

# Asquith Boys High School Annual Report



2018



8245

## Introduction

The Annual Report for **2018** 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

Jersey St

Asquith, 2077

[www.asquithboy-h.schools.nsw.edu.au](http://www.asquithboy-h.schools.nsw.edu.au)

[asquithboy-h.school@det.nsw.edu.au](mailto:asquithboy-h.school@det.nsw.edu.au)

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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 2018. 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 first year of our 2018–2020 School Strategic Plan. With the three main focus areas evolving to Excellence in Teaching, Excellence in Learning and Excellent Systems, it is clear that we continued to make significant progress towards achieving the designated outcomes in these new focus areas. I would like to thank staff, students and the community members for their hard work throughout the year in achieving the new goals and milestones goals. 2018 was a very good year academically for Asquith Boys High School. Our Year 12 cohort achieved excellent academic results. Our Dux student John Taylor–Booth achieved an ATAR of 92.55. We achieved 14 HSC Distinguished Achievers with Band 6 results across 5 different subject areas. 100% of our Advanced English and Extension Mathematics students achieved the equivalent of Band 4 or higher results. Asquith Boys High School students excelled in Visual Arts, Chinese and Literature and Chemistry. 70% of the Year 12 cohort achieved Band 4, 5 or 6 in Society and Culture, Construction and Music 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 boy's schools. For the Year 7 students, we were above state, similar School Groups and non-selective boys schools in all areas. For Year 9, we were statistically well above state averages in reading, writing and numeracy. 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, however we only have 10 students who are still required to sit one or more of the examinations again. Our Year 8 students again excelled in the VALID Science Assessment with 65% achieving in the top 3 bands, a benchmark that was above state average. Some of the extra-curricular highlights of 2018 included the 16th consecutive International Football Tour to Hong Kong, 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 Service. We were also successful in replacing the old dilapidated basketball court for a more appealing and useful entrance path and constructed the multipurpose artificial futsal /volleyball court. In 2018 Asquith Boys High School had 30 boys enrolled in Duke of Edinburgh Scheme. There were two Bronze and two Silver overnight expeditions conducted, to areas such as the Great North Walk, Bundeena, Otford and the Gross Valley. Thank you to Ms Connolly and her many supporters for enabling the Duke of Edinburgh program to remain strong at Asquith Boys High School.

Asquith Boys High School continues to go from strength to strength, with the 2019 Year 7 enrolment numbers at 122, and a similar number expected for 2020. The Horticulture and Construction classes in Stage 4 and 5 worked together to beautify the school environment, to dramatically improve the appeal of the school environment for the students and the

you must be extended to the staff involved in these projects and also to the P&C for providing the much needed finances for these projects.

### Message from the school community

One of the important aims of the ABHS P&C is to grow and support the school community. In 2018 we have introduced parents to several of the school faculty head teachers, we have held events that build on boys relationship with parents and carers culminating with a valedictory dinner for the Year 12 cohort. We have hosted a spectacular community festival that celebrates our students, teachers, parents and school within the wider community.

We annually support:

Quicksmart \$6000

Prizes for the Year 7 Personal Interest Project (PIP) \$800

Prizes for the School Presentation Night \$2000

In 2018 we have donated funds to the following school projects:

Hall Improvement Project \$26000

Timber furniture repair and repainting \$550

Plates and cutlery \$300

Magazine subscription for Library \$100

Hall Improvement Project

Our major project for 2018 was the hall forecourt improvement. This project is the culmination of a plan that commenced over 5 years ago to provide safe and equitable access from the front gate on Peats Ferry Road to the school hall. The proposal also sought to open up this overgrown and overlooked area and provide a formal gathering space outside the hall entrance. Using both the brick pavers recycled from the Year 7 shelters and the long awaited commemorative bricks from several earlier P&C fundraisers, a sketch design became a reality. The project was driven by Bryce Grant and David Edwards from Spire Landscapes who worked successfully with the P&C to achieve this new school open space. The funds for this project are largely raised from the P&C grounds levy without which these and similar such projects could not occur.

Community Festival 2018

In addition to the grounds levy funds, the school benefits from the fund raising efforts of the P&C.. In August 2018 we continued the ABHS tradition of the Community Festival with the hard work and dedication of Jacqui Ryan and Tanja Green and their hard working committee. With the involvement from RFS, Police, an impressive collection of car owners and car clubs, local primary and high schools, PCYC, Sailing Club, APEX, local businesses and stall holders all joining with students, teachers, parents and Old Boys to make the day a fabulous success. The final of the Blackwood and Moscos Cup also drew in both the older boys and Old Boys to challenge themselves against the best of the best as well as renewing school ties.

Mothers Day Breakfast, Fathers Day Breakfast and Year 12 Dinner

Other events held in 2018 included our Mothers Day Breakfast, with 76 attendees proving that our first at the earlier time in the Library was an acceptable alternative to the usual afternoon tea. 89 attended the Fathers Day Breakfast in the Hall which showcases the Year 11 Hospitality students providing a great annual event for fathers to attend. The Year 12 Dinner was held once again at the fabulous venue at the PCYC and with 161 attendees was in excess of the previous year. This event continues to grow and we greatly appreciate all the help from the Year 11 parents and students in the preparation and on the night. The organisation of all these events was led Michelle Roscarel who with a group of dedicated helpers, organised the invitations, ticket purchase through Trybooking, decorations and menus.

Working Bees

The grounds committee, run efficiently by Tony Nicklin, held three working bees in 2018 with great turnouts and impressive results in converting furniture with missing panels and peeling paint into smart green furniture. The P&C are most grateful to Tony and his team for giving up time on the weekend to help make the grounds more appealing.

Management of the Federal National Chaplancy Grant Funded position

Martine Brieger, on behalf of the P&C, has managed the financial administration of the Federal National Chaplancy Grant Funded position held by Colleen Sweeney. Colleen runs the school Breakfast Club, organises games in the library and also assists the Learning Support office at the school. We are pleased to announce that the funding has been successfully secured for 2019 and I would like to thank Martine for her dedication and hard work in maintaining this very important grant and acting as P and C liason with Colleen and the school.

Finally the P & C regularly reports in the school newsletter 'Backchat' thanks to the assistance of Inez Beckerleg who provides apt photos and pleasing layouts. P&C events are also promoted on the Facebook page by Melissa Knudson. The P&C is dependent on their help in informing parents of our events and activities.

I would like to thank the executive committee, Michelle Roscarel(Vice President), Sacha Parker (Vice President), Tanja Green (Secretary) and Kathy Waters (Treasurer) for all their dedication, energy and enthusiasm . I would also like to thank Jacqui Ryan who has been a fabulous Community Festival coordinator and great fun to work with. And of course thanks to all the students, parents, teachers and community members who have attended or helped out at all of our events in 2018.

Tempe Beaven ABHS P&C President

### Message from the students

2018 was another fantastic year for the ABHS SRC. The Executive Council consisted of:

- President – Dominic Jones
- Vice President – Harry Vo
- Secretary – Andrew Mihalarias
- Treasurer – Charles Nixon.

Although we did not meet all the goals for the year, this period has seen success.

This period saw a number of changes in our goals as the year went on. We also saw an improvement in attendance to meetings with many more enthusiastic members who saw the need for change. The SRC for 2018 undertook a number of projects such as:

- The successful 2017 Christmas food drive
- The Beatles concert barbecue
- World's Greatest Shave mufti day

As the year progressed, our original goals for four mufti days and a disco were not fulfilled due to some limitations. However, this should not darken what was a successful period for Asquith Boys.

Initiatives for 2019:

- Encourage members and bring prestige to SRC members.
- Bring fun back to Asquith Boys through events.
- Create transparency between members and the wider school.

## 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 600 students. The school's Family Occupation and Employment Index (FOEI) is 67.

Asquith Boys High School promotes a learning culture centred on students achieving their personal best. We strive to broaden their educational opportunities and inspire lifelong learning. Strong and essential literacy and numeracy programs are embedded across the curriculum to enhance academic progress and provide a basis for successful engagement in the workforce.

Every student in the school is individually known, valued and supported to grow into the best version of himself that is possible.

## 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.

#### 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 five of the elements and Excelling in the other element. 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 elements and Delivering in the other element. 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 2018 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 two elements and

Excelling in the other two elements. 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Excellence in Learning

#### Purpose

Every student at Asquith Boys High School will be engaged in learning experiences that are meaningful and prepare them to thrive in a rapidly changing and interconnected world. Skills in literacy, numeracy and personal responsibility are enhanced through productive partnerships between the school, parents/carers and the wider community.

#### 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 for the HSC increase by 10% on 2017.		Decrease in overall 5/6 band achievement in 2018.
NAPLAN performance in Reading, Writing and Numeracy: 50% achieving above Band 8 in Year 9	\$16000 (Literacy and Numeracy programs – MultiLit and MathsOnline)  1 period allocated to teacher	Maintained high across all 3 areas against State, SSSG and boys schools.
Reduced requirement for N Warnings due to non serious attempts at coursework and assessment tasks.	\$5000 Subject selection interviews  \$10000 Edval	Reduction in welfare referrals on Sentral especially in Year 11 as students in more appropriate subject placements.
Increased involvement of international students in school life, including leaderships, cultural and sporting opportunities.		Increased participation noted in school events though a decrease in International Student numbers.

#### Next Steps

Revise the timetable program to Edval and collect student selections online.

Continue to instil high expectations on students and their work in the classroom via the use of learning goals and success criteria.

## Strategic Direction 2

Excellence in Teaching

### Purpose

Staff at Asquith Boys High School are engaged professionals, focused on building their instructional capacity to improve outcomes for students. Through maintaining a culture of high expectations, staff will ensure that students achieve their personal best.

### Overall summary of progress

Staff have worked collaboratively at ABHS to build their capacity as individuals and as a team to deliver excellence in teaching to our boys, working on Action Research, Strategic Teams and targeted TPL.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are focused on their own professional development and growth in instructional capacity.	\$55000	Maintaining required accreditation hours and engaging with their own PL. based on PDP and school strategic goals.
Teaching and executive staff regularly seek and implement feedback on their practice utilising the performance and development framework.		PDP's and Executive Faculty Reviews (2 per term)
Increased community links measured by a discrete database	\$77000	Increased community facilities provided in the school with the Futsal/Volleyball courts which bring the community in to use school facilities as well as provide links to services to support the boys.
Value added data for internal and external assessments reflects students working towards personal best.	\$40000	Student Half Yearly and Yearly reports; Year Adviser/Welfare referrals; Deputy and Principal interviews; Attendance analysis; HSLO referrals; student individual Improvement Plans (Academic, attendance, behaviour); Student Engagement Officer (linking students to alternative pathways to success).

### Next Steps

Build staff capacity to analyse and act on Scout data.

Reflect on the data gathered and build staff capacity to deliver explicit and student friendly feedback across learning stages.

Research like schools that have increased learning culture and student achievement to strategically work towards an improved learning culture.

## Strategic Direction 3

### Excellent Systems

#### Purpose

School leaders develop a culture of evidence based practice supported by quality systems and planned leadership development. These will ensure that all students at Asquith Boys High School are supported, known and valued.

#### Overall summary of progress

Staff have worked in strategic teams to evaluate and review systems across the school in terms of assessment, feedback and timetabling.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School resources are effectively targeted to the enhancement of program delivery.	\$16000	MathsOnline (Numeracy) ToPeal (Literacy) Merits (Student Achievement) Assessment Procedure reviews (Quality Teaching) Subject Selection/Timetable processes (Systems)
Student achievement is consistently recognised and rewarded.		Student achievement team have instigated a system where merits are awarded digitally and merit awards have increased in Years 7–10 by 300%.
Key data is consistently gathered and stored for later analysis in line with the SEF for evaluative processes.		SDD and TPL sessions on introductory Scout servicing and data analysis. Suspension and Attendance Data

#### Next Steps

Systems Team examine Edval in detail as well as online subject choice and day/routine

Quality Teaching focus on Feedback

Student Achievement – whole school achievement and learning culture research

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2950	<p>All students with an Aboriginal background have a Personal Learning Plan (PLP) and work with the Aboriginal Education Officer (AEO) to work towards their personal goals, with an emphasis on Literacy and Numeracy. We are encouraging students to engage further in their cultural background, with all students focussing on their country. We have also employed the assistance of Aboriginal Education Consultative Group (AECG) to help engage the students in their own personal histories and connection to their country as well as building connections between the school, families and the community.</p> <p>We are also looking to improve involvement with a whole school approach in NAIDOC week by promoting cross curricular activities.</p>
<b>English language proficiency</b>	\$159675	<p>* During 2018 there were 20% of students who were from a language background other than English. These students are supported to various extents throughout the school.</p> <p>* Students in Years 7–10 receive in class support from EAL/D teachers and designated EAL/D SLSOs. They also receive one-on-one academic and social support from EAL/D staff before school, at recess and</p>
<b>Low level adjustment for disability</b>	\$129355	<p>* 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. Programs include:</p> <ul style="list-style-type: none"> <li>* QuickSmart Literacy and Numeracy</li> <li>* Peer Tutoring</li> <li>* 8am Homework Club</li> <li>* Caf&amp;eacute; Club (for Year 7 and 8)</li> <li>* Barista Boys Training Program – 52 students were funded and the program expanded to Thursday Morning Tea and to be opened to seniors in 2019</li> <li>* Student Support Network</li> <li>* Teacher Mentor Program</li> <li>* Disability Provisions (for internal and external assessment tasks, including NAPLAN and the HSC)</li> <li>* Transition Support Program</li> </ul> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 16% of the school population were funded, identified or targeted as needing additional</p>

<b>Low level adjustment for disability</b>	\$129355	support with their learning.
<b>Socio-economic background</b>	\$37420	<p>* 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.</p> <p>* A Student Welfare Officer is employed twice a week as an additional means of support for students.</p> <p>* A Student Engagement Officer assists students in providing access to pathways beyond the traditional classroom context, mentoring and additional needs based training options.</p>
<b>Support for beginning teachers</b>	\$42000	<p>2018 introduced an induction program concentrating on enabling new teaching staff to meet, discuss and learn from each others experiences in the beginning of their teaching career. These sessions provided opportunity to address issues which face many beginning teachers and which are often made navigable by open and frank discussion with experienced mentors and other teaching staff. The meetings were worthwhile and offered support, friendship and information to all stakeholders.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	575	588	601	585
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. The drawing area for enrolments ranges from Warrawee, Pennant Hills and Thornleigh to Brooklyn, Cowan and Wondabyne as well as some from the southern Central Coast.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.3	94.6	94.6	93.8
8	93.4	92.7	93.1	91.5
9	92.5	92.2	92.4	88.7
10	91	93.1	92.8	91.3
11	90.7	93	93.2	90.2
12	92.1	91.6	90.9	90.7
All Years	92.4	92.9	92.9	91
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### 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. Boys with attendance issues are monitored via Attendance Improvement Plans and Blue Card Monitoring throughout the day.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6.9
Employment	0	0	13.8
TAFE entry	0	0	4.6
University Entry	0	0	44.83
Other	0	0	28.73
Unknown	0	0	1.14

In 2018 the majority of Year 12 students, 43.83%, 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 4.60% took up TAFE courses. A further 23.78% of the 2017 Year 12 cohort went into apprenticeships and 13.80% straight into paid employment while 6.90 were looking for work. 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

Twenty one students studied Hospitality and Construction at Asquith Boys in the Year 12 cohort of 2018.

All students completed two successful work placements of 35 hours and the feedback from employers was positive about the students conduct and application in the workplace.

### VET Construction 2018

Out of 10 students only one did not complete the Construction course in 2018. The rest of the class completed all available Cluster Tasks and as a result they all attained their CERT II in Construction Pathways. In the HSC Examination they performed reasonably well with an average mark of just below state average. The majority of the class have become apprentices in this area and the school by delivering the course was able to prepare them extremely well for their chosen trade.

## VET Hospitality 2018

The class of 2018 performed extremely well, receiving near on equivalent to the state average. They have completed the course all competent. Two of the students are now undertaking apprenticeships within the hospitality industry, and a further two taking significant job roles within the hospitality industry. The class performed well, presenting a four course meal for 24 thankful parents, family and staff for their final competencies on their own without teacher interaction.

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

92 students sat for at least one HSC subject with 89 attaining the award of a HSC while three students attained a Record of Achievement. Two of these were accelerated Year 11 students, each completing one HSC subject: Retail and Mathematics. The Mathematics student achieved results which placed him at the top of the ABHS cohort. One student was engaged with HSC Pathways.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	34.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	8.88
Other Positions	2

\*Full Time Equivalent

In 2018 the school funded the role of a second Deputy Principal to oversee Years 7, 9 and 11 as well as administrative roles to support the development of educational improvement across the school.

### 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 NESAs 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 aligned with PDP and school strategic goals. The majority of staff took up opportunities to attend TPL and TPL was tracked for the year. School based TPL was presented at SDD and Twilight SDD afternoons as well as Staff Training meetings on a Tuesday. These sessions included Transforming Learning John Fischetti, Strategic Teams presentations from every team, Difficult Conversations, MS365/Google Classroom, Judge marking, Online Safety and White Ribbon. Executive PL was offered at Executive meetings at least once a term for the first time with presentations on Formative Assessment, Action Research, Feedback, NESAs and subject selection and 21st Century Learning. In preparation for the implementation of mandatory accreditation of all teachers in 2018, an overview of all TPL was provided for all teachers, linking all sessions to hours and the Australian Teaching Standards.

All teachers nationally must either be working towards or have achieved a Proficient level of accreditation to be certified as a teacher. As a part of the accreditation process, Asquith Boys High School introduced Professional Learning opportunities through Accreditation teams. The teams have been tailored specifically to Graduate, Proficient or teachers wishing to progress to Lead or Highly Accomplished Teacher. Quality Teaching is the greatest in-school influence on student engagement and outcomes and certification is an important element in a broader teacher quality strategy.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	738,716
<b>Revenue</b>	8,232,595
Appropriation	7,109,563
Sale of Goods and Services	167,240
Grants and Contributions	880,106
Gain and Loss	0
Other Revenue	70,874
Investment Income	4,811
<b>Expenses</b>	-7,945,398
Recurrent Expenses	-7,945,398
Employee Related	-6,684,452
Operating Expenses	-1,260,946
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	287,196
<b>Balance Carried Forward</b>	1,025,913

The school has a Finance Committee headed by the Principal and including the SAM. Budgets are allocated to faculties and programs based on applications and fair calculations to ensure that all students are valued and catered for across the school and that no subject area is unfairly advantaged.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,087,157
Base Per Capita	116,292
Base Location	0
Other Base	5,970,865
<b>Equity Total</b>	329,400
Equity Aboriginal	2,950
Equity Socio economic	37,420
Equity Language	159,675
Equity Disability	129,355
<b>Targeted Total</b>	89,800
<b>Other Total</b>	318,021
<b>Grand Total</b>	6,824,378

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

### 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 ToPEAL structure to support the whole school writing program.

\* Integrated BYOD lessons that enhance literacy skills, particularly an understanding of grammar and punctuation structures.

\* Whole school focus on comprehension strategies using Here, Hidden, Head to explicitly develop inferential comprehension skills.

**Progress in NAPLAN Literacy**

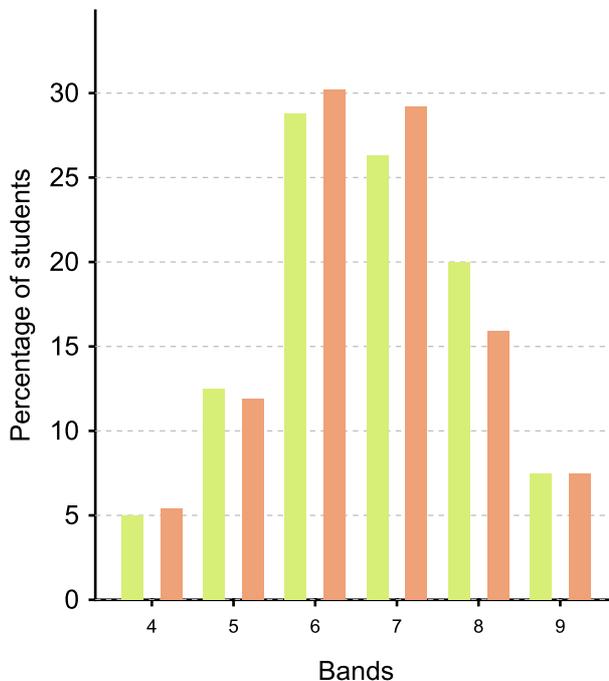
\* 9.6 % of Year 9 students performed in the top two bands for Writing. This is a significant increase when compared with 2016 results where only 2.1% of students performed in the top two bands for writing.

\* 15.8% of Year 9 students performed in the top two bands for Reading.

\* 24.7% of Year 9 students performed in the top two bands for Spelling.

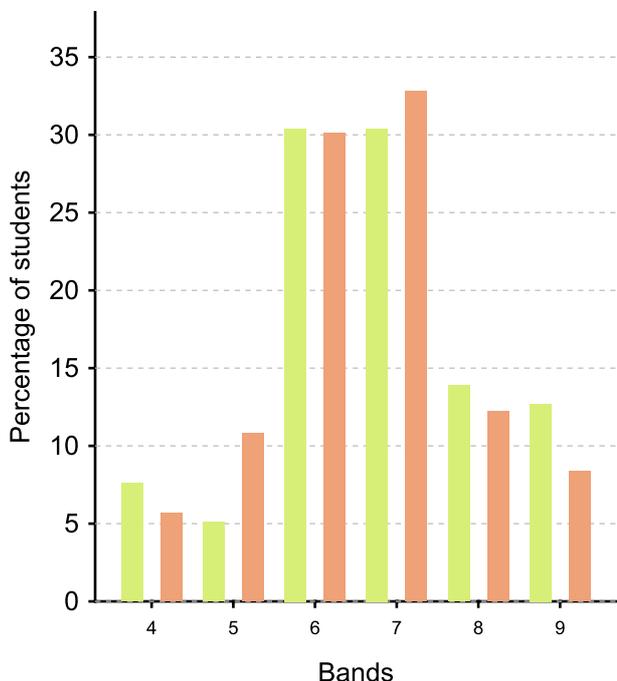
\* 23.7% of Year 9 students performed in the top two bands for Grammar and Punctuation.

**Percentage in bands:  
Year 7 Reading**



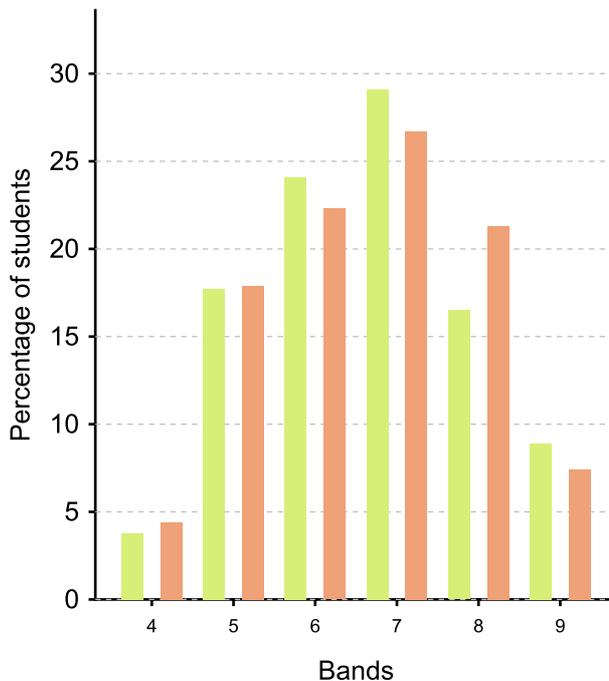
Band	4	5	6	7	8	9
Percentage of students	5.0	12.5	28.8	26.3	20.0	7.5
School avg 2016-2018	5.4	11.9	30.2	29.2	15.9	7.5

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



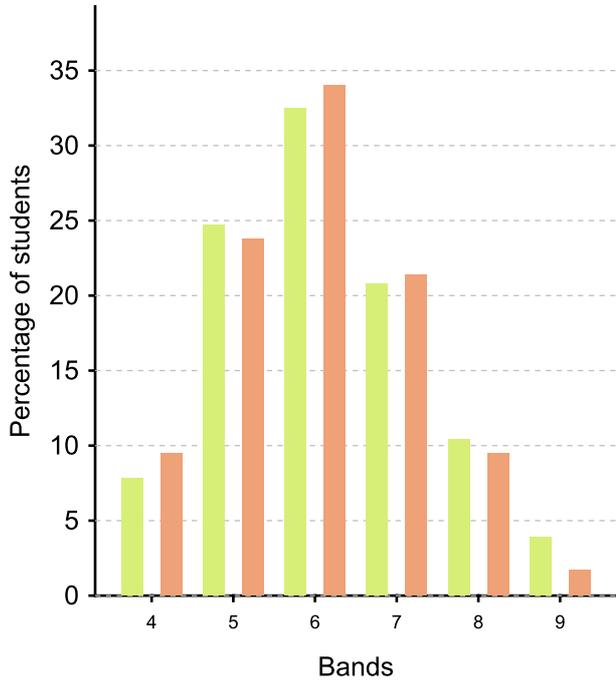
Band	4	5	6	7	8	9
Percentage of students	7.6	5.1	30.4	30.4	13.9	12.7
School avg 2016-2018	5.7	10.8	30.1	32.8	12.2	8.4

**Percentage in bands:  
Year 7 Spelling**



Band	4	5	6	7	8	9
Percentage of students	3.8	17.7	24.1	29.1	16.5	8.9
School avg 2016-2018	4.4	17.9	22.3	26.7	21.3	7.4

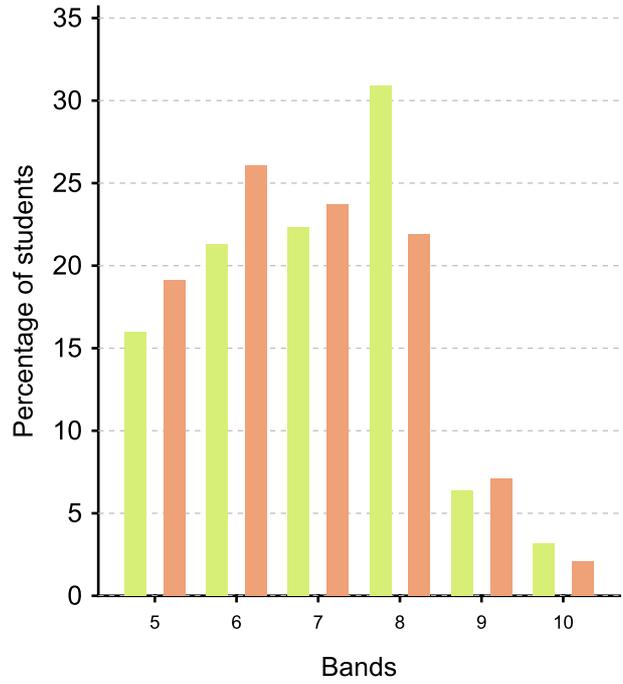
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	7.8	24.7	32.5	20.8	10.4	3.9
School avg 2016-2018	9.5	23.8	34	21.4	9.5	1.7

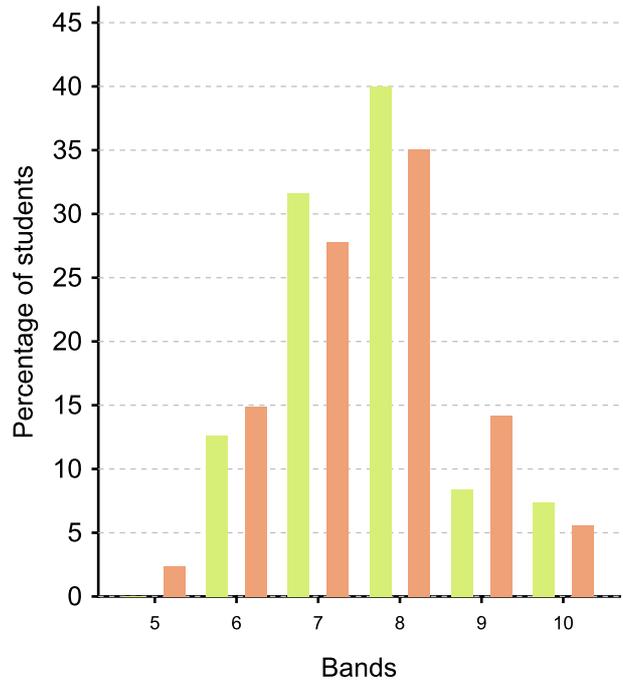
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	16.0	21.3	22.3	30.9	6.4	3.2
School avg 2016-2018	19.1	26.1	23.7	21.9	7.1	2.1

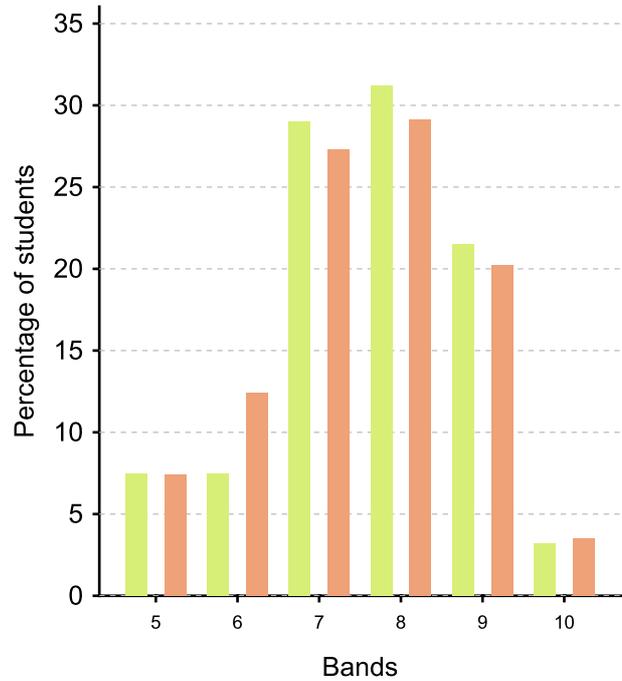
**Percentage in bands:**  
Year 9 Reading



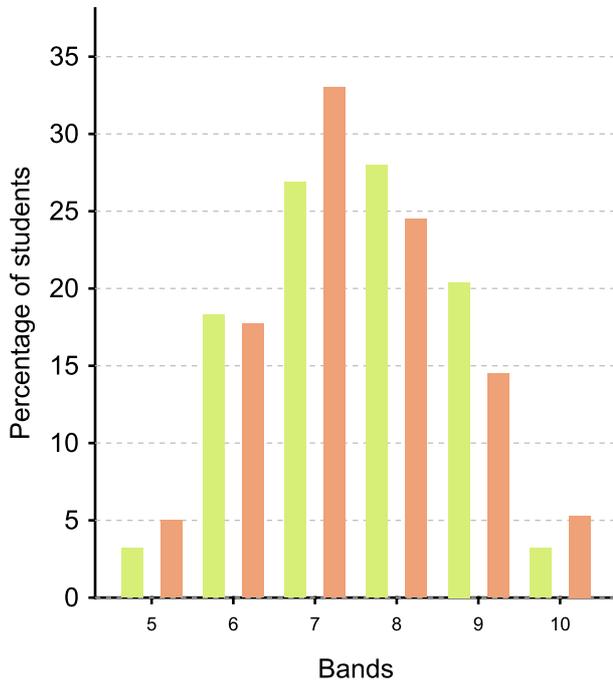
Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	12.6	31.6	40.0	8.4	7.4
School avg 2016-2018	2.4	14.9	27.8	35.1	14.2	5.6

**Percentage in bands:**  
Year 9 Spelling



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



■ Percentage in Bands  
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.5	7.5	29.0	31.2	21.5	3.2
School avg 2016-2018	7.4	12.4	27.3	29.1	20.2	3.5

■ Percentage in Bands  
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.2	18.3	26.9	28.0	20.4	3.2
School avg 2016-2018	5	17.7	33	24.5	14.5	5.3

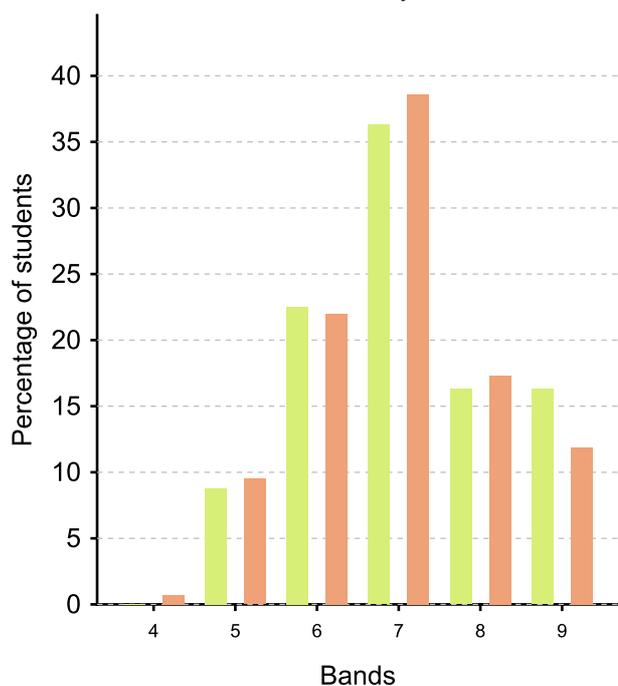
NAPLAN Numeracy for Year 7 reflects where our students are at on arrival at ABHS. It provides an indicator of areas of development and areas of focus. It is a useful tool to help identify student needs.

Student development is supported for every student in Stages 4 and 5 via Numeracy lessons where every student in Years 7 – 10 attends morning Numeracy lessons in two terms of every year on Mondays and Fridays. Identified students are supported by morning Quicksmart, a numeracy program taught by student mentors and delivered by Learning Support four mornings a week.

Year 9 Naplan results reveal an upward trend, and are above State Average in comparison to all DoE, Boys, Boys Non Selective, Boys schools.

Naplan Numeracy and Literacy in 2018 ABHS was completed by students in Year 7 and 9 on pen and paper.

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	8.8	22.5	36.3	16.3	16.3
School avg 2016-2018	0.7	9.5	22	38.6	17.3	11.9

Band	5	6	7	8	9	10
Percentage of students	0.0	3.2	27.7	39.4	22.3	7.4
School avg 2016-2018	0	9.5	24.3	37.7	22.9	5.6

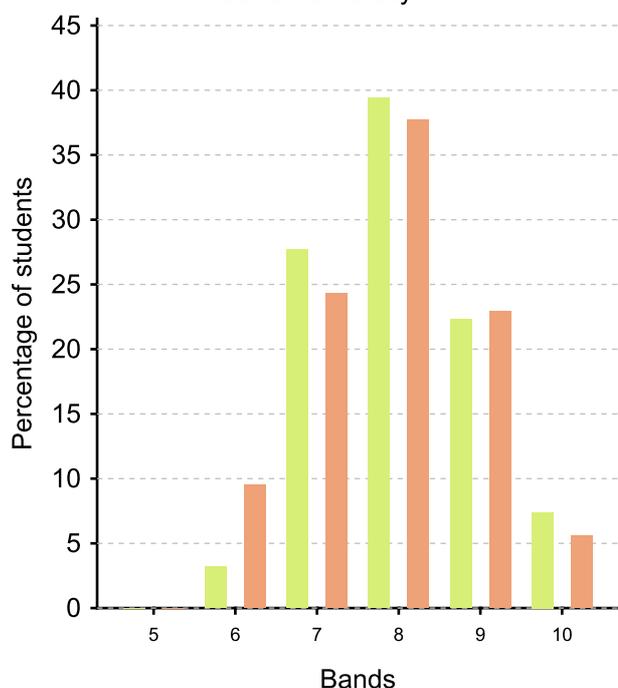
The My School website provides detailed information and data for national literacy and numeracy testing. The results for Year 7 are a reflection of student development over primary years to Year 6 while Year 9 reflect the value adding for students at ABHS between Year 7 and 9.

In terms of the *Premier's Priorities: Improving education results*, in 2018 23.6% of Year 9 students achieved pleasing growth in the top two bands for grammar and punctuation compared to the school average for 2016–2018 of 19.8%. Results for spelling showed growth as 24.7% of Year 9 students achieved in the top two bands for compared to the school average for 2016–2018 of 23.7%.

In 2018 15.8 % of Year 9 students achieved in the top two bands for reading compared to the school average for 2016–2018 of 19.8%. Results for Writing in 2018 9.6% of Year 9 students achieved in the top two bands for reading compared to the school average for 2016 –2018 of 9.2%. These are school priority areas being targeted by literacy lessons and strategies being developed by the Literacy Strategic Team.

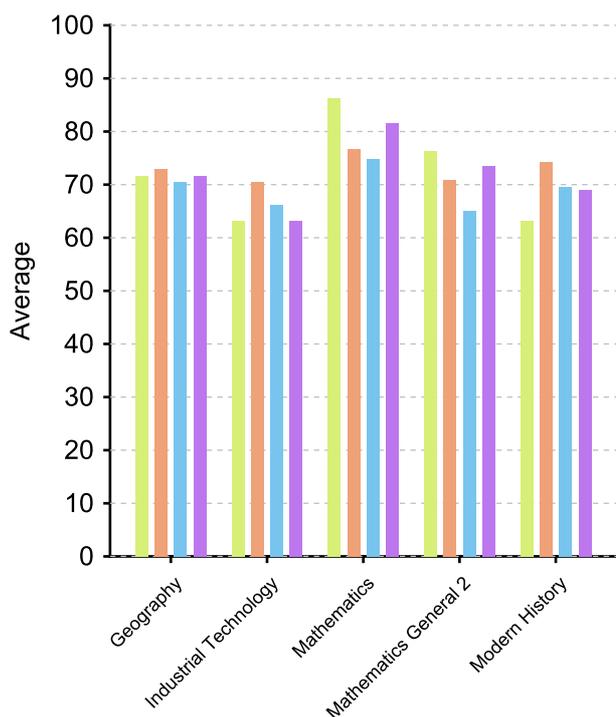
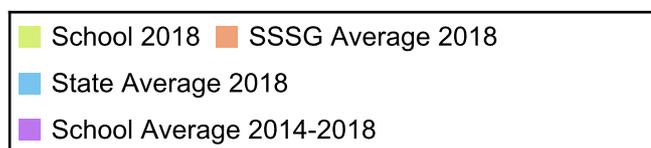
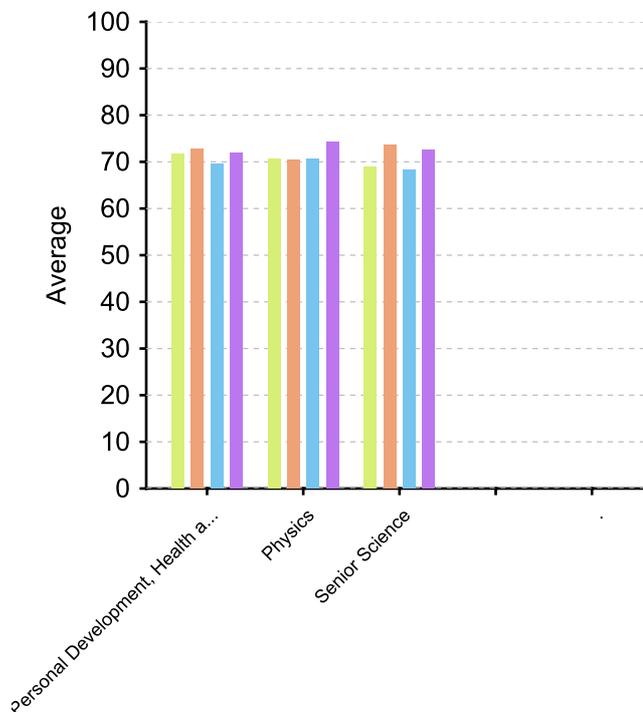
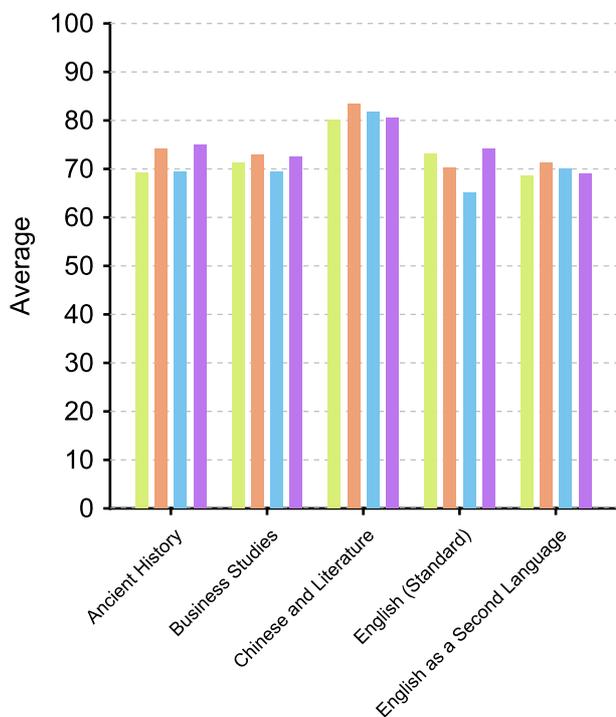
in 2018 29.7% of Year 9 students achieved growth in the top two bands for grammar and punctuation compared to the school average for 2016–2018 of 28.5%.

**Percentage in bands:**  
Year 9 Numeracy



### Higher School Certificate (HSC)

- 14 Distinguished achievers
- Band 6's across 5 different subject areas Ancient History, English Extension 1, Mathematics, Mathematics General and Mathematics Extension 2
- 100% of the Advanced and 75% of the Standard English cohort achieving Band 4 or above
- Mathematics Extension 1 – 100% of their cohort achieved Band 5 or above and Mathematics Extensions 2 achieved 100% Band 6
- Mathematics, Mathematics Extension, English, English Extension, Engineering and Food Technology all achieved significantly above State averages
- Visual Arts, and Chinese and Literature achieved 100% of their cohorts above Band 4
- Chemistry, Society and Culture, Construction, Music, has 70% of their cohort achieve above Band 4
- Exemplary performances of John Taylor Booth who achieved the highest ATAR of 92.55 and the title of Dux for the 2018 Asquith Boys High School, and Kefah Farache who was only just behind John achieving an ATAR of 91.55.



The Asquith Boys High School 2018 Dux was John Taylor–Booth with an ATAR of 92.55.

John achieved Band 6 results in Ancient History, Mathematics and narrowly missed out in Standard English were he achieved a very impressive 89. John excelled throughout the year in all courses and has put his success down to dedication and consistent hard work.

Asquith Boys High School also achieved 14 HSC Distinguished Achievers with Band 6 results across 5 different subject areas. 100% of our Advanced English and Extension Mathematics students achieved the equivalent of Band 4 or higher results. Asquith Boys High School students excelled in achieving a perfect 100% of the cohort above Band 4 in Visual Arts and Chinese and Literature with 70% achieved in Chemistry, Society and Culture, Construction and Music courses.

## Parent/caregiver, student, teacher satisfaction

One of the strongest aspects of the school is the sporting culture and participation in sport exceeds the state average across the board. The majority of students surveyed, identified that they had a strong sense of belonging exceeding state average. These same students reported positive relationships with teachers. Productive student/teacher relationships exceed the state average. Students value the importance of schooling in Year 10 though this is under development in younger years, and this is reflected in intellectual engagement and attitudes to effort and completion of homework. In their academic outcomes

students across the board reflected above state average satisfaction with their achievements. Students across the board identified that ABHS provides a positive learning climate with clear rules and expectations around behaviour and staff set high expectations. Students identified that teamwork, critical and creative thinking, problem solving and communication were the most important skills for career advancement. 85% of 2018 Year 12 students identified that the study skills presentations in 2018 were valuable and 62% were confident they knew exactly what to do to get the HSC marks they wanted.

Staff satisfaction reflected a trend in improvement in gaining useful performance feedback as well as in collaboration and cooperation as a staff on things that matter. There is a general trend of improvement in the confidence staff have in management leading towards improvement. Staff engagement with work was 79% and belief in senior managers 67%. 74% of staff agreed that high performance was supported though communication was identified as an area needing improvement.

Parents were surveyed about their overall satisfaction in areas such as the way school systems met their son's needs such as Merit; behaviour management; attendance monitoring; NOGO; communication; reporting; after school detention; code of conduct awareness; facilities; extracurricular activities; ABHS as a learning environment and pastoral care. In all these areas the majority of respondents indicated positively, although some parents noted that facilities needed an upgrade and the use of technology and challenge presented to GATS students needed development. When asked if they would recommend ABHS to other families an overwhelming 66% of parents would definitely recommend ABHS, while 30% probably would recommend the school which was pleasing.



## 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, who teaches ESL English, organises events for EAL/D students such as lunches for the International Moon Festival and Chinese New Year. There are opportunities 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.

#### **A Fawcett – ARCO**

### Other school programs

#### **CAPA**

The CAPA Faculty is a highly dynamic department that has seen a growth in the range of creative opportunities offered to students. Over 15 extracurricular activities were organised in 2018 including 'Big Band Blast', 'Meet the Music', 'AGHS/ABHS HSC Drama Showcase', 'MAD Night', 'Visual Arts Exhibition', and a Stage 5 'Cockatoo Island Excursion'. These have been integral in enhancing learning opportunities and developing skills. Beyond this, students have accessed a range of Music, Drama and Visual Arts workshops.

8 students completed the Visual Arts HSC course in 2018 with 100% achieving a Band 4 or greater. 62%

attained a band 4 and 38% a Band 5. Analysis of components report indicates that the Body of Work is an area of strength. Performance at 2.8 below state average was a reflection of students' written results.

The 2018 HSC Music 1 cohort achieved below the State average, however, Composition scored significantly above the state mean (5pts). Musicology and Performance were the poorest performing areas with a minimum of 2pts below the state average in all electives. Aural Analysis was only slightly below the State average in 3 out of the four questions.

In 2018 HSC Music 2, students performed very well overall with Performance and Composition results sitting comfortably above the State Mean. 100% of the cohort achieved a band 5. One student was nominated for Encore in their performance elective. This was a result of the student putting in a significant amount of time into rehearsal and preparation. Questions requiring literacy skills as a means of demonstrating critical understanding of Musical Concepts were main areas of weakness.

8 students completed the Drama HSC course. Students engaged in the playbuilding process and attended school holiday rehearsals. The cohort achieved below the state average with their best results achieved in the written component. Section 1, Question 1, was .99 points below the state mean which was an improvement on previous years results. The 2019 cohort will engage in a new topic area that should see improvement in results due to its connective nature.

Weaknesses in writing skills across the CAPA faculty have been identified through our Action Research Project with strategies embedded in all programs to include Google Classroom, timed writing activities, scaffolding tasks and class websites with resources. Greater emphasis on developing extended writing with evidence and on exploring a range of practices will support improvement.

### **Ms L Robson– HT 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. The Advanced English students performed above state average with 75% of students achieved Band 5 or above. Similarly, Standard English

students performed to a high level with 76% achieving a Band 4 or higher. 44% of EAL/D students received a Band 4 or higher result.

### **Ms E Connolly – HT English**

#### **HSIE**

The HSIE Faculty continues to pursue personal academic success for individual students and high level engagement in the classroom continues to be the key driver of success for our Faculty. A dynamic and challenging program of learning encourages students to embrace a desire to learn while gaining crucial critical and creative thinking skills that are intrinsic to success beyond the classroom. Ancient History results for 2018 bettered all the results except 2002 and 2007. Majority of students were awarded Bands 3 and 4, one each of Band 5 and 6 and students who received Bands 1 and 2 answered the wrong section of the paper. Society and Culture students were awarded 2 Band 5, 3 Band 4 and 1 Band 3, unfortunately one students Band 1 resulted in the lowering of the cohort results. Business Studies results rank as the 3rd best since the new syllabus was implemented in 2010. The cohort received 6 Band 5, 11 Band 4, 5 Band 3 and 2 Band 1 Economics results have been fairly consistent from 2009 to 2018 with some outstanding results in 2015 and 2016. Results were grouped between Bands 2 and 5 (1 Band 5, 1 Band 4, 3 Band 3, 2 Band 2). Modern History students were awarded results of 2 Band 5, 5 Band 4, 4 Band 3, 3 Band 2, 2 Band 1 results which can be improved on. Geography results included 5 x Band 5, 2 Band 4, 2 Band 3, and one each of Band 1 and 2. Each HSC teacher worked to their best ability to achieve the student's best possible personal results, some of these results were outstanding and some not so these grades reflect the personal commitment and work ethic of the students.

### **Ms A Cufre– HT HSIE**

#### **MATHEMATICS**

In 2018, The Mathematics Faculty had a very successful HSC campaign.

Mathematics General 2 : Overall, 5 Band 6's, 13 Band 5's and 14 Band 4's.

Asquith Boys High School was 5.99 above State Average (aSA).

Band 6's : 4.82% (aSA)

Band 5's : 9.44% (aSA)

Band 4's : 5.81% (aSA)

Band 3's 1.48% below State Average (bSA)

Band 2's 12.34% (bSA)

Band 1's 5.34% (bSA)

72.71% of students achieved a Band 6, 5 or 4, which

placed the students 20.17% (aSA).

Overall, outstanding results!!!

Mathematics 2 Unit

All students achieved a Band 4 or better.

Five Band 6's

Two Band 5's

Four Band 4's.

In total, Mathematics 2 Unit : 7 Band 6's. (including 2 Notional Band 6's from the two Extension 2 students)

Asquith Boys High School was 7.76 above State Average.

Band 6's : 22.99% above State Average

Band 4's : 10.42% above State Average

100% students achieved Band 6's, 5's or 4's, which placed them 22.26% above State Average.  
Mathematics Extension 1 : Asquith Boys High School was 5.56 above state average.

**Mr EK Shead – HT Mathematics**

**PDHPE**

17 students completed the PDHPE HSC course in 2018. The school average of 71.6 was close to the state average of 72.3. In total, 59% of students received a band 4 or greater, which was comparable to the state average.

**Mr R Bolger– HT Admin/PDHPE**

**SCIENCE**

The Science Faculty has been focusing on driving the use of technology to increase engagement and effective learning for the 21st Century. The faculty has purchased a large range of new wireless sensors for our data loggers that is allowing the students to complete projects and HSC depth studies with more accurate data and allowing the boys to build realistic skills that will benefit them in future studies and the modern workplace.

Science achieved close to state average for HSC Results in Physics, Chemistry and Senior Science and reasonable results in Biology. The boys continue to excel in the mathematical side of the Science courses where over 60% of students were above state average for these questions. The most pleasing aspect of the Science results was the overall improvement in extended writing responses with above state average results across all subjects in this area.

The Horticultural Science elective in Year 8 have completed many significant projects over the previous 12 months. The boys have completed planting a native

garden outside the hall and planted a hedge at the end of the Peats Ferry Road car park. The boys also designed and planted an ANZAC garden at the entrance to the School that includes a descendant of the original Lone Pine from Gallipoli.

**Mr S Robertson – HT Science**

**TAS**

Engineering Studies

A small cohort worked hard throughout the year and achieved pleasing results that indicate a positive trend in subject marks year on year. The results were again above state average and the result is particularly pleasing as the teacher of the class was new to this subject. He has continued to build resources to build upon this excellent result.

Industrial Technology

The 2018 cohort produced some very exciting and imaginative Major Projects including a bicycle, chandelier and globe of the world all made from wood. The technical difficulties of working curved surfaces in timber were cleverly overcome with the use of technology such as the laser cutter and 3D printer. The boys averaged results that were a big improvement on the previous year.

Design & Technology

The results of the students in this class were pleasing, with 80% of the cohort achieving marks that were above state average in the exams and producing imaginative and well planned projects for the design component of the course. This is an improvement on the results from 2017 and is one of the two best results in this course over the last 10 years.

Food Technology

This class has achieved an average 2.62% above state average, showing that the TAS department has strength in both the traditional areas of Industrial Arts and Food Technology. The boys in this subject worked particularly well, attending holiday workshops to build their knowledge and practice their exam technique. The results in the extended response was particularly noteworthy, showing the value of the holiday workshops.

**Mr C Philip – HT TAS**

**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.

### **2017/18 SUMMER GRADE SPORT**

North West Metropolitan Zone Premiers:

- 15 Cricket
- Jnr A Oztag
- Jnr B Oztag
- Jnr A Futsal

Runners up:

- Opens Baseball
- 1st Cricket
- 1st Futsal
- 2nd Futsal

### **ASQUITH BOYS HIGH SCHOOL– BEST AND FAIREST SUMMER 2017/2018**

#### **CRICKET**

1st – Adam West

2nd– Jake Truskett–Jones

15– Benjamin Fisher

14 – Kyal Cruickshank

#### **OZTAG**

Snr A – Sione (Sau) Faupula

Snr B– Shahin Shahzadeh

Jnr A– Cody Mirabile–Kumar

Jnr B– Aden Clarke

#### **VOLLEYBALL**

1st – Jack Beckerleg

2nd – Riley Nicklin

15– Luke Ivers

#### **BASEBALL**

1st – Samuel Italiano

Jnr – Kieren Robinson

#### **FUTSAL**

Snr A– Jordan Smylie

Snr B– Nathan Cosgrove

Jnr A– Samuel Parry

Jnr B – Sean Lanske

#### **WATER POLO**

1st Grade – Aidan Waters

15's – Allochia Jennians

14's– Lachlan Thomson

#### **BASKETBALL**

1st – Yingtao (Toby) YAN

2nd– James Tarte

15– Marc Lucanas

### **2018 WINTER GRADE SPORT**

North West Metropolitan Zone Premiers:

- 1st Football

Runners up:

- 1st Rugby
- 15's Rugby
- 15A Football
- 2nd Football

### **ASQUITH BOYS HIGH SCHOOL BEST AND FAIREST – 2018 WINTER GRADE SPORT**

1st Grade Tennis – Liang (Max) Xiong

2nd Grade Tennis – Patrick Ross

15's Tennis – Jackson Rishworth

14's Tennis – Daniel Mcpherson

1st Grade Soccer – Edward Blackwood

2nd Grade Soccer – Dominic Jones

3rd Grade Soccer – Jayden Camp

4th Grade Soccer – Tom Kersten

5th Grade Soccer – Matthew Jollie

6th Grade Soccer – Liam Pouw

15 A Soccer – Xuzhi (Anthony) He

15B Soccer – John (Harrison) Hegarty

15 C Soccer – Ben Moralas

14A Soccer – Ethan Oliver

14B Soccer – Zac Ruggero

14C Soccer– Jarrod Ilea

13A Soccer – Alexander Mular

13B Soccer – Joshua Hegarty

1st Grade Table Tennis – Mitchell Sawyer

2nd Grade Table Tennis – Riley Nicklin

15's Table Tennis – Lachlan Taylor

14's Table Tennis – William Potts

1st Rugby – Oskar Enasio

15's Rugby – Corey Adnum

14's Rugby – Jack Fogden

13s Rugby – Malakye Enasio

Hockey – Riley Berzins

2nd Badminton – Cameron Chilvers

15 Badminton – Jack Jones

### **2018 Major Sporting Awards**

#### **A J Hughes – Cricketer of the Year**

Corey Miller

#### **Badminton Player of the Year**

Cameron Chilvers

#### **Baseball Player of the Year**

Samuel Italiano

#### **Basketball Player of the Year**

Yingtao Yan

#### **Futsal Player of the Year**

Jordan Smylie

#### **Hockey Player of the Year**

Riley Berzins

#### **Nathan Sonter Memorial – Lawn Bowls**

Ethan Scott–Branagan

#### **Junior Rugby Player of the Year**

Oskar Enasio

#### **Rugby Player of the Year**

Sione Faupula

#### **Junior Soccer Player of the Year**

Xuzhi He

#### **Soccer Player of the Year**

Jordan Smylie

#### **Table Tennis Player of the Year**

Mitchell Sawyer

#### **Ralph "Rocket" Andersen Memorial Tennis Shield**

Liang Xiong

#### **Oz Tag Player of the Year**

Sione Faupula

#### **Volleyball Player of the Year**

Jack Beckerleg

#### **Water Polo Player of the Year**

Aidan Waters

#### **NWMHSSA ZONE BLUE – CRICKET**

Jayden Camp

#### **NWMHSSA ZONE BLUE – CRICKET**

Corey Miller

#### **NWMHSSA ZONE BLUE – FOOTBALL**

Lawrence Frederick

#### **NWMHSSA ZONE BLUE – RUGBY UNION**

Oskar Enasio

#### **NWMHSSA ZONE BLUE – RUGBY UNION**

Sione Faupula

#### **NWMHSSA ZONE BLUE ENDORSEMENT – ATHLETICS**

Edward Parker

#### **NWMHSSA ZONE BLUE ENDORSEMENT – FOOTBALL**

Jordan Smylie

#### **Hornsby 24/7 Gym ABHS Sportsman of the Year**

Sione Faupula

#### **CARNIVALS 2018**

#### **SWIMMING –2018 Swimming Age Champions:**

12 years – Jake SHEARAN

- 13 years – Cooper GOODCHILD
- 14 years – Dominic MAHON
- 15 years – Cooper ROBERTSON
- 16 years – Jeremy MINTO
- 17+ years – Jack COTTON

**CROSS COUNTRY –2018 Cross Country Age Champions:**

- 12 years – Tyler Armstrong
- 13 years – Kye Tobin
- 14 years – Ethan Oliver
- 15 years – Sam Parry
- 16 years – Jarrod Haines
- 17 years – Christopher Robinson
- 18 years – Anthony Lake

**ATHLETICS – 2018 Athletics Age Champions:**

- 12 years – Hamish Reynolds
- 13 years – Daniel Hatch
- 14 years – Ethan Oliver
- 15 years – Liam Oliver
- 16 years – Lawrence Frederick
- 17 + years– Nicholas Barratt

**HOUSE COMPETITIONS**

**SWIMMING HOUSE COMPETITION**

- 1ST – Myall
- 2nd – Kurrajong
- 3rd – Wandoo
- 4th – Cooba

**X-COUNTRY HOUSE COMPETITION**

- 1st – Myall
- 2nd – Wandoo
- 3rd – Kurrajong
- 4th – Cooba

**ATHLETICS HOUSE COMPETITION**

- 1st – Myall
- Equal 2nd – Cooba
- Equal 2nd – Wandoo
- 4th – Kurrajong

***Mr D Jones – Grade Sport Coordinator***

**BAND PROGRAM AND TOUR**

2018 was another year of growth and success for the ABHS Band Program. The combined Concert and Wind Ensembles with AGHS and our Senior Stage Band are now well-established. Two years of consistency has lead to an increase in performance opportunities and competitive success. Following on from a highly productive Music Camp at Galston Crusaders in early May, our Junior and Senior Stage Bands were once again joined by the AGHS Stage Band to take part in our annual tour of Port Macquarie in early June. This included performances at local primary schools and as part of the Big Band Blast Festival. This year's festival also provided a selection of instrumental workshops as a means of extending our students. 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 Silver medal and the Senior Stage Band a Gold medal for their participation in the prestigious NSW Band Festival at the Sydney Conservatorium in July. All of our extra-curricular ensemble groups have also performed at various Formal Assemblies and as a feature at the ABHS and AGHS awards events.

***Mr S Newton – Band Coordinator***

**DUKE OF EDINBURGH**

2018 was another successful year for Duke of Edinburgh at ABHS. 21 students completed their Bronze expeditions, hiking for two days along the Great North Walk for their practice expedition and in the Blue Mountains for their qualifying expedition. Silver students teamed up with Crestwood High School for a joint practice expedition from Cowan to Mooney Mooney, and then completed the Six Foot Track in the Blue Mountains for their qualifying expedition. Several students received their Duke of Edinburgh Award for completing the program:

- Mitchell Kissick (Bronze)
- Otis Van Egmond–Jones (Bronze)
- Lucas Reynolds (Bronze)
- James Tarte (Silver)

***Ms E Connolly – HT English/Duke of Edinburgh Coordinator***

**JOINT ABHS/AGHS MUSICAL**

2018 saw Asquith Boys High School join with Asquith

Girls High School in the combined musical *Much Ado About Everything!* 7 Drama students had to audition with an acapella song of their choice and a scripted reading. Once successful, the students met on a weekly basis to rehearse for a majority of the year. At the same time, the Combined Wind Ensemble and Combined Concert Band were rehearsing in anticipation of show time. The collaborative nature of this project showed the creativity of our students and gave them the opportunity to be involved in an original production. The performances held at The Concourse Theatre, Chatswood were a resounding success. The students had the opportunity to perform in a professional venue and when the curtain came down on the last show the audience gave the performers a standing ovation. The positive affirmation reflected the casts' talent, effort and exceptional quality of the musical.

***Ms A Gowthorp – Drama Coordinator***

## **INTERNATIONAL FOOTBALL TOUR**

Continuing the excellent tradition, 32 students accompanied by three staff, completed the 16th Annual Football (Soccer) Tour to Hong Kong. Leaving Sydney in early April, 32 students from Years 9 to 12 played 10 matches and took in the highlights of Hong Kong which also included a visit to historic Macau. Asquith Boys has now taken over 400 students on these Tours and the students have all been empowered with a sense of understanding, both of the cultures of the countries visited and rewarded with some excellent Football. This Tour has now reached the level of Global acceptance and the students selected have to apply for involvement– such is the popularity and recognition of this annual event. As in the past, they were divided into two squads – Junior and Senior – and acquitted themselves with excellence with both teams finishing the tour with 4 wins out of 5 games. In Hong Kong, we visited and competed against some excellent Senior Colleges and Football Academies as well as visiting areas of cultural awareness and Memorials. The British influence was explained in both word and visitation as well as the unique Chinese culture. The behaviour of the students was exemplary both on and off the field. A great effort from the boys and some of the best results ever on tour.

***Mr D Jones, Mr M Blackwood and Mr G Moscos – Football Tour Coordinators***

## **SNOW TRIP**

The PDHPE faculty provided another opportunity for all Year 10 students to attend a 5 day alpine excursion. 60 students took advantage of this program and the chance to experience a unique environment, whilst participating in the exhilarating sports of skiing and 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 experienced staff and Perisher's expert instructors. Instructors catered for all standards and ability groups from

beginner – immediate – advanced – all of whom demonstrated exceptional skiing and snowboarding development during the week. In addition, all students developed in the process areas of skill acquisition, coaching, problem solving, critical thinking, decision making, communication, interacting, goal setting, valuing and safety.

***Mr G Corbitt – Ski Coordinator***

## **SWIM SCHOOL**

80 Year 7 students participated in the annual 4–day intensive Swimming & Survive program at Hornsby Pool. 77 students attained awards from Royal Lifesaving for being proficient at different stages between the Discovery 1 and Active Award 7 levels. 10 Year 7 students managed to complete the highest components of the program and 15 students completed the second highest award.

Year 10 elective PASS students were provided leadership opportunities by undertaking the Bronze Medallion Course. 18 students accomplished the rigorous course, with 2 students passing the Bronze Star and 16 passing the Bronze Medallion. From this cohort, a group of Year 16 students were selected to assist staff in the delivery of the Year 7 Program.

***Mr C Broome – Swim School Coordinator***

## **PREMIERS 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. 2018 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.

***Mr D Jones – Premier's Sporting challenge Coordinator***

## **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.

***Ms C 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 lunchtime
- \* participating in debating workshops held in the school library
- \* being part of the state wide Premier's Debating Challenge. In 2018, 4 teams competed in the Premier's Debating Challenge across Stages 4 and 5.

***Ms E Connolly – Debating Coordinator***

**GATS**

Asquith Boys High has a large range of enrichment activities across a multitude of subject areas. The various debating teams have competed against some of the strongest schools in the region with the boys competing with distinction. The Music Band Program has continued its involvement with a collaborative band with Asquith Girls High. The band has played in many competition performances with great success. The boys were heavily involved with the AGHS 'Musical' performance that showcased numerous Senior and Junior bands along with local primary schools.

Many of our students from the Year 7 and 8 enrichment classes have been involved with a range of STEM enrichment activities such as building a robotic hand and controlling it with an Arduino controller and being part of the Surfing Scientist interactive science show with Ruben Meerman.

***Mr S Robertson – GATS Coordinator***