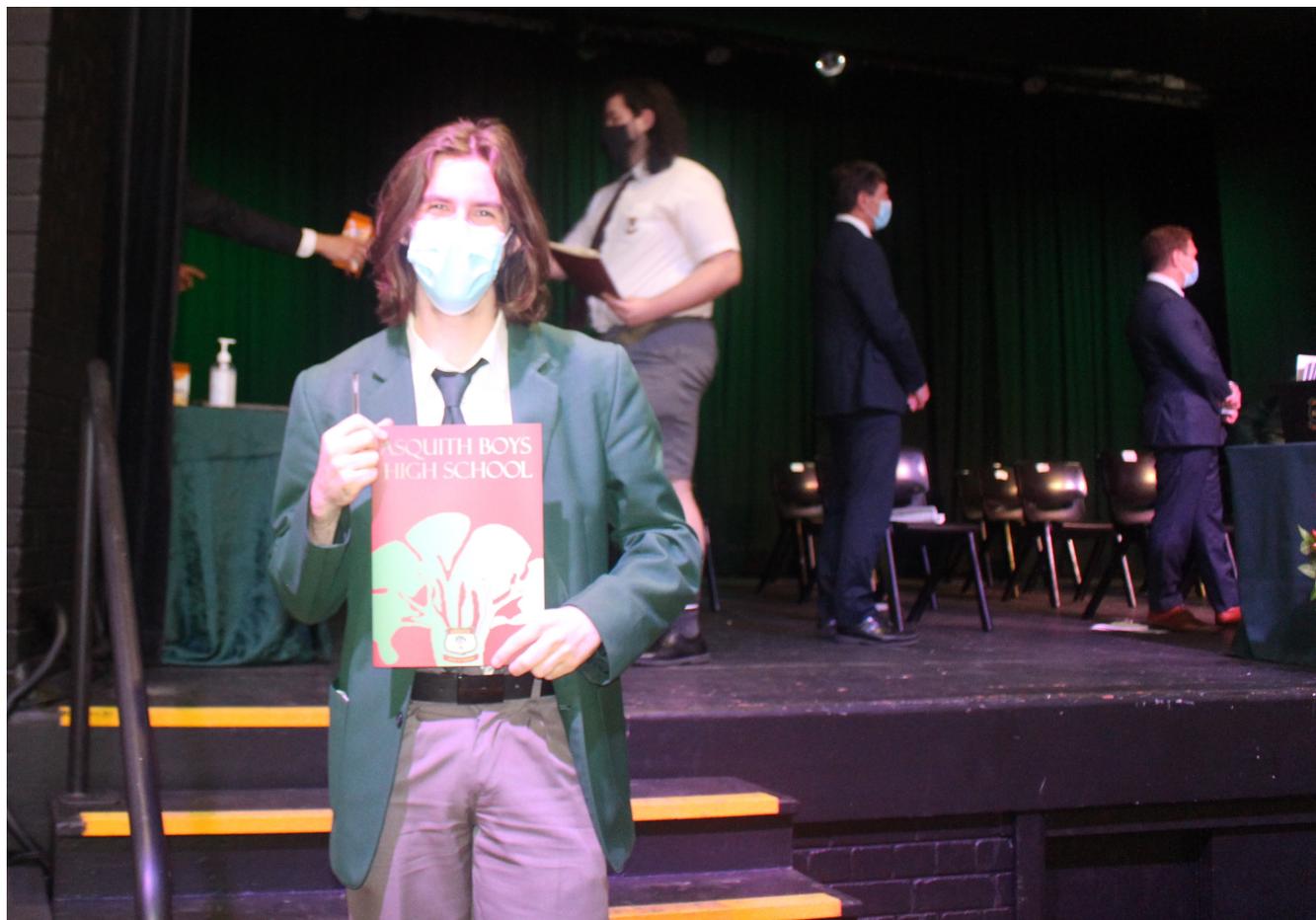


2021 Annual Report

Asquith Boys High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 school community

Asquith Boy's High School

P&C Meeting

Presidents Report

22nd March 2022

What changed in 2021 that didn't happen in 2020? Nothing.

Our one and only celebration for the year was our Mother's Day breakfast. It went smoothly on the day but not too sure if my son would agree as we were up at 4.30am on the Monday baking Scones. Hopefully things will be bigger and better this year with our proposed celebrations.

Year 12 dinner didn't occur due to exams being pushed back and students off on "schoolies" so instead we provided lunch for all the year 12 boys on their graduation day. Thanks to Dee in the canteen for arranging these delicious goodie boxes for the boys to enjoy.

Again, our meetings went ahead with Zoom during the year, wish I had the foresight to buy shares in Zoom when it initially started. I could retire by now if I had. Lots of laughter by all whilst we carried on with business over Zoom.

Lucy Ball & Chris Kent worked tirelessly to ensure our book went into production in November. Our sales started in early December with the first sale of our Book to our Editor herself Lucy. To date we have sold 227 books. With that being said, I would like to thank Lucy & Chris for their long hours and dedication to getting this book completed. I have a copy here if anyone is interested in looking at it and purchasing later too.

I would like to thank the executive committee members Greg Cullen & Sean Kilkelly. It's been a tough year and really appreciate the support that you have both given me over the year.

I would also like to thank Bryce Grant and the teaching & admin staff at the school. Bryce has attended every Zoom meeting and had a laugh along with us.

Thank you for 2021 and I look forward to assisting the P&C again if re-elected!

Dawn Kilkelly

President P&C ABHS 2021



Year 9 High Achievers

School vision

At Asquith Boys we are committed to nurturing critical thinking, creative and self-directed lifelong learners. We strive to empower students to become resilient, respectful and empathetic individuals who are connected, compassionate, caring members of the community. Every student will be challenged and supported to achieve success.

School context

Asquith Boys High School is a comprehensive boys high school in northern Sydney that prides itself on creating an environment of excellence in boys' education and building the character of fine young men. This is largely due to the passionate educators who engage our boys in the learning environment and inspire them to achieve their personal best, partnered with our community recognised excellence in welfare programs and practices.

The school has an enrolment which steadily remains around 600 students with 612 in 2021. We expect our school numbers to be impacted by the huge development of higher density apartments stretching up the highway from Asquith to Mount Colah over the next 5 to 10 years. Our Aboriginal student population has grown significantly. In 2018 with 4 identifying students, we have moved gradually to a group of 11 identifying and 2 others who are becoming involved in the cultural opportunities being offered in 2021. Our Family Occupation and Employment Index (FOEI) is 62.

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.

Asquith Boys High School's strength is in its ability to establish an environment that empowers our students to learn through exemplary welfare, learning and support programs and structures. These are embedded in all areas of school life so *'every student in the school is known, valued and cared for'* to enable them to grow into the best version of himself that is possible.

The school's staffing entitlement in 2020 was 50 teaching staff and 9 non-teaching staff. The school also employs a second Deputy Principal and Head Teacher Teaching and Engagement from school funds. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers. There is only a 5% turnover of staff each year.

We offer quality academic and co-curricular opportunities for all of our boys. Academically, Asquith Boys High School has in recent year's consistently outperformed boys in other comprehensive high schools. In the 2020 HSC examinations the school achieved results.

Asquith Boys High School is renowned for programs such as whole-school literacy and numeracy, enrichment classes, creative arts and academic scholarships, student leadership and Year 7 personal interest projects which all are entrenched into our learning and school culture. There are an extensive number of co-curricular activities and opportunities available to the students. These include, but are not limited to international football, history and languages tours, Duke of Edinburgh Awards and expeditions, environment teams, Stage and Concert Bands.

Our boys also are instilled with a sense of their membership in a larger community and they welcome opportunities to participate in local Anzac Day ceremonies, leadership forums, and fundraise for numerous charity organisations. In 2020 Asquith Boys High School was hindered in this area as a result of COVID restriction, though we were still able to raise over \$1000 for 'Beanies for Brain Cancer' charity organisation, highlighting our students commitment to generously contributing back to society.

Asquith Boys High School is focused and committed to the education of boys through innovative and enriching learning opportunities which cater to their learning needs. Asquith Boys High School prides itself on our tradition of academic, co-curricular and sporting opportunities and is regarded as a school where boys will thrive. The school will continue our proud tradition of serving and educating our community in the immediate and long term future.



Year 10 students at Athletics Carnival 2021

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a culture of high expectations to maximise student learning outcomes in literacy and numeracy in order to build strong foundations for success. We will develop data driven, explicit teaching practices that promote these skills along with critical and creative thinking which are responsive to the learning needs of individual students. This will result in empowered and self-directed, life-long learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strong Foundations
- Challenging teaching and learning

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Literacy and numeracy: \$10,000.00

Per capita: \$20,000.00

English language proficiency: \$111,176.00

Socio-economic background: \$50,000.00

Integration funding support: \$170,000.00

Low level adjustment for disability: \$142,218.89

School support allocation (principal support): \$35,000.00

Summary of progress

Strong Foundations

The evidence showed that at the beginning of term 1 whole school 2 X 30 minute Literacy and Numeracy periods were implemented into the curriculum pattern for 7-10 students. We also integrated a Literacy period for Year 9 and 10 into the timetable (1 hour per fortnight) to explicitly teach literacy skills. Analysis of Best Start results led to the formation of a Pilot Class in Year 7 based on literacy and comprehension. A cross-faculty Literacy Pilot Program was then designed to teach explicit reading comprehension strategies to the identified year 7 class. Staff professional learning on explicit reading comprehension strategies was delivered to executive and the Year 7 Pilot Teachers. As a result these teachers became faculty leaders across the school and embedded these strategies into their classrooms and have become the trainer within faculties to further deliver across the school. The next phase of the pilot program was delayed due to lockdown and will be implemented in 2022. As a result of our reading comprehension programs all year 10 students were successful in achieving their minimum standards, however, NAPLAN results decreased in school performance in 2021 across reading and numeracy which is comparable to the state wide decrease. We anticipate that the impact of our programs will be seen in future years.

To move towards achieving our progress measure we need to implement phase 2 of the reading comprehension program and analyse Best Start data early in term 1 to inform our planning. We will revisit the implementation of the whole school explicit teaching of literacy and numeracy and establish this within the timetable in 2 x 30 minute periods per week as this was interrupted in 2021.

Challenging teaching and learning - HSC

The evidence showed that our faculty plans and HSC RAP analysis of the 2021 HSC data provided our teachers with quantitative evidence to drive their focus and teaching practices in 2022.. All HT's were walked through TPL on how to review and correctly analysis the HSC RAP data some that they could formulate faculty HSC plans that would shift their focus, teaching and practices for better results in the future. Students recorded their SMART Goals on a google document for future review and mentoring.

All of these actions are yet to be reviewed in relation to the HSC 2021 results, as a result of the COVID lock down period the HSC and the release of student results have been delayed until late January. A positive to come from these initiatives is that it will be continued in 2022 and reassessed at the end of 2022 in line with the data that we expected to be able to collate in 2021.

To move towards achieving our progress measure we need to continue deep dive into the analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes. Faculty plans and HSC

data analysis need to continue to be reviewed to ensure that best practice is achieved and sustained to ensure a shift in student performance. Incorporating the student goals and mentoring program in 2022 will enable greater reflection and focus from students on the achievement of their best results in the HSC examinations.

Challenging teaching and learning - High Expectations

The evidence showed that ongoing analysis and development of consistent and school-wide explicit teaching strategies and data-informed practice on student outcomes the above data will measure the success of initiatives and identify areas for improvement or modification. All staff have completed TPL in differentiation, completed by the LaS teacher and how to implement this into their classrooms for addressing and improving the learning needs of all their students. All class rolls have flags to identify students with specific ILPs and adjustments that need to be implemented in the classroom. We have implemented an extensive amount of TPL and Executive discussion on HPGE and Low-level disability students in 2021, with measured success. However, we have not been able to invest as much time into HPGE as per our plan and we will revisit this greater depth in 2022. Furthermore, we were not able to invest the time into specific teacher professional development in supporting EAL/D students.

During the period of online learning, significant investment was made in supporting students through the Learning Support Adobe Connect classroom. This enabled support for students with specific learning needs to be met as well as other students who struggled to engage with online learning. This initiative arose over the need to actively engage and support all students in their learning remotely, providing one-to-one or small group support for students.

To move towards achieving our progress measure we need to continue to complete deeper analysis and discussion centered around the data that we have acquired from external testing and our own internal assessments to ensure that we are creating programs, flags and ILP's for students who require any form of learning adjustment.. This will guide our future school planning and focuses to provide ongoing improvement to maximise student learning outcomes. Greater focus in 2022 will be on staff TPL on HPGE and our enrichment based classes from 7 - 10, along with professional learning provided to teachers in supporting EAL/D students in their classes.

Challenging teaching and learning - Differentiation

The evidence showed that ongoing analysis of the above data will measure the success of initiatives and identify areas for improvement or modification. have been regularly reviewed throughout the year, however they have been significantly impacted upon by the COVID lock down period which interrupted program implementation and opportunity for review.

Due to covid the school wide explicit teaching strategies have yet to be implemented.

SMART Goal Setting program established with Year 12 students at the commencement of their Year 12 course. Goals distributed to Year Adviser, Year 12 teachers and teacher mentors to ensure ongoing student-teacher dialogue that is focused on working towards student goals.

The SMART goals program gave students the ability to focus and hone in what areas of study they needed to focus on in order to achieve the their desired results. Students demonstrated growth and confidence in their knowledge to to establish study plans and prioritise areas of concern.

Deliver PL to Executive and staff on effective feedback. HTs to lead implementation of feedback strategies into T&L programs. Most significantly, students were given the skills to engage with feedback from their teachers. This was demonstrated by their own ability to improve their responses after going through the established feedback process.

To move towards achieving our progress measure we need to invest in the developing of consistent and school-wide explicit teaching strategies and data-informed practice on student outcomes to support the implementation and growth of a high expectation culture across the school community. Continuing to invest in programs like SMART year 12 HSC goal setting and study skills education, will ultimately result in positive cultural change towards high expectations on students performance and behaviours. As a senior school executive we will continue to analyse the data will guide future school planning to provide ongoing improvement to maximize student learning outcomes..

Whilst Feedback is essential for students development, without students engaging with feedback, improvements will only be limited. as such, a focus on feedback will continue through the coming years in the SIP.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands	• 16.39% of students achieved in the top two bands in NAPLAN reading

<p>Improvement in % of students achieving top 2 bands in reading to be moving towards the school's lower bound system negotiated target of 26.6%</p> <p>Improvement in % of students achieving top 2 bands in numeracy to be moving towards the school's lower bound system negotiated target of 35.8%</p>	<p>indicating progress yet to be seen toward the lower-bound target.</p> <ul style="list-style-type: none"> • 32.26% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>NAPLAN Growth</p> <p>Increase in % of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 70%.</p> <p>Increase in % of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 75%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 50.9% indicating progress yet to be seen toward the lower bound target. • Percentage of students achieving expected growth in numeracy decreased to 58.72 indicating progress yet to be seen toward the system-negotiated target
<p>HSC</p> <p>Increase in % of HSC course results in top 2 bands to be moving towards lower bound system-negotiated target or above (42%)</p> <p>Increase in % of HSC course results in top 3 bands to be moving towards the lower bound system-negotiated target or above (75%)</p>	<ul style="list-style-type: none"> • 32.63% of students attained results in the top 2 bands demonstrating progress yet to be seen toward the lower bound target. • 75.31% of students attained results in the top three bands demonstrating achievement of the lower bound target.

Strategic Direction 2: Wellbeing

Purpose

At Asquith Boys every student is known, valued and cared for. Our purpose is to empower students to become **resilient**, **respectful** and **empathetic** individuals. We will develop a planned whole school framework to support high levels of student and staff wellbeing. This will result in students who are thriving and engaged in all aspects of school life.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing Framework
- School Wellbeing Culture
- Attendance

Resources allocated to this strategic direction

Professional learning: \$5,000.00

School support allocation (principal support): \$35,000.00

Summary of progress

Whole School Wellbeing Framework

With the appointment of new LaST an effective and thorough format for ILPs was designed and implemented to be shared with all staff on Sentral. LST meetings were streamlined and include whole school as well as individual student sections and the formation of an effective and collaborative LST.

Three staff were trained in Managing the Bull and designed a program and lesson plans, the 'Managing the Bull' program was implemented and the HT welfare appointment has been made.

The implementation of the 'Managing the Bull' program in Year 7 and 8 was successful and early data indicated that the students absentee and suspension rates were decreased from previous years. Anecdotal evidence gathered via teacher reflections showed positive impact on students in Semester 1 in terms of teaching a language around bullying and resilience as well as creating a safe zone where a surprising range of students spoke about bullying and why it happens. Staffing of these program was also a success, as the targeted staff were involved in programming and planning as well teaching the program to both year groups. The impact of online and remote learning for an entire term due to COVID must be taken into account since its' problematic impact was disruption to the flow and continuity of the program and created an inability to survey and assess its impact properly. An overall assessment will come through a short closing survey to all Y7 and 8 students and staff delivering the program in Week 11.

To move towards achieving our progress measure we need to:

- Analyse TTFM data when it becomes available.
- Evaluate and update the original program and its delivery structure, for 2022 and continue delivery of the 'Managing Bull' wellbeing program for 2022 in Year 7 after they complete Peer Support in Term 1. Year 8 2022 will do a review and reflection of MTB in Term 1 and transition into the RAGE program which it is hoped will also be delivered to Year 9 2022 over a couple of days each Semester. We will continue to identify cross faculty staff with the desired skill set and understandings in the area of wellbeing to complete and teach this program. Without the the disruption to the program of COVID in 2022 we will be able to make a more definitive and focused assessment and decision on the program and its engagement of students.. More regular surveying of the students and staff participating in the program is anticipated in 2022, and ongoing refinement of the program will also be implemented throughout the year.
- HT Welfare needs to pull together all the strands of school wellbeing structure into a structured framework .
- Build systems to ensure staff are regularly and effectively referring to and implementing students ILPs into their programs and lesson planning for identified students.

School Wellbeing Culture

The evidence showed that suspensions from Term 1 and 2 were reduced and this appeared to be correlated to the Stage 4 programs and targeting of appropriate staff to implement the MTB program. COVID significantly impacted the

flow of the program and has impacted on the students mental and academic growth during the period of lock down. Lock down data reflected a significant decrease in Year 8 students academic engagement in relation to the other ABHS year groups. Reinstating MTB program on return to school in Term 4 has found it difficult to achieve traction with this year group in particular, despite targeted revision of the concepts covered in Semester 1, and we may see the net effect of this extended lock down period in the subsequent years to come on 10% of the cohort who were the most disengaged students and resisted all interventions with parents to engage in remote learning. The Stage 4 Programs will be reviewed, and re implemented again in 2022, as the initial indicators were that it was being successful at achieving a based and more positive learning culture and environment for all of our students. The 'School Code of Conduct' was prepared but was deferred until 2022 due to COVID lock down and the subsequent transfer of staff involved in the team to complete the review.

To move towards achieving our progress measure we need to:

- Complete full analysis of TTFM data as well as survey data collected in relation to MTB and Code of Conduct. This will enable us to evaluate and improve MTB delivery in 2022 and plan and deliver RAGE in 2022.
- A new code of conduct team needs to be convened with members of staff, students and community to meet early T1, 2022 to review and plan next steps in newly renovated ABHS School Values.
- School to Work will run on 1 1/2 days for 2 identified groups of students which will allow its real impact to be evaluated.
- Playground review and rezoning will need to be conducted at executive in 2022.
- Year 7 Orientation Week 2022 with a program of activities and lesson delivery around high school readiness.

Attendance

The evidence showed that we need to regularly review our attendance data to inform our welfare and learning support planning. With the COVID lock down online learning phase we accessed SCOUT data that highlighted the online usage by students. This data was used extensively during Term 3 to monitor and reflect on at risk students and their online presence. Identified students were contacted via their parents to offer learning support and assess their welfare situation during this online learning phase. Initial data highlighted that the Stage 4 programs were having an impact on decreasing rates of suspension, however the overall data has been affected by lock down and return to online learning for 10% of the Year 8 cohort where students were unable to participate in this program. However, there was enough initial data to suggest they program continue in 2022 and with an entire year of data a more appropriate judgement and assessment of it impact will be able to be made.

We will continue to review and develop whole school and personalised attendance approaches to improve and address attendance rates for all students, especially for students considered at risk.

To move towards achieving our progress measure we need to:

- continue to analyse the attendance and suspension data to guide future school planning to provide ongoing improvement to maximise student learning outcomes. It is important for us to determine what has worked for specific students and what has not worked.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Whole School Wellbeing Framework</p> <ul style="list-style-type: none"> • The percentage of students who participate in programs that build cognitive, emotional, physical, social and spiritual wellbeing is moving towards the school identified target of 100%. • In the elements of Learning Culture and Wellbeing as Measured by the School Excellence Framework the school is moving towards excelling. 	<ul style="list-style-type: none"> • 75% of year 7 and 8 students participate in a Managing the Bull wellbeing program delivered on Tuesday afternoons in non-scripture periods • A noticeable drop in referrals related to bullying was noted for students in Y7 and 8 by the DPs • In TTFM survey questions, students who reported they were victims of bullying fell from 27% in Snapshot 1 to 9% in Snapshot 2 2021. This was a marked change from 2020 when the effect of lockdown seemed to increase bullying in Y8.
<p>Whole School Wellbeing Culture</p> <ul style="list-style-type: none"> • Complete the TTFM survey and targeting students sense of belonging, school spirit, expectations for success and engagement with learning 	<ul style="list-style-type: none"> • 81% of students reported positive relationships which has increased by 3% across the positive wellbeing measures from 2018. • Tell Them From Me data shows an improvement of 2% increase in sense of belonging since 2013 and increased from 69 to 70 over 2021. Expectations of success remained steady from 2018 to Snapshot 1 at 7.1

<ul style="list-style-type: none"> • Review the data/feedback and investigate options to contribute to addressing these identified area • Review and revise the school code of conduct and processes to align with voice and feedback from wider school community 	<p>but increased to 7.6 in Snapshot 2 and intellectual engagement increased from 41% at Snapshot 1 to 44% at Snapshot 2. .</p> <ul style="list-style-type: none"> • The number of students reporting positive relationships at school in 2021 moved from 81% in Snapshot 1 to 87% in Snapshot 2 • In terms of their rating of advocacy at school, students moved from a rating of 5.6 in 2018 to 6.3 in Snapshot 1 and later 6.9 in Snapshot 2. • Tell Them From Me data demonstrates improvement trends being noted in the whole school wellbeing culture across 2021 • Code of conduct survey was delivered to all school community and the values of respect, responsibility, resilience and personal best being highlighted by staff, parents and students as being most important
<p>Attendance</p> <ul style="list-style-type: none"> • Percentage of students attending greater than 90% is moving towards the lower bound target of 75%. 	<p>Attendance</p> <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 2.5%.

Purpose

Our purpose is to nurture connected, compassionate and caring members of the school and wider community. We will develop programs that foster empathetic students who have an embedded sense of responsibility to society. This will result in confident, inclusive and well rounded citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Leadership
- 21st C Future Skills and Planning
- Community Engagement
- Belonging and School Spirit
- Valuing Aboriginal Culture

Resources allocated to this strategic direction

Professional learning: \$24,950.00

Per capita: \$110,000.00

Aboriginal background: \$10,000.00

Summary of progress

Student Leadership

The evidence showed that the quality of the candidates nominating and ultimately being elected into the position of Prefect, Peer Support and Peer Mediator has been successfully improved. Due to the Public health orders and restrictions elections occurred this year through online nomination and elections. This eliminated the student body from being able to swinging the voting of other students towards friends or students to be elected based on a popular vote. This ensured that the stronger and well established students leaders and overall school contributors were successfully elected into these important school based leadership positions. While review and programming of the student code of conduct, the leadership continuum and the leadership passport commenced with small but dynamic groups within the school, they were inconveniently interrupted by online learning and will be reestablished for completion in 2022.

To move towards achieving our progress measure we need to:

- re-engage with the student code of conduct and leadership passport concepts in 2022.
- ongoing review of the current leadership practices and roles will ensure that we continue to increased capacity, presence and involvement of all leadership groups, including the SRC, within the school..

21st Century Future Skills and Planning

The evidence showed that our ongoing professional development and commitment to supporting all students and staff to increase their skills has been positive and has created a platform where staff are able to successfully create engaging and quality interactive lessons. ABHS has heavily invested in technology infrastructures and professional development have ensured that best practices are available and being implemented into the classrooms by staff. 'Techie Brekkies' and SDD focuses on resources and how to successfully use them in their classrooms have been popular and well received by staff. This has been implemented quicker than planned due to COVID and the need for online learning. However, this has significantly impacted on the students requiring technology for their learning and the expectation from parents that if they purchase this learning toll then it will be used for learning in the classroom each and everyday at school. as well as t lessons in the classrooms for all of our students.

Professional development as well as Executive Meeting planning sessions have highlighted the increased skills and confidence of staff to access, use and implement 21C skills into their classrooms. This was also increased significantly with the online learning phase of Term 3, which led to a large number of staff developing their own resources and skills for increasing their students' engagement online.

To move towards achieving our progress measure we need to:

- continue to invest in staff development and resourcing.
- continue to grow the numbers of new students attending ABHS who have their on learning devices, especially in Year 7.
- focus Orientation Week 2022 around readiness for learning with BYOD and Google Planner launch sessions

timetabled for Year 7 2022.

- resume 'Trekkie Brekkies' and TPL opportunities in 2022 for staff professional development, and continue to ensure that all staff maintain their google classrooms platforms for student homework and absentee purposes..
- train all students in 2022 on how to use google classroom calendar, which will be the school based platform for communicating and recording student homework and assessment tasks.

Community Engagement

The evidence showed that all areas of this initiative have been significantly impacted by the public health orders and restrictions as a result of COVID in 2021. However, there was some noted impressions and gains established in Terms 1 and 2 with the 'Managing the Bull' non-scripture program. Selection of the appropriate staff and program creation was particularly positive, however the general overview and success of the entire course was interrupted unfortunately due to the online learning phase for Term 3 and 4 of 2022. This was supported by the reduction in suspension numbers for Year 7 and 8 as evident. Particularly notable was the decrease in suspensions for Year 7 from the previous year in Terms 1 and 2 from 36 to 12. Also, the Year 8 students were reduced on their previous years numbers over the same period in 2021 from 36 to 19. All other areas have been significantly impacted upon by the online and remote learning for Term 3 and 4. Almost all of the other identified initiatives have been deferred until 2022 as a result of the inability to visit local feeder schools, and communicate within the local community at a variety of events.

Food for Families was an important tool to support family and school connections.

To move towards achieving our progress measure we need to:

- review the positives and negatives identified in this initiative, and regroup with renewed focus for 2022.
- ensure that all staff participating in the 2021 'Managing the Bull' program have agreed to continue in 2022 and have participated in a program review and update. The statistics and data collated for this program have been shared and communicated with the staff and the participating year groups. Success in the other areas is limited and not available due to the impact of the public health orders on ABHS and all communities in 2021.
- complete technology online safety talks and prefect/leadership group creating a collaborative framework for interactions with the local community will be a focus in 2022.
- engage with local feeder schools and foster use of school facilities.

Belonging and School Spirit

The evidence showed that the leadership team aimed to measure school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community through TTFM surveys. However, this data has been impacted by the remote and online learning phase of 2021.

Reaffirm our desire to gather and then critically analyse this TTFM data for the further development and implementation of best practice to consolidate a sense of belonging to our school.

Valuing Aboriginal Culture

The evidence showed that the appointment of an ALO at ABHS has shifted the focus the school has had with respect to supporting and engaging our ATSI students. Establishing links and connections with the local elders and AECG community we have created a supportive and structured mentoring platform for our ATSI students. Appointing of a passionate ALO at ABHS has been the best practice to ensure all our ATSI are supported in their high school educational journey, however a number of initiatives, regular excursions and plans that had been undertaken in Semester 1 were placed on hold due to the COVID lock down phase of Term 3. ATSI Students' learning and engagement has been increased over the past 12 months, with the students showing a greater focus on their studies and their future career pathways. Our ATSI enrollments continue to grow in 2022 as a result of our planning and appointment of an ALO, and more importantly the anxiety levels of the students and their parents in relation to their cultural identifies has significantly decreased. With a whole school desire to have our ATSI students increase their level of engage in all leadership and school based activities in the future.

To move towards achieving our progress measure we need to

- continue to support our ATSI students, both in and out of the classroom, through internal and external support connections established by the ALO.
- continue professional learning for staff that assists with understanding and knowledge of sensitive ways to teach and support content related to indigenous perspectives as well as supporting individual students is needed as we continue to create a climate of high expectations and a culture of support that ensures all of our ATSI students achieve success with the best outcomes possible.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Student Leadership</p> <ul style="list-style-type: none"> All Stage 4 students have a leadership passport where they are recording leadership activities. 	<p>Progressing towards achieving, however due to the interruption to students learning in Term 3 this initiative has been deferred in 2022</p>
<p>21st Century Skills and Planning</p> <ul style="list-style-type: none"> Stage 4 teaching programs demonstrate embedded strategies for fostering 21st century soft skills and higher order use of technology 	<p>Professional Learning, development and integration of technology into all classrooms. Staff development and presentations from technology staff to share strategies and ideas on high to engage with and integrate into their classrooms. 'Techhie Brekkies' proved successful in Term 1 and 2, however they were not able to continue in Term 3 and 4 due to PHO's and COVID restrictions.</p> <p>Student numbers with BYO Devices for school has significantly increased with Year 7 in 2021 being 75%.</p> <p>All staff maintained Google Classrooms for student communications, homework and in preparation for a return to online learning (if required - which it was in Term 3 and 4).</p>
<p>Community Engagement</p> <ul style="list-style-type: none"> TTFM baseline data gathered to compare with school survey re parent and community satisfaction. Draft Wellbeing Framework outlines annual NFP community activity or every student in every year group. 	<p>TTFM data reflects that ABHS feel welcome (7.3/7.5) and informed (6.7/7.0) and that the majority (83%) reported speaking to at least one teacher about their student. 65% reported they attended at least one meeting over the school year but for the most part 95% choose not to be involved in school committees. During Covid lockdown Term 3, parent satisfaction was gathered via two short surveys about online learning to identify any areas of need.</p> <p>Community based activities and engagement has been significantly interrupted by PHO due to COVID in 2021</p>
<p>Belonging and School Spirit</p> <ul style="list-style-type: none"> TTFM baseline data gathered in regard to belonging and participation. Student survey regarding school events, the merit and house systems and school spirit provides specific baseline information to student leaders. 	<p>TTFM data for 2021 showed that students reporting a positive sense of belonging increased over the course of 2021 from Snapshot 1 to 2 from 69 to 70% though students who reported being interested and motivated fell between the two snapshots from 20 to 19%. In contrast in Snapshot 2 reports on student effort was increased by 2% and a positive learning climate was reported to have improved from 6 to 6.7.</p>
<p>Valuing Aboriginal Culture</p> <ul style="list-style-type: none"> Appoint Aboriginal Liaison Officer in our school connect with the local AECG 	<ul style="list-style-type: none"> The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by appointment of a ALO at ABHS and increased connections with the local AECG for our ATSI students. Success was achieved with the identification of another ATSI student and the future enrolment of some more ATSI students in Year 7 for 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$170,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Asquith Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging teaching and learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • consultation with external providers for the implementation of PLSPs. <p>The allocation of this funding has resulted in: a greater understanding and awareness from all staff on student learning and behavioral needs in their classrooms. As well as better PLP's and communication of this important information to the staff and classroom teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Greater differentiation in each and every classroom, with increase staff understanding of its need and impact on student learning and behaviour.</p>
<p>Socio-economic background</p> <p>\$50,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Asquith Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • equitable access to specialist resources • employment of additional staff to support LIT/NUM program implementation. <p>The allocation of this funding has resulted in: greater support and engagement for students and their classes who have received the LaS teacher and SLSO support in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued refinement and review of the allocation and distribution of this resource across the school and the classes/students requiring support and assistance within their regular classrooms.</p>
<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Asquith Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Valuing Aboriginal Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: greater support and engagement for Aboriginal students. With the appointment a ATSI Liaison officer to complete ILP's and individual support has produced positive results and increased student participation and engagement in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative to support the ATSI students through ILP's and a Liasion contact person at ABHS.</p>
<p>English language proficiency</p> <p>\$111,176.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Asquith Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: greater support and engagement for EAL/D students. With the appointment a new LaS Teacher and a qualified EAL/D teacher in 2021 greater individual support has produced positive results and increased student participation and engagement in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued refinement and review of the allocation and distribution of this resource across the school and the classes/students requiring support and assistance within their regular classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$142,218.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Asquith Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$142,218.89</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: improved student support for identified and non-identified students which has lead to enhanced classroom participation and performance as a direct result of the targeted supports that has been implemented into most of these students classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued refinement and review of the allocation and distribution of this resource across the school and the classes/students requiring support and assistance within their regular classrooms.</p>
<p>Professional learning</p> <p>\$49,950.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Asquith Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strong Foundations • Challenging teaching and learning • Whole School Wellbeing Framework • Student Leadership • 21st C Future Skills and Planning • Community Engagement • Belonging and School Spirit <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: targeting TPL that will have an impact of the staff practice and classroom performance.. A major focus on high expectations, NAPLAN and HSC targets</p> <p>After evaluation, the next steps to support our students with this funding will be: continued refinement and review of the allocation and distribution of this resource across the school and the classes/students requiring support and assistance within their regular classrooms.</p>
<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Asquith Boys High School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strong Foundations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>learning and assessment</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in LIT/NUM School program <p>The allocation of this funding has resulted in: Targeted programming and TPL that has had an impact one staff practice and classroom delivery in relation to LIT/NUM across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enhance teacher expertise and confidence in the delivery and implementation of successful LIT/NUM strategies and practices across all faculty areas.</p>
<p>COVID ILSP</p> <p>\$130,150.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in: improved performance and student participation from students in their identified areas of weakness (Lit or Num). as a direct result of COVID to their learning journey</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued refinement and review of the allocation and distribution of this resource across the school and the classes/students requiring support and assistance within their regular classrooms.</p>



Year 12 fundraising at the carnival

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	585	581	585	588
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	94.5	95.1	92.2
8	91.5	90.7	93.7	90.9
9	88.7	90.2	89.5	90.9
10	91.3	90.2	90.1	92.2
11	90.2	91.4	89.3	88.8
12	90.7	93	93.4	88.5
All Years	91	91.7	92	90.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	1
Employment	12	26	17
TAFE entry	3	3	25
University Entry	0	0	36
Other	12	8	0
Unknown	0	0	19

Year 12 students undertaking vocational or trade training

53.85% of Year 12 students at Asquith Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Asquith Boys High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Clean Up Australia at Fishponds 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	8.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

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 Staff Meetings on a Tuesday.



Fantastic and passionate staff

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,457,617
Revenue	8,347,380
Appropriation	7,759,881
Sale of Goods and Services	106,104
Grants and contributions	447,704
Investment income	1,274
Other revenue	32,418
Expenses	-8,332,068
Employee related	-7,223,379
Operating expenses	-1,108,689
Surplus / deficit for the year	15,312
Closing Balance	1,472,929

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.

	2021 SBAR Adjustments (\$)
Targeted Total	128,814
Equity Total	305,342
Equity - Aboriginal	5,108
Equity - Socio-economic	47,145
Equity - Language	111,176
Equity - Disability	141,913
Base Total	6,554,057
Base - Per Capita	144,163
Base - Location	0
Base - Other	6,409,894
Other Total	594,984
Grand Total	7,583,198

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.



Drama student at MAD Night 2021

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

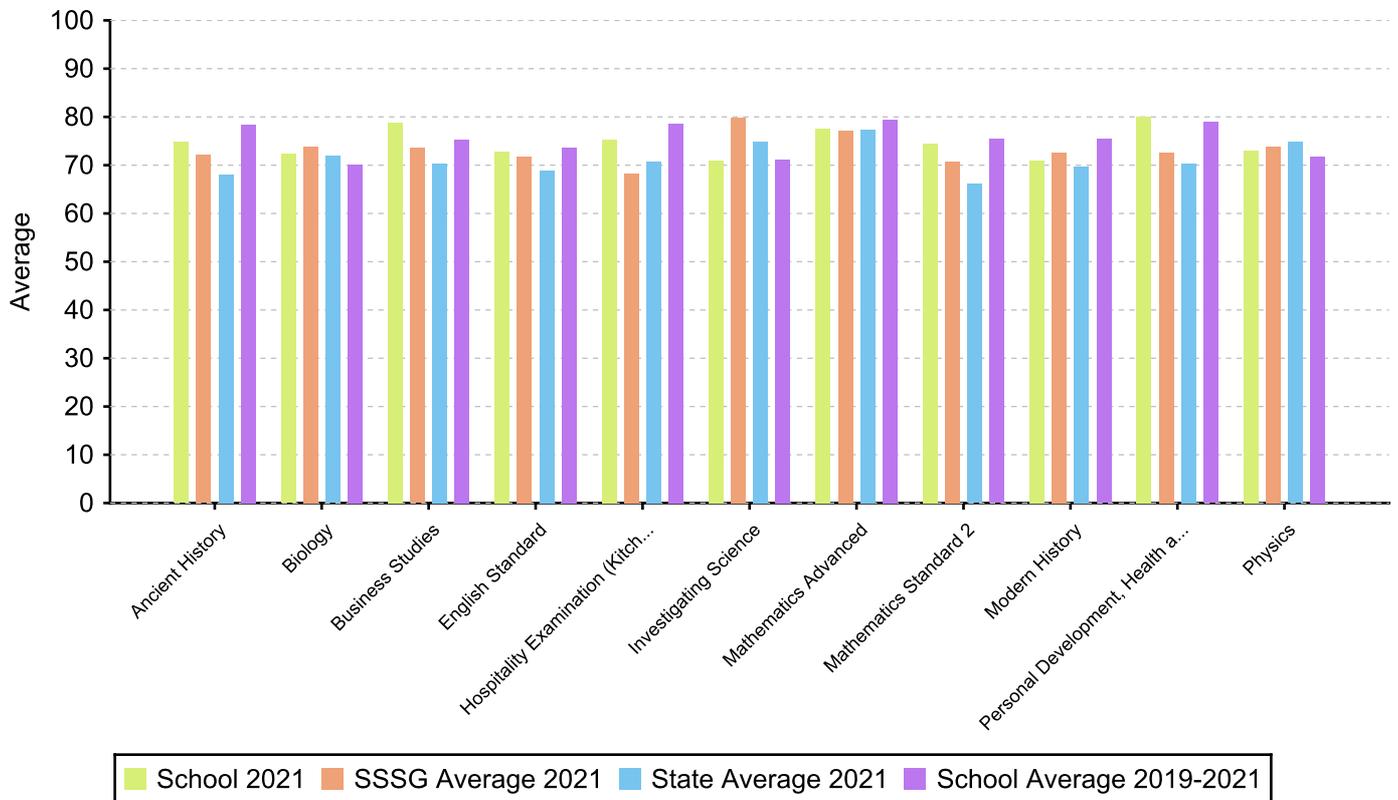


Mothers Day Breakfast 2021

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 2021	SSSG	State	School Average 2019-2021
Ancient History	74.8	72.1	68.1	78.4
Biology	72.3	73.8	71.9	70.1
Business Studies	78.8	73.5	70.4	75.4
English Standard	72.8	71.7	68.8	73.6
Hospitality Examination (Kitchen Operations and Cookery)	75.3	68.2	70.8	78.6
Investigating Science	71.0	79.8	74.9	71.2
Mathematics Advanced	77.5	77.1	77.4	79.5
Mathematics Standard 2	74.5	70.8	66.1	75.4
Modern History	71.0	72.7	69.7	75.4
Personal Development, Health and Physical Education	80.0	72.6	70.3	78.9
Physics	73.1	73.9	74.8	71.8



Year 11 Prefect Induction for 2022

Parent/caregiver, student, teacher satisfaction

Year 12 were surveyed by the Principal, particularly around their engagement and preparedness for their HSC. Many students identified that Covid lockdowns, as well as the cancellation of extra curricular activities, had significantly impacted on their experience of Year 12. The boys were generally appreciative of the efforts made to accommodate them such as online Trial examinations, workshops with their teachers and the study skills program. 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, particularly in being able to return to face to face learning and being with their mates. The boys indicated that they were pleased to see improvements being made to toilet facilities as it showed them they were important. In terms of the support and alterations that were offered to them during a very challenging year, the seniors were generally satisfied and recognised the efforts of their teachers, particularly the tireless work and support of their Year Adviser Chris Broome, to get them through. An area they identified to help them was particularly how to use and apply the feedback teachers supply to improve results.

Two Google Parent Surveys were carried out during online learning to gauge areas where we needed to improve as a school and as individuals. Overall their feedback was positive particularly in light of the wellbeing check-in contacts made with students and their families by staff during sport and targeted welfare lessons. Positive feedback from parents was given regarding the school initiative to zoom at least half the lessons.

Tell Them From Me Snapshots 1 and 2 were collected from students, staff and parents and this data is being analysed and collated to be used to support initiatives in the school plan.

The voice of staff, students and parents was also surveyed regarding the school code of conduct and most important school values for our students to be used to form a set of school community agreed school values in 2022.



Year 7 Camp 2021

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.

Aboriginal Education - School statement

Mr Kim Timmins is a dynamic and supportive mentor who performs the role of Aboriginal Educational Officer at ABHS. He has worked closely with families, identifying students, year advisers and the school executive to support Aboriginal and Torres Strait Islander students culturally, socially and academically to be the best young men that they can be through implementation of Personalised Learning Pathways, mentoring and the provision of supports for our boys as individuals. 2020 saw plans made to engage with local elders put on hold for 2021 due to concerns about the health and safety of our students and local elders.

Anti-Racism Policy

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

Anti-Racism - School statement

All students can seek support from Mr Timmins, the Anti Racism Contact Officer in regard to 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.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Asquith Boys High School strongly supports anti-racism and multiculturalism in education. Activities, events and classroom teaching around the school acknowledge and celebrate the different and diverse cultures within the school. Ms Rachel Lee, who teaches ESL English, supports all International students academically, socially and culturally.

Other School Programs (optional)

CAPA FACULTY

The CAPA Faculty continues to be a dynamic department that had battled through not having students perform and have a physical exhibition displaying Art, music, Drama and Languages in 2021. The CAPA faculty created a virtual exhibition that showcased an amazing array of talent <https://www.artsteps.com/view/6104892659785589e56d04ed>. The CAPA teachers and school were proud of students achievements while learning at home online and during the time they spent in the classroom. 2022 is reinvigorating creative opportunities offered to students. Thus a myriad of extracurricular activities are being organised in 2022 including 'Big Band Blast', 'Meet the Music', 'Junior Rock Band', 'MAD Night' and our 'CAPA Arts Exhibition'. We are excited about the addition of an undercover outdoor stage which will provide an opportunity for students to perform lunchtimes and will also be an excellent addition for all outdoor learning opportunities.

7 students completed the Visual Arts HSC course in 2021 with 100% achieving a band 5. For the first time since 2015 (0.2), the course has attained a positive Z-Score (0.4). This is the highest it has been since 2007 (0.5). This indicates that relative to the state mean, Asquith Boys High School has performed exceptionally well. This score may suggest strategies implemented such as peer feedback, expert teachers presenting tutorials in writing and art making have had a positive impact.

4 students completed the 2021 HSC Music 1. The cohort achieved slightly below the State average. The Performance elective proved to be the strongest result, which achieved 1 pt over the stage average. Aural skills were just below the state average and this is an area being heavily targeted in 2022.

In 2021 the HSC Music 2 student performed below the state average at -1.07. The state overall achieved more band 6s than in previous years. This could be due to estimated results in some parts of the most COVID effected NSW areas. Asquith Boys was not considered an area heavily impacted by COVID, therefore students results were not estimated. One student achieved a band 5. Questions requiring literacy skills as a means of demonstrating critical understanding of Musical Concepts were main areas of weakness. This is a targeted area of focus in 2022.

8 students completed the Drama HSC course. Students engaged in the playbuilding process at school and online and attended school holiday rehearsals. The cohort achieved slightly below the state average at -0.6 which was an improvement on the previous year of -0.7. Students were unable to perform the Group Performance which is generally the strength of the cohort. Results were based on the written component, Individual Projects (performances, set and costume design) and a question and answer Viva Voce assessment. Weaknesses in writing skills across the CAPA faculty has 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.

Due to COVID extra curricular programs like and went on Zoom, while the Band Tour, Soccer Tour, Ski Trip, Duke of Ed and Walkathon did not proceed.

MAD Night was held in Term 2 and happily Year 7 Swim School was able to be run following PHOs in Term 4.



Stage Band at MAD Night 2021