

# Asquith Boys High School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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.

Bryce Grant

Principal

### School contact details

Asquith Boys High School

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### Message from the Principal

As Principal of Asquith Boys High School, it is with great pride that I present this report on our student's accomplishments during 2017. Asquith Boys High School enjoyed a very good year 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 successes in attaining the milestones of the final year of our 2015–2017 School Strategic Plan as well as the reflective practices that we implemented to develop the new 2018–2020 School Strategic Plan. With the three main focus areas remaining Academic Excellence, Well Being and Community and Environment, it is clear that we continued 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, as well as thanking the School Planning Team for their dedicated and committed work to the development and implementation of the new 2018–2020 School Strategic Plan. The new focuses areas are in Teaching Excellence, Learning Excellence and Excellent Systems. 2017 was a very good year academically for Asquith Boys High School. Our Year 12 cohort achieved excellent academic results. We had joint Dux students for the very first time, with Andrew Morrison and Lucas Zheng both achieving ATAR's of 97.95. We achieved 19 HSC Distinguished Achievers with Band 6 results across 10 different subject areas. 100% of our Advanced English and Extension Mathematics students achieved the equivalent of Band 5 or 6 results. Asquith Boys High School students excelled in Science subjects in 2017, achieving over 4% above state averages in Biology, Chemistry and Senior Science, despite students not having access to the Science Labs for Term 2 and much of Term 3. This was due to a much needed refurbishment and upgrade, after almost 60 years, into 4 amazing, interactive and dynamic learning spaces. We also achieved a perfect 100% of the Year 12 cohort achieving Band 4, 5 or 6 in Drama, Hospitality, Music, Physics, Visual Arts and Chinese Background speaker's courses.

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. For the Year 7 students, we were equal or above state and Boys School in all areas. For Year 9, we were statistically well above state averages in reading and numeracy, however we were below in writing. With respect to students who did not achieve the required Band 8 to meet the HSC Minimum Standards, our results were similar to the state average where 65% of students will be required to sit one or more of the examinations again.

Our Year 8 students again excelled in the VALID Science Assessment with 61% achieving in the top 3 bands, a benchmark that was above state average. Some of the extra-curricular highlights of 2017 included the 15th consecutive International Football Tour to New Zealand, and our Stage Band travelling again to Port Macquarie for the Big Band Blast.

The environment team continued to maintain close links with Hornsby Council and Berowra Valley National Parks. They were involved in major projects of bush regeneration in the local National Parks. Asquith Boys High School again raised in excess of \$10,000 for Legacy, and continued to be the leading school in the metropolitan areas of NSW with respect

to fundraising for this particular charity. The Annual School Walkathon was also a major event on the school calendar and raised funds for school projects and the Flying Doctors Association.

In 2017 Asquith Boys High School had 40 boys enrolled in Duke of Edinburgh. There were two Bronze and two Silver overnight expeditions conducted, to areas such as the Great North Walk, Bundeena, Otford and the Gross Valley. We welcomed Ms Connolly to the Duke of Edinburgh staff and farewelled Mr Yates after many years of service and commitment to the Duke of Edinburgh program at Asquith Boys High School.

Bryce Grant

Principal

### Message from the school community

In 2017 we welcomed our new Principal Bryce Grant and commenced our working relationship.

The Asquith Boys High School P&C had a very busy 2017 and we held many events throughout the year:

- Mother's Day High Tea
- Joint Trivia Night with Asquith Girls High School
- Father's Day Breakfast
- Working bees
- Year 12 Family Dinner at the new PCYC.

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. 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 2017 the ABHS family P&C fee contributions along with fundraising from the Trivia Night 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.

We look forward to our continued working relationship with our Principal and the Senior Executive.

Tempe Beaven

ABHS P&C President

### Message from the students

**2017** was a fantastic year for the ABHS SRC.

The Executive Council consisted of:

- President Zoltan Snead
- Treasurer Aaron Parise

Throughout the year, the SRC and the Prefect Body collectively worked on initiatives to raise funds for SRC and multiple charities. A change of staff leadership mid-year saw issues arise over meeting attendance with less committed students

falling away. Student commitment and reliability is an area that needs to be addressed for 2018. The smaller SRC however, dedicated themselves to working to represent their school in a multitude of ways.

- Mufti Day for “R U Ok Day” to raise funds for the foundation
- During School Walkathon, the Prefects and SRC worked together to raise awareness for the “Wear It Purple” Foundation to support LGBTI youth.
- In April 2017, multiple SRC and Prefect members attended the Annual Mental Health Youth Forum which allowed us to make connections with other schools. It also helped us formulate a plan for the year that was ahead of us.
- Once again, the SRC with help from the Prefects hosted the World’s Greatest Shave. Collectively, the students raised over \$4000 for the Leukaemia Foundation.

Initiatives to pursue for 2018:

- A joint disco held with Asquith Boys and Asquith Girls
- A “Headspace” Parent information night to give the parents tips and advice on how to help their children deal with anxiety and stress from school work.
- Foodevents in the canteen
- Improving the interest and commitment of members to maintain membership.

Zoltan Snead

2017 SRC President and Senior Prefect

## 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

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*. 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. ABHS Planning Team was Sustaining and Growing in four areas and Delivering 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 ABHS Planning Team was Sustaining and Growing in three 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 ABHS School Planning Team determined that ABHS was Sustaining and Growing in three 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 and develop our 2018–2020 School Plan leading to further improvements in the delivery of high quality education to our students.

Our self-assessment 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.

## 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

Students made excellent progress in this strategic direction with strong HSC results showing strong growth in Science subjects and several HSC courses where achievement did not fall below band 4.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Rate of achievement of Bands 5 & 6 in courses increased by 10%		There was an improvement on 2016 performances by 10% or more in 9 courses completed in 2017 HSC, a equivalent achievement in 4 courses, and a decrease in 8 areas.
NAPLAN reading proficiency increased by 10% in Year 9	Investment in Quick Smart package – \$6000	Reading proficiency growth is evident by 3%
NAPLAN writing proficiency increased by 20% in Year 9	Investment in Quick Smart package – \$6000	Writing proficiency has decreased by 6%
NAPLAN numeracy (or subset thereof) increased by 10% in Year 9	Purchase of Mathsonline for Year 8 and 9 students – \$4000	Numeracy has increased by 8%. Numeracy presentation and sharing of expertise. Review of the numeracy booklets.
Reduced requirement for N Warnings due to non serious attempts at coursework and assessment tasks.		Work in progress, with increased streamlining of the N warning system and register.

#### Next Steps

Review of subject selection processes, especially into Year 10.

Reflect on the data gathered from Mathsonline and QuickSmart to support students requiring further support to achieve the required Band 8 results for the HSC Minimum Standard

Maintain and continue to instil high expectations on the students and their work in the classroom

## 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

Asquith Boys High School prides itself on the fact that every boy is known and valued. Through maintaining the tradition of excellence in all well being programs, the school will ensure that the 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance data meets or exceeds historic data		Attendance data remained strong, with the same percentage attendance achieved as per 2016.  This was 3.3% above NSW public high school average.  Attendance continues to be closely monitored and at risk students identified and case managed through the well being framework that exists at Asquith Boys High School.
Increase the number of students displaying highly engaged behaviour in the classroom by 10%, as shown by SENCENTRAL data		Sustained growth in NAPLAN and very good HSC performance suggest an increased level of student engagement and on-task behaviours.  Merit system entries are sustained as shown on SENCENTRAL.
Increased parent engagement in major school wellbeing initiatives		Strong parent participation at all school based functions and committees in 2017.  Parents are excellent supporters of the school and actively engaged with the various reviews and surveys that the school implemented and conducted in 2017.

#### Next Steps

Maintain monitoring of student attendance and investigate the need to implement a second deputy to support the welfare needs of the students at Asquith Boys High School.

Review of the student achievement practices in the school, especially for recognition of Stage 5 and 6 student performance.

Along with the implementation of student achievement team..

Continued invitations to the school community to participate in the school and contribute via surveys, committees or general services in and around the school.

## 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

Asquith Boys High School is a proud member of its community. In recent times, there has been substantial efforts 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 teaching and learning practices to be implemented for the benefits of all our students. Community input is similarly considered when reflecting on student performance data.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in local business involved in Community Day activities		A transitional year for the P&C which resulted in a Trivia Night shared with Asquith Girls High School and the decision to run a Community Day every second year.
Increased grant applications made to improve the school's physical surrounds	\$20,000 – School sign \$16,060 – School Hall Fans \$6000 – Old Basketball Court area	Grants attained for the construction of the School Sign in 2016.  Community Building Partnership Grant successfully received for the reconstruction of the old Basketball court area and Big Fans for the school Hall.
Increased spread of staff leading whole school initiatives		Appointment of a second Deputy Principal for 2018  Staff provided with leadership opportunities in completing and writing the 2018–20 School Plan.  NAPLAN Coordinator appointed to monitor NAPLAN implementation as well as the HSC Minimum Standards examinations and procedures.
Enhanced community of schools reading project		Adventure writing projects refined and reviewed for 2018 and delivery to the Hornsby feeder primary schools.
10% increase in parent involvement in P&C organised activities		Sustained numbers with no measureable growth in parent participation at P&C meetings.
10% increase in students participating in organised activities related to the school environment		Sustained numbers in student participation in the variety of co curricular activities available to them at Asquith Boys High School.

#### Next Steps

PDP's utilised to identify staff seeking leadership or promotion opportunities.

Continue to apply for Community Partnership Grants to improve the aesthetics of the school grounds and classroom

environments.

Embrace student support of various charities in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3933	<ul style="list-style-type: none"> <li>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums, where targeted.</li> <li>A staff member supports all indigenous students with their learning and liaises with the parent/caregiver to establish educational goals and provide support.</li> <li>Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English.</li> </ul>
<b>English language proficiency</b>	\$94324	<ul style="list-style-type: none"> <li>During 2017 there were 20% of students who were from a language background other than English. These students are supported to various extents throughout the school.</li> <li>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.</li> <li>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.</li> </ul>
<b>Low level adjustment for disability</b>	\$102584	
<b>Quality Teaching, Successful Students (QTSS)</b>		n/a
<b>Socio–economic background</b>	\$36239	<ul style="list-style-type: none"> <li>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.</li> <li>A Student Welfare Officer is employed once a week as an additional means of support for students.</li> <li>A Student Engagement Officer assists students in providing access to pathways beyond the traditional classroom context, mentoring and additional needs based training options.</li> </ul>
<b>Support for beginning teachers</b>	\$4081	<p>Three beginning teachers accessed Beginning Teacher Support Funding in 2017. The funding was used largely to provide time release for beginning teachers and their mentors. This time was used to develop teaching and learning programs, lesson resources, reflect on teaching practice, and prepare evidence for accreditation. In addition, beginning teachers attended TPL courses that addressed subject specific knowledge, skills, and classroom management strategies.</p> <p>In 2017, three beginning teachers gained</p>

<b>Support for beginning teachers</b>	\$4081	Proficient Teacher Accreditation meeting the Australian Professional Standards for Teachers (APST) as an experienced teacher. Two teachers completed a 5 year maintenance of proficiency accreditation cycle.color:#212121">
<b>Targeted student support for refugees and new arrivals</b>	\$826	n/a

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	562	575	588	601
Girls	0	0	0	0

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	94.3	94.6	94.6
8	94.8	93.4	92.7	93.1
9	94.2	92.5	92.2	92.4
10	92.5	91	93.1	92.8
11	91.7	90.7	93	93.2
12	91.8	92.1	91.6	90.9
All Years	93.4	92.4	92.9	92.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6.94
Employment	0	0	34.71
TAFE entry	0	0	6.94
University Entry	0	0	51.38
Other	0	0	0
Unknown	0	0	0.03

### Management of non-attendance

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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In 2017 the majority of Year 12 students, 51.38%, elected to attend university with choices of degrees including aeronautical engineering, commerce, information technology, education, environmental studies and science. A small contingent of the cohort 6.94% took up TAFE courses. A further 13.88% of the 2017 Year 12 cohort went into apprenticeships and 20.83% straight into paid employment. Students who chose to leave school in 2017 (from Year 10 and 11) prior to completion of the Year 12 studies were primarily engaged in full time employment. The vast majority of students at Asquith Boys High School elect to remain at school to complete their Higher School Certificate credential.

### Year 12 students undertaking vocational or trade training

The enrolments for the 2017 school year remained relatively similar compared to previous years (45 stage 6 students in 2016 to 41 stage 6 students in 2017). The 2017 senior Certificate II class enrolments were: Year 11 Construction: 15, Year 11 Hospitality: 10, Year 12 Construction: 7, Year 12 Hospitality: 9. The 2017 Year 10 Manufacturing Pathways had 11 students enrolled. The drop in numbers transitioning from Year 11 courses into Year 12 is consistent with previous years 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.

The school offers a Certificate I course – Manufacturing Pathways – Wood for Year 10 students. This began in 2016 and ABHS are one of only a few schools in the Macquarie Park region who offer the course. Successful students receive a nationally accredited qualification related to employment in timber related industries – joineries, kitchen manufacture.

Asquith Boys High School trained many students in Work Health and Safety in 2017. This allows students to can gain their Worksafe NSW certification. This certification is compulsory for employment in the construction industry in NSW and when completing work placement or work experience on a construction site.

Vet students and teachers achieved pleasing results in the Higher School Certificate with both courses achieving averages above state average.

2017 HSC VET results: The Construction students achieved results 2.24% above state average. The Hospitality students achieved results 3.35% above state average.

Rachel Parker

VET Coordinator

### Year 12 students attaining HSC or equivalent vocational education qualification

75 students sat for at least one HSC subject with 73 attaining the award of the Higher School Certificate (HSC). One student attained a Record of Student Achievement but did not complete sufficient subjects to satisfy NESA requirement for an HSC. The other student who did not attain an HSC was a Traineeship student, accelerated to complete the Retail Services Course.

3 students included one or more Life Skills courses to complete their HSC.

20 students undertook an HSC course through TAFE. (11 Frameworks (ATAR) courses and 9 Non-ATAR courses)

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	34.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	8.88
Other Positions	2

\*Full Time Equivalent

### 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	0

### Professional learning and teacher accreditation

ABHS provided NESA registered TPL in areas of mandatory training such as first aid and CPR to teaching and SASS staff. Teachers also participated in TPL that can be used as teacher identified maintenance of accreditation. These sessions included Supporting ESL and International Students, STEM Cross Curricula links, Writing HSC standard multiple choice exams, and Supporting disengaged students through alternative pathways.

In preparation for the implementation of mandatory accreditation of all teachers in 2018, TPL was provided in Term 4, 2017 on the maintenance of accreditation process for all teachers, including familiarisation with the Australian Teaching Standards.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,843,036
Appropriation	1,131,154
Sale of Goods and Services	190,171
Grants and Contributions	519,994
Gain and Loss	0
Other Revenue	0
Investment Income	1,717
<b>Expenses</b>	-1,104,319
Recurrent Expenses	-1,104,319
Employee Related	-343,471
Operating Expenses	-760,849
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	738,716
<b>Balance Carried Forward</b>	738,716

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,889,967
Base Per Capita	89,862
Base Location	0
Other Base	5,800,105
<b>Equity Total</b>	237,080
Equity Aboriginal	3,933
Equity Socio economic	36,239
Equity Language	94,324
Equity Disability	102,584
<b>Targeted Total</b>	68,656
<b>Other Total</b>	310,485
<b>Grand Total</b>	6,506,187

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

## School performance

### CREATIVE AND PERFORMING ARTS

2017 was a positive year for the CAPA Faculty with the permanent appointment of Sam Newton to Music and Alison Gowthorp to Drama. The stability and energy that has been brought to the faculty is fantastic. For HSC Visual Arts total marks of 14.29% Band 6, 85.71 band 4 placed 100% of the cohort band 4 or above compared to state 12.74% Band 6, 35.54 band 4. The Body of Work continued to demonstrate particular strength for all but one student in the course. Extension Music achieved a very pleasing result for this subject with 100% achievement at nominal band 6 compared to state average of 63.33%. The Solo Performance Electives 1 and 2 were areas of particular strength. This has continued the trend of positive improvement in Music. For Drama a very small cohort sat the HSC in this course in 2017 with two completing the Life Skills course. Results for this subject showed no candidate achieved below Band 4 for Drama.

Catherine Holder

Head Teacher CAPA

### ENGLISH

The English Faculty at Asquith Boys High School continue to promote deep learning opportunities resulting in high levels of academic success. Students have enjoyed a range of activities such as performance

poetry and Shakespeare incursions designed to enhance their personal connection to the course material studied. By framing each unit of work under an overarching key concept, students are encouraged from Year 7 to create connections between the classroom and the world around them, enriching their understanding by making coursework relevant and significant. The fundamental importance of feedback and reflection underpins all components of the course, promoting a growth mindset that is conducive to personal improvement. These strategies have resulted once again in strong academic success across all HSC courses in English. In particular, the Standard English course achieved outstanding results, with 44% of students achieving Band 5, well above the state average of 11%. Similarly, 66% of Advanced students achieved Band 5 or above. ESL has also seen a shift towards a higher percentage of students achieving Band 5 (20% in 2017 compared with 12.5% in 2016).

Eleni Connolly

Head Teacher English

### HSIE

2017 saw the HSIE Faculty have a year of positive growth. The staff are a team of diligent specialists who work to support their students to achieve their personal best. The 2017 HSC cohort were a small but enthusiastic contingent whose results reflected the effort and dedication of staff, as well as the highly successful and collaborative learning team relationships between students and their teachers. Particular success was noted in the achievement of students in Ancient History 3.63 and Geography 0.73 above state average. Focus for 2018 will move into improving results in areas of lesser achievement: Society and Culture, Modern History and Business Studies.

Adriana Cufre-Sadnick

Head Teacher HSIE

### MATHEMATICS

The Mathematics Faculty made good progress in 2017. We were saddened to farewell Ross Johnston who had been in the Mathematics Faculty since 2006. We wish him all the best in his future endeavours. Academically, our students achieved some excellent results in the HSC and NAPLAN. Thank you to the hard working staff for their dedication. The 2017 HSC cohort achieved 11 Band 6s or equivalent.

Extension 2: 17.03 above State Average.

Extension 1: 2.19 above State Average.

Advanced Mathematics : 3 Band 6s and 4 Band 5s.

General Mathematics 2 : 5.07 above State Average

4 Band 6's and 14 Band 5's

The Faculty has put into place the following successful numeracy initiatives.

Mathsonline was a success in 2017. The software program is utilised in Roll call and at home. The School has paid for all junior classes to have access to Mathsonline. Senior Subscriptions are \$10.

'Maths Peer Tutoring' runs Mondays and Thursdays after school.

Kim Shead

Head Teacher Mathematics

## **PDHPE**

Another year of pleasing progress for PDHPE saw 10 students complete the PDHPE HSC course in 2017. 80% received a band 4 or greater, compared to the state average of 51%. The school average of 73.9% was above the state average of 68.3% and significantly above the state average of boys (65.5%) and non-selective boys (64.7%).

Ryan Bolger

Head Teacher PDHPE

## **SCIENCE**

Science achieved its best HSC results in recent memory. Physics, Biology and Senior Science were 5% above state average and Chemistry and Environmental Science were on par with state average. 6 students achieved Band 6 results (above 90%) across all HSC Science subjects.

Asquith Boys High had 4 Science laboratories totally rebuilt which has provided a far more flexible learning environment to suit the demands of 21st Century learning. The new labs are fitted with multiple interactive data projectors, mobile benches and the highest safety standards to provide the boys with Science facilities that are at the cutting edge.

There has been an increase in STEM (Science Technology Engineering Maths) learning over the previous year. The students have participated in making and controlling robotic hands as well as using Arduino computer controllers and coding for scientific concepts such as Forces.

Stuart Robertson

Head Teacher Science

## **TAS**

2017 saw a year of continued positive growth for the TAS Faculty with the permanent appointment of Karen Bird to the Hospitality and Food Technology area. For

the HSC cohort 2017 saw achievement which was above state average across four subject areas: Software Design and Development 2.76%, Construction 2.42%, Hospitality 3.35% and Engineering Studies 0.94%. In both Industrial Technology and Design and Technology the cohort demonstrated particular strength in the written examination.

Craig Philip

Head Teacher TAS

## **SPORT**

### **2017 SCHOOL SWIMMING CARNIVAL**

#### **2017 AGE CHAMPIONS**

12 years – Daniel Hatch

13 years – Dominic Mahon

14 years – Cooper Robertson

15 years – Jeremy Minto

16 years – Jack Cotton

17+ years – Andrew Morrison

### **2017 SCHOOL CROSS COUNTRY CARNIVAL**

#### **2017 AGE CHAMPIONS**

12 years – Jae Foster

13 years – Ethan Oliver

14 years – Kaelan Brown

15 years – Jamal Belkadi

16 years – Edward Blackwood

17 years – Jordan Smylie

18 years – Benito Albace

### **2017 ATHLETICS CARNIVAL**

#### **2017 AGE CHAMPIONS**

12 years – Jae Foster

13 Years – Ethan Oliver

14 Years – Tyler Coetzee

15 Years – Lawrence Frederick

16 Years – Jack Cotton

17 Years – Jordan Smylie

## HOUSE COMPETITIONS

### SWIMMING HOUSE COMPETITION

- 1ST – Myall (537)
- 2nd –Wandoo (300)
- 3rd – Cooba (261)
- 4th – Kurrajong (229)

### X-COUNTRY HOUSE COMPETITION

- 1st – Cooba (348)
- 2nd – Kurrajong (310)
- 3rd – Myall (298)
- 4th – Wandoo (212)

### ATHLETICS HOUSE COMPETITION

- 1st – Cooba (786)
- 2nd – Myall (674)
- 3rd – Kurrajong (631)
- 4th – Wandoo (554)

### 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. Our Boys are lucky enough to 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 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 qualities to be proud of.

### 2016/17 SUMMER GRADE SPORT

#### North West Metropolitan Zone Premiers:

- 14's Cricket
- Jnr A Oztag
- 1st Oztag
- 1st Futsal

#### Runners up:

- Jnr A Futsal

- 2nd Futsal

### ASQUITH BOYS HIGH SCHOOL – BEST AND FAIREST SUMMER 2016/2017

#### CRICKET

- 1st – Brody Camp
- 15 – Corey Miller
- 14 – Mitchell Brooks

#### OZTAG

- Snr A – Dylan Cliff
- Snr B – Tomas Seery
- Jnr A – Finau Tava
- Jnr B – Jarson Ngatai – Mauri

#### VOLLEYBALL

- 1st – Saber Attar Motlagh
- 2nd – Brenton Sloggett
- 15 – Gordon Tingle
- 14 – Joshua Dallimore

#### BASEBALL

- 1st – Julius Stockman

#### FUTSAL

- Snr A – Joseph Parry
- Snr B – Jack Waters
- Jnr A – Lawrence Frederick
- Jnr B – Elliot Nicolas

#### WATER POLO

- 1st – Aidan Waters
- 15 – Mitchell Ferguson
- 14 – Allochia Jennians

#### BASKETBALL

- 1st – Callahan Leyden
- 2nd – Yingtao (Toby) Yan
- 15 – Robbie Gavin
- 14 – Marc Lucanas

## 2017 WINTERGRADE SPORT

### North West Metropolitan Zone Premiers:

- 14's Rugby
- 6th Football

### Runners up:

- 13's Rugby
- 15's Rugby
- 14C Football
- 15A Football
- 1st Football

### ASQUITH BOYSHIGH SCHOOL BEST AND FAIREST – 2017 WINTER GRADE SPORT

1st Grade Tennis – Joshua Collins 2nd Grade Tennis – Zachary Howe 15's Tennis – Patrick Ross 14's Tennis – Jackson Rishworth

1st Grade Soccer – Jordan Smylie 2nd Grade Soccer – Edward Blackwood 3rd Grade Soccer – James Riolino 4th Grade Soccer – Cooper Davenport

5th Grade Soccer – Marcantonio Dabbene

6th Grade Soccer – Lachlan Gammie 15 A Soccer – Lawrence Frederick

15B Soccer– Byron Carothers 14A Soccer – Mason Smith 14B Soccer – Joshua Jones–Blair

14C Soccer– Thomas Huntington 13A Soccer – Ethan Oliver 13B Soccer – Kyle Bedwin 13C Soccer – Floyd Jennians

13D Soccer– Oliver Morle

1st Grade Table Tennis – Jaehyeon (Jacob) Jeon 2nd Grade Table Tennis – Chuanxin (Eric) Wang 15's Table Tennis – Riley Nicklin 14's Table Tennis – Xueying (Andrew) Yuan

1st Rugby– Ryan Kirk 15's Rugby – Isaac Vuna 14's Rugby – Dominic Tonu–Jiare

13s Rugby– Aden Clarke

Snr LawnBowls – Bradley Flood Jnr Lawn Bowls – Keegan Morris

Hockey– Morgan Hamer

1st Badminton – Nicholas Roscarel

2nd Badminton – Stephen Morrison

15 Badminton– Jack Jones

## 2017 Major Sporting Awards

A J Hughes – Cricketer of the Year – Jayden Camp (NSW CHS 2NDS)

Badminton Player of the Year – Nicholas Roscarel

Baseball Player of the Year – Julius Stockman

Basketball Player of the Year – Callahan Leyden

Futsal Player of the Year – Joseph Parry

Hockey Player of the Year – Morgan Hamer

Nathan Sontter Memorial – Lawn Bowls – Bradley Flood

Junior Rugby Player of the Year – Isaac Vuna

Rugby Player of the Year – Oskar Enasio

Junior Soccer Player of the Year – Luke Bourke

Soccer Player of the Year – Jordan Smylie

Table Tennis Player of the Year – Jaehyeon (Jacob) Jeon

Ralph "Rocket" Andersen Memorial Tennis Shield – Joshua Collins

OzTag Player of the Year – Dylan Cliff

Volleyball Player of the Year – Saber Attar Mottlagh

Water Polo Player of the Year – Aidan Waters

North West Metropolitan Zone Junior Sportsman of the Year – Edward Parker

North West Metropolitan Zone Senior Sportsman of the Year – Jordan Smylie

Hornsby 24/7 Gym ABHS Sportsman of the Year – Edward Parker

Drew Jones

Sports Organiser

## ABORIGINAL BACKGROUND FUNDING

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 bushfoods, 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.

Mark Miles

Aboriginal Contact Officer

## VALID

All Year 8 students engaged with the VALID testing program to assess their understanding for the key learning area of Science. Overall, ABHS was in line with state average and above average in the higher bands. No students achieved in the lowest band. The boys excelled at extended writing but struggled with problem solving. Most boys demonstrated a strong grasp of scientific methodology but need to work on identifying controlled and uncontrolled variables.

Stuart Robertson

Head Teacher Science

## MATHEMATICS PEER TUTORING

Mathematics Peer Tutoring has continued to grow, running every Monday and Thursday afternoons. In 2017, we had record numbers on a Thursday with over 20 on a number of afternoons. Quite a number of Year 7 and Year 8 students benefited from the sessions. At least 4 of the Year 8 students moved up a class due to their better performance in their class assessments. Thank you to all the students for their participation, especially to our senior students who volunteer their time weekly to help others develop their numeracy skills.

Kim Shead

Head Teacher Mathematics

## GATS PROGRAM

- An enrichment STEAM (Science Technology Engineering Art and Maths) program was implemented that included printing a 3D plastic finger and programming it using robotics software.
- A new model for the Year 7 Enrichment class entry was developed that asked prospective candidates to submit a portfolio that detailed their achievements across many different fields and also included NAPLAN results and school reports.
- Expanded Music Band program that included more concert performances and a greater involvement with the Asquith Girls High Band.

Stuart Robertson

GATS 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 lunchtime

- participating in debating workshops held in the school library

- being part of the state wide Premier's Debating Challenge. In 2017, 5 teams competed in the Premier's Debating Challenge across Stage 4, 5 and 6. These teams also completed a Debating Masterclass to enhance their skills.

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. Furthermore, this 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.

Eleni Connolly

Debating Coordinator

## BAND

2017 was a year of continued growth and success for the ABHS Band Program, with increased ensemble opportunities and participation. In addition to the combined Concert Band with AGHS, there is now a combined Wind Ensemble and a Senior Jazz Ensemble to challenge advanced students. The AGHS Stage Band joined our Junior and Senior ensembles in a tour of Port Macquarie in early June, which included performances at local primary schools and as part of the Annual Big Band Blast Festival. The same ABHS ensembles also attended Band Fest at Lake Macquarie in October, bringing home two Highly Commended awards. The Junior Stage Band was awarded a Gold medal and the Combined Wind Ensemble a Silver medal for their participation in the prestigious NSW Band Festival at the Sydney Conservatorium in July. All of our ensemble groups also performed as part of the annual Wideview Fete, at various Formal Assemblies and as a feature at the ABHS and AGHS awards events.

Sam Newton

Band Coordinator

## 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. 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. 2017 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.

## SWIM SCHOOL

110 Year 7 students participated in the annual 4–day intensive Swim Survive program at Hornsby Pool. 108 students attained awards from Royal Lifesaving for being proficient at different stages between the Discovery 1 and Active Award 7 levels. 6 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. 20 students accomplished the rigorous course, with 4 student passing the Bronze Star and 7 students attaining their Resuscitation Certificate. From this cohort, a group of Year 14 students were selected to assist staff in the delivery of the Year 7 Program.

Drew Jones

Sports Organiser

### **2017 SNOW TRIP**

The PDHPE faculty provided another opportunity for all Year 10 students to attend a 5 day Alpine Excursion. 65 students took advantage of this program and the chance to experience a unique environment whilst participating in the exhilarating sports of snow skiing or snowboarding. During the excursion, the boys needed to work together to enhance their 'on-snow' skills on a daily basis along with the assistance of an experienced teaching staff and Perisher's expert instructors. Instructors catered for all standards and ability groups from beginner – intermediate – advanced as well as a vision impaired student – all of whom demonstrated exceptional skiing and snowboarding development during the week. In addition, all students developed in the process areas of problem solving, coaching, critical thinking, decision making, communication, interacting, goal setting, valuing and safety.

Guy Corbitt

Snow Trip Coordinator

### **OVERSEAS FOOTBALL TOUR**

Continuing the excellent tradition, 31 students accompanied by three staff, completed an extensive Football (Soccer) Tour of the North and South Islands of New Zealand in April. This Tour has now reached the level of Global acceptance and the students selected have to apply for invitation – such is the popularity and recognition of this Annual Event.

This year, the boys played matches in Auckland, Hamilton, Otago, Timaru and Christchurch over two weeks. As in the past, they were divided into two squads – Junior and Senior – and acquitted themselves with excellence.

It is proposed to maintain this annual event as over 400 students have now participated in this highlight since 2003 and great results both on and off the field have

been recorded.

George Moscos

Overseas Tour Leader

### **BREAKFAST CLUB**

Breakfast Club is a wellbeing initiative that provides a healthy start to the day for boys who, due to time or resource restriction, may not have breakfast at home. It also provides an alternative to sugary snacks that may be purchased for breakfast on the way to school. Breakfast Club is open to all boys and routinely attracts approximately 100 boys each day. It is staffed by teacher and parent volunteers and, for many boys, it is a social event to share with their friends and teachers. Toast, juice and tea is served. \$1300 from the Welfare Budget supports Breakfast Club. Bread was donated by Brumby's Bakery Thornleigh.

Colleen Sweeney

Student Welfare Officer

### **MULTICULTURAL AND ARCO 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. 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 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.

Mark Miles

### **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.

The whole school literacy program embedded in extended roll calls continues to provide opportunities for growth and improvement in literacy for all students. The morning literacy program delivers:

- Differentiated literacy activities for varied ability levels
- Structured learning experiences that explicitly teach

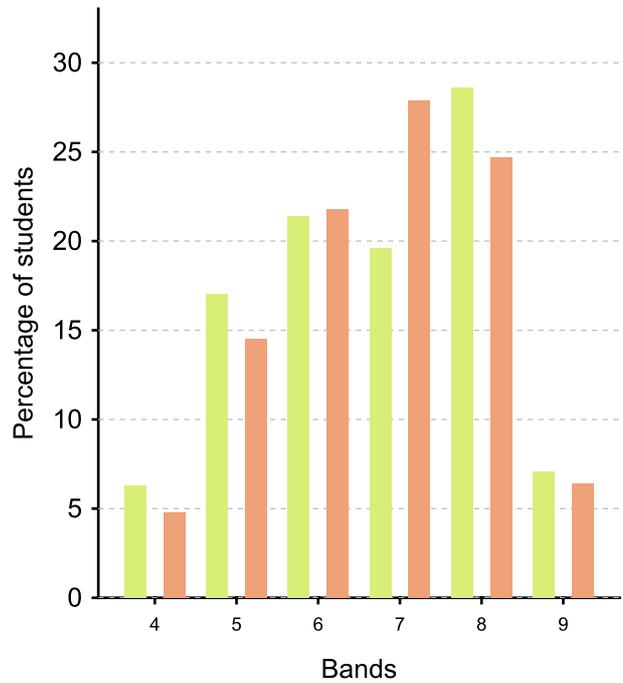
reading and comprehension skills

- Writing tasks that embed the ToPEEL structure to support the whole school writing program
- Integrated BYOD lessons that enhance literacy skills, particularly an understanding of grammar and punctuation structures

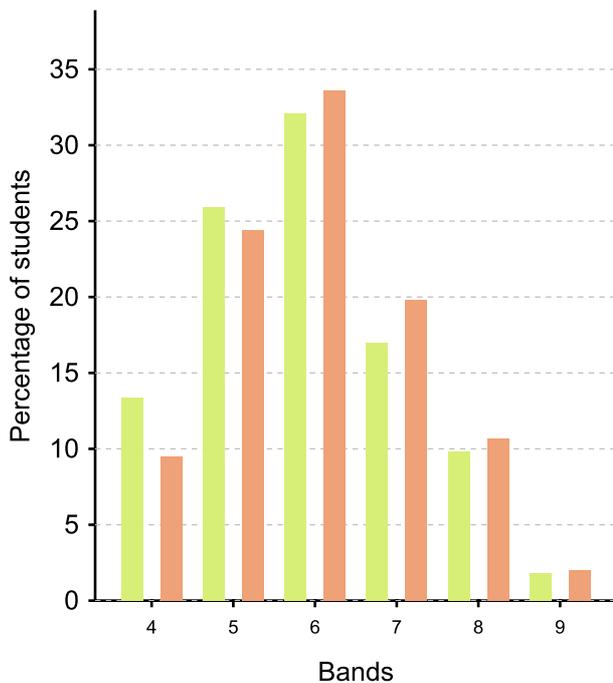
Progress in Literacy

- 16.1 % of Year 9 students performed in the top two bands for Writing. This is a significant increase when compared with 2016 results where only 2.1% of students performed in the top two bands for writing
- 24.8% of Year 9 students performed in the top two bands for Reading. This is again a significant increase of 6% since 2016.
- Similarly, Spelling demonstrated significant growth, with a 7% increase in students achieving the top two Bands.

**Percentage in bands:**  
Year 7 Spelling

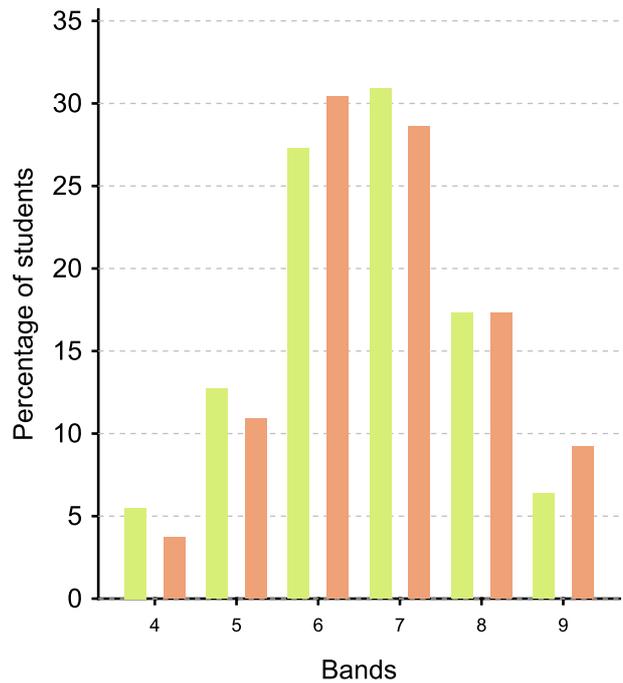


**Percentage in bands:**  
Year 7 Writing



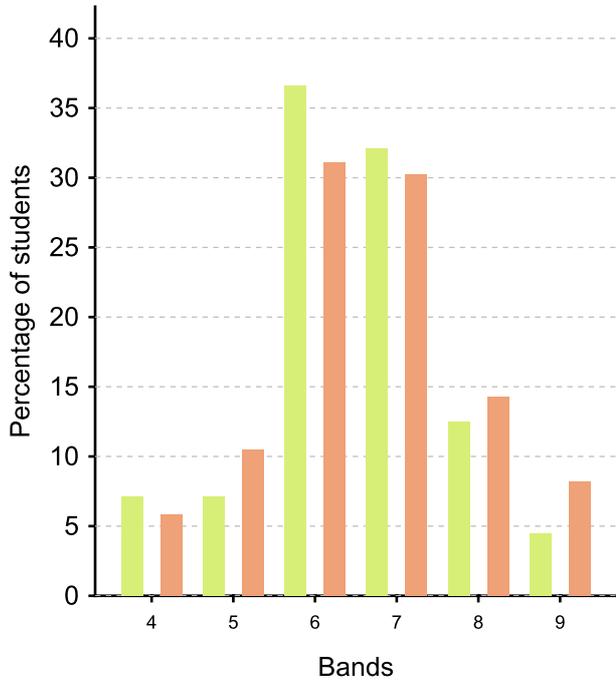
Percentage in Bands (Green bar)  
School Average 2015-2017 (Orange bar)

**Percentage in bands:**  
Year 7 Reading

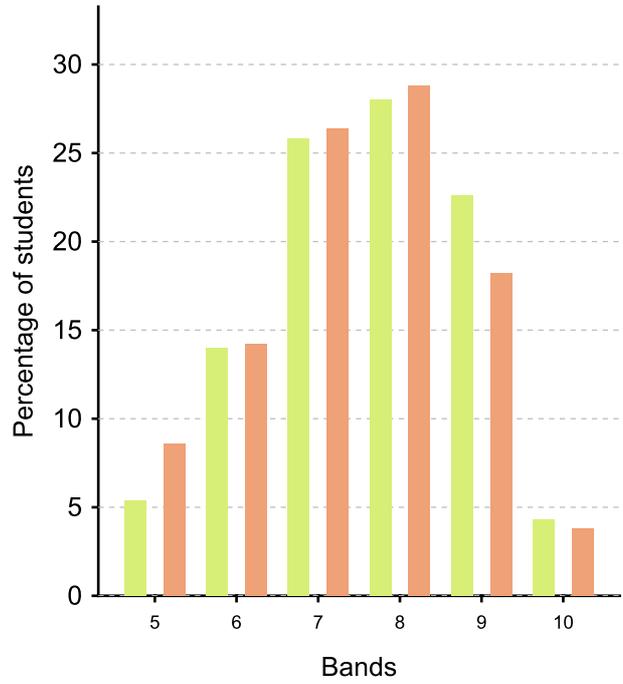


Percentage in Bands (Green bar)  
School Average 2015-2017 (Orange bar)

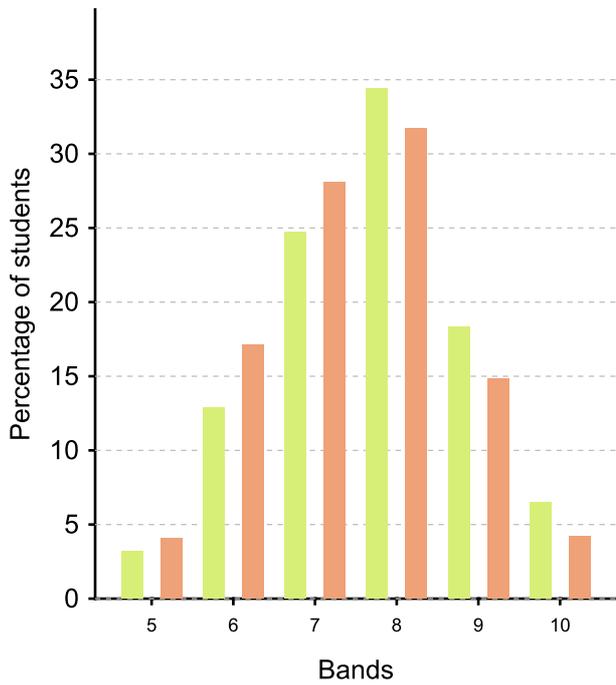
**Percentage in bands:**  
Year 7 Grammar & Punctuation



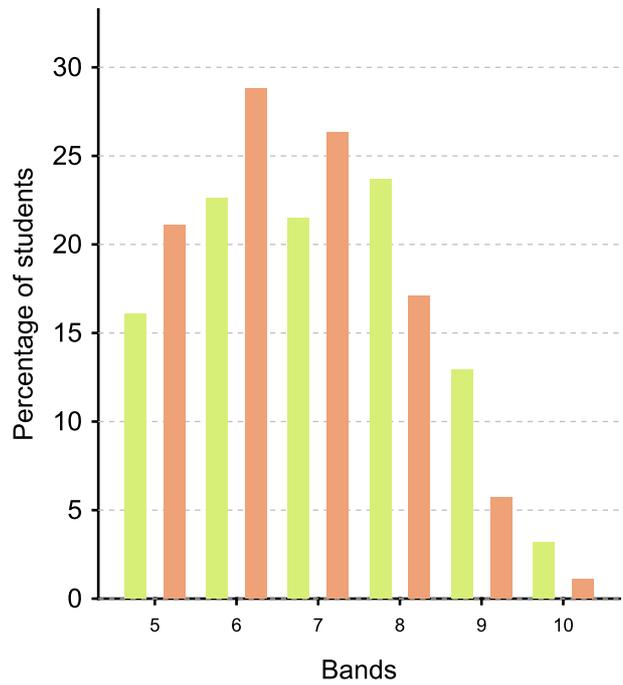
**Percentage in bands:**  
Year 9 Spelling



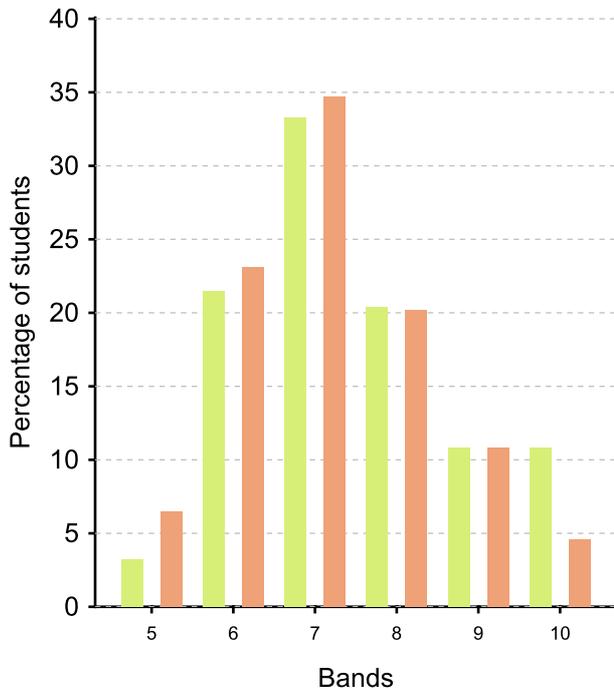
**Percentage in bands:**  
Year 9 Reading



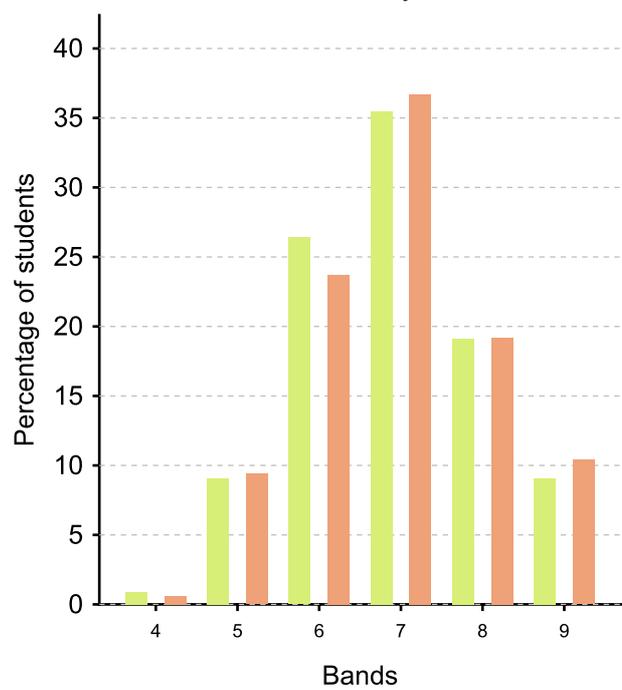
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 7 Numeracy



Year 9 NAPLAN Numeracy results were outstanding.

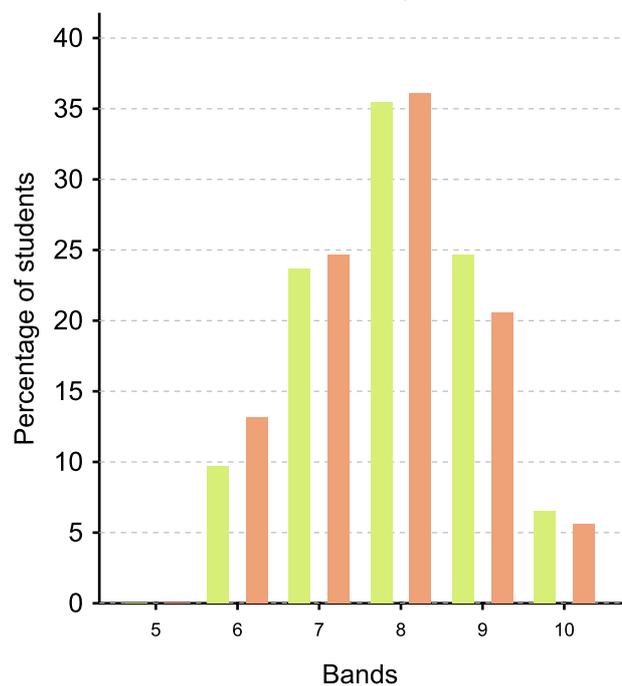
Achieved Band 8 or more :

- 12% above State Average
- 14% above Department of Education Schools
- 17% above Non Selective Boys Schools
- 5% above other Boys schools
- 1% above Boys Similar School Group
- 3% added value from Year 7 2015 to Year 9 2017

Year 7 NAPLAN results were very pleasing.

- Achieved Band 7 or above :
- Same as State Average
- 5% above other Department of Education Schools
- 11% above Non Selective Boys Schools
- 1% above other Boys Schools
- 2% above Boys Similar School Group

**Percentage in bands:**  
Year 9 Numeracy



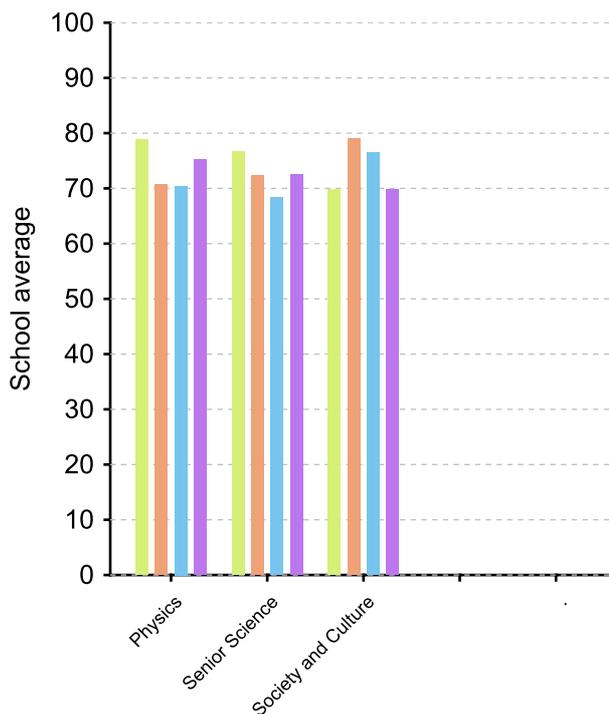
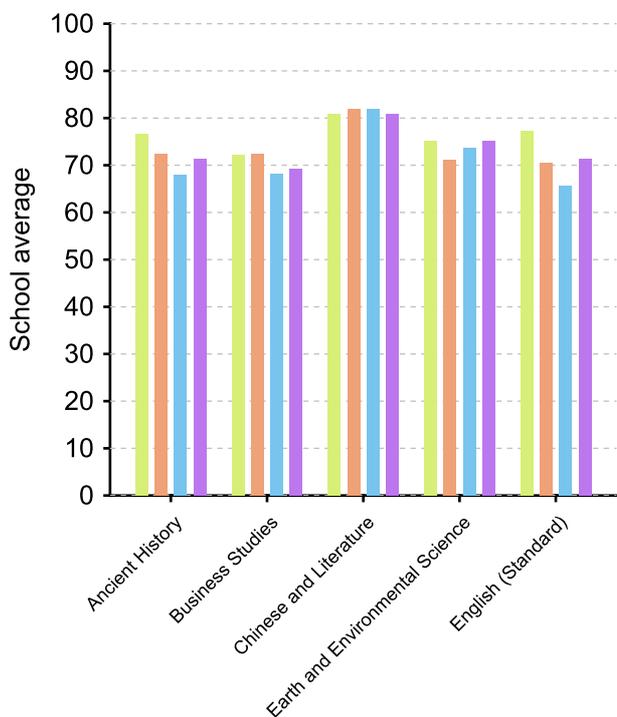
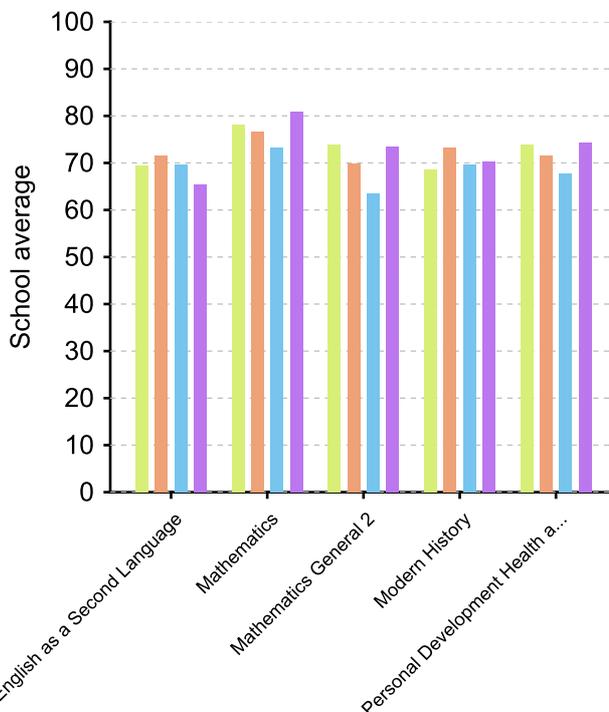
### Higher School Certificate (HSC)

2017 HSC Performance was excellent, with HSC performances surpassing state performances in 18 of the 30 courses offered. This is a reflection of the

outstandingly collaborative relationships between students and teachers as learning partners, the hard work and extra support provided by staff and high expectations and positivity about what is possible for individual students to achieve.

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

- 10 students on the **HSC Distinguished Achievers** list
- **Band 6** results across 10 subjects
- A student who was previously **accelerated into Music 2** in Year 11 2016 completed HSC Extension Music, achieving a result of 91.2
- Mathematics Extension 1 – 100% of students achieved in the **top two bands** compared to 82% in NSW
- Mathematics extension 2 – 100% of students achieved in the **top band** compared to 34% in NSW
- English Extension 1 – 100% of students achieved a nominal band 5 or above compared to 94% in NSW
- 60% of HSC courses above state average.
- 100% of students in Drama, Hospitality, Music, Physics, Advanced English, Visual Arts and Chinese Background speaker’s courses achieved Band 4 or above. .



## Parent/caregiver, student, teacher satisfaction

Surveys and focus group activities were carried out in 2017 to support the setting of strategic directions in the School Plan 2018–2020.

Targeted groups that represented the range of students across learning stages and social groups were involved in brainstorming activities with members of the School Strategic Planning Team to gather feedback on our areas of success in relation to effective teachers, effective learners, learning environments and systems. The findings that emerged identified that students at Asquith Boys felt that the most effective learners were self-motivated and organised time managers. Effective teachers were identified as those who were passionate about and knew their subject, knew their students, provided learning that was learning and engaging and were consistent and fair in their dealings with students. The student activity identified quality learning environments as being safe and inclusive, engaging, structured and organised, met the needs of learners and provided access to computer technology. On the whole students identified their relationships with teachers as positive and their learning environments as safe.

Activities with staff at Staff Development Day Term 3 provided brainstorming sheets for mixed faculty groups to brainstorm what they saw as important under the headings of learners, teachers, learning environments and systems. Emergent themes revolved around building responsible, organised, resilient learners with drive and diligence. They identified that systems needed to be relevant, responsive and consistent, with access to technology delivered to support learning. To be effective teachers they identified that they needed time to reflect on their practice, to collaborate and plan to develop and provide quality feedback and devise and deliver strategies to meet the differing needs of learners.

Parents were surveyed in relation to areas identified by students and staff as being most important and were asked to consider the following areas in relation to their sons: organisational capabilities; creative and critical thinking; motivation; interpersonal attributes; effective teachers; quality learning environments; school systems meeting needs; parent interest in potential new systems to support learning and communication. Respondents identified that students could improve in completing homework, managing time, being focused and committed and demonstrating empathy. Parents felt that some teaching could be improved in terms of teaching strategies meeting needs and providing quality feedback and that the learning environment needed to also meet needs and utilise computer technology. In their survey of the effectiveness of a range of systems, parents identified areas of need around homework and the assessment calendar, the merit system, BYOD and communication with classroom teachers. When asked if they would be interested in a Parent Portal 45.3% and School App 41% were very interested though only 22.3% of respondents were interested in a more extensive BYOD program.

## Policy requirements

### Aboriginal education

#### ABORIGINAL EDUCATION

Asquith Boys High School strongly supports Aboriginal education. There are a range of activities and events are organised and coordinated for our Aboriginal students which acknowledge and celebrate the different and diverse cultures. Each student will receive individual interviews and mentoring from our Aboriginal Education coordinator as well assistance in completing their Individual Learning Plans. There is also an opportunity to speak with the aboriginal Education coordinator about any issues concerning their educational pathways and opportunities that exist 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 where all students regardless of cultural background are accepted and appreciated.

Mark Miles

### Multicultural and anti-racism education

#### MULTICULTURAL AND ARCO 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. 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 with 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.

Mark Miles