average of non-selective boys (65.1).

Ryan Bolger

Head Teacher – PDHPE

SCIENCE

Science achieved very pleasing HSC Results in Physics, Biology and Senior Science and reasonable results in Chemistry and Earth and Environmental Science. Physics achieved an above state average result with over 50% of candidates gaining band 5 and above. Biology and Senior Science achieved slightly under state average but were well represented in the highest 3 bands. Chemistry achieved the highest number of band 5 results in almost a decade. The most pleasing aspect the Science results was the overall improvement in extended writing responses with above state average results across all subjects in the area.

Stuart Robertson

Head Teacher– Science

TECHNOLOGICAL AND APPLIED STUDIES

Design and Technology

The thirteen students in this subject obtained a mean nearly 4.2 above the state average with two students achieving band 6 results. Students were above state average for all but one multiple choice question across all assessment areas in the HSC exam and demonstrated particular strength in the extended response question with an average 15% above the state average.

In future years, the TAS Faculty will work closely with students to continue these excellent results. Students

will focus theory work around extended response revision with an increased emphasis on syllabus awareness and covering evaluation, research and development in more depth.

Engineering Studies

A very pleasing result for this subject with the single student achieving a band 5 result and performing 10.4 above state average. Although it is a small sample it is pleasing that the trend upwards in the results have continued in 2016.

Software Design and Development

Eight students sat the HSC in this course in 2016. Results were again strong for this subject and continue the generally high average that this subject where since 2002 the results have been above state average on all but three occasions. In 2016 two students achieved band 6 results and nearly all had SDD as their top mark. Overall, these marks were 7.8 above state average.

Food Technology

The cohort performed 6.2 below the state mean and while this seems a disappointing result, ten of the students had Food Technology as one of their top three results. While this result is similar to previous years, it is an area in which the TAS Faculty will aim to build strategies to make improvement with greater focus on item analysis for the HSC course.

Craig Philip

Head Teacher – TAS

Construction (VET) and Hospitality (VET), please see the separate section for VET.

SPORT

2016 SCHOOL SWIMMING CARNIVAL

2016 Age Champions

12 years – Conor Ryan

13 years – Ben Moralas and Cooper Robertson

14 years – Jeremy Minto and Mitchell Ferguson

15 years – Jack Cotton

16 years – Aidan Waters and Caleb Alipate

17+ years – Charles Shepherd

2016 SCHOOL CROSS COUNTRY CARNIVAL

2016 Age Champions

Conor Ryan

Samuel Parry

Lachlan Millington

Miguel Gomez

Jordan Smylie

Benito Albace

Warren Spencer–Scarr

2016 SCHOOL ATHLETICS CARNIVAL

2016 Age Champions

12 years – Kaylan Clark

13 years – Jack Gibbons

14 years – Oskar Enasio

15 years – Zane Drysdale

16 years – Jackson Tuynman

17 years+ – Jack Bridekirk

GRADE 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. Students compete in the North West Metropolitan Zone which is widely considered the strongest sporting zone in NSW.

Competing week in and week out against strong opposition benefits the boys and provides an amazing chance for them to represent their school at a highly competitive level.

Continued success each season is indicative of the commitment and talent at ABHS from both students and teachers. Furthermore, it can be attributed to school spirit and determination, which are important values.

2015/16 SUMMER GRADE SPORT

North West Metropolitan Zone Premiers:

- 2nd Grade Futsal

2016 Major Sporting Award

Baseball Player of the Year

SEAN BELL

Badminton Player of the Year

NICHOLAS ROSCAREL

Nathan Sontter Memorial – Lawn Bowls

BRADLEY FLOOD

Water Polo Player of the Year

EVAN WANG

A J Hughes – Cricketer of the Year

NICHOLAS FOWLER

Futsal Player of the Year

GRIFFIN SLEIGH

Table Tennis Player of the Year

SEAN BELL

Volleyball Player of the Year

JARROD GRIFFITH

Basketball Player of the Year

CALLAHAN LEYDEN

Junior Soccer Player of the Year

SAMUEL PARRY

Soccer Player of the Year

WARREN SPENCER–SCARR

Ralph "Rocket" Andersen Memorial Tennis Shield

JOSHUA COLLINS

Oz Tag Player of the Year

JOSHUA SOLINAS

Junior Rugby Player of the Year

KAEO WEEKES

Rugby Player of the Year

CHARLES SHEPHERD

The NSW PREMIER'S SPORTING CHALLENGE MEDAL –Nicholas Chidgey

HORNSBY 24/7 GYM ABHS SPORTSMAN OF THE YEAR– Charles Shepherd

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.

NUMERACY

Year 7 :

2% fewer students achieved a band 4 (lowest) in comparison to the state average.

5% fewer students achieved a band 4 or Band 5 in comparison to the state average.

Year 9 :

5% more students achieved bands 9 and 10 (highest) in comparison to NAPLAN 2015.

4% fewer students achieved a band 5 (lowest) in comparison to the state average.

4% fewer students achieved a band 5 or 6 in comparison to the state average.

1% fewer bands 5 and 6 in comparison to 2015.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent

- In 2016 ABHS results in the top two bands of NAPLAN in the test areas of Reading and Numeracy demonstrated an **improvement** between 2015 and 2016.
- In 2015 in the test area of Year 9 Reading 13.3% of students performed in the top two band while in 2016 this **increased** to 19%
- In 2015 in the test area of Year 9 Numeracy 22.4% of students performed in the top two bands while in 2016 this **increased** to 24.7%

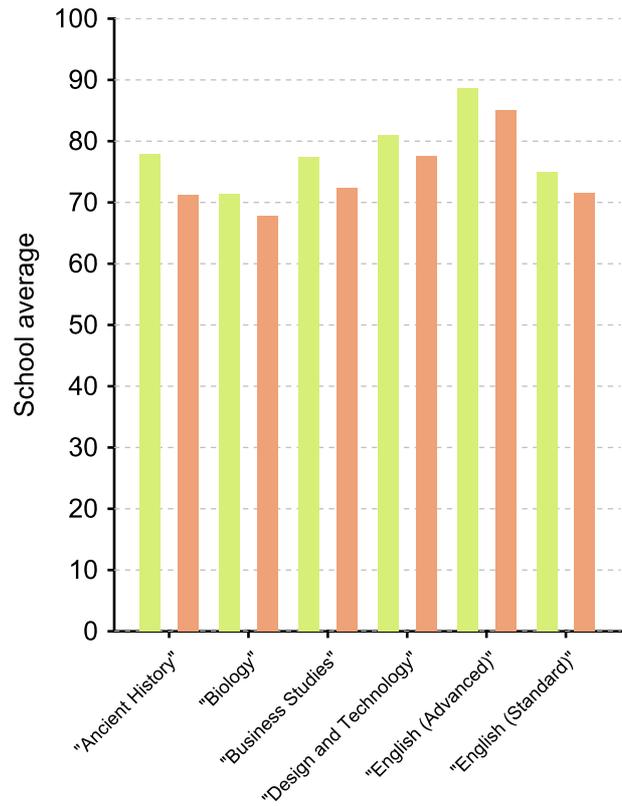
State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

- No Aboriginal student sat for the NAPLAN tests in 2016 at ABHS

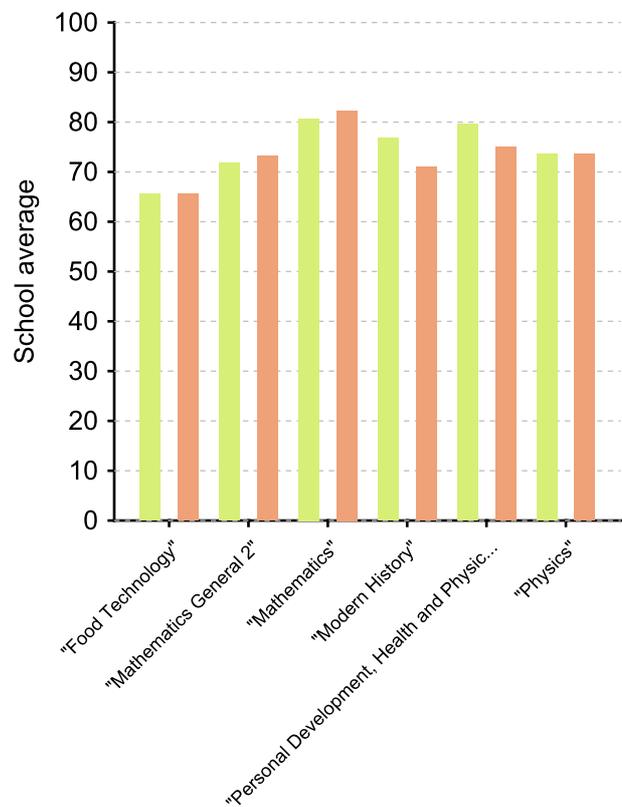


Higher School Certificate (HSC)

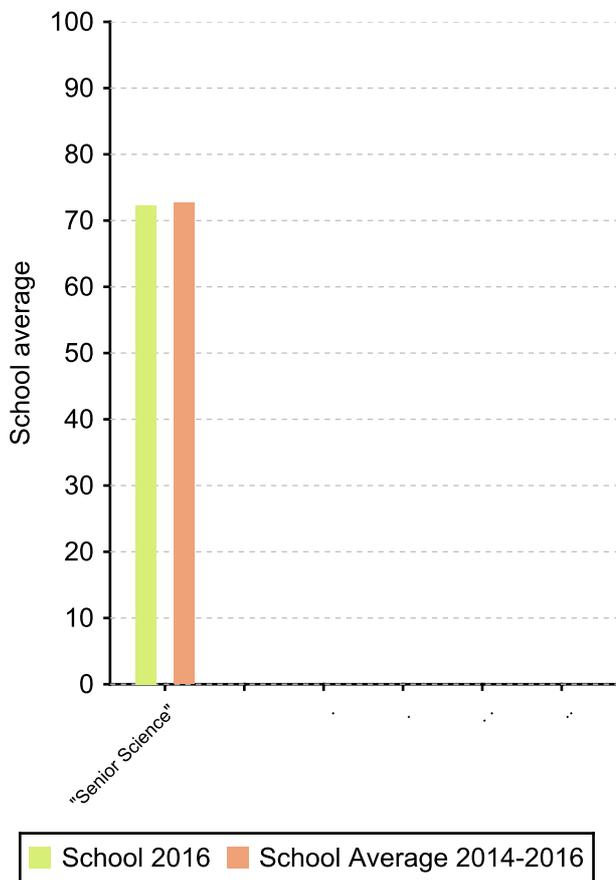
The performance of students in the HSC is reported in bands ranging from band 1 (lowest) to band 6 (highest).



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



2016 HSC Performance was outstanding. The hard work, positivity and collaborative approach between students and teachers as learning partners has paid significant academic dividends.

Importantly these excellent academic results have been achieved alongside significant student involvement with cultural endeavours, sporting commitments and social justice and charitable initiatives.

- ABHS in the *Sydney Morning Herald Top 20* government comprehensive high schools list
- 39 students on the **HSC Distinguished Achievers list**
- **Band 6** results across 18 subjects
- ABHS student 3rd in NSW in Russian
- ABHS student 2nd in NSW in Ukrainian
- An **accelerated** Year 11 student achieved a mark of 97 in Extension 1 Mathematics
- Mathematics Extension 1 – 100% of students achieved in the **top two bands** compared to 79% in NSW
- Advanced English – 50% of students at ABHS received a band 6, the highest possible band, the rest of the cohort received a band 5. **ABHS has twice as many students in the top two bands** when compared to other boys in NSW (including selective and private schools).
- English Extension 1 – all students in the course received the top band. This is **three times better** than the percentage of boys achieving the top band when compared to other boys in NSW (including selective and private schools)
- 75% of HSC courses above state average.

Parent/caregiver, student, teacher satisfaction

Importantly, students identified a strength of the school as the opportunity to contribute. Leadership, charity and sport were targeted as areas in which key contributions could be made. Additionally, the level of teacher assistance was noted by students as a positive aspect of their educational experience particularly in terms of:

- Out of hours assistance
- school holiday workshops (for Year 12)
- modelling of responses
- provision of opportunities for independent learning

When surveyed, over a third of Year 12 students indicated that their results met their expectations of what they could have achieved at school with the evaluation the subjects in which they achieved at their personal best being:

- Maths/Sciences 36.11%
- Humanities 30.56%
- Physical 19.44%
- Technical Subjects 13.89%

When questioned regarding enjoyment of their time at ABHS, 82.61% of Year 12 stated that they had enjoyed their time with friendships, opportunities and experiences named as key factors in their enjoyment.

Parents were surveyed regarding:

- the school's ability to bring out the best in each boy
- level of student enjoyment
- teacher ability to engage boys
- promptness and pro-activeness of well being issues being identified and dealt with
- integration of technology
- staff knowledge of individual student skills

In all these areas the majority of respondents indicated positively, although some parents noted that the integration of technology was dependant on the specific teacher. When asked if they would recommend ABHS to other families an overwhelming 86.17% of parents stated that they would, which was pleasing.

Additional comments on the school generally praised the quality of teaching, the extra efforts made by teachers and the enjoyment their son had engaging with sport and other extracurricular activities. Many parents did, however, suggest that the physical surroundings of the school were run down and needed updating and that the lack of air conditioning in classrooms was a major area of concern.



Policy requirements

Aboriginal education

Students learn about Aboriginal cultures, history and literature in Mandatory History, Geography and English as well as the local indigenous culture of the region. The Science curriculum includes many links to indigenous culture including bush foods, medicine, land usage and seasons. All students who identify as Aboriginal are supported by an allocated staff member and PLPs are written for these students and reviewed annually, in consultation with parents/caregivers.



Multicultural and anti-racism education

Asquith Boys High School strongly supports anti-racism and multiculturalism education. There are a range of activities and events which acknowledge and celebrate the different and diverse cultures within the school. Each year, Ms Lee, one of the International coordinators, organises events for EAL/D students such as lunches for the International Moon Festival and Chinese New Year. Mrs Fawcett, the Anti Racism Contact Officer, also organises students to speak at assemblies about their cultural background and the beliefs of different cultures such as Ramadan and Diwali. There is also an opportunity to speak to Mrs Fawcett the Anti Racism Contact Officer about any issues concerning racism and racist bullying occurring within the school environment. Asquith Boys High School is an inclusive, comprehensive, public school comprised of students from a range of cultural and religious backgrounds. RACISM – NO WAY.

Annika Fawcett

Anti-Racism Contact Officer

Other school programs

BAND

2016 was a hugely successful year for the band program. The band merged its Concert Band with AGHS in Term 4 while it maintained a separate Stage Band. Stage Band toured Port Macquarie in late May. The Stage Band achieved a silver in the NSW School Band Festival Don Burrows Event and carried out a successful fundraising event at Bunnings to raise money for instrument purchase.

Catherine Holder

Head Teacher – CAPA

BREAKFAST CLUB

Breakfast Club is a wellbeing initiative that is open to all boys and provides a healthy alternative for 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 operated by staff and parent volunteers.

Colleen Sweeney

Breakfast Club Coordinator

DEBATING

Students in Years 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 through enhanced creative and critical thinking skills that result from engagement with topics of social, political and global relevance.

Jessica Schadel

Head Teacher – English

ESSAY WRITING PRIZE

Year 10 student Kefah Farache was awarded the NSW Runner up Prize in the Simpson Prize, which is a

National competition for Year 9 and 10 students. The competition encourages participants to focus on the significance of Anzac Day and to consider what Anzac Day means to them and to Australia. Kefah's excellent response was titled *A Repressed Reality*

Adriana Cufre–Sadnick

Head Teacher – HSIE

GIFTED AND TALENTED EDUCATION

Asquith Boys High School has a specialised program for extending and enriching boys who are targeted as Gifted and Talented and higher order learners across all areas of the curriculum. This program is initiated as part of the enrolment process with the Enrichment Class in Years 7 and 8, where the boys need to sit an entry test to gain placement. Subjects are then academically streamed to cater for higher ability students in Years 9 and 10. There are many other enrichment programs run within the school including:

- scholarships in Visual Arts, Music, and Senior Academic studies
- acceleration of highly gifted students
- extracurricular activities such as stage band, debating, the engineering challenge, kitchen battles, philosophy and reading clubs.

Stuart Robertson

Gifted and Talented Coordinator

MATHS PEER TUTORING CLUB

In order to enhance students numeracy skills the Mathematics Department has implemented a number of learning opportunities such as Maths Peer Tutoring lessons. Older students and those confident of higher academic ability tutor those students who find Mathematics challenging. The club runs on Mondays and Thursdays every week, proving to be very successful with positive feedback from students and parents.

Kim Shead

Head Teacher – Mathematics

PREMIER'S SPORTING CHALLENGE

Asquith Boys High School students were involved in the Sport Leadership program as part of the *Premier's Sporting Challenge* initiative. Eight students attended a three day sport leadership camp at the Milson Island Sport and Recreation centre. The program focused on aspects of leadership in the delivery of recreation programs and two sport coaching and leadership programs delivered by the participating NSW Sport Association Coaching and Development Officers. On completion the students were accredited with a

Premier's Sporting Challenge Sports Leadership certificate. Additionally, 40 students from Years 7–10 undertook the 'Learning To Lead' and 'Leading With Action' program. This program allowed students to undertake the role of the coach and organiser in introducing basic sport skills and modified games to local primary school students.

2016 saw the continuation of assistance with local partner primary schools and providing assistance with the running of their sport. Students were called upon to act as officials for Oztag gala days and PSSA Football finals.

SNOW TRIP

The PDHPE faculty provided opportunities for all Year 10 students to attend a 5 day alpine excursion. 69 students engaged with this program and experienced a unique environment, participated in an exhilarating sport and worked 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.

SWIM SURVIVE

105 Year 7 students participated in the annual 4–day intensive Swim Survive program at Hornsby Pool. 93 students attained awards from Royal Lifesaving for being proficient at different stages between the Discovery 1 and Active Award 7 levels. 12 Year 7 students completed the highest components of the program. Year 10 elective PASS students were provided leadership opportunities by undertaking the Bronze Medallion Course. 30 students accomplished the gruelling course, with 1 student passing the Bronze Star. From this cohort, a group of Year 10 students were selected to assist staff in the delivery of the Year 7 Program.

Ryan Bolger

Head Teacher – PDHPE/ADMINISTRATION

Validation of Assessment for Learning and Individual Development (VALID)

All Year 8 students engaged with the VALID testing program to assess their performance for the key learning area of Science.

Overall, ABHS was 1% above state average with the top 3 bands all above state average. No students achieved in the lowest band. Boys were well above average for numeracy and extended writing improved from previous years. Most boys had a strong grasp of scientific methodology but need to work on identifying controlled and uncontrolled variables.

Stuart Robertson

Head Teacher – Science