

# Ashfield Boys High School

## Annual Report



2017



8832

## Introduction

The Annual Report for 2017 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

Ashfield Boys High School

117 Liverpool Rd

Ashfield, 2131

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

[ashfieldbo-h.School@det.nsw.edu.au](mailto:ashfieldbo-h.School@det.nsw.edu.au)

9798 6620

## Message from the Principal

I am incredibly proud of our school, the boys, their achievements and the shared sense of purpose with which the whole community works to achieve success. While notions of “success” can be so varied in such a wonderfully diverse community as ours, 2017 was a highly successful year by any measure.

At the core of what we achieve at Ashfield Boys HS is academic success and 2017 continued the pattern of strong growth in this area. Performance in the HSC was incredibly strong with a top ATAR of 98.7 and sixteen (16) students achieving ATARs above 90. In a cohort of 106 students, almost 70% of individual results were in the top three (3) performance bands and 91% of students who applied were successful in achieving their goal of university entrance. The school was listed as achieving “very highly above average” in the Sydney Morning Herald analysis of schools across NSW in the 2017 HSC. An ongoing conversation in our school with Senior students has been that this HSC success is a beginning and not an end in itself.

This academic performance was mirrored in data from the annual NAPLAN testing. Of particular interest to the school was the substantial growth across all tests from Year 7 to Year 9 when compared to the NSW average. In Year 7 growth was seen in three (3) of the four (4) areas and the fourth was almost at state average.

Substantial success was not limited to achievement on external tests. The school's priority of educating the whole person and fostering leadership was also demonstrated by the multiple and varied successes of the boys in a wide range of sporting and cultural pursuits. Two (2) indigenous students from Year 12 were offered places in the highly prestigious UNSW Indigenous Leadership program. Vice Captain Jackson Plumb will study a bachelor of Social Work and Jonathon Georgiadis was offered a place in the Bachelor of Law program.

Outgoing School Captain Logan Tuara was awarded the Inner West Council Young Citizen of the Year award. This is a hugely significant honour given the immense size of the newly formed council area. After stunning the gathering at the Ashfield RSL ANZAC service with his speech, Jordan Nicolopoulos was invited to record it for posterity. With the wonderful help of Wests Ashfield and the support of Chairman Mike Bailey, Jordan's speech was included in the permanent exhibition in the War Memorial in Canberra.

In the creative arts the boys have met with success in very different fields. Dylan Chedra won his category in the Wests Ashfield Visual Arts competition with a wonderful sculpture. Blake Williams, Silas Newton and Luca Coren created a wonderful new artwork for the Ashfield Fire Station. Four entries were met with popular acclaim in the Being Human film festival. The Concert and Stage bands expanded their numbers again for the third year in a row and performed at various events both in and out of school. The TheatreSports teams also performed incredibly well with the Junior team placing 3rd in the state.

The year was also a very successful one in the sporting arena. As the smallest school in the state's most elite sporting

zone, the boys continued to punch above their weight against schools that are more than double our size. Nicholas Beekwilder won second place at the NSW Combined High Schools (CHS) Athletics championships and Amini Taukolo, Tauteau Taufu and Reginald Alofipo were selected in the NSW CHS Rugby Union team. Isaac Vati was selected to represent NSW in the CHSSA Rugby Union tour to South Africa in April. Pavle Radevic clinched the Zone Table Tennis title. The Badminton team was joint premiers as was the Oztag team. However, the main success of sport in 2017 was that students participated, did their best, showed outstanding sportsmanship and had fun.

This represents a small survey of the rich tapestry of individual successes that formed 2017 at Ashfield Boys High School. Much more is outlined later in this Annual Report. Can I please take this opportunity to thank the students, staff and parents of our learning community. It is the hard work and common purpose of all of us which make our school such a vibrant, positive and success-focussed place to learn and work.

## 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

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.

In Term 1 2017 the school Executive undertook a thorough self-assessment to determine the school's progress towards excellence over the past year. This process involved the Executive engaging in a collaborative and rigorous examination of our school context and measuring our annual improvement against the School Excellence Framework (SEF). On balance judgments are made across a range of descriptors and evidence is gathered which validates these judgments.

#### Learning

In the SEF domain of learning the school has made significant progress towards achieving the targets in the three year school plan. A cross curricular writing program was planned and writing was mapped across the Stage 4 and 5 curriculum. Writing outcomes across every HSC course were backward mapped. The teaching staff engaged in extensive professional learning regarding writing development and particularly the use of work samples to provide quality formative assessment. Every member of staff undertook formal NAPLAN marker training. The Accelerated Reading Program was the subject of a planned expansion through English classes with Year 9 now taking part in structured reading assessment and delivery. Students in Stage 6 were supported through individual mentoring and coaching. 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 meetings occurring every week or fortnight depending on individual need. An analysis of every boy's potential was conducted and used as the basis for coaching discussions surrounding personal success and growth.

#### Teaching

In the SEF domain of teaching the school continued to make progress according to the SEF statements of excellence. The use of the existing Teams structure to support improved monitoring of student wellbeing was implemented during roll call as was a structured set of wellbeing programs for each cohort. Student self-report of engagement and wellbeing indicators in the Tell Them From Me Survey revealed that students at our school were above the NSW norms in almost all indicators. Continued upgrade of the school's ICT capacity was undertaken to support the planned embedding of this across teaching programs. The school's project based learning priority was focussed on STEAM projects with highly successful projects conducted in each junior cohort and also with Canterbury Girls HS, Croydon PS and Ashfield Public School. The administrative work of the school was streamlined with the introduction of the ABHS Management Framework to reduce time taken from teaching and learning.

#### Leading

In the SEF domain of leading, the school demonstrated practices that mark it as largely excelling in most areas. The instructional leadership of the school executive team was developed through participation in the Inner West Community of Practice strategic partnership. Development of leadership skill in using the Performance and Development Framework to initiate conversations about improved teaching and the methodology behind the Quality Teaching Rounds program were explored. The school continued to work with the P&C and community partners to further develop quality facilities. During 2017 major upgrades were conducted to the G Block courtyard and an outdoor classroom was constructed.

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:

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

## 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

Significant progress was made in this final year of the school's three (3) year strategic plan. Continued enhancement and the planned expansion of key literacy milestones was achieved. The intellectual quality of the Project Based learning program was enhanced and channelled into the priority area of STEAM cross curricular learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Accelerated Reading Program \$5000  Library stock holding expansion \$12682	The Accelerated Reading Program was expanded into Year 9 with growth in authentic engagement. By the end of 2017 48 students had read more than one million words and were awarded in the Million Word Man scheme.
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.	GAT Program \$4182  Teacher Professional Learning \$57671  Senior Study Centre Staffing \$54404	HSC performance met the planned targets for three year growth. Almost 70% of individual results were in bands 4, 5 and 6. The number of Band 6 results grew dramatically to 42 with 135 band 5 results for 106 candidates.
2.1. Increase by 9% the achievement of Year 9 students In NAPLAN writing and reading over 2014 levels.	Interactive Smartboard upgrade \$51416	NAPLAN results for Year 9 showed value added growth from Year 7 above the NSW state average. Year 9 writing results improved in the top bands over 2014 levels.
2.2 Improvement in expected growth in NAPLAN Reading and Writing in bands 5,6,7 by 10% over 2014 levels.	Homework Study Centre \$13412 (Wests Ashfield Club Grant)	The continued expansion and upgrade of the school's ICT architecture continued and met the planned milestone for 2017.  Teacher Professional Learning and a pilot of a cross curricular writing project were implemented.  The GAT stream was embedded across all junior cohorts.

#### Next Steps

Expand the Accelerated Reading Program to Year 10 with a developmentally focussed extension focussed on HSC literacy development.

Implement Quality Teaching Rounds as a focus in the next strategic plan.

Develop the instructional leadership of the school executive.

## 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

The school has made significant progress on its three year plan's target for enhancing student wellbeing. Proactive wellbeing programs are in place for each year group. A comprehensive attendance monitoring and intervention strategy is in place. The success of this approach is demonstrated by improvements in the attendance rate and self reported wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 70% in 2015 to 85% in 2017 of students and parents who indicate a strong sense of wellbeing at school.	Wellbeing and extracurricular programs \$8034  Community Youth Worker \$30000 (\$10,000 Federal NSCF funding, \$20,000 Wests Ashfield Club Grant)	Students' self reports for engagement and wellbeing as measured by the annual Tell Then From Me Survey were above NSW norms and NSW male norms for every one of the 32 indicators. Significantly, results were above NSW female norms for a majority of indicators.
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%.		Structured attendance monitoring resulted in an improved attendance rate of 1.3% over 2016 levels. The 2017 attendance rate rose to 90.7% which is above DoE average and over the planned three year target.

#### Next Steps

Redesign the school's merit and behaviour management systems to reflect current needs, context and contemporary research.

Develop targeted and proactive wellbeing and leadership programs into an integrated, sequential and developmentally appropriate series of interconnected activities.



## 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

The school has been very successful in its community engagement strategy. The creation of #Ashtag as a high quality weekly parent e-newsletter has proven very popular and increased engagement with many prospective parents subscribing. Attendance and engagement of the community with the School has improved dramatically over the course of the three year school plan. This has underscored the positive image of the school in the community as a school of choice for excellence in boys' education.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Additional SASS staffing for LMBR implementation and community engagement \$45400  G block Courtyard Upgrade \$29500 (State Government Grant)  Outdoor Table tennis Tables \$12000 (\$5000 Inner West Council Grant)  Outdoor Classroom Smartboard \$12000  Outdoor Classroom Construction \$29750 (\$19,500 Inner West Council Grant, \$10,250 P&C donation)  Mandarin Speaking CLO \$23612 (DoE Community Development Funding \$16747)	School enrolment surpassed the three year school plan target. Year 7 intake (2017 for 2018) was 157 with increased local enrolment. Total school census enrolment lifted to 724.
Authentic parent involvement supports the learning of students. Parent levels of satisfaction with school engagement increase from 73% in 2015 to over 80%.	Mandarin Speaking CLO \$23612 (DoE Community Development Funding \$16747)	Parent attendance at events such as Assessment Evening, Parent and Teacher Nights and other school events increased.  Community attendance at Open Night increased to over 700.  The Mandarin CLO position developed engagement of the Chinese community and international students.

#### Next Steps



Enhance the ability of staff to respond to the school's rapidly changing demographic and context through targeted professional learning.

Review and improve the school curriculum to meet the current and future needs of our learning community. Review and improve course offerings, teaching programs and implement an online learning management system.

Implement the ABHS Site Master plan to re-develop internal and external spaces into active, attractive, sustainable and flexible learning spaces that promote engagement, wellbeing and outdoor learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	\$129185 RAM funding	RAM socio-economic funding was used to support equity groups and allowed for the operation of targeted programs such as the Senior Study Centre, Accelerated Reading Program, student assistance and extracurricular activities.
<b>Support for beginning teachers</b>	\$30580 Beginning teacher funding	Funding was used to support teachers through release, mentoring and professional learning. One Head Teacher was responsible for mentoring identified teachers in addition to the KLA Head Teacher.
<b>Aboriginal background loading</b>	\$16008 RAM Aboriginal background funding	The school employed additional staffing at 0.2 to support indigenous students achieve success. This staffing was used to develop an ILP for each indigenous student and for individual tuition in areas of need.
<b>English language proficiency</b>	\$24807 EALD flexible funding  EALD staffing of 2.4 Teachers FTE	EALD funding supported team teaching across the curriculum to develop the language proficiency of identified EALD students. Staffing also allows for the discrete ESL English HSC course to operate as well as the extra support offered to EALD students in the Year 11 Fundamentals of English course.
<b>Low level adjustment for disability</b>	\$23940 flexible funding  Support Teacher staffing at 1.2 FTE  Learning Support Officer (LSO) at 1.0 FTE	Low level adjustment for disability funding was used to support students with an identified disability to access the curriculum. Flexible funding was used to employ additional LSO hours to support individual students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	716	726	705	707
Girls	0	0	0	0

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.5	93.7	94.7	93.4
8	90.6	88.1	93.9	92.4
9	91.9	90.2	85.9	91.6
10	89.3	89.2	88.1	86.8
11	86.3	86.9	86.2	89.2
12	88.8	85.6	88.2	90.7
All Years	89.5	88.8	89.4	90.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Attendance is managed electronically through Sentral. Teachers mark rolls at Roll Call and in every period throughout the day including at Sport on Wednesday afternoon. Parents are notified of a student's absence through SMS.

The Head Teacher Welfare and Year Advisers monitor attendance and letters of concern are sent to parents when attendance falls below 85%.

The school works closely with the Home School Liaison Officer (HSLO) on strategies to assist students with poor attendance and, where necessary, to make referrals to alternate, more suitable placements.

The Head Teacher Administration monitors fractional truancy and follows up with consequences. As a result, truancy rates are very low.

### 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	5
TAFE entry	2	2	5
University Entry	0	0	80
Other	0	3	1
Unknown	5	0	9

Of the 83 students seeking entry to a University course, 91% were successful in gaining an offer, with 24 students receiving multiple offers. The most popular institutions were University of Western Sydney, University of New South Wales, University of Sydney and Macquarie University.

### Year 12 students undertaking vocational or trade training

Apart from students undertaking three VET Framework courses through the school, two students enrolled for courses through TAFE NSW which contributed units towards their HSC. The course included Hairdressing, Screen Makeup and Electrotechnology. 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 2017, 118 students were entered for the HSC. Of these 116 attained the qualification.

In addition, 20% of year 12 students undertook one or more course 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
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	36.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

One member of staff is Aboriginal.

### 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	32

## Professional learning and teacher accreditation

The school's priorities for Teacher Professional Learning in 2017 were aligned to the School Plan and the identified needs of the school. Improving student writing was a high priority focus area for professional learning, as identified from analysis of NAPLAN and other data.

The Term 1 School Development Day included a session on writing, followed by training in the use of Sentral and in the afternoon 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 School Development Days allocated by the Department of Education. Application was made to reallocate the last of the Term 4 Development Days to two extended after-school sessions. The two three and a half hour sessions focused on planning a new behaviour management system, NAPLAN Writing and providing quality feedback on student writing. At the same time the school's administration and support staff focused on learning to use Advanced Excel and the implementation of LMBR.

For the Terms 2 and 3 School Development Days, again the focus was on improving writing, with sessions in which teachers completed the online NAPLAN marking training and Faculty sessions embedding quality writing into all teaching and learning programs.

The last of the School Development Days in Term 4, saw staff undertake mandatory CPR and First Aid training under the instruction of trainers from Surf Lifesaving Australia. The day concluded with Faculty sessions preparing for 2018.

In addition to compulsory attendance at School Development Days, staff also completed professional learning sessions throughout the year on mandatory compliance training and also completed online e-learning modules. Most members of staff also undertook off-site professional learning covering a wide range of areas, including subject specific conferences, workshops and seminars.

The very successful professional learning partnership between Dulwich Hill, Canterbury Girls and Ashfield Boys High Schools continued in 2017. This partnership, the Inner West Coalition of Practice (IWCoP), provided the three school's Executive staff with sessions on having difficult conversations, building teams and Quality Teaching Rounds.

Staff continued to undertake Professional Learning to complete the required hours for Maintenance of Accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>1,049,096</b>
Global funds	397,046
Tied funds	186,447
School & community sources	292,809
Interest	10,667
Trust receipts	24,529
Canteen	0
<b>Total Receipts</b>	<b>911,497</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	131,442
Excursions	13,309
Extracurricular dissections	167,533
Library	11,691
Training & Development	3,751
Tied Funds Payments	139,982
Short Term Relief	84,091
Administration & Office	131,012
Canteen Payments	0
Utilities	75,053
Maintenance	88,329
Trust Payments	19,865
Capital Programs	109,278
<b>Total Payments</b>	<b>975,336</b>
<b>Balance carried forward</b>	<b>985,258</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,750,138</b>
Appropriation	1,448,980
Sale of Goods and Services	87,792
Grants and Contributions	211,230
Gain and Loss	0
Other Revenue	0
Investment Income	2,135
<b>Expenses</b>	<b>-636,175</b>
Recurrent Expenses	-636,175
Employee Related	-253,260
Operating Expenses	-382,915
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,113,962</b>
<b>Balance Carried Forward</b>	<b>1,113,962</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,807,791
Base Per Capita	107,681
Base Location	0
Other Base	6,700,110
<b>Equity Total</b>	584,275
Equity Aboriginal	8,855
Equity Socio economic	116,866
Equity Language	284,685
Equity Disability	173,868
<b>Targeted Total</b>	37,720
<b>Other Total</b>	107,513
<b>Grand Total</b>	7,537,299

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

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

## School performance

### NAPLAN

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

The graphs which follow indicate the percentage of students attaining results in the 2017 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 7 and from Year 7 to 9.

Across all NAPLAN literacy tests Year 9 students showed substantial growth compared to students state-wide and in Year 7 growth was seen in three of the four areas and was almost on state average in the other.

Below is the average score growth for Ashfield Boys High School 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 – 49.5 (46.3)

Writing – 45 (33.5)

Spelling – 51 (52)

Grammar and Punctuation – 49 (37)

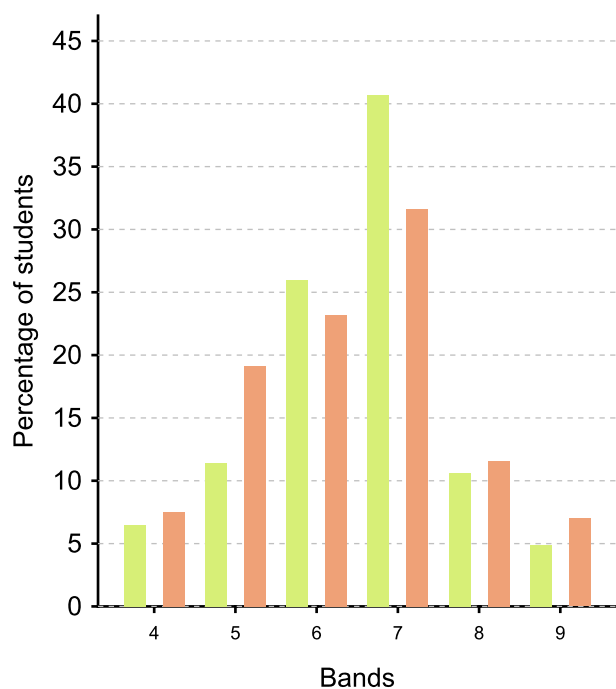
#### Year 9

Reading – 50 (38.6)

Writing – 53.1 (46.5)

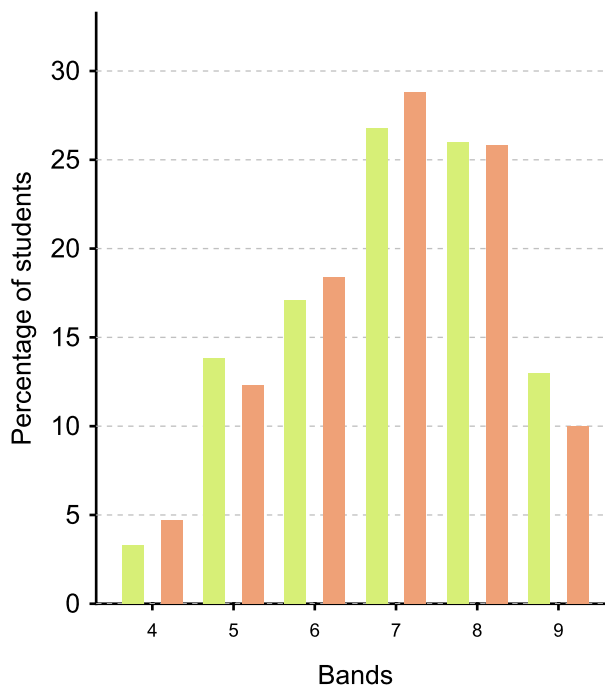
Spelling – 40 (36)

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



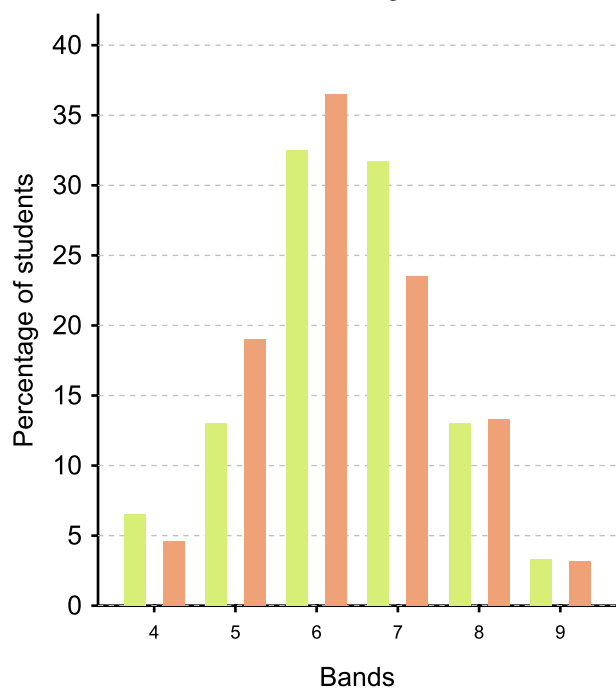
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Spelling



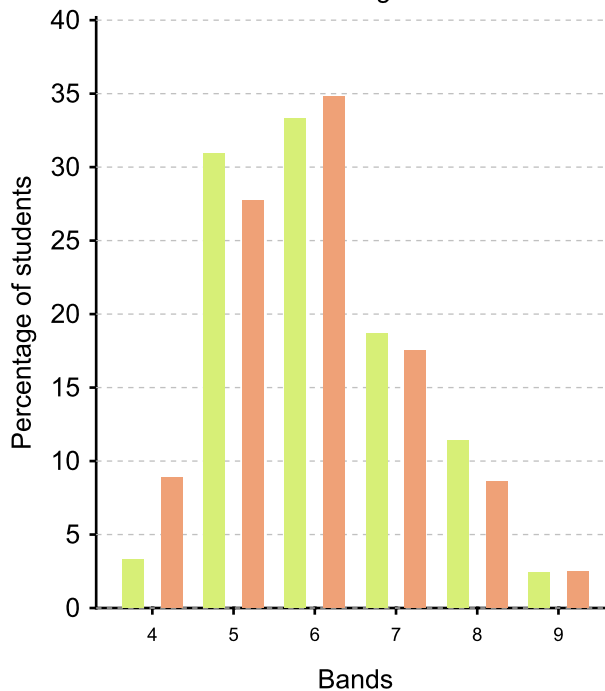
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2015-2017

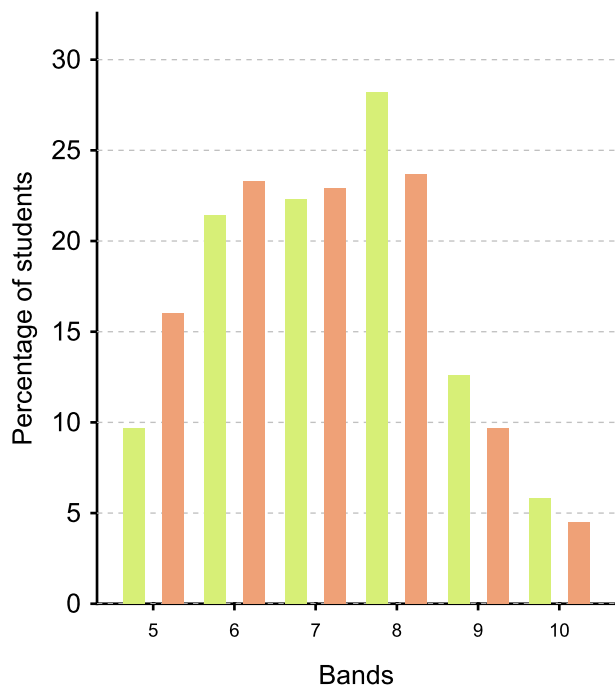
**Percentage in bands:**  
Year 7 Writing



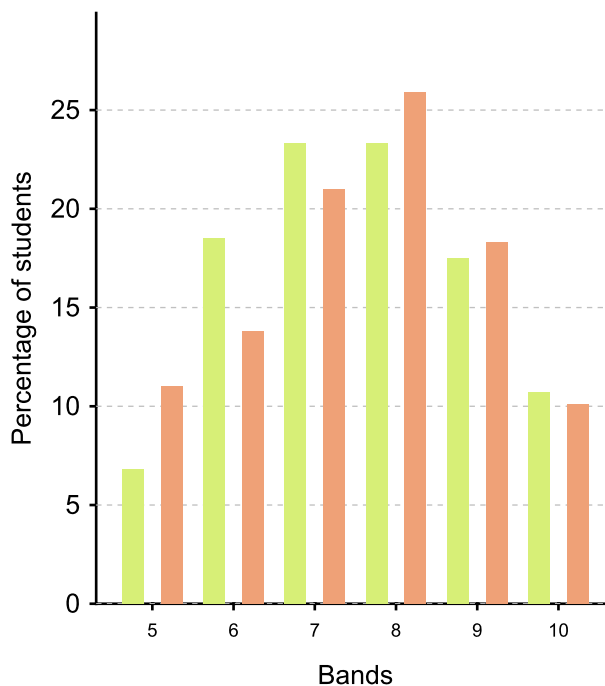
Percentage in Bands  
School Average 2015-2017



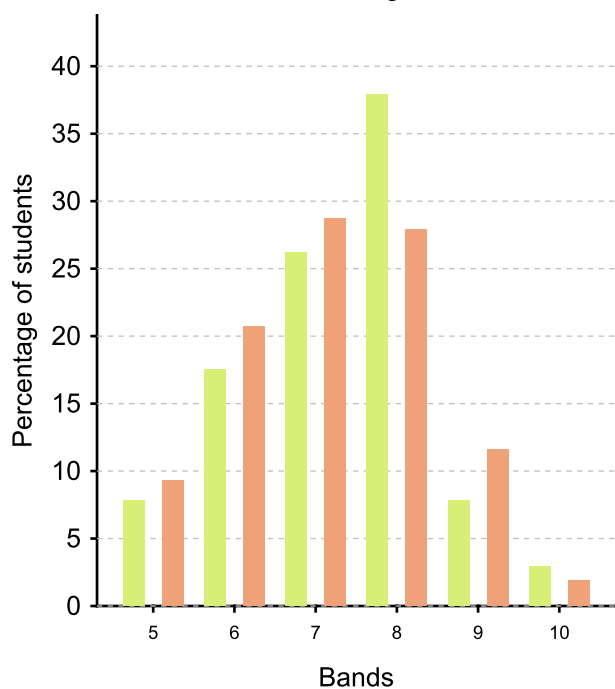
**Percentage in bands:**  
Year 9 Grammar & Punctuation



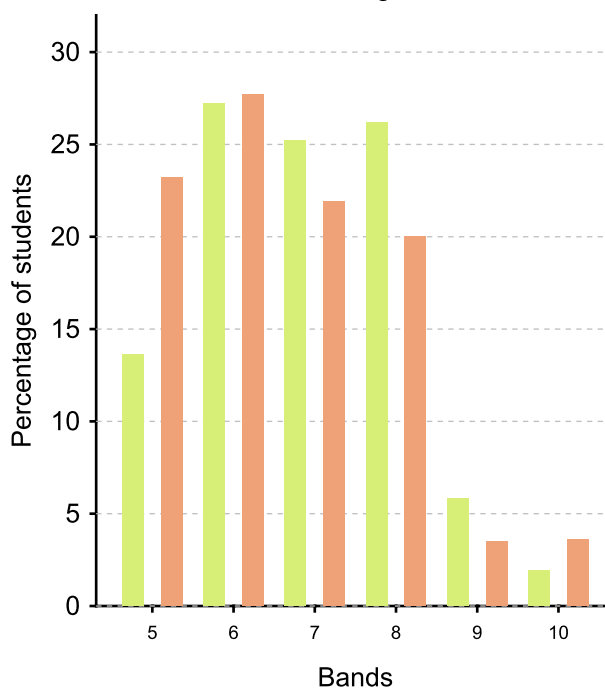
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

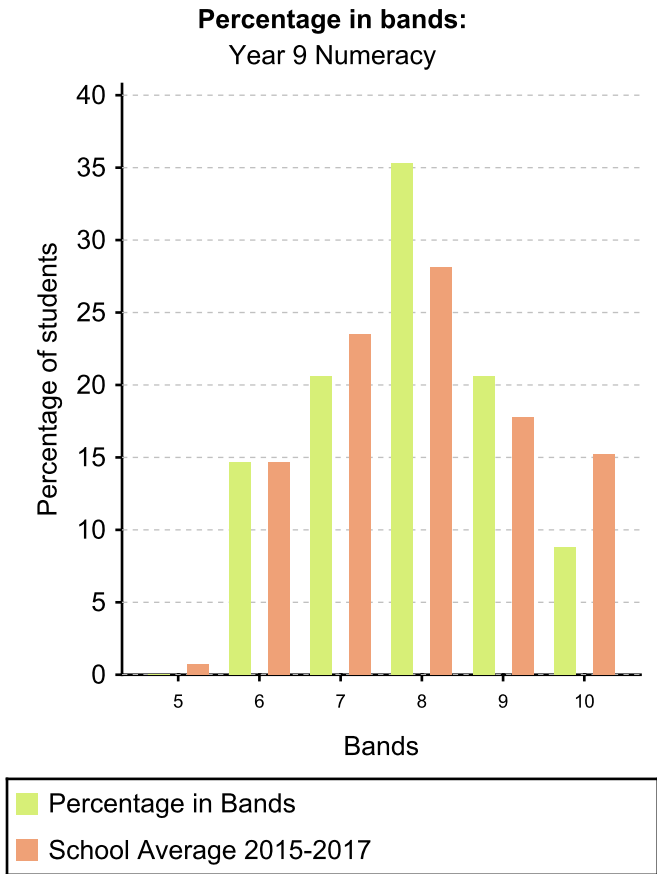
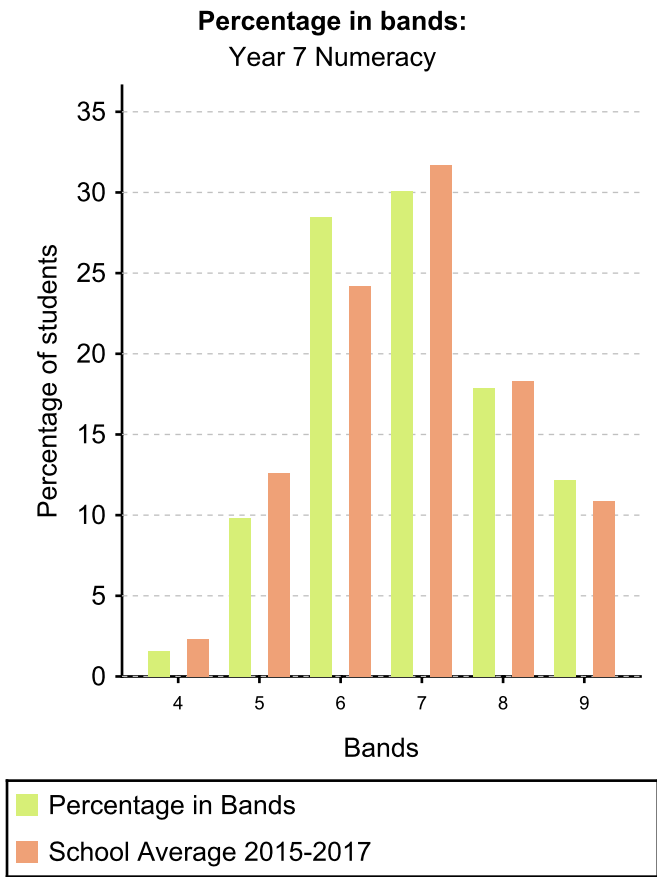


As with literacy, the graphs below indicate the percentage of students attaining results in the numeracy tests in each of the achievement bands.

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

Year 7 – 60.1 (61.1)

Year 9 – 59.5 (52.4)



The My School website provides detailed information and data for national literacy and numeracy

testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities

The school has a very few students who identify as Aboriginal. Indigenous students are supported by two dedicated members of staff who work 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.

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.

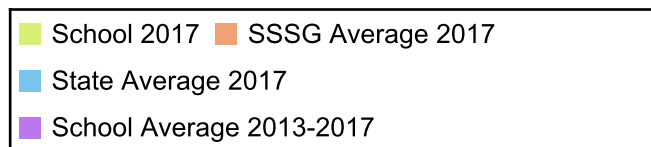
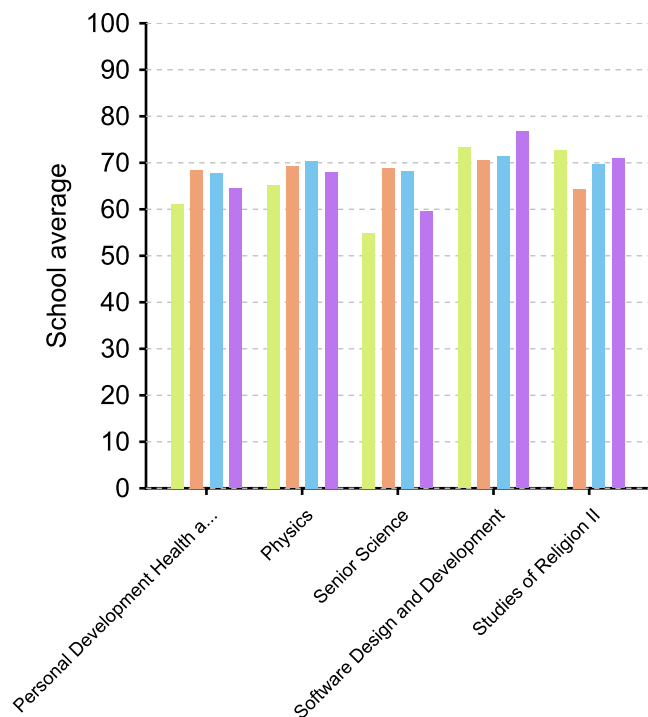
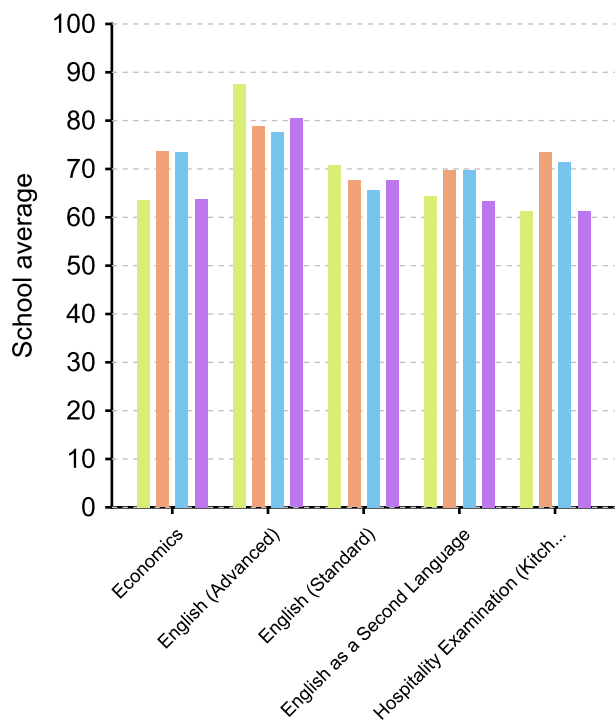
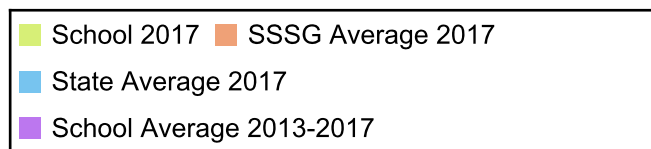
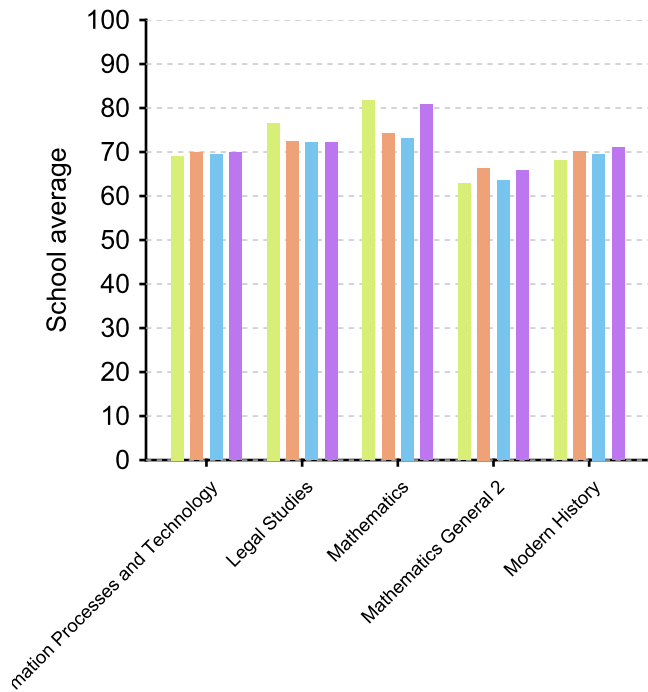
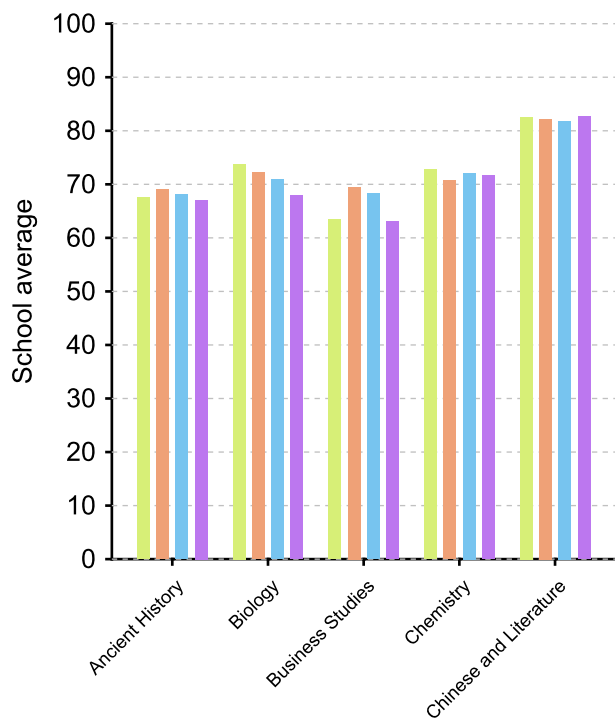
Higher School Certificate (HSC)

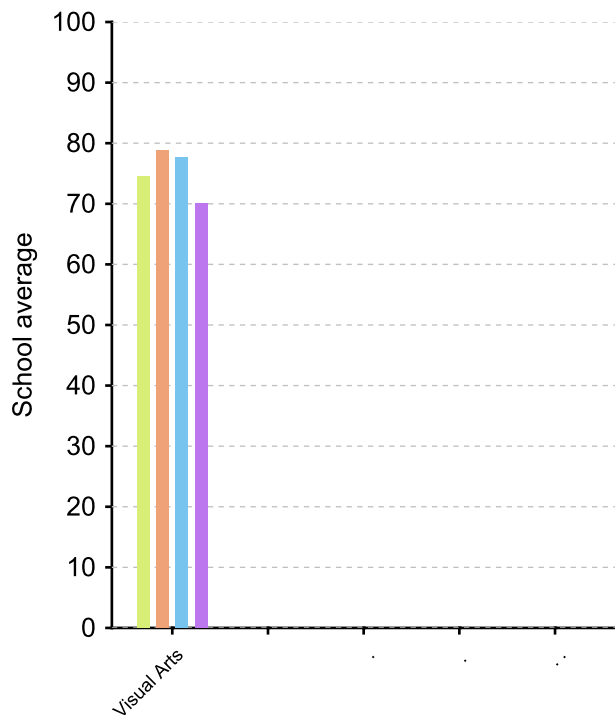
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Results in the courses can be compared across schools using statistical procedures, such as, the various percentages in each band and average course marks.

One hundred and eighteen students sat for the Higher School Certificate in 2017. The following courses had average marks above the state mean: English (Standard), English (Advanced), English (Extension 1), Mathematics 2 unit, Mathematics Extension 1, Music, Society and Culture and Chinese and Literature.

Forty-two Band 6 results were achieved in the following courses: Biology (4), Business Studies (2), English Standard (1), English Advanced (6), ESL (1), Information Processes and Technology (1), Legal Studies (2), Mathematics General (6), Mathematics 2 unit (9), Mathematics Extension 2 (3), Music (1), Physics (1), Society and Culture (1), Software Design and Development (1), Studies of Religion (2) and Chinese and Literature (1).

Across all courses, a much larger percentage of students achieved results which placed them in Band 5; many of these were one or two marks off a Band 6 result.





■ School 2017
 ■ SSSG Average 2017  
■ State Average 2017  
■ School Average 2013-2017

## 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 2017. Parent and student satisfaction with the school was gathered through the Tell Them from Me surveys. The opinions of the SRC, students, staff and parent body were sought regarding the development of the 2018–2020 school plan.

Student responses were sought with a series of questions at in Year Assemblies. This information was analysed and then the main themes were followed up in a series of focus groups led by the Prefects.

Parent responses were sought through an online survey distributed through the weekly e-newsletter #Ashtag.

Teaching and ancillary staff were involved in a series of workshops throughout 2017 which focused on the next phase of the school planning cycle.

The SRC participated in a workshop with a landscape architect to develop the Ashfield Boys HS Site Master plan. This is a blueprint for the physical upgrade and development of the school site over the next three years.

Parent and student responses are presented below:

Since the introduction of the weekly #Ashtag-newsletter, parents have expressed

improvement in timely and regular communication between school and home. In response to feedback the school is now placing excursion notes and other permission notes on the website.

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 and the success of the online booking system in 2016, the school will explore further online solutions to improve communication. A parent portal is a milestone in the 2018–2020 school plan.

## Policy requirements

### Aboriginal education

The school received RAM Aboriginal background funding in 2017 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.

This also provided senior students with assistance to pursue their post-school goals with a focus on University entrance. Jackson Plumb, Jonathan Georgiadis and Wesley Tebbens have taken their next step into their desired courses in tertiary education with degrees sought in Youth Work, Veterinary Science and Law. All students took the opportunity to visit the open days for the University of Sydney so that they could make informed decisions on the choice of university that would support them in following their chosen career paths.

Wesley Tebbens was awarded the Deadly Award for his consistency in studies and mentoring throughout his time at Ashfield Boys High.

Connor Anagnostopoulos and Oliver Harding took advantage of the STEM program at the University of Sydney, getting a taste of forensic science and where technology is going to take them in the future. Connor also had many sporting achievements in 2017 as he was awarded 13 years champion in athletics and swimming and Junior Champion in cross-country.

### 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

### The Arts

Our students continue to display excellence in the Creative and Performing Arts. Highlights of 2017 include:

The Year 8 Rock band *UWOTM8* and the Year 12 members of *Misty Argo* performed at the Inner West Music Festival.

Year 8 Visual Arts works were entered into the Wests Ashfield Community Art Competition. Works by Dylan Chedra and Luca Coren were displayed in the main foyer of the Club.

The major works of HSC Music, Visual Arts and Drama were on display and performed at the annual MAD Night.

2017 saw the continuation of the *Actor in Residence* program. Stefo Nantsou, actor and facilitator of Zeal Theatre, worked with twelve Drama students.

TheatreSports was offered as a sport choice for Wednesday afternoon sport.

Three TheatreSports teams were entered into the TheatreSports Challenge; Senior, Intermediate and Junior. The Senior TheatreSports team secured a place in the semi finals.

The Junior TheatreSports team competed in the 2017 final at the Actors Centre in Leichhardt. The team was placed in the top three teams overall.

Five Music ensembles ran in 2017; Stage Band, Concert Band, The Drumming Ensemble, Training Ensemble and the Vocal Group.

The Concert and Stage Bands performed at the Inner West Band Festival at Burwood Girls High School.

George Brooks of Year 11 was successful in securing a

position in the NSW Public Schools Millennium Marching Band. The Band performed at the NSW Schools Spectacular.

Visual Arts Competition for White Ribbon Day.

Drama students attended excursions and theatre performances throughout the year. Year 9 and 10 Drama attended Canterbury Girls High School's Musical *Lil' Miss Adventure*. Years 9, 10 and 11 Drama students attended a performance of *Burnt*, an original performance from Zeal. They then took part in a devising workshop. Year 12 Drama students attended *Off-Stage* at MLC Burwood. *Off-Stage* is a collection of exemplar group and individual performances from the HSC cohort from the previous year.

The Year 7 and 8 Drama Ensemble continued in 2017.

Year 10 Drama performed a moving piece about the consequences of poor decisions at the White Ribbon Assembly.

The annual Creative Arts Night was held in Term 4, showcasing the Performing Arts students from Years 9 and 10 with some special performances from Years 7 and 11. Visual artworks were also displayed in the foyer.

Students performed and volunteered at Open Night to support the Arts.

Year 12 HSC Music class attended the 2017 HSC Music Study Day at Rooty Hill High School.

Junior Visual Arts students worked on a project for the Ashfield Fire Brigade. The mural is on display at the Fire Station.

The Year 12 Drama HSC class combined with the HSC class from Canterbury Girls High to take part in a Group Performance Masterclass with Zeal Theatre.

Galen Banfield and George Brooks, Year 11 Drama students, attended the State Drama Camp.

For the fifth year in a row, the Ashfield Boys Vocal Group was chosen as part of the School's Spectacular Combined Choir.

The Vocal Group was part of the massed choir for the 2017 Cantabile Music Festival.

The Concert Band and Stage Band performed at the Sydney Conservatorium of Music in the NSW Schools Band Festival. Both Bands received

Bronze Awards for their participation in the Festival.

The Year 11 Elective Music class represented the school at an Education Week performance at Ashfield Mall.

Representatives from the Year 11 Elective Music class performed at the Canterbury Public School Fete.

The Concert Band performed at the Remembrance Day

Ceremony.

Junior Drama students were involved in the collaboration and performance of *Claim the Stage*, an initiative of the Inner West Council.

## Sport

Many athletes yet again proudly represented our school across a variety of different sports. In both an individual and team capacity, we captured multiple Zone titles and had NSW representatives in Rugby Union and Athletics. Some of the most outstanding team and individual performances for the year were as follows:

**Table Tennis 2nd Grade**— The start of the season did not promise such a blistering finish. The opening defeat at the hands of North Sydney was a wake up call to always be psychologically ready and never to underestimate the opposition. The memory of a poor round one performance soon evaporated as the team started to play to its ability. Wins were recorded in succession, ensuring a Semi Final spot and setting up the highly anticipated rematch against North Sydney. This time though, our boys were ready for a challenge. An easy win (4 to 1) set up a clash against minor premiers – Normanhurst. A week later, at the same place at the same time, our players reproduced the same brilliant performance. No one was happier than number one seed Pavle Radevic, who at his last attempt, finally clinched the Zone's title. We thank him for his efforts representing our school in Table Tennis, Tennis and Football over his years at school.

**Badminton U15s** – At the conclusion of the season our players made a promise that this year they would achieve something special. What was promised was achieved. The team finished the season undefeated! Week in, week out, our team dominated the winter competition like no other. We entered the Grand Final match against Normanhurst on the back of eleven consecutive wins. The opposition team was reshuffled in order to boost their chances to avoid defeat, and we did not adjust accordingly. The result on Grand Final day was a draw (3 to 3) which wasn't the result everyone expected.

**Oztag Under 15s B** – Despite being the best team during the regular season our team comprehensively lost to Randwick. This was our second consecutive loss to the same opponent. This year though, the road to the Semi Final was more challenging than before, we had to beat minor premiers, Asquith. Our boys did just that, winning the game by one try scored in the final minute of the match. The rematch against Randwick didn't take place as the Grand Final day was a washout. Both teams shared the trophy for being the best in the Zone as joint Premiers.

**Rugby Opens** – For the third consecutive year, the Zone's best Rugby teams Ashfield and Epping clashed in the Grand Final. Ashfield had a furious start, scoring a well-structured try. Despite a stack of possession, our team was unable to extend their lead due to a determined Epping defence. As the game progressed, Epping took control and eventually overcame a gallant Ashfield side 25 to 7.

**Football Opens** – Our Opens Football team played in round four of North West Metropolitan Zone Knockout Competition. This was the first time in over ten years that our team passed the first round, which was a fantastic achievement. The same team fell a couple of hurdles short in the Zone's Semi Final against Epping. The game finished in a one-all draw and as Epping had finished higher on the ladder during the regular season, they progressed to the Grand Final, which they won.

Nicholas Beekwilder continued his domination in the Athletics arena, winning second place at the NSW Combined High Schools (CHS) championship. Nicholas' standout 2017 results were:

2nd in Javelin NSW State Championship

5th in Javelin NSW All Schools

2nd in Javelin Regional Athletics

3rd in Discuss Regional Athletics

1st in Javelin Zone Athletics

2nd in Discuss Zone Athletics

4th in Shot put Zone Athletics

Nicholas has also been an influential Grade Football and Oztag player. He excelled not only with his skill level but also with his leadership skills and determination. His achievements led to the award of Sportsman of the year.

Amini Taukolo, Tauteau Taufa and Reginald Alofipo were selected in the NSW CHS Rugby Union team. Isaac Vati was selected to represent NSW in CHSSA Rugby Union tour to South Africa in April 2017. The tourists were victorious and Isaac had a great time and as he said, "Rugby is easy when strong and powerful forwards were controlling the ruck".

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. Connor Anagnostopoulos was the first student in over ten years to be crowned age champion in both disciplines. The age champions for the carnivals are as follows:

## Swimming

Under 12      Christian Mangan

Under 13      Connor Anagnostopoulos

Under 14      Zahid Habibi

Under 15      Nirantar Subba

Under 16      Ahmad Al Hassan

Under 17      Galen Banfield

18–19      Samuel Semisi

## Athletics

Under 12	Oladeji Olawale
Under 13	Connor Anagnostopoulos
Under 14	Luca Papadakis
Under 15	Raymond Bui
Under 16	Nicholas Beekwilder
Under 17	Colm McCarthy
18–19	Ahmentcan Kahraman

## Debating

Ashfield Boys High School entered teams in the Premier's Debating Challenge Years 7 to 10. Our Year 8 debating team were zone champions, making it a very successful year for our junior team.

Although our senior teams were not as successful, they benefitted from the experience, including attending and participating in the University of New South Wales Future Students Debating Day. This developed the skills of team members in a round of debates with a range of schools from across the education sector.

Shane Wan Year 8 represented our school in the Junior Legacy Speaking Competition. He presented a prepared and an impromptu speech at the zone finals. Similarly, our school hosted the zone finals of the Plain Speaking Competition. Mohamed Elzein and Kishan Khaka confidently represented our school in this competition with both prepared and impromptu speeches.

## Volunteering

The Department of Education Student Volunteering Awards allow us to track the community spirit of our school through assisted volunteering programs. Students interact in intergenerational activities that encourage a sense of wellbeing and of belonging to a community.

For students from Years 9 and 10, volunteering hours are accumulated throughout two years with certificates awarded as follows: Bronze for 20 hours, Silver for 40 hours, Gold for 60 hours, Diamond for 80 hours and Black Opal for 150 hours.

In 2017, we had some very inspired community-minded students who accrued over 300 volunteering hours thereby earning them a set of Black Opal Certificates. Our Black Opal recipients for 2017 were Edwin French-Jenkins, Daniel Lahood, Chao Wang, Travis Campbell, William Devine, Ho Youn Garwood, Alexander Hodgson, Vincent Li and Se Hyun Keum.

Over 230 students from these years were recorded to have done at least 20 hours of volunteering with 49 Bronze, 34 Silver, 22 Gold, 20 Diamond and 11 Black

Volunteering has taken many forms, such as, participation in our School Band's Community events and fundraising within our school community and our wider community. It has also included giving back to the community through programs like 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.

We also started up a new partnership with Ashfield Council with Year 10 boys helping tutor Seniors in the art of navigating the Cyber world. Seniors brought their devices with lists of struggles and the boys patiently worked in teams to help make the technology language more user-friendly. This enhanced the students' knowledge while building confidence, success and freedom for those born in another time.