

Asquith Boys High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Asquith Boys High School

Jersey St

Asquith, 2077

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

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

9477 3508

Message from the principal

As the Principal of Asquith Boys High School, it is with great pride that I present this report on our student's achievements during 2019. Asquith Boys High School enjoyed its best year ever with respect to HSC results, academic achievement, extra curricular and sporting endeavours and I am sure that the community will be most impressed by our achievements and enjoy reading this report. This report will detail our progress in achieving the milestones of the second year of our 2018–2020 School Strategic Plan. With the three main focus areas remaining Excellence in Teaching, Learning and Systems. It is clear that we are continuing to make significant progress towards achieving the designated outcomes in these focus areas. I would like to thank staff, students and the community members for their hard work throughout the year in achieving these goals. 2019 was an incredible year academically for Asquith Boys High School. Our Year 12 cohort achieved excellent overall academic results. With the highest 2019 ATAR of 98.70, Asquith Boys High School finished in the top 250 in the Sydney Morning Herald government comprehensive high school list, and were ranked 3rd for comprehensive boys high schools in NSW and our Mathematics results placed us 8th in the state for all comprehensive high school. We achieved an incredible 26 HSC distinguished Achievers with Band 6 results across 12 different subject areas. Band 6 results were achieved in Modern History, English Advanced, Mathematics, Mathematics Standard 2 and Mathematics Extension 1 and 2, Business Studies, Society and Culture, Geography, Chemistry, Physics, Korean and Literature. We also achieved a 100% of the Year 12 cohort achieving Band 5 or 6 in Advanced English and were 9% above the state averages in Hospitality and SDD 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 especially in writing and reading. Asquith Boys High School is statistically well above the state averages in all areas for Year 7 and only slightly below in, reading for Year 9. With the implementation of the extra literacy class in Year 9 and 10 we believe that we can address this concern in the near future.

ABHS only had a handful of students who did not achieve the required HSC Minimum Standards, and our Year 8 students again excelled in the VALID Science Assessment with this Year 8 cohort achieving well above the state and SSSG averages.

Some of the extra-curricular highlights of 2019 included the 16th consecutive International Football Tour to Singapore, 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 \$7,000 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 and Rural Bush Fire Stations. We were also successful in completing the construction of a new classroom for special provisions and support student learning.

In 2019 Asquith Boys High School had 20 boys enrolled in Duke of Edinburgh. There were two Bronze and only one Silver overnight expeditions conducted due to hazardous weather conditions, however the conducted expeditions included the Great North Walk, Bundeena, Otford and the Gross Valley. Thank you to Ms Connolly, Mr Kitto and Mr Hughes for their continuance of this program at Asquith Boys High School.

Asquith Boys High School continues to go from strength to strength, with the 2020 Year 7 enrollment numbers at 112, and a similar number expected for 2021. 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 to the students and the community. The major projects were at the car park, horticulture area and the TAS garden beds in 2019. A big thank you must extend to the staff involved in these projects and also to the P&C for providing the much needed finances for these projects.

2020 is an exciting year for Asquith Boys High School which celebrates its 60th Anniversary as a school and a provider of educational opportunities to the boys within this community. There will be a number of celebratory events conducted this year in celebration of this excellent achievement and in recognition of the school contribution to the community. These events include an Old Boys Golf Day, Old Boys Dinner and ABHS Community Day all in September.

Message from the school community

One of the important aims of the ABHS P&C is to grow and support the school community. In 2019 we have continued introduction of parents to several of the school department heads. We have also held many events that build on boys' relationship with parents and carers including: * Mother's Day High Tea * Trivia Night * Father's Day Breakfast * Working bees * Year 12 Valedictory Family Dinner.

In 2019 the ABHS family P&C fee contributions along with fundraising from the Trivia Night have made possible. We annually support: * Quicksmart Program – \$6000 * Personal Interest Project(PIP) prizes – \$800 * Evening of Excellence prizes – \$2000 * Magazine subscriptions for the Library – \$200 *

Working Bees

The grounds committee, run efficiently by Tony Nicklin, held working bees in 2019 with great turnouts and impressive results in converting furniture with missing panels and peeling paint into smart green uniform 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.

Message from the students

2019 was another fantastic year for the ABHS SRC. In 2019, the SRC was co-ordinated by Ms Young, and was led a new Year 11 Executive body, consisting of:

- **Matthias Cheen-Khian**
- **Nathan Cosgrove**
- **Tom Kupers**
- **Daniel Morton**

This year, the Student Representative Council worked constructively as a team, and endeavoured to bring the student voice to light. The student council developed practical project management skills, as they researched, planned and designed solutions to issues within the school community. Students were involved in researching real products to purchase and install, gathering financial quotes and mapping out timelines for potential solutions. They worked on a number of initiatives, including:

- **Designing solutions to improve the school bathrooms**
- **Designing solutions to improve the school change rooms**
- **The World's Greatest Shave event, which raised over \$8000 for the Leukemia Foundation**
- **A SRC Barbecue Fundraiser after school events, such as MAD Night**

The 2019 SRC was also able to implement changes to the school community, with the help of the school Executive. These solutions included:

- **A repainting of the school bathrooms**
- **A repainting of the school change room**
- **The installation of new locks and toilet paper dispensers in the school bathroom**
- **The installation of an exhaust fan in the school bathroom**
- **The installation of an exhaust fan in the school change room**

I am pleased to have worked with such an intelligent, cooperative and passionate group of students, and am very proud of the work the SRC completed in 2019.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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. 2019 is the middle year of our three year plan with teams focusing on the following areas that were identified by the collective and collaborative SEF analysis carried out in 2018. Individual teams focused on the areas of particular need that were identified:

Achievement – developing the culture of recognition of and respect for student achievement. In 2019 the team improved the way students are recognised through the active promotion of online merits via Sentral PXP, weekly sunshine merit emails from the Principal to every student who achieved a merit's parents on Friday afternoon, a resulting huge increase in the numbers of students achieving at a higher level with Principal's awards awarded on assembly and, importantly, student in Stage 5 and 6 being recognised as well.

Systems – improvement to systems that underpin the way the school operates. In 2019 the team investigated alternative day structure patterns and timetabling software. Staff were surveyed and an offshoot of the team undertook training in the Edval timetabling program. This included the inaugural year of online subject selection to streamline the timetabling calendar.

Quality Teaching – investigation and improvement to pedagogical practices to improve learning outcomes for students. In 2019 the team undertook to investigate and improve assessment and feedback practices at ABHS. They renovated and created a new assessment task notification sheet and inspired a new policy and procedures around notifications. They also investigated feedback across the school from the perspective of students and staff to build practices of feedback that are more effective and relevant to students. They also initiated evaluative discussions around differentiation practices and instructional learning at ABHS, particularly around assessment tasks.

Literacy – whole school literacy program – both morning lessons and across all faculties

Numeracy – whole school numeracy program – both morning lessons and across all faculties

At the conclusion of 2019, the Principal convened a team of 8 interested staff to undertake collaborative SEF analyses with small and large cross faculty teams towards building the 2020–2022 plan. The team include: B Grant (Principal), M Hoareau (Deputy), C Holder (Deputy), E Connolly (HT English), L Robson (HT CAPA), K Howe (English teacher), M McGowan (TAS teacher), P Christodoulou (HSIE teacher).

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.

Improvement Measures

Rate of achievement of Bands 5&6 for the HSC increase by 10% on 2017.

NAPLAN performance in Reading, Writing and Numeracy: 50% achieving above Band 8 in Year 9

Reduced requirement for N Warnings due to non serious attempts at coursework and assessment tasks.

Increased involvement of international students in school life, including leaderships, cultural and sporting opportunities.

Overall summary of progress

In terms of excellence in learning, the school community at ABHS has worked collaboratively towards targeted improvement in student outcomes through the efforts of class teachers led in faculties, the Literacy and Numeracy strategic teams' efforts in evaluating data and designing materials for delivery in literacy/numeracy and also across all education delivery at ABHS. The N Warning system has been evaluated and renovated to use a s tool for re-engagement of students.

Progress towards achieving improvement measures

Process 1: Executive staff identify and develop opportunities to enhance learning partnerships with other schools and/or organisations.

Evaluation	Funds Expended (Resources)
Provided valuable opportunities to develop working relationships, gather strategies and resources as well as to share expertise. Contacts made via DP for school visits however school calendars have thus far prevented follow-through	no cost

Process 2: Executive staff lead teaching staff to incorporate principles of future focused learning, literacy and numeracy into programs and units of work. Professional learning is planned for and delivered in this area.

Evaluation	Funds Expended (Resources)
Building the TPL in and ensuring it happens has been difficult to date as 'urgent' matters push it out – it needs to be supported to happen and to ensure all staff have the opportunity to build it explicitly into what they do and share the great things they already do. Careers has been timetabled for 9 and 10 and students will engage in lessons that emphasize future ready skills	\$1995 for kit includes USB videos, discs and worksheets as well as the book

Process 3: Wellbeing team provide holistic information about the learning and wellbeing needs of students in consultation with parents, carers, Year Advisers and other providers. Students are supported to take responsibility for their learning and actions.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Timetabled welfare meetings each Tuesday morning have been a wonderful information sharing opportunity.

Minutes are immediately available on Sentral to staff.

The meetings have become very long and often include learning support planning and staff don't get to share equally.

Before school – no cost

Next Steps

Learning partnerships and visits at Pennant Hills and Balgowlah need to be pursued if possible. Consider also Ashfield Boys.

Delivery of future focused skills in careers lessons for all Y9 and 10 in 2020. Staff need opportunities to engage with materials in TPL planning.

With sharing of student information, the welfare agenda needs to be tightened, run by DP with time limits and to be more efficient. Need separate learning support meetings to target planning for specific students' learning.

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.

Improvement Measures

Staff are focused on their own professional development and growth in instructional capacity.

Teaching and executive staff regularly seek and implement feedback on their practice utilising the performance and development framework.

Increased community links measured by a discrete database

Value added data for internal and external assessments reflects students working towards personal best.

Overall summary of progress

As a staff, the ABHS' team have engaged enthusiastically with the opportunities that both the PDP and Teacher Observation program provides at classroom teacher, executive and senior executive levels. Staff have carefully mapped and linked their TPL applications to their PDP and to aspects of the school plan throughout 2019 to improve outcomes for students in terms of results and welfare. They have also linked Teacher Observations to the PDP.

Progress towards achieving improvement measures

Process 1: Executive staff lead an audit of assessment practices across the school to assess the extent to which these enhance learning. School strategic teams form and operate to plan for, implement and review pro active or best practice programs and curriculum.

Evaluation	Funds Expended (Resources)
Assessment procedures across the school for all year groups are more consistent and students gain an understanding of expectations and processes from year 7. The new assessment books are in line with 2019 assessment practices revisions for year 11 and 12. They detail	No cost – Tuesday afternoon meeting time twice a term

Process 2: School leadership team researches, plans for and delivers professional learning related to the provision of explicit feedback that enhances student outcomes. Staff are provided with explicit feedback on their practice through effective use of the performance and development plan process.

Evaluation	Funds Expended (Resources)
This has been a valuable project and has provided the whole staff with a range of effective feedback practices to be employed across years, subjects and learning activities. Staff are expected to utilise these practices to deliver feedback to all years and particularly Y12, samples of which must be presented during faculty review processes. Across the school, the standard of feedback to Y12 has greatly improved and this is trickling down.	No cost – Tuesday afternoon meeting time twice a term Trial exams staffing cost \$8000

Process 3: The Wellbeing Team collaborate with the broader staff to ensure that teaching, learning and support strategies are differentiated and accommodate the full range of students, including students with additional learning needs.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

These meetings are a vital aspect of the school week with the sharing and discussion of planning to support students. The amount of information led the model to be broken down into Senior and Junior Meetings and this has led to plans to convene Learning Support Meetings in 2020.

Nil – before school

Next Steps

Convene separate Learning Support Meetings in 2020.

Q/T Team gather and review faculties' use of formative and summative feedback models.

NESA training in assessment practices

Senior exec review and modify draft assessment practices as needed

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.

Improvement Measures

School resources are effectively targeted to the enhancement of program delivery.

Student achievement is consistently recognised and rewarded.

Key data is consistently gathered and stored for later analysis in line with the SEF for evaluative processes.

Overall summary of progress

The Senior leadership team at ABHS engaged strategic teams to deliver improved systems across the school and these include timetabling, the school day, assessment practices and the recognition of student achievement.

Progress towards achieving improvement measures

Process 1: Executive staff review targeted administrative systems to ensure they continue to meet the needs of the school community. The professional learning plan is responsive to teacher accreditation, the building of leadership capacity and the school strategic plan.

Evaluation	Funds Expended (Resources)
A huge shift with a team planning timetabling and sharing the expertise and planning across faculties. Online subject selection has streamlined the process and reduced data entry. Assessment practices have been tightened up with supporting booklets for Stages 5 and 6 for use in 2020.	Funds spent on Edval training \$18500 including cover

Process 2: Executive/relevant staff team develop systems for the gathering, analysis and storage of evidence to support the ongoing evaluation of school programs.

Evaluation	Funds Expended (Resources)
Process is started but has a lot of work to take place in 2020 to fully evaluate where we are at to start the next school plan.	Nil – carried out during school days and before and after school

Process 3: A cross representational team reviews the school merit system and examines the benefits of alternate models.

Evaluation	Funds Expended (Resources)
Student achievement recognition has increased hugely across all year groups evidenced by the number of boys gaining Principal's awards from all years for the first time.	Nil

Next Steps

Small group survey and evaluate the 2020 day structure

Complete the SEF review of school practices by July holidays and start a new school plan for 2021–2023

Find a way for Sentral to: flag when students have achieve 5 merits (as for negative incidents) and also count merits towards house points

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2017	<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>
English language proficiency	\$141579	<p>* During 2019 there were 24% 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>
Low level adjustment for disability	\$134198	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. 19% of the school population were funded, identified or targeted as needing additional support with their learning.</p>
Socio–economic background	\$43241	<p>Multiple supports were put in place to support students at risk and students experiencing hardship. These students are identified and supported efficiently with uniform from the clothing pool, breakfast, lunch when needed and referrals to outside agencies when needed via the Student Welfare Officer and Counsellor and DPs.</p>
Support for beginning teachers	\$50928	<p>2019 saw a continuation of the 2018 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			
	2016	2017	2018	2019
Boys	588	601	585	581
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.6	94.6	93.8	94.5
8	92.7	93.1	91.5	90.7
9	92.2	92.4	88.7	90.2
10	93.1	92.8	91.3	90.2
11	93	93.2	90.2	91.4
12	91.6	90.9	90.7	93
All Years	92.9	92.9	91	91.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	4	0
Employment	2	16	12
TAFE entry	2	14	22.66
University Entry	0	0	53.33
Other	0	0	4
Unknown	0	0	6

CAREERS REPORT

In 2019, the majority of Year 12 students, 53.33%, elected to attend university with the predominant choices of degrees including engineering, business, information technology, education and science. A very small contingent of the cohort 2.66% took up TAFE courses. A further 20% of the 2019 Year 12 cohort went into apprenticeships and 12% straight into paid employment, while 8% of students were either looking for work or are unknown at this stage. 4% are engaged in other learning or pathways. Students who chose to leave school in 2018 (from Year 10 and 11) prior to completion of the Year 12 studies were engaged in full time employment, primarily completing apprenticeships. The vast majority of students at Asquith Boys High School elect to remain at school to complete their Higher School Certificate credential.

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Year 12 students undertaking vocational or trade training

30.49% of Year 12 students at Asquith Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Asquith Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	33.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	8.48
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,025,913
Revenue	8,133,873
Appropriation	7,192,625
Sale of Goods and Services	147,978
Grants and contributions	719,472
Investment income	4,041
Other revenue	69,758
Expenses	-8,014,543
Employee related	-6,786,202
Operating expenses	-1,228,341
Surplus / deficit for the year	119,330

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	90,833
Equity Total	321,035
Equity - Aboriginal	2,017
Equity - Socio-economic	43,241
Equity - Language	141,579
Equity - Disability	134,198
Base Total	6,067,432
Base - Per Capita	137,169
Base - Location	0
Base - Other	5,930,262
Other Total	528,958
Grand Total	7,008,258

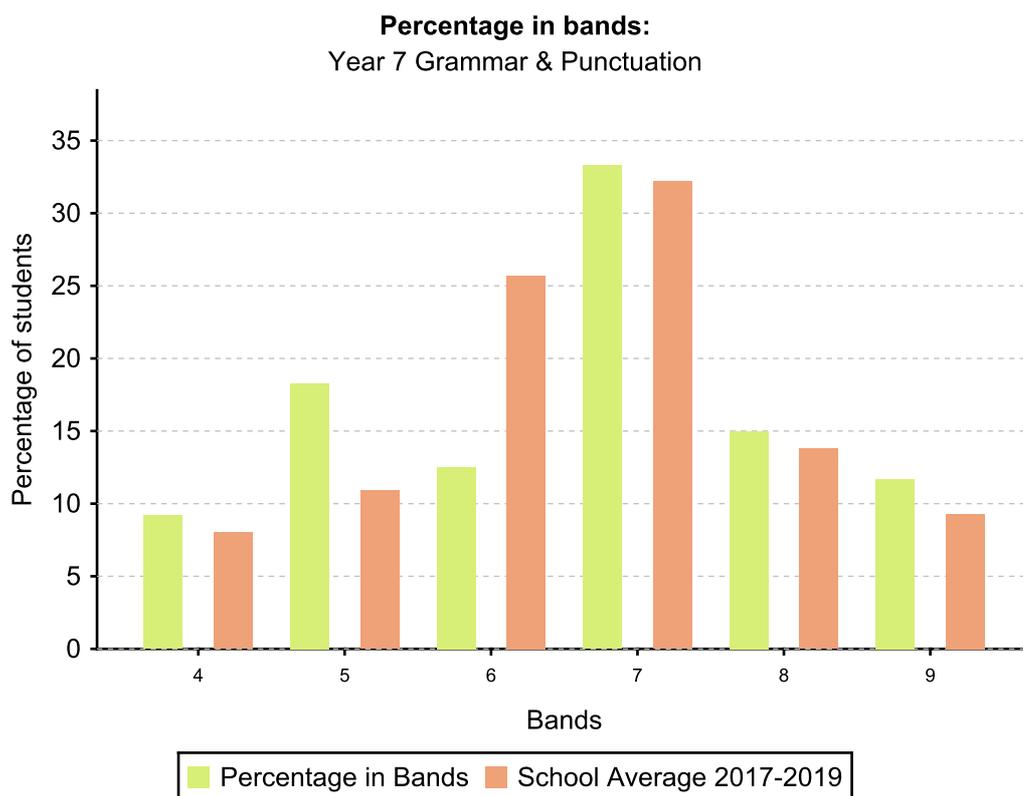
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

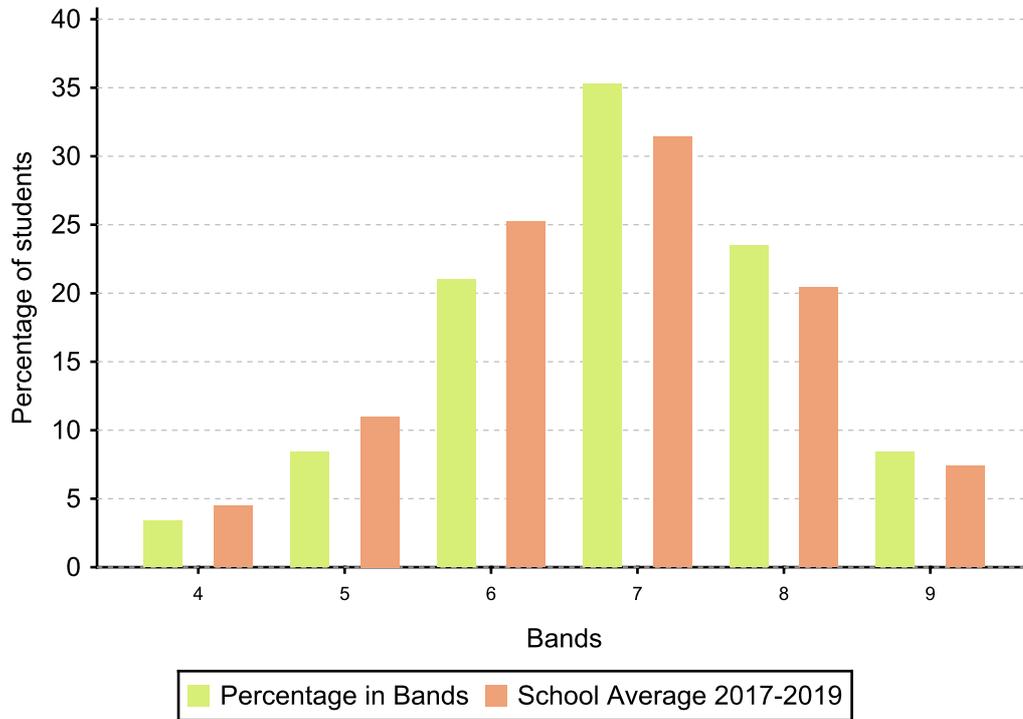
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



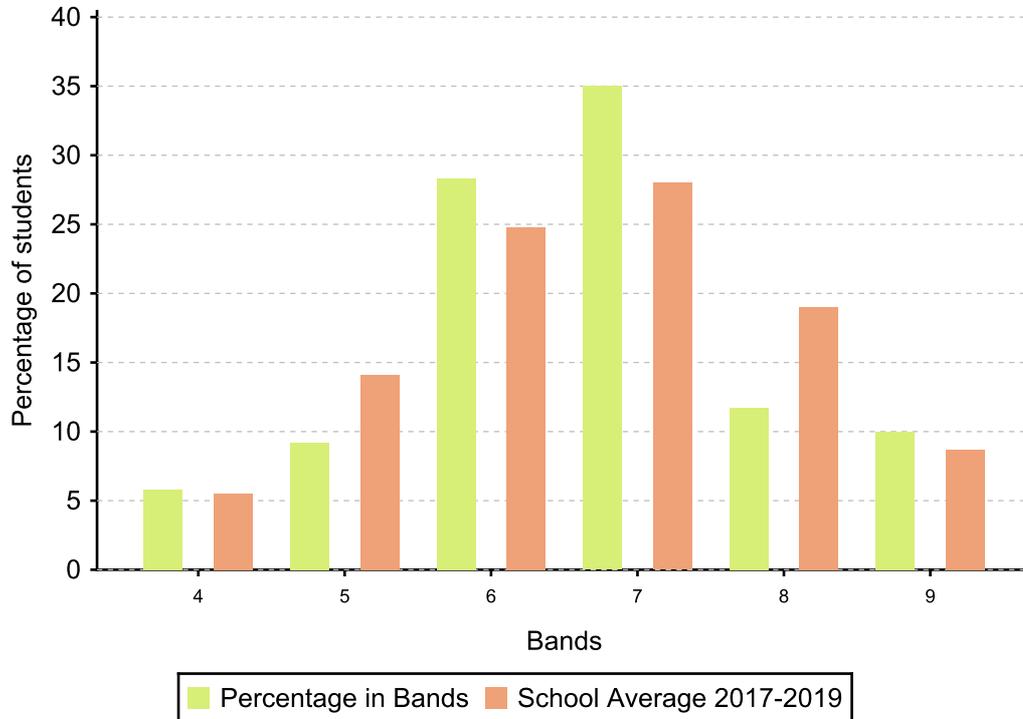
Band	4	5	6	7	8	9
Percentage of students	9.2	18.3	12.5	33.3	15.0	11.7
School avg 2017-2019	8	10.9	25.7	32.2	13.8	9.3

**Percentage in bands:
Year 7 Reading**



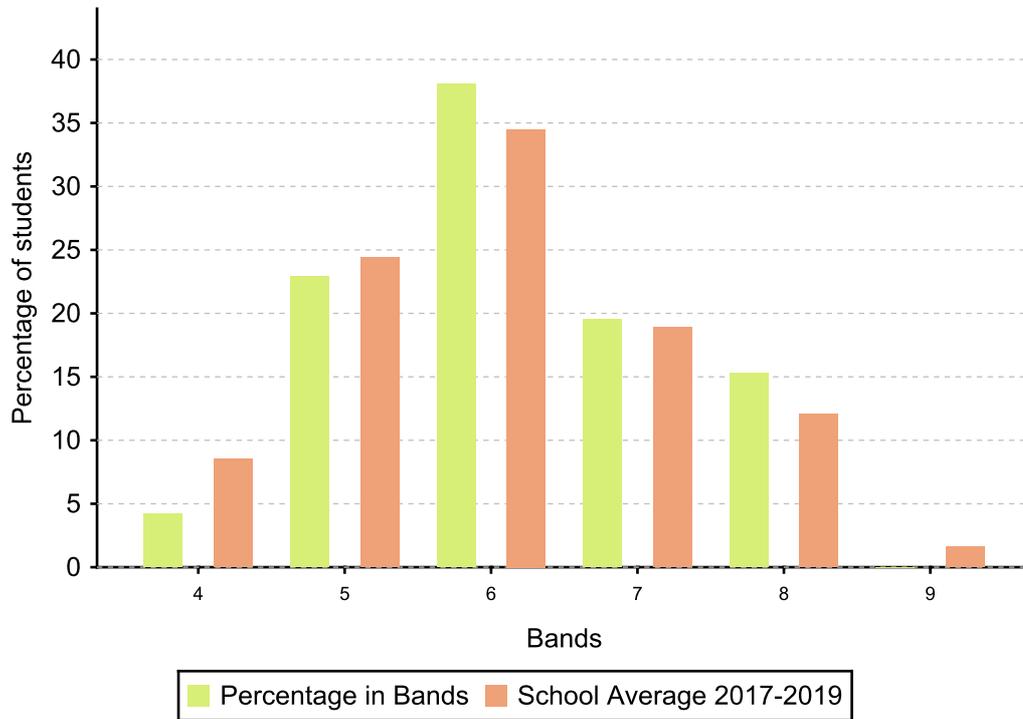
Band	4	5	6	7	8	9
Percentage of students	3.4	8.4	21.0	35.3	23.5	8.4
School avg 2017-2019	4.5	11	25.2	31.4	20.4	7.4

**Percentage in bands:
Year 7 Spelling**



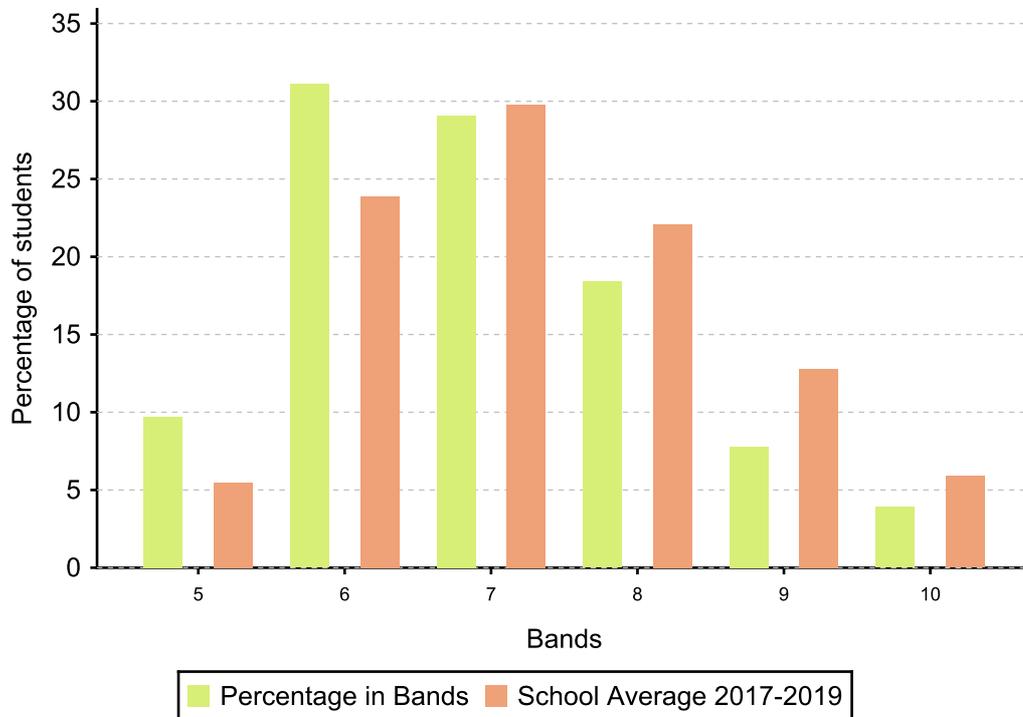
Band	4	5	6	7	8	9
Percentage of students	5.8	9.2	28.3	35.0	11.7	10.0
School avg 2017-2019	5.5	14.1	24.8	28	19	8.7

Percentage in bands:
Year 7 Writing



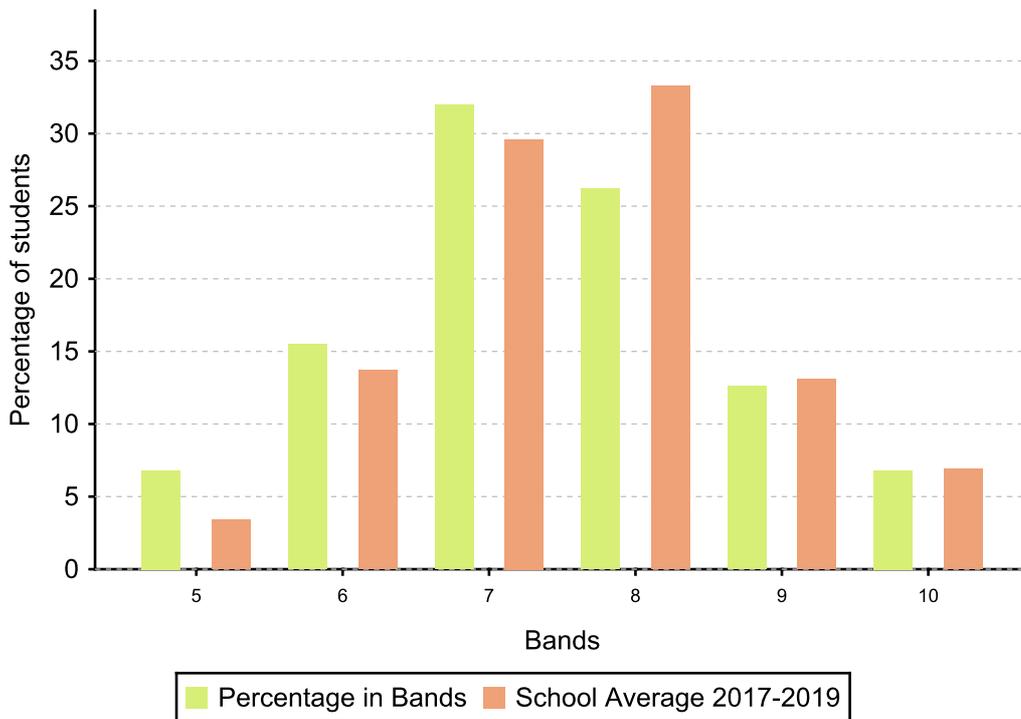
Band	4	5	6	7	8	9
Percentage of students	4.2	22.9	38.1	19.5	15.3	0.0
School avg 2017-2019	8.5	24.4	34.5	18.9	12.1	1.6

Percentage in bands:
Year 9 Grammar & Punctuation



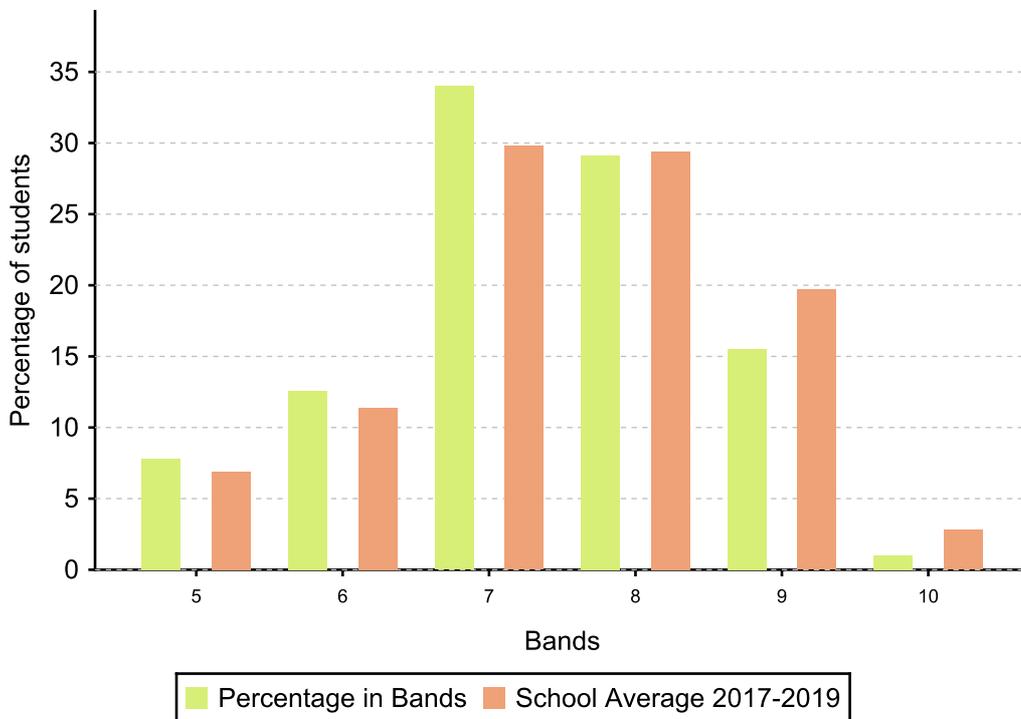
Band	5	6	7	8	9	10
Percentage of students	9.7	31.1	29.1	18.4	7.8	3.9
School avg 2017-2019	5.5	23.9	29.8	22.1	12.8	5.9

Percentage in bands:
Year 9 Reading



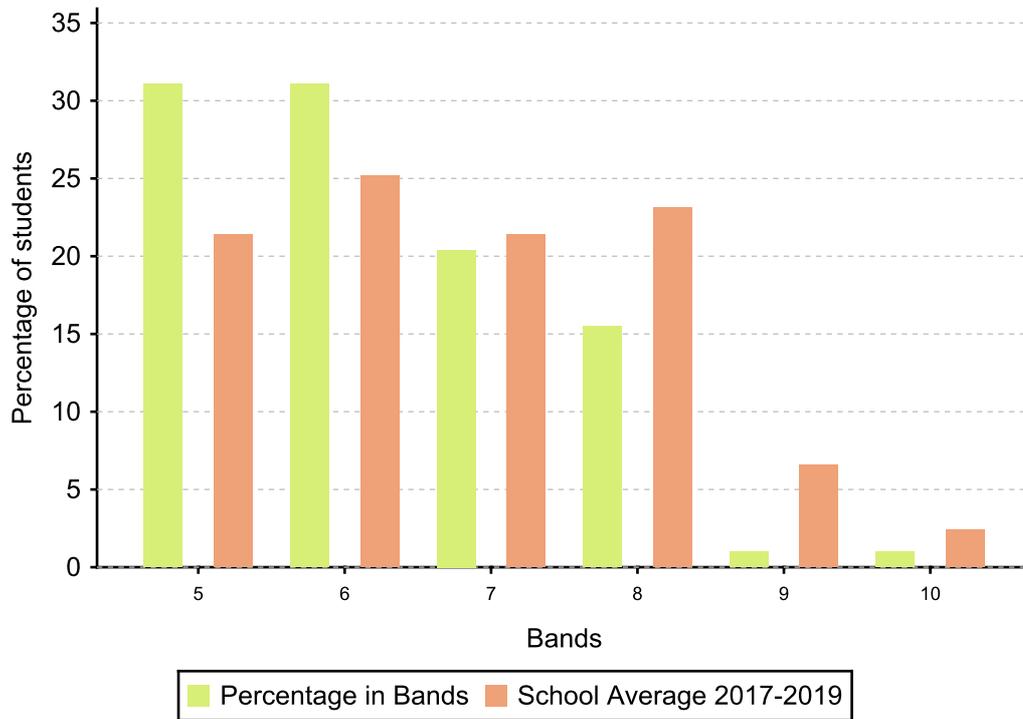
Band	5	6	7	8	9	10
Percentage of students	6.8	15.5	32.0	26.2	12.6	6.8
School avg 2017-2019	3.4	13.7	29.6	33.3	13.1	6.9

Percentage in bands:
Year 9 Spelling



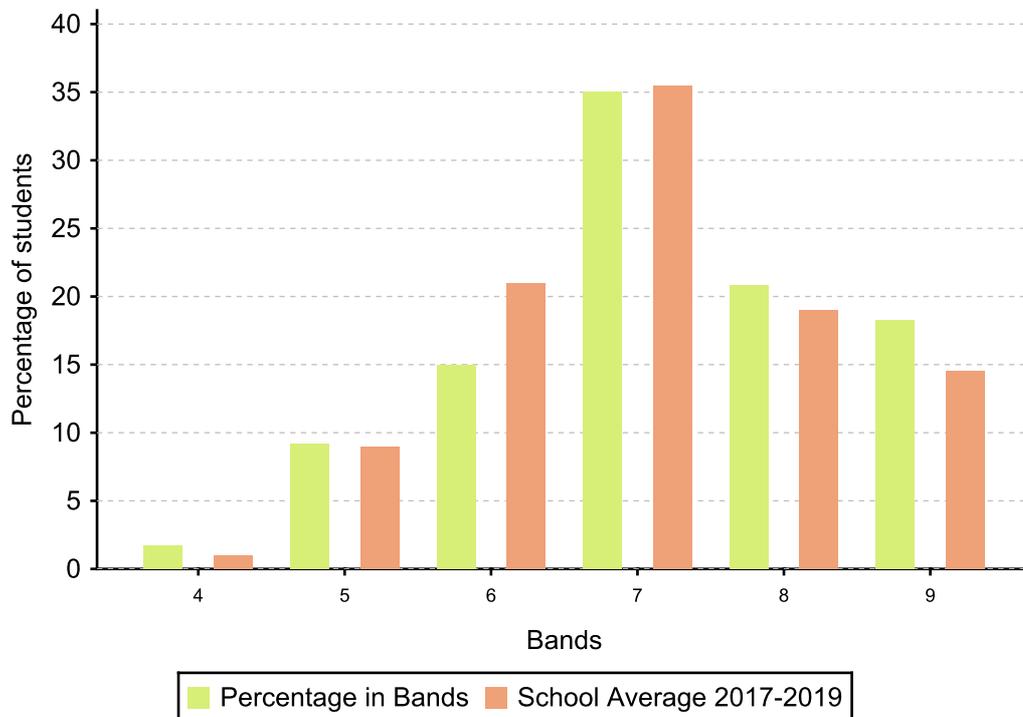
Band	5	6	7	8	9	10
Percentage of students	7.8	12.6	34.0	29.1	15.5	1.0
School avg 2017-2019	6.9	11.4	29.8	29.4	19.7	2.8

Percentage in bands:
Year 9 Writing



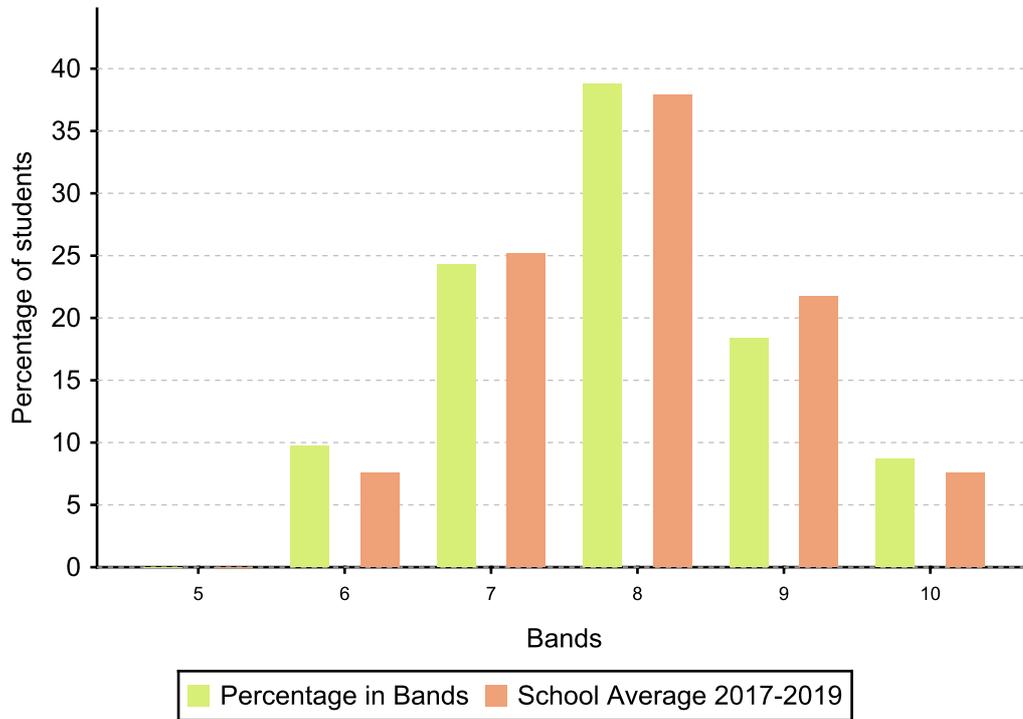
Band	5	6	7	8	9	10
Percentage of students	31.1	31.1	20.4	15.5	1.0	1.0
School avg 2017-2019	21.4	25.2	21.4	23.1	6.6	2.4

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.7	9.2	15.0	35.0	20.8	18.3
School avg 2017-2019	1	9	21	35.5	19	14.5

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.0	9.7	24.3	38.8	18.4	8.7
School avg 2017-2019	0	7.6	25.2	37.9	21.7	7.6

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

Progress in NAPLAN Literacy

- * 2% of Year 9 students performed in the top two bands for Writing.
- * 20% of Year 9 students performed in the top two bands for Reading.
- * 17% of Year 9 students performed in the top two bands for Spelling.
- * 12% of Year 9 students performed in the top two bands for Grammar and Punctuation.

Progress in NAPLAN Numeracy

The Numeracy program for Years 7 to 10 runs during the 3 Numeracy/ Literacy periods (per week).

Depending on the year group, students alternate every semester from a booklet to Mathsonline doing differentiated activities.

8.7 % of Year 9 students performed in the top Band.

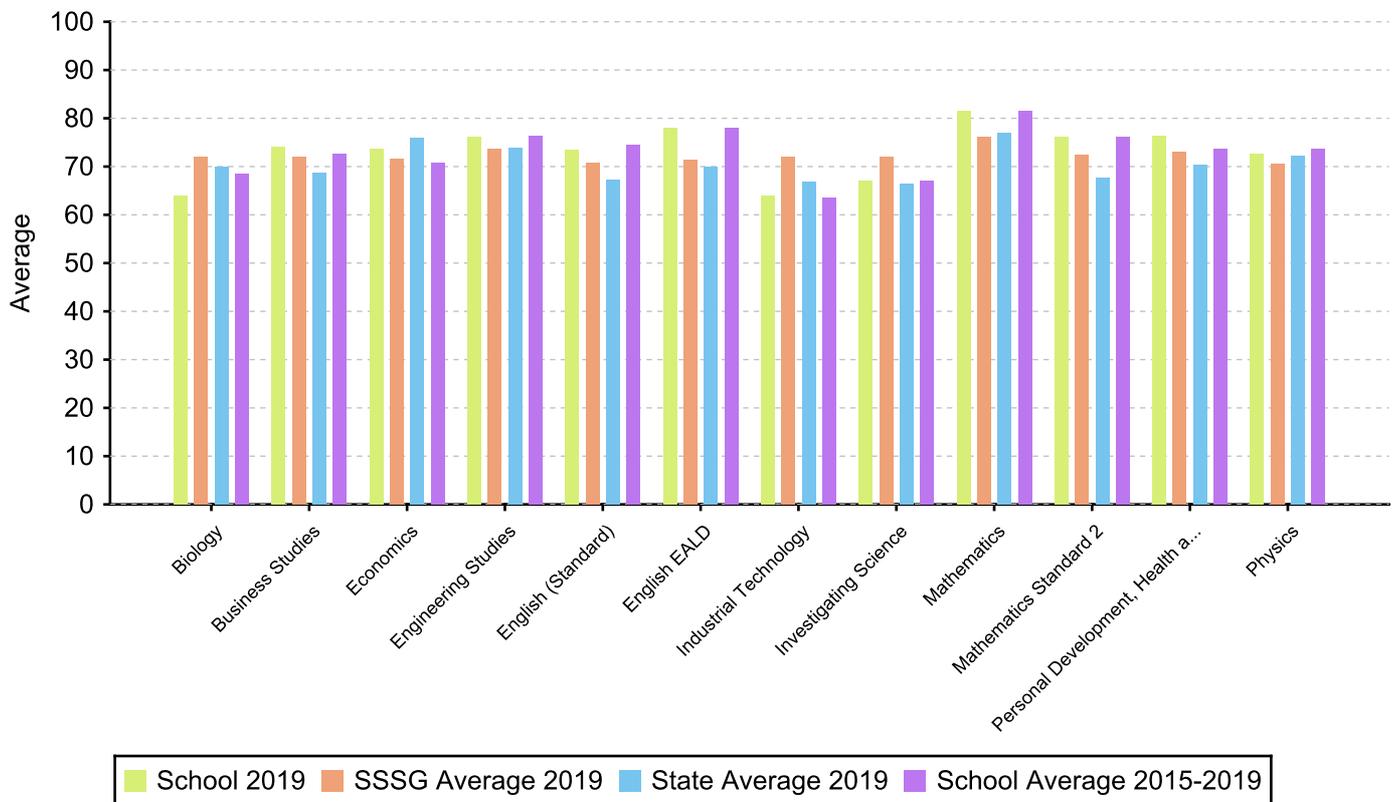
27.1 % of Year 9 students performed in the top two Bands.

65.9% of Year 9 students performed in the top three Bands.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	63.9	72.0	69.9	68.6
Business Studies	74.0	72.1	68.6	72.6
Economics	73.6	71.6	75.9	70.9
Engineering Studies	76.2	73.8	73.9	76.3
English (Standard)	73.5	70.8	67.3	74.4
English EALD	78.1	71.3	70.0	78.1
Industrial Technology	63.9	71.9	66.8	63.5
Investigating Science	67.0	72.1	66.5	67.0
Mathematics	81.5	76.2	76.9	81.5
Mathematics Standard 2	76.2	72.5	67.7	76.2
Personal Development, Health and Physical Education	76.3	73.1	70.5	73.7
Physics	72.7	70.5	72.1	73.6

With the highest 2019 ATAR of 98.70, Asquith Boys High School finished in the top 250 in the Sydney Morning Herald government comprehensive high school list, and were ranked 3rd for comprehensive boys high schools in NSW. We achieved an incredible 26 HSC distinguished Achievers with Band 6 results across 12 different subject areas.

Parent/caregiver, student, teacher satisfaction

Year 11 and 12 are surveyed annually by the Principal. Importantly, students identified a strength of the school as the opportunity to contribute. Leadership, charity and sport were targeted as areas in which key contributions could be made. Additionally, the level of teacher assistance was noted by students as a positive aspect of their educational experience particularly in terms of: * Out of hours assistance * school holiday workshops (for Year 12) * modelling of responses * provision of opportunities for independent learning. When surveyed, the majority of Year 12 students indicated their enjoyment of their time at ABHS, with friendships, opportunities and experiences named as key factors in their enjoyment. The boys also indicated that they were pleased with the improvements to the facilities and appearance of the school identifying the air conditioning, Futsal Court and Hall Courtyard being of particular note. They did, however, identify that the student toilets were in need of improvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

CAPA FACULTY REPORT

The CAPA Faculty continues to be 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 2019 including 'Big Band Blast', 'Meet the Music', 'AGHS/ABHS HSC Drama Showcase', 'MAD Night', 'Visual Arts Exhibition', and a stage 5 'Luna Park 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.

6 students completed the **Visual Arts** HSC course in 2019 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 1.54 was slightly below the state average but was an improvement on the previous year of 2.6% below the state average. Students' written results saw a marked improvement in essay writing due to a focus on improving writing skills.

The 2019 HSC **Music 1** cohort achieved above the State average 0.43. Of the 5 students, 80% students achieved band 5 with 1 student missing out on a band 6 by 1 point. This was a significant improvement on the previous year with only 1 student achieving a band 5 and 75% of the students obtaining a band 4/3. The Aural Analysis element of the HSC examination indicated that the School Mean for all questions was above the state average. The Aural written component for all students remains an area that could be improved further.

8 students completed the **Drama** HSC course. Students engaged in the playbuilding process and attended a range of workshops to enhance their skills. The cohort achieved below the state average t. Australian Drama essays proved to be the students strength. Drama will be focusing on inviting experts to work with students within the areas of exam writing and performance to enhance classroom studies.

Weaknesses in writing skills across the CAPA faculty has been identified through our Action Research Project with

strategies embedded in all programs to include workshops, Google Classroom, timed writing activities, scaffolding tasks and class websites with resources. There has been a greater emphasis on developing extended writing with evidence and on exploring a range of practices will support improvement including a range of 21st century and ICT strategies. Overall CAPAs HSC average was above the state average by .76% in 2019, compared to 2018 at .24%.

L Robson

ENGLISH FACULTY REPORT

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 72% of students achieved Band 5 or above. Similarly, Standard English students performed to a high level with 29% achieving a Band 5 or higher. 44 of EAL/D students received a Band 5 or higher result.

E Connolly

HSIE FACULTY REPORT

2019 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 included no Bands 1,2 or 3 with 66% of students achieving Band 5 and 33% Band 4. School versus State: results 4.31+ above state average.

There will be an emphasis on continuing the achievement of students in the upper three bands moving forward.

Business Studies

Results reflect the hard work of our top students and the fact that 2 students achieved an 89 and 2 an 88 missing Band 6 by the narrowest of margins was incredibly disheartening. Students who received Band 2 results are a reflection not of the teaching but of the low effort and negative attitude of some of the students. These are the total course results Band 6 – 3 students, Band 5 – 9 students, Band 4 – 5 students, Band 3 – 5 students, Band 2 – 7 students and no Band 1 results.

Economics

Overall achievement of the group greatly improved from last year with a majority of the class getting a band 4 and 5 (8 students this year compared to 2 last year. This was supported with greater guidance and in-class practice on multiple choice and short response writing and making stronger connections to real world economic events.

Modern History

Had a successful 2019 with 1 Band 6 with 65% of the cohort scoring Band 4 or above. It was also the first time in 8 years that the subject saw no Band 1 or 2 results, a major improvement on recent years.

A Cufre-Sadnick

MATHEMATICS FACULTY REPORT

The Mathematics Department had another great year of HSC results :

15 Equivalent Band 6s, 30 Equivalent Band 5's and 21 Band 4's.

Every subject above State Average.

Mathematics Extension 2

7.06 above State Average (Short answer response was 10.86 above St. Avg)

2 E4's (Highest Band)

2E3's

Mathematics Extension 1

6.80 above State Average (Multiple Choice 2.3 above St. Avg, Short answer 9.47 above St. Avg)

5 E4's (16.52% above St. Avg)

4 E3's (3.36% above St. Avg)

Mathematics 2 Unit

3.09 above State Average (MC 4.0 above St. Avg, Short Answer response 5.56 above St. Avg)

2 Band 6's plus 4 Notional Band 6's (from 4 EXT 2 students)

9 Band 5's

3 Band 4's

Band 6's and 5's collectively : 16.57 above St. Avg.

Band 6's, 5's and 4's collectively 9.16 above St. Avg.

Mathematics Standard 2 (new course 2019)

5.01 above State Average (MC 8.67 above St. Avg, Short answer 9.39 above St. Avg)

2 Band 6's

15 Band 5's

16 Band 4's

Band 6's and 5's collectively : 17.4 above St. Avg.

Band 6's, 5's and 4's collectively 24.31 above St. Avg.

Mathematics Standard 1 (new course 2019)

0.49 above State Average.

K Shead

PDHPE FACULTY REPORT

12 students completed the PDHPE HSC course in 2019. The school average of 76.2 was above to the state average of 72.57. In total, 83.3% of students received a band 4 or greater, which was significantly above the total percentage of all students in the state of 62.3% and even further above the total percentage for boys of 55%.

R Bolger

SCIENCE FACULTY REPORT

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 above state average for HSC Results in Physics and Chemistry and close to state average in Investigating Science and Biology. The boys continue to excel in the mathematical side of the Science courses where students were above state average but most pleasing aspect the Science results was the overall improvement in extended writing responses.

A focus on project-based learning is helping students build skills in scientific methodology, investigating, problem-solving and report writing. Each year the boys are required to complete an individual research project which builds the skills to complete larger depth studies in the HSC courses

S Robertson

TAS FACULTY REPORT

TAS has again achieved above state average results in the majority of HSC subjects with students demonstrating consistent ability in a range of different subjects. Of particular note are both the Food Technology and the Hospitality (VET) students who were pleasingly above state average. This continues the strong growth trend in results that we have seen in this area of study at the HSC level over the last two years.

Engineering Studies students also showed strength in their course with the overall course result being above state average. The students benefitted from the newly equipped Engineering classroom and the collaborative learning approach that is so well suited to this subject area.

Construction (VET) students completed their work placement and many have now joined the construction industry as apprentices. Their above average results in the HSC have prepared them well for their post school career.

The Industrial Technology metal class made some impressive projects with a number of the students gaining apprenticeships in the metal industry post HSC. It is particularly impressive to note that their written exam mark was more than 10% above state average.

The Design and Technology metal class made some interesting projects and it was impressive to see a student with extra needs achieve above expectation due to the targeted extra supports utilised to support him by his teacher.

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.

D Jones

JOINT BAND PROGRAM AND BAND TOUR

2019 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. Three years of consistency has led 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 Junior Stage Band and Senior Bands participated 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.

S Newton

DUKE OF EDINBURGH

2019 was another successful year for Duke of Edinburgh at ABHS. A number of students completing their Bronze, Silver practice and Silver expeditions. James Tarte received his Gold D of E Award in August and it was presented to him by His Royal Highness Prince Edward in a ceremony held at Sydney Town Hall.

E Connolly

WALKATHON

Asquith Boys High School's traditional Annual School Walkathon is a day that the students have embraced for over 30 years and has raised over \$200,000 for their school community and the Royal Flying Doctors charity. Blessed by the weather gods, the boys set off from Berowra and made their way along a challenging track to Mount Kuringai Station. his scenic route leads down through the beautiful Berowra National Park bushland from the dry ridge tops, through tall Eucalypt and Turpentine forest to more lush surrounds along a creek–line before eventually climbing out on a long incline "Heartbreak Hill" as it was referred to by some, out to Mount Kuringai Station. Then they made their way, through the suburbs of Mount Kuringai, Mount Colah and Asquith back to school where they participated in fun activities and were rewarded with a BBQ organised by Mr Josephs. The students got to enjoy the healthy supply of sausage sizzles and treats as a reward. A massive effort from the parents who came to school to help out with the cooking, serving, transporting and constructing the marquee. The day was also possible as the prefects and staff help with the supervision and organisation along the track. A great job from the boys, their families and sponsors for their contribution of over \$10,000 to this fundraiser this year which supports the school and the Royal Flying Doctors charity. It was very pleasing to present so many students with JB Hi Fi vouchers as prizes for collecting so many donations.

T Melrose

INTERNATIONAL FOOTBALL TOUR

Continuing the excellent tradition, 32 students accompanied by three staff, completed the 17th Annual Football (Soccer) Tour. in 2019, the destination was Singapore. 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. A great effort from the boys and some of the best results ever on tour. It is proposed to maintain this annual event as over 400 students have now participated in this annual excursion since 2003 and great results both on and off the field have been recorded.

D Jones and G Moscos

ANNUAL Y10 SNOW TRIP

The PDHPE faculty provided another opportunity for all Year 10 students to attend a 5 day alpine excursion 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 an 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.

G Corbitt

SWIM SCHOOL

Most Year 7 2019 students participated in the annual 4–day intensive Swimming & Survive program at Hornsby Pool with the majority attaining awards from Royal Lifesaving for being proficient at different stages between the Discovery 1 and Active Award 7 levels.

Year 10 elective PASS students were provided leadership opportunities by undertaking the Bronze Medallion Course. From this cohort, a group of students were selected to assist staff in the delivery of the Year 7 Program.

C Broome

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. 2019 saw the continuation of assistance with local partner primary schools and providing assistance with the running of their sport.

D Jones