

2022 Annual Report

Asquith Boys High School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

As Principal of Asquith Boys High School I take pride in continuing the school's excellent tradition of creating a harmonious, safe and happy environment.

As a parent, or as a prospective parent, it is important to note that we work tirelessly to ensure that every student is known and valued at Asquith Boys High School. This is critical to the overall development and growth of boys, academically, socially and emotionally. If they are happy to come to school then their ability to learn is significantly increased.

I am not only proud of our strength to establish an environment that empowers our students to learn through an excellent welfare program and structure, as well as embracing a broad and engaging curriculum and cocurricular learning opportunities for all of the boys.

All of these opportunities for boys are largely due to the passionate and dedicated staff who strive to engage boys in their learning environment and inspire them to achieve their personal best.

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.

We offer quality academic and co-curricular opportunities for all of our boys. Academically, Asquith Boys High School has in recent years consistently outperformed boys in other comprehensive high schools. In the 2022 HSC examinations the school achieved the following results:

- 6 Distinguished achievers (many of you are with us today)
- Band 6's results across 4 different subject areas Mathematics Standard 2, Construction, Visual Arts and Industrial Technology - timber
- Advanced English 90% in the top three bands, Extension English and Mathematics Standard both achieved 100% in the top three bands.
- 34 students applied for university with 31 received offers, 17 achieved their first preference, and 22 received early entry for their first choice of course.
- Mathematics Standard 1 were 4%, Industrial Technology - timber, PDHPE and Construction where all 2% and English Studies were our above state averages
- Kieran Heap was nominated for his HSC major projects for the HSC showcase for both InTECH and SHAPE, with Nicholas Read also nominated for SHAPE for his major work
- In 4 out of 28 subjects by ABHS students we were above State averages

Our students achieve ATARS in the high nineties, with the 202 Dux Awarded to Rory McFarlane and he was narrowly followed by Lewis Pendrick, Matthew Conlon and David Barnes who all achieved strong ATAR's.

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 is an extensive number of co-curricular activities and opportunities available to the students, these include, but are not limited to International Football, History and Language 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 2022 Asquith Boys High School was hindered in this area as a result of COVID restrictions, but we were still able to raising over \$1000 for the '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.

This year the school continued the proud tradition of serving and educating our community in the immediate and long-term future.

Bryce Grant

Principal

Message from the school community

With the world slowly getting back to normal so did the P&C with functions.

Our one and only celebration for the year was our Mother's Day breakfast. Fabulous breakfast prepared by Ms Bird and the Hospitality Boys.

We attempted to hold a Trivia Night but unfortunately the numbers were too low, so the event was cancelled. Thank you to Mel Guttman & Nikki Nichols with arranging the prizes from sponsors. These were all returned.

Year 12 celebrated with lunch on their graduation day. Thanks to Dee in the canteen for arranging these delicious goodie boxes for the boys to enjoy.

The P&C donated funds back to the school for each Department Head to purchase items to be used by students. We gave \$31,500 split between the departments.

Book sales are slowly progressing, we have sold a total of 283 books.

I would like to thank the executive committee members Lisa Rothwell, Nikki Nichols, Greg Cullen & Sean Kilkelly. I have appreciated the support that you given me over the year.

I would also like to thank Bryce Grant and the teaching & admin staff at the school.

Thank you for 2022 and I look forward to assisting the P&C again if re-elected!

Dawn Kilkelly

President P&C ABHS 2022

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 is slightly down on previous years to around 550 students after having consistently over 600 prior to this year. We expect our school numbers to increase with the re designing of the enrolment area for Asquith Boys High School. This new catchment area will include Brooklyn, Cowan and Berowra Public Schools in the north and stretch to include Waitara, Normanhurst and Normanhurst West Public Schools to the south.

Our Aboriginal student population has grown significantly. In 2018 with 4 identifying students, we have moved gradually to a group of 18 identifying and becoming increasingly involved in the cultural opportunities being offered in 2023. 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 2023 was 45.5 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 2022 HSC examinations the school achieved results that were not as impressive as our performances over previous years. However, as a school and educational setting we remain committed and focused on achieving a better in this years NAPLAN and HSC assessments through a whole school approach to self reflection and implementation of high leverage strategies.

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 fund raise for numerous charity organisations. In 2023 Asquith Boys High School looks forward to increasing their participation and commitment to re establishing our connection to the broader community, by strengthening 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.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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
English language proficiency

Summary of progress

Strong Foundations

The evidence showed that from 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 continued with a Literacy period for Years 9 and 10 in 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 the 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 in 2021 due to the lockdown was being 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 2022 across reading and numeracy. 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. The analyse of Best Start and Check-in Assessment data from years 7-9 proved problematic and difficult to make an effective correlation to the NAPLAN and other data that we endeavoured to review. Some faculties have made an immediate impact with the implementation with the reading comprehension programs, and have begun to implement these strategies and practices across our stages of learning. Some problem centred/focused based faculties were not as responsive to this program and this has limited the whole school approach that we wished to have implemented in 2022. Targeted COVID Literacy and Numeracy program was continued despite the reduction in funding, with further reflections on how to ensure greater support and impact across all stages in 2023 to be discussed and ideally implemented. We have appointed Literacy and Numeracy Coordinators for 2023 to team teach and support all Lit/Num Classes and teachers with their teaching of these important programs.

2023 NAPLAN will further inform areas of literacy and numeracy that need addressing through explicit programming. We will continue to 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

The evidence showed that all faculties were provided with time to develop and implement HSC focused practices for their faculty based HSC courses. As a school we also heavily invested in the 'High Leverage HSC' TPL that was provided each and every term throughout 2022. Unfortunately, our staff were well in advance of many of the other staff who were attending these sessions from other schools. A number of our faculty HT's or staff were approached to coordinate sessions for future sessions. This was not the TPL development opportunity that we were anticipating for our staff, and sub sequentially resulted in less time for our staff in front of their own Stage 6 classes and our 2022 HSC reflects a negative impact.

To move towards increasing staff focus and consistency of practice, especially in writing for their HSC in 2022 has not

had the impact that we anticipated. PDHPE and IT -Timber (Portfolio) where successful with a positive HSC vs state results in the 2022 HSC. Unfortunately, the remainder of the subjects where negatively effected by a poor cohort, who were impacted by COVID lockdowns, lack of focus and commitment as well as early entry to university success prior to sitting any of their HSC examinations. (33 early entry endorsements resulted in 17 successful applicants into their first Uni choices prior to their HSC examinations). Future and forward planning around students subject choices, early entry endorsements, study period focuses, have all been developed and strategised to improve our 2023 performance and preparation for the HSC.

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 - Reading Improvement in percentage of students achieving top 2 bands in reading to be at or above the school's lower bound system negotiated target of 26.6%.	<ul style="list-style-type: none"> • 10.78% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in percentage of students achieving top 2 bands in numeracy to be at or above the school's lower bound system negotiated target of 35.8%.	<ul style="list-style-type: none"> • 20.59% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
NAPLAN Growth - Reading Increase in percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 69.8%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy Increase in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 75%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
HSC TOP 2 BANDS Increase in percentage of HSC course results in top 2 bands to moving towards the lower bound system-negotiated target 37.5%.	<ul style="list-style-type: none"> • 21.00% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
HSC TOP 3 BANDS Increase in percentage of HSC course results in top 3 bands to be moving towards the lower bound system-negotiated target of 75.8%.	<ul style="list-style-type: none"> • 57.37% of students attained results in the top three bands demonstrating progress yet to be seen toward 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

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

Professional learning

Summary of progress

Whole School Wellbeing Framework and School Wellbeing Culture

In the Wellbeing part of our plan in 2022 the evidence showed extensive activity around consultation, research and planning to develop a set of school values RESPECT, RESPONSIBILITY AND EXCELLENCE as well as branding and support materials in preparation for the launch on day 1 2023. The timeline for design and implementation was extended as the team decided that there needed to be thorough planning and design as well as a clean launch to start in 2023. The team designed an awards module on Sentral in conjunction with Strategic Direction 3 to create a structured student reward and leadership tracking system that targets and rewards behaviours and activities around the school values. A wellbeing framework overview was collated for every year group in depth as well as a week by week wellbeing calendar. Following the successful launch of Managing the Bull and RAGE into our Ethical Behaviour Program in 2022, an evaluation at the end of the year by the teaching team identified that the programs were going for too long and needed to identify the most effective aspects and cover more ground with the rest of the year including resilience. These activities have been supported through targeted professional learning time. Significant positives have been gained from the development practices in that student voice has been involved in both choosing values and developing visuals to promote and support them while they have also been embraced by staff largely because they have had significant input as well as continued communication from the team throughout the process. As a result, in anecdotal evidence collected from Head Teachers and Year Advisers, it is really pleasing to hear the language of our values being already embedded into ABHS school culture. The new award module has taken far longer to build and launch than expected due to the limitations of Sentral and ensuring it serves its multilayered purpose. It's functionality and staff ideas about ease of use are largely limited by this. Though we had planned to use TTFM data to evaluate the impact of the values, we have had to delay that until 2023.

To move towards achieving our progress measure the School Values Team (SVT) will meet to evaluate staff feedback about school values lessons following the collection of anecdotal data collected from staff and students after the term 1 launch. The SVT will use TTFM data this year, as well as a survey conducted by the SRC, about the values launch. The team have also been asked to provide more specific visuals for the classrooms and more signage around the school. From there we will collate different staff approaches to teaching the values into a google classroom or site for future use while working to develop further engaging lesson materials. We will continue the work in making the awards module more user friendly and we are seeking a third-party app design to potentially link to the Sentral data and provide a real time visual for students to use. We need to move the staff and students into taking ownership of the awards and leadership module to build the leadership capacity of our student body and make being a leader something to be valued throughout the whole school community.

In addition over the past 12 months the Head Teacher Welfare has written a Year Advisers' Handbook and drafted a planned approach to wellbeing with a framework (WBFW) which includes the range of wellbeing, leadership and citizenship activities as well as supports that are available at ABHS which is organised into differentiated stages and year groups. Year 7/8 non-scripture students participated in a fortnightly wellbeing program which included Year Adviser meetings and activities in resilience, anti bullying (7) and anger management (8). The YA were supported with two excellent PL days where the handbook was presented and they worked on the framework with the Head Teacher Welfare. Every year group also went on a Wellbeing Day in W9 T4 as a part of the WBFW. We did not get a finalised framework with a Relieving HT Welfare in the role for T4 due to time. All stage 4 students have access to fortnightly

programs that support their wellbeing as well as scheduled meetings with their Year Adviser; all students in Y7-11 had the opportunity to participate in a day together to celebrate the end of the school year.

In this initiative, we will refine and finalise the draft WBFW in T1 2023, evaluate and refine the Stage 4 non-scripture program for 2023.

Attendance

Over the past 12 months the Head Teacher Welfare has refined the attendance letters and monitoring system with planned attendance check-ins and notes about letters to be needed minuted as part of fortnightly senior and junior welfare meetings. We have been successful in engaging Year Advisers and the HT Welfare into the attendance management process. As a team we would have preferred to have implemented these processes and practices before the end of this year. In a year when attendance has been so badly impacted by Covid, more regular communication protocols with parents to identify at risk students was implemented as a part of our weekly wellbeing teams meetings.

In 2023, in this initiative, we will assess our attendance data and make increase formal and informal discussions at our regular Welfare and Executive meetings for Stage 6 monitoring .

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
Whole School Wellbeing Framework Percentage of students participating 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 ' the school is moving towards the school identified target of excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Analysis of wellbeing data indicates that 40% of students participate in programs that build cognitive, emotional, physical, social and spiritual wellbeing which is moving towards the school identified target of 100%. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture and at sustaining and growing in the element of Wellbeing.
Whole School Wellbeing Culture <ul style="list-style-type: none"> • Increase in percentage of parents who feel that the school supports learning, positive behaviour and promotes an inclusive and safe learning environment is moving towards the school identified target of a 5% increase. 	<ul style="list-style-type: none"> • The average TTFM score from parents who feel that the school supports learning, positive behaviour and promotes an inclusive and safe learning environment has decreased from 7.05 to 6.35 in relation to the effects of Covid 19 on staff vacancies in 2022.
Attendance Percentage of students attending > greater than 90% of the time is moving towards the system negotiated lower bound target of 75.0%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 37.03%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.

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

Resources allocated to this strategic direction

Aboriginal background

Low level adjustment for disability

Socio-economic background

Summary of progress

Student Leadership

Over past 12 months a School Values team has meet regularly to construct the well being framework and new 'school values' platform of Respect, Responsibility and Excellence. This team has worked effectively to deliver these values and construct a well being framework that allows for these values to be rewarded in all classrooms. Meeting times and technology support to develop the framework to support this reward/recognition system for these values., while also being able to link it to a leadership passport framework. Impact will be measured, monitored and judged over the next 12 months with the model having a points allocation linked to the leadership framework. The desired impact will be greater recognition and reward of student performance, both in and out of the classroom for both curricular and extra curricular activities, increased student well being monitoring, as well as being able to streamline the identification of leaders/prefects in the coming years.

In 2023 we will introduce to and educate students and staff on the new School Values and Reward/Recognition system with the desire to see improvements in well being, performance and positive recognition.

21st C Future Skills and Planning

Over the past 12 months, staff had regular opportunities to attend a number of '*Teckie Brekies*' designed to support their skills, student learning and improve the amount of time spent on a various administrative tasks such as report writing. Despite COVID limitations, there were a number of these sessions conducted with attendance of staff high. Redistribution of the technology coordinator allocations to staff with the skills required to support staff to enhance their abilities has proved to be an effective approach to achieving improvement in staff training and skills in technology. There was an increase in the number of Year 7 and 8 students who brought their own devices to school on a regular basis and effective funding of technology infrastructure enhancements required throughout the school improved access. A commitment to decreasing time on administrative tasks and an increased focus on using technology into teaching and learning opportunities within the classroom was a major focus of professional learning.

Year 7 in 2023 will be the first time that we are a 'BYOD' school, and our goal is to to have 100% success with this initiative. We have maintained the funding allocation for the technology in 2023 and have plans to implement new infrastructure measures that will not only improve but maximise the potential of these labs in the successful teaching and learning practices for all of our students.

Community Engagement

In 2022 we reconnected with all of our feeder primary schools, and especially with the new ones as a result of the new zoning for ABHS. We conducted two Immersion Days for Year 5 students in the areas of Science and CAPA, and a Year 5 High School experience Day which attracted over 150 students. School Spirit Days were introduced that included activities to instill and build the school culture as well as investment into authentic programs of First Nations culture into all KLA programs. The willingness of the Science and CAPA faculties to under take these immersion Day activities in an effort to engage and attract future students was a distinct enablers for assuring that these days were successful. Barriers

was our ability on these days to accommodate all the students who really wanted to attend - capping the attendees to 30 students. Impact will hopefully be in 2024 with the return to strong and growing enrollment numbers at ABHS and AGHS.

In 2023 we will continue to liaise with AGHS to develop and implement coordinated strategies and plans that attract and retain students at both our schools in the coming years.

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
Student Leadership <ul style="list-style-type: none"> 100% of Stage 4 and 5 students are trending towards a leadership passport where they are recording leadership activities.. 100% of students are trending towards being recognised for demonstrating leadership in classrooms via Sentral quick incidents. 	<ul style="list-style-type: none"> Analysis of internal school data shows 50% of Stage 4 and 5 students are trending towards a leadership passport indicating progress yet to be seen toward the school identified target, as this will only be introduced in 2023. Analysis of Sentral data shows 40% of students are trending towards being recognised for demonstrating leadership in classrooms indicating progress yet to be seen toward the school identified target.
21st Century Skills and Planning <ul style="list-style-type: none"> The percentage of Teaching programs demonstrating embedded strategies to support higher order use of technology and 21st Century soft skills is moving towards the school identified target of 100%. School Evaluation Framework indicates improvement from delivering to excelling in the domain of Leading/technology 	<ul style="list-style-type: none"> Analysis of teaching programs shows 75% of teachers embedded strategies to support higher order use of technology and 21st Century soft skills indicating progress toward the school identified target. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Technology in the element of School Resources.
Community Engagement <ul style="list-style-type: none"> The percentage of parents and staff via survey feel school supporting learning and positive behaviours in promotion of a safe and inclusive environment is trending towards 100%.. The percentage of stage 4 and 5 students participating in a NFP community activity is trending towards 100%. Valuing Aboriginal Culture <ul style="list-style-type: none"> The percentage of staff trained in the mandatory Aboriginal Cultural Awareness Training and the percentage of teaching programs that have authentically integrated Aboriginal culture, heritage and perspectives is trending towards the school identified target of 100%. 	<ul style="list-style-type: none"> Analysis of Tell Them From Me survey data shows 63% parents and 76% of staff feel school supporting learning and positive behaviours in promotion of a safe and inclusive environment. Analysis of internal school data shows 5% of stage 4 and 5 students participating in a NFP community activities. Analysis of internal school data shows 45% of staff trained in the mandatory Aboriginal Cultural Awareness Training and the 35% of teaching programs have authentically integrated Aboriginal culture, heritage and perspectives. Analysis of internal school data shows 40% of students receiving merit awards to recognise and reward volunteering, participation and engagement in all aspects of school life.

Belonging and School Spirit

- The percentage of students receiving merit awards to recognise and reward volunteering, participation and engagement in all aspects of school life is trending towards 100%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$229,849.00</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"> • Whole School Wellbeing Framework <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$45,322.08</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"> • Student Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$9,333.48</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</p>

<p>Aboriginal background</p> <p>\$9,333.48</p>	<p>student population, while maintaining cultural identity.</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"> • Student Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting. an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting.</p> <p>After evaluation, the next steps to support our students will be: to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$106,903.05</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"> • Strong Foundations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation 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 • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EALD students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Asquith Boys High School in mainstream classes who have a</p>

<p>\$146,671.61</p>	<p>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"> • Whole School Wellbeing Framework • Student Leadership <p>Overview of activities partially or fully funded with this equity loading include:</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 • targeted students are provided with an evidence-based intervention [MultiLit] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$57,900.50</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 • Whole School Wellbeing Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • stage 6 HSC high leverage strategies • workshops addressing writing in years 9-12 • year 7H targeted literacy program <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning based around the school's three strategic directions led by Head Teacher, Teaching and Engagement. This will ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$68,484.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$68,484.00</p>	<p>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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing intensive small group tuition for identified students . • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Student support officer (SSO)</p> <p>\$48,268.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • developed and delivered small evidence-based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team. • supports counsellors and year advisors with advocacy for students at school and at home. <p>The allocation of this funding has resulted in the following impact: individualised, sustainable support to meet student needs. proactive, preventative strategies employed to support students. created community connections through external agencies to support school wellbeing programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ the student support officer. consolidate programs implemented in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	581	585	588	577
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.5	95.1	92.2	87.4
8	90.7	93.7	90.9	82.9
9	90.2	89.5	90.9	82.5
10	90.2	90.1	92.2	83.8
11	91.4	89.3	88.8	84.6
12	93.0	93.4	88.5	83.4
All Years	91.7	92.0	90.6	84.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	2
Employment	1	9	7
TAFE entry	12	22	9
University Entry	0	0	40
Other	5	3	2
Unknown	0	0	39

Year 12 students undertaking vocational or trade training

55.95% of Year 12 students at Asquith Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

89.6% of all Year 12 students at Asquith Boys High School expected to complete Year 12 in 2022 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)	33.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,472,929
Revenue	8,663,118
Appropriation	7,909,205
Sale of Goods and Services	148,300
Grants and contributions	564,008
Investment income	14,295
Other revenue	27,310
Expenses	-8,756,987
Employee related	-7,624,024
Operating expenses	-1,132,963
Surplus / deficit for the year	-93,870
Closing Balance	1,379,059

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.

	2022 SBAR Adjustments (\$)
Targeted Total	136,611
Equity Total	308,230
Equity - Aboriginal	9,333
Equity - Socio-economic	45,322
Equity - Language	106,903
Equity - Disability	146,672
Base Total	6,476,247
Base - Per Capita	148,525
Base - Location	0
Base - Other	6,327,722
Other Total	603,968
Grand Total	7,525,056

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

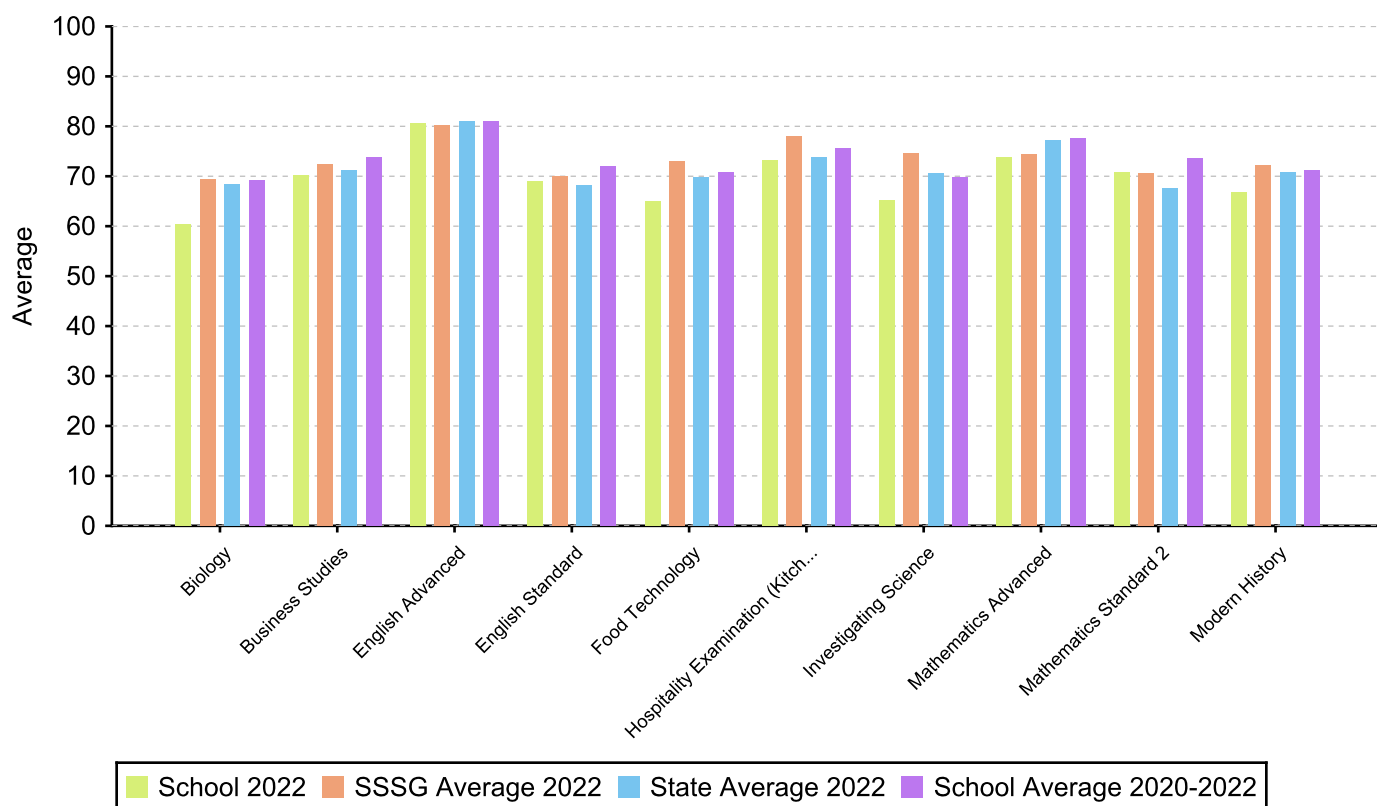
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	60.4	69.4	68.5	69.2
Business Studies	70.2	72.4	71.2	73.8
English Advanced	80.6	80.3	81.0	81.0
English Standard	68.9	69.9	68.1	72.1
Food Technology	64.9	73.1	69.7	70.8
Hospitality Examination (Kitchen Operations and Cookery)	73.2	78.0	73.7	75.6
Investigating Science	65.2	74.6	70.6	69.8
Mathematics Advanced	73.8	74.4	77.1	77.5
Mathematics Standard 2	70.7	70.5	67.6	73.6
Modern History	66.8	72.3	70.9	71.2

We offer quality academic and co-curricular opportunities for all of our boys. Academically, Asquith Boys High School has in recent years consistently outperformed boys in other comprehensive high schools. In the 2022 HSC examinations the school achieved the following results:

- 6 Distinguished achievers
- Band 6's results across 4 different subject areas Mathematics Standard 2, Construction, Visual Arts and Industrial

Technology - timber

- Advanced English 90% in the top three bands, Extension English and Mathematics Standard both achieved 100% in the top three bands.
- 34 students applied for university with 31 received offers, 17 achieved their first preference, and 22 received early entry for their first choice of course.
- Mathematics Standard 1 were 4%, Industrial Technology - timber, PDHPE and Construction where all 2% and English Studies were our above state averages
- Kieran Heap was nominated for his HSC major projects for the HSC showcase for both InTECH and SHAPE, with Nicholas Read also nominated for SHAPE for his major work
- In 4 out of 28 subjects by ABHS students we were above State averages

Our students achieve ATARs in the high nineties, with the 2022 Dux Awarded to Rory McFarlane, narrowly followed by Lewis Pendrick, Matthew Conlon and David Barnes who all achieved strong ATARs.

Parent/caregiver, student, teacher satisfaction

We gathered a snapshot from TTFM in Semester 2 2022. Having lost so much learning time, we trialled sending it to members of the school community via email to be completed outside school time. The best response came from parents while the response from teachers and students was small and not a fair representation, telling us we need to allocate time to this process to gain useful data.

Our parent body communicated that they were satisfied that their sons understand school rules and they generally feel ABHS supports positive behaviour with students feeling safe and most parents reported they were generally well behaved in the community. There were concerns raised about teachers' ability to manage classrooms.

They are happy with the range of subjects offered and 62% would recommend the school. 42% agree ABHS has a good reputation with 27% neutral and 22% disagreeing.

While parents are happy with academic reports they want more information about their sons social/emotional development. Feedback indicates that they value face to face communication and have missed the opportunities provided by Parent Teacher Night with the impact of Covid-19. They are not as happy with online platforms that share information about their sons' achievements such as Sentral Parent Portal, which marries with anecdotal data collected.

Our parents' answers around educational aspiration were fairly closely matched to our usual data of 36% of students going to university and they underplayed the input and impact they had in their sons' education at home. Parents reported that most students spend less than 1/2 hour per week on homework and teachers are good at chasing it up yet feel our teachers' expectations could improve.

A very low number of staff participated and those who did indicated that they felt ABHS is effective with using data, collaboration and inclusivity yet there is room for improvement in terms of leadership and parent involvement, though the data is from a very small sample.

A very low number of students participated when it was optional and the sample gathered reflects that we are generally above state average across all areas indicating that the types of student who shared their feedback are from a narrow population across the school.

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 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.

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.