

# Ashfield Boys High School

## Annual Report



2016



8832

## Introduction

The Annual Report for 2016 is provided to the community of Ashfield Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dwayne Hopwood

Principal

## School contact details

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## Message from the Principal

The past year has been both a productive and successful one. 2016 saw us enter the second year of our highly ambitious school plan which aims to build on previous strengths to move the school to a position of excellence. The extent to which this positive growth is recognised in our school community is reflected in our growing Year 7 enrolment, significant increase in enrolment from local primary schools and the 300% increase in attendance at the 2016 community Open Night to over 700 people.

I am incredibly proud of the boys and the many successes that characterised 2016. I am equally proud of the school staff and the energy, passion, agency and sense of purpose that they bring to their working lives at school. While the rest of this annual report will outline more fully the range of successes in different areas, there are some areas of note which merit mention here.

The boys continued to perform strongly in the HSC and while the top ATAR of 96 did not match that of 99 in 2015, the number of boys achieving ATARs in the 90s increased. The number of students achieving in the top two performance bands also improved across most HSC courses. The school's strong rate of university entrance lifted slightly to 86% of those students who applied for matriculation.

Beyond successes in the HSC, our aim is to provide the boys with a holistic education that supports them to leave school as confident leaders who are prepared to leave their positive mark on the world. This goal can be seen in the many and varied academic, cultural and sporting successes that occurred in 2016.

For the second year running our debating teams in each year group won debate after debate, made the finals of almost every competition they entered beating a whole host of selective schools along the way. We were the only public school to field TheatreSports teams in every competition offered by Impro Australia and the boys did well in each one with the Year 7 team missing out on the final by only one point. Thai Thippawan was the only public school student to present a TED talk at the MLC school. Thai thrilled the audience with his quirky talk about the global significance of the niche sneaker industry.

The bands performed all over the Inner West to acclaim, the vocal group again performed on the main stage at School Spectacular and was part of a new world record for the largest amateur concert in the world. Again we had a high rate of volunteering with so many students actively developing their leadership skills while giving of their time to the community. This was acknowledged by the Premier of NSW in his volunteering scheme, with Vincent Sham winning a state award and also nationally with Logan Tuara, our outgoing school captain, being awarded for his services to the community by the Australian of the Year association. On Australia Day, Logan was also honoured with the Inner West Council Young Citizen of the year award. Given that the LGA now contains over 162,000 residents this is a significant achievement and recognition of leadership and service.

One area where the school has seen significant growth over the past few years is in sport. In 2014 the school found it difficult to field teams in some sports. In 2015 we fielded teams and made the final of the rugby. In 2016 we fielded multiple teams in many sports, made the finals of nine sports and won four. Although we lost the rugby finals we were awarded the title of the zone's most successful rugby school because we made the final in every grade.

A major goal in the school plan is an ambitious upgrade of our school facilities. To achieve this we have partnered with the P&C and other organisations in the community. The aim of the facilities upgrade is more than just cosmetic. It is to support the improved teaching and learning of the boys in flexible spaces that promote collaboration, creativity and the integration of technology.

During 2016 the new senior toilet block was completed and is ready to open. The expansion of our ipad and laptop bank is due to increase with an order of 60 new devices. Thirteen new state of the art Promethean interactive panels were installed and every classroom is now equipped with an interactive smart board. New classroom furniture was purchased to replace aging tables and chairs with every room having matching furniture. The Science and Social Science staffrooms were upgraded. Classroom D2 was gutted and new fittings ordered to turn it into a state of the art engineering studies and STEM space.

Last year we were visited by a delegation of international educators from 18 countries. This was organised by the Federal government and UNESCO with the group only visiting three schools in NSW. They chose Ashfield Boys because they wanted to look at how we use evidence to inform our teaching and planning. It was a lovely thing to be told by a delegate from New Zealand that she thought that Ashfield Boys was the best school that she had experienced in any of the countries she had visited.

The success of any school depends on the quality of the relationships both within and with the wider community. Can I please take this opportunity to thank the students, the staff and the parents of the Ashfield Boys HS community for their common purpose and enthusiastic support of the school. The comment that I most often receive from visitors is that the school has a beautiful feel about it that makes it special. This is something that is created by all of us working together.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Dwayne Hopwood

Principal

# School background

## School vision statement

At ABHS our vision is that every boy is inspired to achieve personal excellence and reach his full potential as a happy, resilient, connected and ethical man who is equipped to be a success and have a positive impact on the future.

## School context

Ashfield Boys High School aims to inspire every boy to strive for personal excellence and reach his full potential as a man. Every student is viewed as an individual and school structures support and develop talent in a wide variety of fields. Students are supported to become independent learners who integrate knowledge from different areas and apply this to real life situations. The aim of this approach is to support the academic, social and ethical development of young men so that they have the skills to thrive in the 21st century. The changing needs of adolescent male learners inform structures and programs in the school. Years 7 and 8 are taught in learning teams, and teachers meet weekly to plan for the personal success of boys in their team. This facilitates the seamless transition from primary school and develops a high degree of professional understanding by teachers regarding the gifts and needs of every student. In the middle school, students are encouraged to work collaboratively and use their learning to solve problems. The senior school is structured around individual planning and mentoring, allowing every young man to pursue his personal pathway to success in the HSC and beyond. The school also provides for the academic, language and wellbeing needs of international students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

At the end of 2015 Ashfield Boys HS self-nominated to be a pilot school for the first round of external validations in NSW. At this time the school took part in a formal external validation process against the domains of the School Excellence Framework (SEF). The external validation team endorsed the school's self-assessment and commented on the quality of the school plan and superior understanding of context in the self-assessment. Subsequently in 2016 the school executive undertook a thorough self-assessment to determine the school's progress towards excellence over the past year.

In the SEF domain of learning the school has made significant progress towards achieving the targets in the three year school plan. The Accelerated Reading Program, planned during 2015, was implemented during 2016 for Years 7 and 8. The continued analysis of student performance data including NAPLAN informed the planning of a cross-curricular writing program. This was supported by extensive professional learning for all staff and the development of a systematic approach to the teaching of writing across Stages 4 and 5. This extended the positive learning culture and collaborative planning already fostered by the middle school Teams program. Stage 6 students were supported through the individual planning and mentoring of all students in Year 12. Every boy developed an individualised success plan assisted by a mentor and this plan was updated and reviewed at four key stages during the HSC year. Every student who nominated also has access to a more regular success coach with meeting occurring every week or fortnight depending on individual need.

### Teaching

In the SEF domain of teaching the school continued to make progress according to the SEF statements of excellence. The school continued to work towards a culture of collaborative sharing based on the analysis of data. NAPLAN and SMART data was analysed and used to inform teaching and learning. The targeted use of resources to support quality teaching is evidenced by the complete renovation of the school library to support the Accelerated Reading Program, the

renovation of the Common Room to support professional sharing and the investment in a major ICT upgrade. A major achievement in 2016 was the establishment of a rigorous and comprehensive Quality Assurance (QA) program. This QA program has been embedded in the school's annual evaluation cycle and provides a framework for an evidence based evaluation of each KLA as well as a metalanguage for professional conversations about improvement at the executive level.

## Leading

In the SEF domain of leading, the school demonstrated practices that mark it as largely excelling in most areas. Community engagement and voice in the school are promoted and have witnessed a significant improvement over the past two years. The school's professional collaboration with other schools was formally and successfully developed through the formation of a community of schools through the Inner West Community of Practice (IWCoP). The IWCoP strengthened collaboration between partner schools through a range of activities during 2016 to promote quality distributed leadership of the teaching staff. This involved the support of staff to achieve accreditation at the highly accomplished level as well as completion of a mentoring qualification delivered by the University of Sydney. The development of a systematic wellbeing program in each cohort was based on student identified need as well as data provided by the annual Tell Them from Me survey. The upgrade of the school's ICT architecture was accompanied by an extensive community consultation regarding a BYOD policy. This consultation informed the school's future direction with regard to BYOD and the strategic use of school resources over the next few years.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Improving Learning

#### Purpose

To ensure that every student reaches his academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

#### Overall summary of progress

The past year has seen a collaborative and directed effort in developing the structures and resources to support the growth of reading and writing, particularly in Stage 4. Integral to this has been the substantial investment of school funds into the facilities that will support these structures. The school, in partnership with the P&C, has upgraded the school Library, Common Room and digital architecture. A core philosophy that underpins all spending on facilities is that pedagogical needs drive investment in resources and not the reverse.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1.1 Increase HSC achievement in bands 4,5,6 to over 75% of candidates by 2017. This represents a 9% improvement over the 2012–2014 average.	The Accelerated Reading Program was implemented for Year 7 and 8. 72% of students showed growth in their reading age. 14 boys were awarded for reading more than one million words in the Million Word Man scheme	Reallocation of concessional periods from within RAM staffing allocation  Literacy resources \$9,206
1.2 Decrease in HSC candidates scoring in bands 1,2,3 to less than 25% by 2017. This represents an 8% decrease over the 2012–2014 average.	Writing demands were mapped across all courses to inform the development of a systematic cross-curricular writing program. Staff engaged in extensive professional learning and resource development. The program is to commence in 2017.	Library texts purchases \$15,099  Accelerated reader software licence \$4000
2.1. Increase by 9% the achievement of Year 9 students in NAPLAN writing and reading over 2014 levels.	Increase in number of band 5 achievement across all HSC courses. There was a corresponding increase in ATARs over 90 and university admissions.	GAT program \$2000  EALD teaching resources \$14766
2.2 Improvement in expected growth in NAPLAN Reading and Writing in bands 5,6,7 by 10% over 2014 levels.	The library was upgraded and renovated to support the Accelerated Reading program  The school's ICT architecture was upgraded to support the integration of ICT across courses.  A comprehensive individualised planning structure was introduced for all students in Year 12. Each boy developed an individualised success plan with a mentor and this was monitored systematically.  The Stage 6 timetable structure was reorganised to allow for 20% more teaching time in each course.  A formalised GAT structure was introduced and marketed to the community. Applications for the 2017 Year 7 GAT class exceeded expectations.	\$1200 P&C donation for reading program prizes and Million Word Man awards  \$25,000 donation from the P&C towards the library renovation

#### Next Steps

- Implement the cross curricular writing program in 2017
- Staff training in NAPLAN writing marking and feedback to improve student responses
- Expand the accelerated reading program to include Year 9
- Develop follow up mechanisms to increase engagement in the reading program



## Strategic Direction 2

### Enhancing Wellbeing

#### Purpose

To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support.

#### Overall summary of progress

As sound student wellbeing is central to high academic achievement, this has been the focus of a major strategic direction. The past year has seen the school plan and implement a highly successful series of targeted wellbeing programs in each cohort. These have provided the boys with wellbeing programs that address issues such as bullying, resilience and masculinity in an age appropriate way. The past year has also seen the school embark on an ambitious and successful program of joint events with girls' schools aimed at leadership development and socialisation. The annual Tell Them from Me survey reflects the successful impact of these programs on wellbeing and engagement. The key wellbeing indicators across every cohort are well above the NSW male and female averages in almost every measure.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase from 70% in 2015 to 85% in 2017 of students and parents who indicate a strong sense of wellbeing at school.	<p>A comprehensive suite of joint activities encompassing wellbeing, leadership, curriculum and the creative arts with Canterbury Girls HS was implemented</p> <p>Student Tell Them From Me survey responses indicate wellbeing and engagement levels well above state averages.</p> <p>Significantly, results for ABHS are above NSW figures for male and female students. Students reporting a positive sense of belonging was 79% at ABHS versus a NSW average of 66% (NSW Girls 62%, NSW Boys 69%). Students reporting positive relationships at school was 82% for ABHS versus the NSW average of 78% (NSW Girls 80%, NSW Boys 77%)</p> <p>A comprehensive suite of wellbeing programs was conducted with each year group encompassing, anti-bullying, resilience, masculinity and cyber safety</p> <p>The wellbeing structure of the Stage 4 teams was expanded to include Stages 5 and 6 with the introduction of a teams based roll call.</p>	<p>Joint schools program \$3000</p> <p>Wellbeing programs \$11,000</p>
Student engagement is reflected in improved attendance. An increase in overall attendance to over the annual DOe average of 90.2% and a decrease in lateness to school by 20%.	A systematic approach to the monitoring and follow up of attendance and lateness was introduced. The 2016 attendance rate improved by 0.6% over 2015 levels.	

#### Next Steps

- Rework the school's behaviour and merit programs after a comprehensive community consultation



- Continue to refine processes which support improved attendance
- Expand and refine the program of collaboration with local girls' high schools

## Strategic Direction 3

### Engaging Community

#### Purpose

To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys' education. To develop links with other schools, organisations and groups which promote connectedness and support the integration of rich authentic learning experiences across the curriculum.

#### Overall summary of progress

This past year has seen the school build on the successes achieved in 2015. A core goal of the school plan has been to see the school actively engage different sections of our community for the benefit of students. This has proven incredibly successful in 2016 with continued strong growth in enrolment, local enrolment and positive perception of the school in the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community confidence in ABHS as a school of choice for boys is reflected in enrolment growth from 695 FTE in 2014 to 730 FTE in 2017. Corresponding increase in local enrolment from 32% in 2014 to 50% of the 2017 Year 7 intake.	Year 7 enrolment continued to increase. The 2016 enrolment increased by 21% over 2015 levels. Enrolment from local primary schools continued to increase.	
Authentic parent involvement supports the learning of students. Parent levels of satisfaction with school engagement increase from 73% in 2015 to over 80%.	<p>All the recommendations from the 2015 community consultation were successfully implemented such as parent payment online, GAT class, expanded extra-curricular activities, expanded band program, front office redesign, improved communication through Ashtag</p> <p>The Mandarin CLO position was expanded to 0.6.</p> <p>The annual Open Night reflected increased community interest and confidence in the school. Attendance at the event increased by 350%</p> <p>The school published 40 editions of #Ashtag to overwhelming parent and community approval</p>	<p>\$20,000 mandarin CLO 0.6</p> <p>Youth Community Worker, NSCF Funding of \$10,000 and West Ashfield Club Grant of \$20,000</p>

#### Next Steps

- Develop a program of reciprocal joint programs with feeder primary schools
- Expand the school's volunteering and outreach programs to provide leadership experiences and develop social capability
- Implement an annual School Management Framework to better organise and schedule activities across the year. This will improve communication and planning across the whole school community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Socio-economic background</b>	Equity groups were enabled to participate fully in the school's educational and extracurricular programs.	Teaching resources supporting literacy development \$9,206.5 purchased. Minor equipment to support the reading program and library redevelopment totalling \$15,099.14. Assistance for individually identified students totalling \$15,980.49. Accelerated Reading Program software \$4000. GAT program, \$2000, Wellbeing programs and joint programs with girls' schools \$3000.  • Socio-economic background (\$49 489.80)
<b>Support for beginning teachers</b>	An improved induction program which combines all legislative, WHS and DoE policies in one process was developed by the HT Administration. All beginning teachers received release time for professional learning. The HT CAPA coordinated beginning teacher mentoring and support.	Release time for each beginning teacher. Release time for HT CAPA to mentor staff totalling \$4080.73.  • Support for beginning teachers (\$4 080.73)
<b>Aboriginal background loading</b>	Each Indigenous student developed a PLP with his parents and the dedicated CLO.	Tutoring of \$1186 and teaching resources for students of \$953. The 0.2 CLO position to support Indigenous students to develop PLPs and transition plans was funded by the Individual Sponsorships allocation at \$10,000.  • Aboriginal background loading (\$7 166.60)
<b>English language proficiency</b>	NAPLAN-identified reading and writing deficits are targeted. Student growth to the HSC reflects language development.	Specific EALD teaching resources across KLAS totalling \$14,766.14. Software and ICT resources totalling \$15,340 as part of the library upgrade. \$947 additional staffing. • English language proficiency (\$29 670.88)
<b>Low level adjustment for disability</b>	Students with identified disabilities all received optimum support.	Staffing of SLSO totalling \$68,275.11 to support individual students. \$9225.00 of ICT and software to support students. • Low level adjustment for disability (\$49 318.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	716	717	727	705
Girls	0	0	0	0

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.4	91.5	93.7	94.7
8	91.7	90.6	88.1	93.9
9	91.8	91.9	90.2	85.9
10	88.6	89.3	89.2	88.1
11	90.4	86.3	86.9	86.2
12	90.2	88.8	85.6	88.2
All Years	91.1	89.5	88.8	89.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	5
Employment	0	3	13
TAFE entry	2	2	10
University Entry	0	0	62
Other	0	3	3
Unknown	5	0	7

Of the 76 students seeking entry to University courses, 85% were successful in gaining an offer. The most popular institutions were University of Western Sydney and Macquarie University, accounting for almost a third of the offers. The remainder were evenly spread between University of Sydney, University of NSW, UTS and Australian Catholic University.

### Year 12 students undertaking vocational or trade training

Apart from students undertaking VET Framework courses through the school, seven students enrolled for courses through TAFE NSW which contributed Units towards their HSC. The courses included Automotive (Light Vehicle Maintenance), Financial Administration and Entertainment Industries. All students were successful in their courses and received both the HSC and TAFE Certificate II qualification. These courses were directly related to the individual career paths of the students.

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

In 2016, 104 students were entered for the HSC. Of these 103 attained the qualification.

In addition, 28% of Year 12 students undertook one or more courses with vocational education qualifications in subjects enabling them to access advanced standing in industries as diverse as Building, IT, Food and Hospitality, Retail, Entertainment and Finance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	33.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	3.4
School Counsellor	1
School Administration & Support Staff	9.28
Other Positions	3.5

\*Full Time Equivalent

No staff at Ashfield Boys High School are Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

Throughout 2016, the school's priorities for Teacher Professional Learning were aligned to the School Plan and identified needs and directions of the school. Student literacy, specifically writing, was a high priority as identified from analysis of NAPLAN and other data.

The first School Development Day included a session that dealt with an evaluation of the many achievements of the school over the previous year and an overview of future directions. Faculty Programming and Organisation sessions were led by Head Teachers. The day concluded with a mandatory Work Health and Safety Consultation.

There is provision for variation of the days allocated as School Development Days by the Department of Education. In 2016, application was made to reallocate

the last of the Term 4 Development Days to two extended after-school sessions during Terms 2 and 3. The primary focus of both was improving writing. The first of these in Term 2 included the sessions: Improving Writing – the long-term strategy, Critical Conversations about Texts – strategies for improving the extended writing of Senior Students and Extended Writing – providing feedback for improvement. Sessions in Term 3 consolidated and extended the learnings of the first with sessions entitled: Teaching Writing for the Cross-Curriculum Writing Program, Analysis of writing samples and joint construction of texts and Quality Feedback – How do I mark writing?

The morning sessions during the School Development Day at the beginning of Term 2 focused on stage one of development of a new behaviour system and evaluation of the efficacy of a Bring Your Own Device policy for ABHS. The focus of the remainder of the day was on using data to improve HSC results and faculty self-analysis and critical friend analysis of HSC results. The plenary session posed the question: What areas for improvement does the data suggest?

The Term 3 School Development Day dealt with School Promotion Planning, training in the use of Sentral and consideration of proposals for alterations to the structure of existing school practices. Sessions on analysis of writing were undertaken in Faculty groups. The last of the School Development Days saw staff undertake mandatory CPR and Anaphylaxis training under the instruction of trainers from Surf Lifesaving Australia. The day concluded with Faculty sessions preparing for 2017.

All staff attended each of these School Development Days as well as professional learning sessions throughout the year on mandatory compliance training and also completed online e-learning modules. A large percentage of staff also undertook off-site professional learning covering a wide range of areas, including subject-specific conferences, workshops and seminars.

Tempe, Dulwich Hill, Canterbury Girls and Ashfield Boys High Schools partnered to form the Inner West Coalition of Practice (IWCoP). A large number of staff from all partner schools who were seeking Higher Accreditation was involved in a mentoring course provided by the University of Sydney. In addition, Executive from each of these schools also participated in two professional learning afternoons devoted to Accreditation and Supervision and another to Observation and Feedback.

In 2016, four beginning teachers achieved accreditation at Proficient level and eighteen new scheme teachers were maintaining accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>868 412.00</b>
Global funds	523 496.00
Tied funds	373 969.00
School & community sources	589 832.00
Interest	18 360.00
Trust receipts	41 273.00
Canteen	0.00
Total income	2 415 342.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	115 088.00
Excursions	28 135.00
Extracurricular dissections	152 124.00
Library	69 598.00
Training & development	4 849.00
Tied funds	284 241.00
Short term relief	162 732.00
Administration & office	203 530.00
School-operated canteen	0.00
Utilities	110 396.00
Maintenance	69 128.00
Trust accounts	32 054.00
Capital programs	134 371.00
Total expenditure	1 366 246.00
<b>Balance carried forward</b>	<b>1 049 096.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

The graphs which follow indicate the percentage of students attaining results in the 2016 NAPLAN literacy tests in each of the achievement bands.

Of more importance than these statistics is the percentage of growth that students achieved from Year 5 to Year 7 and from Year 7 to Year 9.

Across all NAPLAN literacy tests both Year 7 and Year 9 students displayed substantial growth compared to students state-wide. It must be noted that there are no statistics for Writing as the text type changed in 2016.

Below is the average score growth for Ashfield Boys High School students compared to that of the state across each of the NAPLAN literacy tests. The number in brackets is the average state score:

Year 7 literacy

Reading – 42.9 (38.1)

Spelling – 46.5 (43.7)

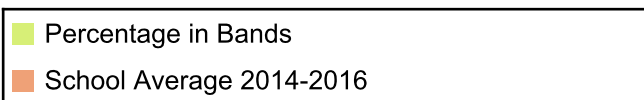
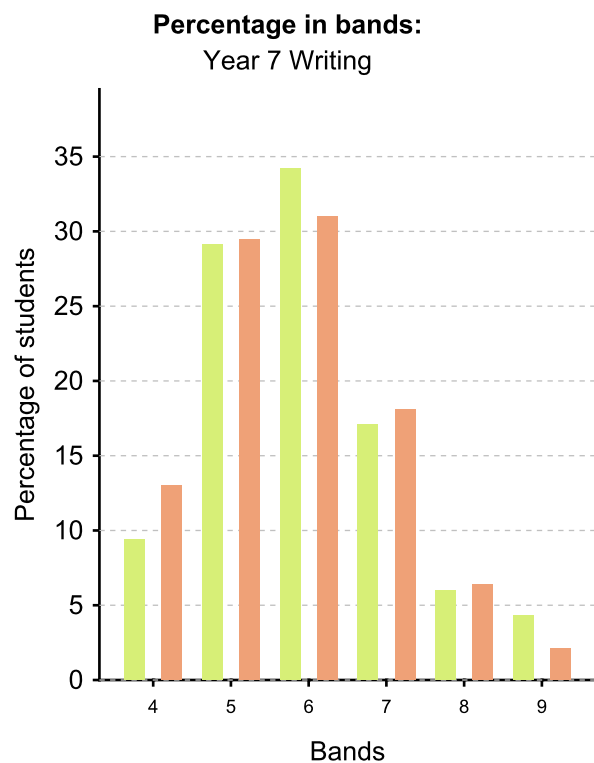
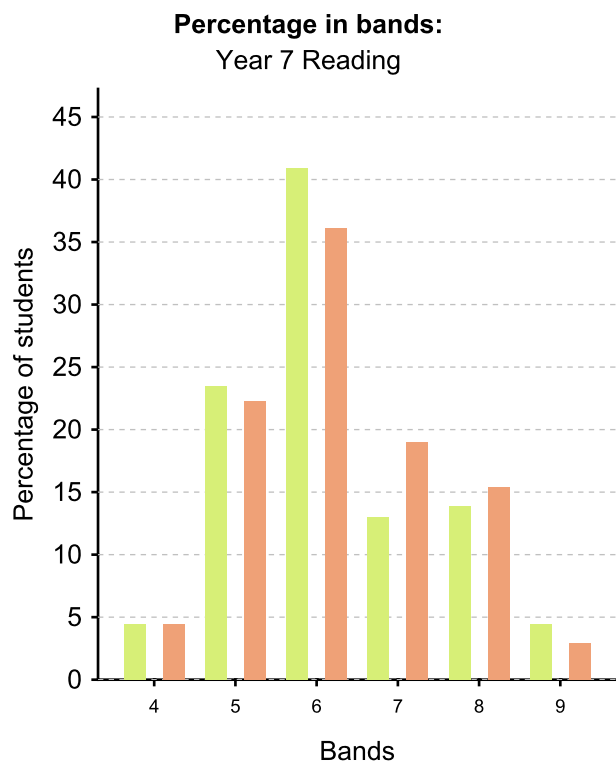
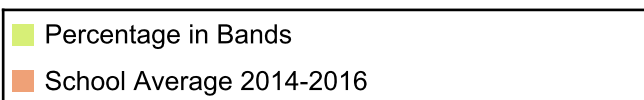
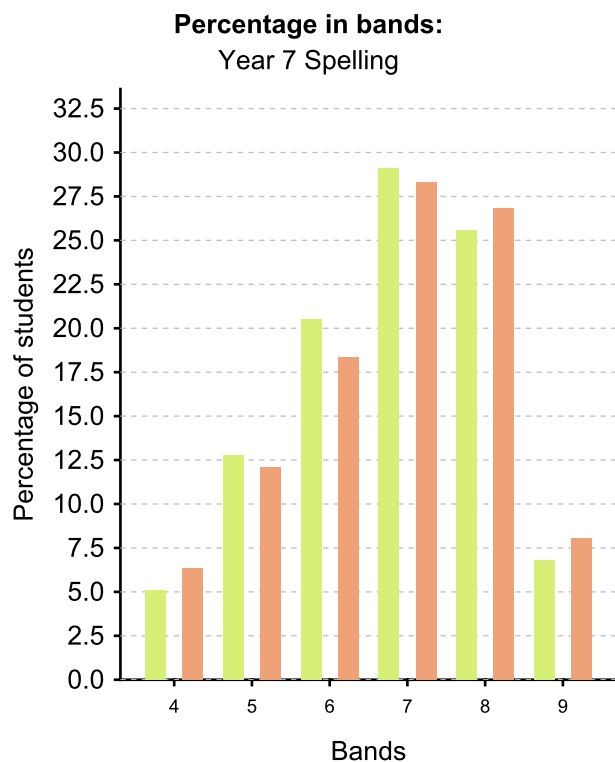
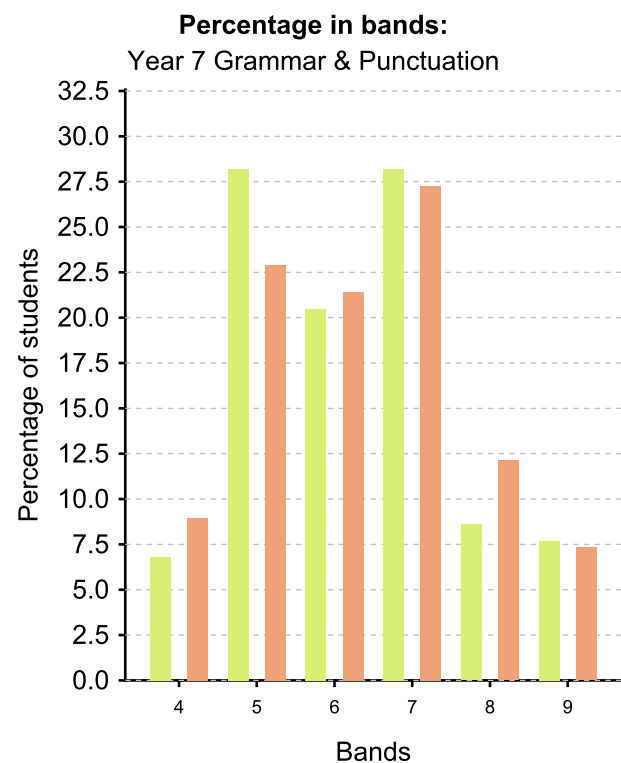
Grammar and Punctuation – 38.4 (32.2)

Year 9 Literacy

Reading – 37.3 (33.2)

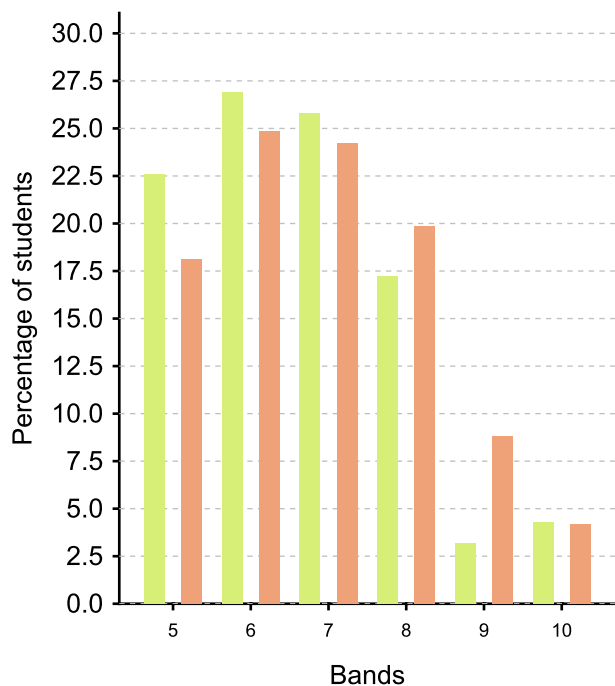
Spelling – 35.1 (33.8)

Grammar and Punctuation – 21.2 (21.1)

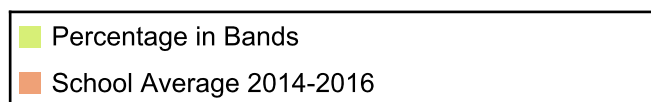
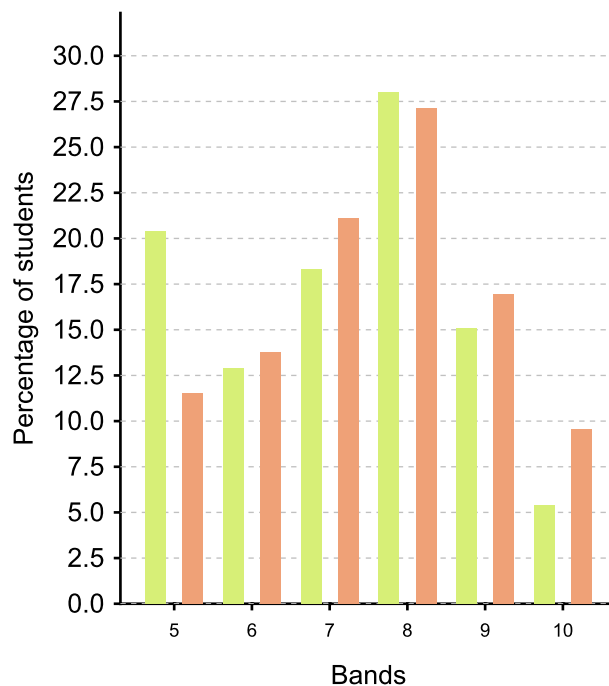




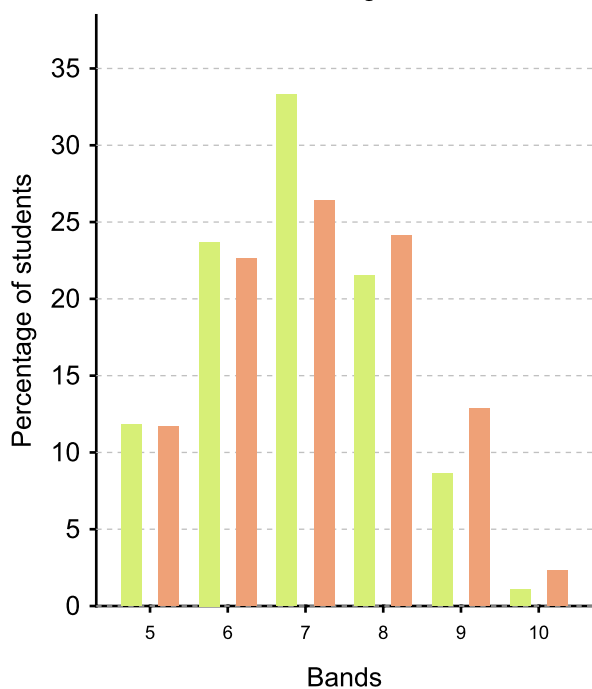
**Percentage in bands:**  
Year 9 Grammar & Punctuation



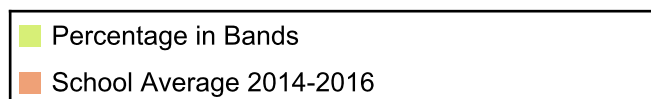
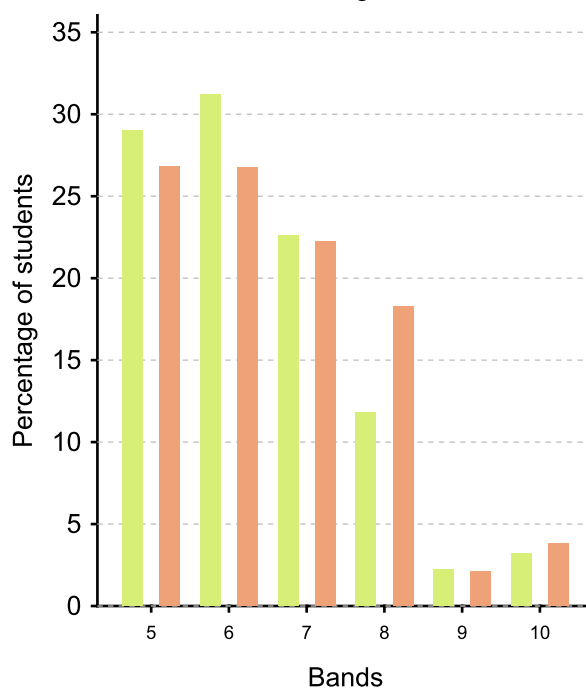
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

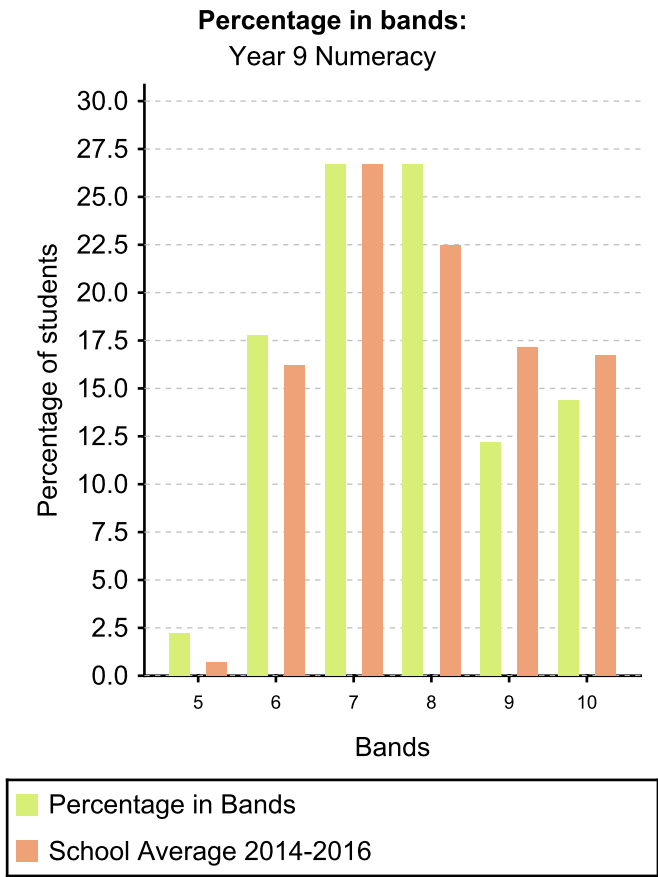
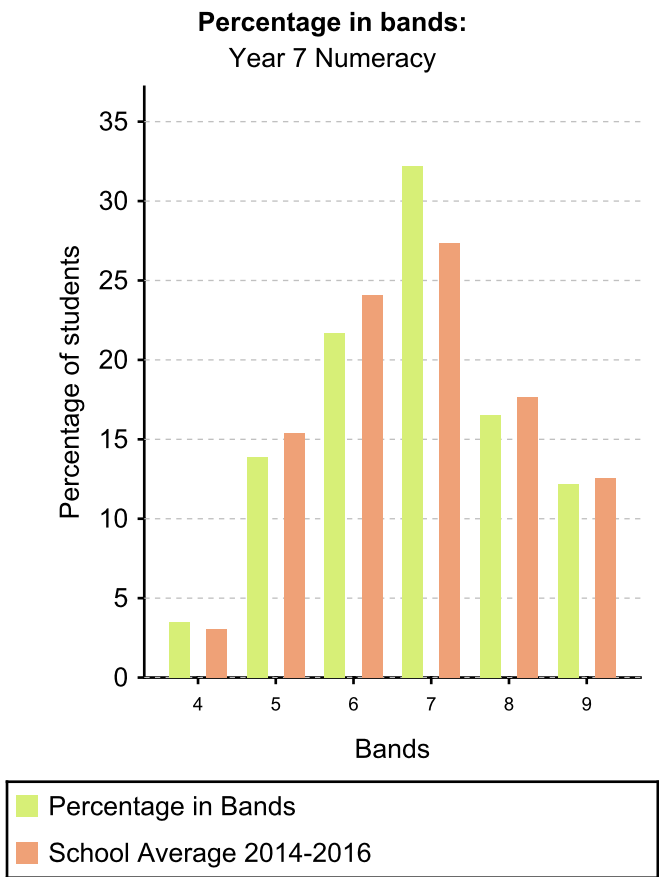


As with Literacy, the graphs below indicate the percentage of students attaining results in the 2016 numeracy tests in each of the achievement bands.

The average score growth for Ashfield Boys High School students compared to the state in the NAPLAN numeracy tests. The number in brackets is the average state score:

Year 7 – 64.2 (58.9)

Year 9 – 48.5 (40.7) The Year 9 average scaled score growth is substantially above that of the state.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities

The school has a very small cohort of students who identify as Aboriginal. Indigenous students are supported by a dedicated member of staff who works to ensure individualised learning plans and interventions are targeted at the point of need. The school has ensured that individual tutoring through the afternoon Homework Centre is available for any indigenous student wishing to pursue this. A particular focus of the school has been to lift the number of indigenous students studying at university. To this end two Aboriginal students participated in university experience programs through summer school at the UNSW.

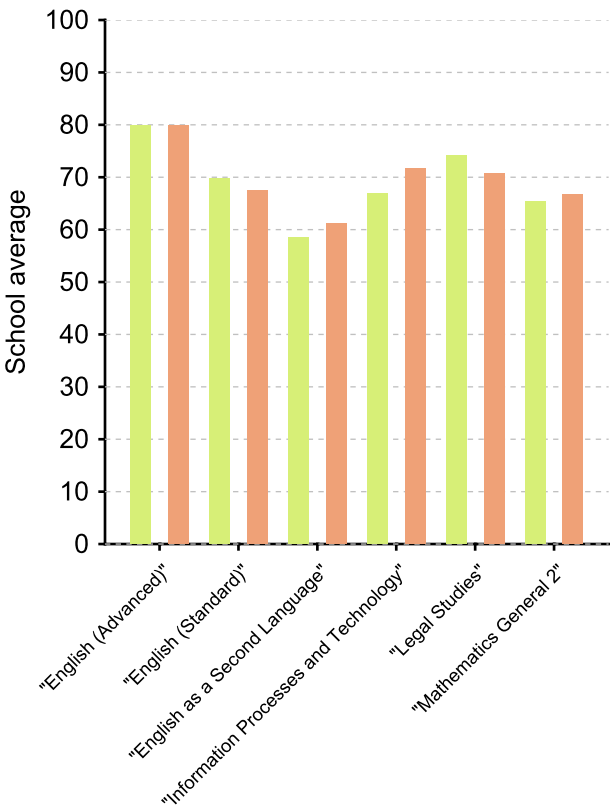
The state priority of lifting the number of students in the top two NAPLAN bands is reflected in the emphasis placed on this in the school plan. The Accelerated Reading Program and Cross-curricular Writing Program were both developed to address the literacy deficits of our majority EALD student population. The achievement of students on the NAPLAN numeracy assessment is consistent with previous years and reflects the relative strength of this area when compared with the literacy assessment.

Higher School Certificate (HSC)

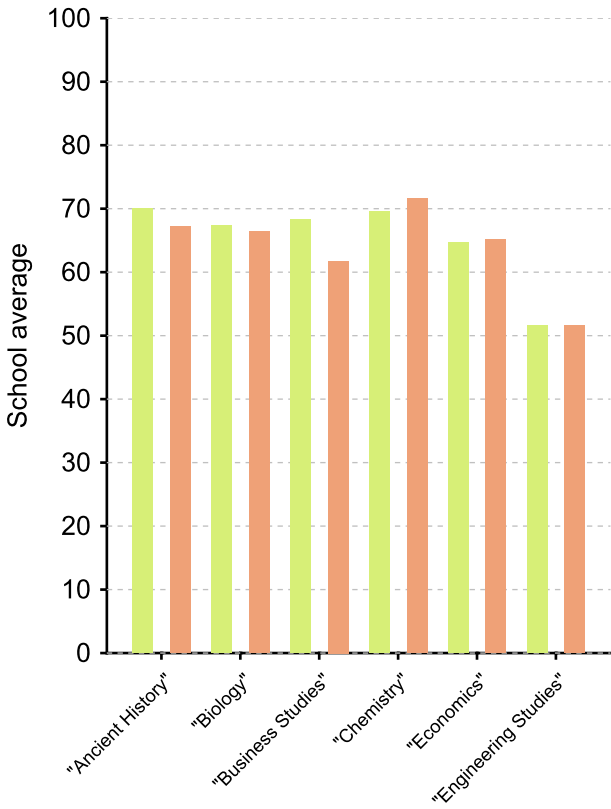
In the Higher School Certificate (HSC), the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Results in the courses can also be compared across schools using statistical procedures, such as, the various percentages in each band and average course marks.

One hundred and four students sat for the Higher School Certificate in 2016. The following courses had average marks above state averages; Construction, English (Standard), Mathematics 2 unit, Metal and Engineering and Modern History.

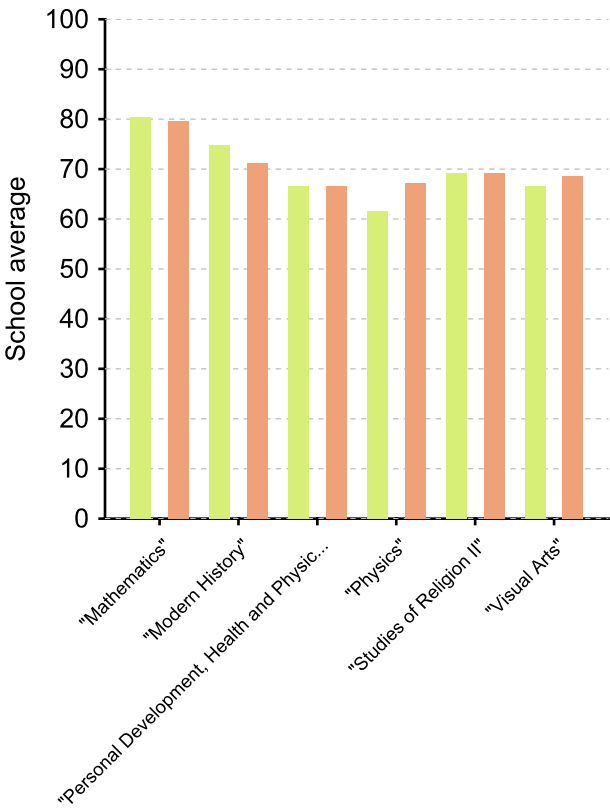
Band 6 results were achieved in Biology, Business Studies, Mathematics General, Mathematics, Mathematics Extension 1 and Mathematics Extension 2. Across all courses, a much larger percentage of students received results that placed them in Band 5; many of these were one or two marks off a Band 6.



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school used a variety of different methods to gather student, teacher and parent satisfaction throughout 2016. Parent and student satisfaction with the school was gathered through the Tell Them from Me surveys. The opinions of the SRC and parent body were sought as a matter of practice regarding decisions concerning the upgrades to the school carried out in 2016 or planned for the school's future.

Parent and student responses are presented below:

- Since the introduction of the weekly #Ashtag e-newsletter, parents have expressed noticeable improvement in timely and regular communication between school and home. Parent feedback is regularly sought through #Ashtag.
- Attendance at P&C meetings has grown as has parent participation in many aspects of school life.
- Student satisfaction with the school, as measured twice throughout the year, in the Tell Them from Me surveys was considerably above state average on all measures. Although the number of parent respondents to the survey was low, parent satisfaction with the school was high.
- In response to parent suggestions, in 2016 the school introduced an online booking system for parent and teacher evenings. The implementation of this saw far greater numbers of parents in attendance at the three evenings held throughout the year.
- Similarly, parent attendance has surged at HSC Subject Selection and Assessment Policy information evenings.

## Policy requirements

### Aboriginal education

The school received RAM Aboriginal background funding in 2016 to improve the educational outcomes of our small number of Indigenous students.

All students developed and reassessed their Personalised Learning Plans (PLP) in consultation with their parents/carers. These plans outline key areas to develop leadership skills and their aspirational goals for the future.

Senior Students were provided with assistance to pursue their post-school goals with a focus on University entrance. Jackson Plumb and Jonathan Georgiadis were both supported in taking part in the University of NSW Winter School. This gave them opportunity to advance their study skills, gain a greater understanding of university and form friendships which will provide support in their chosen career goals.

Jackson Plumb was awarded the Deadly Award for his consistency in leadership and mentoring throughout his time at Ashfield Boys High.

### Multicultural and anti-racism education

Our school is proudly multicultural and the recognition of this diversity underpins our teaching and learning practices as well as our student welfare programs.

The school's EAL/D team provides a range of support programs for our NESB students across the KLAs, targeting students with the highest level of need. Our NESB students' literacy needs are also supported through the school's reading and writing programs.

Our school also employs a Mandarin speaking Community Liaison Officer (CLO) for three days a week to assist and support the wellbeing and integration of our senior international students. Additionally, the CLO assists as an interpreter during parent and teacher evenings and meetings for our NESB students and parents.

Senior NESB students are also able to seek assistance with their studies through the Senior Study Centre, while junior students are encouraged to access the Homework Centre.

The school's Anti-Racism Contact Officer (ARCO) receives regular specific training to deal with instances of racist behaviour or language and to educate students about appropriate behaviour.

### Other school programs

#### Creative and Performing Arts

Our students continue to display excellence in the Creative and Performing Arts.

Highlights of 2016 include:

- Year 12 Drama students attended a performance of exemplar HSC Monologues and Group Performances. *OffStage* showcases the previous year's submitted Drama performances.
- In 2016 the *Actor in Residence* program was initiated. Blazey Best, award winning actor of stage, screen and television, worked with Drama students from Years 11 and 12.
- CAPA students volunteered their time and expertise to support the faculty on Open Night. Visual Arts workshops, Concert Band performances, drumming activities and TheatreSports exercises entertained and informed the parents and potential students from Years 4, 5 and 6.
- TheatreSports featured prominently in 2016. Three teams were established; junior, intermediate and senior. The teams performed in schools around Sydney, building their skills and confidence. Ashfield

Boys High School acted as a venue for competition with visiting schools performing in the school Hall.

- TheatreSports was offered as a sport choice for Wednesday afternoon sport. David Callen, TheatreSports champion and actor, tutored the students in the essential skills and games required to compete.
- For the fourth year in a row students participated in *Schools Spectacular – Dream Big*. Again our vocal group was asked to participate in the Combined Choir on the main stage.
- George Brooks and Galen Banfield (Year 10) were nominated and accepted to attend the State Band Camp.
- Year 9 and 10 Drama students attended the Canterbury Girls Performance; *Family Matters*.
- Years 9, 10 and 12 Drama classes attended Monkey Baa Theatre to watch a performance of *Unknown Soldier*.
- MAD (Music, Art and Drama) Night showcased the major works and performances of our HSC students.
- George Brooks (Year 10) performed as part of the Marching Band Ensemble. He was involved in performances at the Sydney Opera House, Wollongong Entertainment Centre, ANZ Stadium and the Qudos Bank Arena.
- 103 students from Years 7, 9 and 10 attended the opening of the Sydney International Conference Centre.
- Year 7 students were the audience for a performance from Brainstorm Productions called *Verbal Combat*; a production aimed at reducing bullying in schools.
- Zeal Theatre performed their new production *Lucky Country*, for Years 9, 10 and 11 Elective Drama students and selected Drama students from Canterbury Girls High School. The students were involved in a physical theatre workshop to gain skills in Playbuilding.
- The vocal group performed in the annual Ashfield Council's *Carols by Candlelight*.
- Photography club was established for interested students; a co-curricular activity that focused on the development of basic skills in digital photography.
- Visual Arts Display and competition for *White Ribbon Day*.
- The Concert and Stage Bands performed at Ashfield Council's *Carnival of Cultures*.
- Our Concert Band performed at the Inner West Band Festival and at Ashfield Mall for Education Week. The Stage Band performed at the Ashfield Council's *Frolic in the Forecourt*.

- Creative Arts Night, in Term 4 showcases the Performing Arts students from Years 9 and 10 with some special performances from other years. A foyer display of visual artworks was also displayed.

- *The Stones* by Zeal Theatre (Stefo Nantsou and Tom Lycos), was proudly showcased in Week 9 of Term 2, after months of hard work. The production was a huge success, and the school was buzzing with praise for the professional talent of the actors as well as discussion and debate on the issues brought up by the play.

## Sport

Throughout 2016 the students' efforts in the sporting domain were outstanding. Individually and as a team we captured multiple Zone titles and had NSW representatives in Rugby, Rugby League and Athletics. Some of the most outstanding team and individual results for the year were as follows:

The firstgrade Oztag team competed in the Grand Final for the third consecutive year against the same opponent, Epping Boys High School. After losing the previous two finals by a mere point, our Oztag team was determined to amend mistakes and go one better in 2016. After five minutes of extra time, the thrilling match finished at three all. The first grade Oztag achievement was backed up by a brilliant under 13C team performance as they comprehensively won their Grand Final match against Homebush by 8 points to two. For the second consecutive year our Oztag under 15B team lost the Grand Final to Randwick.

Without a doubt, the best Rugby teams, Ashfield and Epping, once again clashed in the Grand Final. Down ten points to seven on the scoreboard and with two minutes to go, our team was inside Epping's 22 metres line eager to score a try which would seal the victory. When we finally reached Epping's try line, one of our best players, Keaon Kolomatangi knocked on in the act of reaching out for a try. The lost ball just postponed the dream of being the best team in the Zone. Our school was awarded the prestigious Rugby Shield for being the best Rugby school in our Zone as we had three teams who competed on Grand Final day.

Our Basketball under 15 team, on the back of an incredible six successive wins, grasped the last semi-final spot. Pressure free, they played the best basketball at the best time, finishing the season by capturing the Zone title with two memorable wins. Special tribute goes to Futsal 1st and Volleyball under 15 teams who played incredibly well to reach the Grand Final stage, losing to more high quality opposition.

Individually, Nicholas Beekwilder continued his domination in the Athletics arena, capturing the NSW title in Heptathlon. He was also the Zone's age champion and as a result he was the recipient of the Zone's Junior Athlete of the Year. Nicholas' main 2016 results were:

First in Heptathlon NSW All Schools Multi Championship

Second in Javelin Little Athletics Zone Championship

Second in Javelin Little Athletics Regional Championship

Second in Javelin NSW under 17s Championship

Fourth in Javelin CHS Championship

Fifth in Decathlon NSW under 18s Multi Championship

Keaon Kolomatangi's achievements in Rugby League in 2016 far surpassed his own expectations. After competing in the SG Ball Competition (under 18s) for South Sydney, Keaon was called up to debut for the Rabbitohs Holden Cup team which play before the NRL team on a weekly basis. Whilst performing brilliantly in the highest calibre of competition for under 20s Keaon was also selected to represent the NSW under 18s team against Queensland as a curtain raiser for the second State of Origin match at Suncorp Stadium in Brisbane. Keaon played second row in the blues record– breaking sixth victory over their rivals. We hope to see Keaon representing his school at the highest level in NRL in the very near future.

Maylee Semu, Zion Epiha and Amini Taukolo earned their places in NSW CHS Rugby Union team. Natural talent, complemented by years of rigid training and sheer determination were the main ingredients to their success. Both our Swimming and Athletic carnivals were strongly contested. A large number of students successfully represented our school at the Zone, Regional and even at the State level. The age champions for these carnivals were as follows:

#### Swimming

- Under 12 Connor Anagnostopoulos
- Under 13 Zahid Habib
- Under 14 Callum Manandar
- Under 15 Ahmad Al Hassan
- Under 16 Galen Banfield
- Under 17 Samuel Semisi
- 18 to 19 Alexander Downs

#### Athletics

- Under 12 Noah Mazzotta
- Under 13 Angus Sutherland
- Under 14 Ershad Rashidi
- Under 15 Nicholas Beekwilder
- Under 16 Aleksandar Radulovic
- Under 17 Arisento Bou–Sleiman
- 18 to 19 Wilson Savage–Phillips

A special tribute must go to outgoing Year 12 student Arisento Bou–Sleiman, the 2016 Sportsman of the Year for the results he achieved over the last six years on the sporting field representing our school. Arisento was undefeated in the school's athletics arena, capturing six consecutive age titles. He also was the dual Zone age champion, and only injuries prevented him from adding a few more titles. He was also the multiple recipient of best and fairest for both Rugby Union and Oztag.

#### Debating

Years 7 and 8 Debating Teams participated in the Premier's Debating Challenge and the inaugural Stage 4 Debating Gala Day at Tempe High School. Wesley Stewart received a Gold medal for exemplary debating at the Gala Day.

After–school coaching with Ciara Morris from the University of Sydney was arranged for all teams and proved to be a valuable learning experience.

The Year 10 Debating Team participated in the Premier's Debating Challenge and enjoyed this valuable learning experience.

Year 11 Debating Team participated in the Hume Barbour and the Karl Cramp Debating Competitions. The team was Zone Champions in both competitions and this was the first time in the school's history.

Murali Chinnappa represented Ashfield Boys High School on the Sydney Region Debating Team.

#### Volunteering

Since its inception in 2010 the Premier's Student Volunteering Awards have encouraged and inspired students to actively serve within their community. It is now named the DoE Student Volunteering Awards with a core aim to assist students in intergenerational activities that encourages both a sense of wellbeing, belonging to a community and generate a strong sense of purpose.

Students from Years 9 and 10 submitted their volunteering hours and were awarded appropriate certificates. The certificates are graded into Bronze for 20 hours, Silver for 40 hours, Gold for 60 hours, Diamond for 80 hrs and Black Opal for 150 hours.

Some Students who achieved recognition for their volunteering of 150 hours or more were Logan Tuara and Vincent Sham.

Ashfield Boys High School's 2016 Captain, Logan Tuara, was the proud recipient of the prestigious Dr John Lincoln Community Service Award.

These annual awards recognise outstanding voluntary work performed by secondary school students throughout New South Wales. This year there were 22 recipients of the award.

Vincent Sham was awarded the Student for the Year Volunteering at a Ceremony for Sydney Mid–West

District, then went on to be a regional finalist for NSW.

Volunteering has taken many forms from participation in our School Band's Community events, fundraising within our school community and our wider community. It also included giving back to the community through programs like our Bushcare (partnering with Ashfield Council), Shopping with Seniors (partnering with Inner West Neighbour Aid), inter-school Mentoring with local Primary Schools and our Year 7 Transition programs.