

Ashfield Boys High School

Annual Report



2018



8832

Introduction

The Annual Report for **2018** 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

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

9798 6620

Message from the Principal

I have an immense pride in our school, the boys, the teachers, our supportive parent community and the wonderful things that we make happen together.

I have never worked in a school that has such a unified sense of purpose. and where all sections of the school community are moving in the same direction. In 2014 we spent a great deal of time working on our school vision and I feel that we are moving towards this vision with even great clarity in 2018 than we were four years ago. Our vision "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" is in evidence in the day to day life of the school.

Consistently over the years, the data shows that the students at our school improve at a significant rate and faster than many others in NSW. Even just for reading alone our accelerated reading program has reversed the trend seen with many boys across the planet – where their reading stagnates or declines in early high school. Here this is not the case with most boys showing reading age gains which are hugely impressive – one boy last year improved his reading age by 6 years and 10 months for one year's education.

Last year our boys were hugely successful in a wide variety of areas. They progressed to the semi-finals in most debating competitions they entered, including defeating selective schools. Our vocal group performed on the main stage at schools spectacular for the sixth year in a row. We have developed into a powerhouse of drama and theatresports and were the only public school to progress to the finals of all three Theatresports competitions. Our Senior Team performed at the Enmore Theatre and placed fourth in the state.

The most obvious example of our success is our sustained and consistent HSC success. Our students have a consistently high level of HSC success and university entry. In January 2018 we were noted as "very highly above average" by the Sydney Morning Herald in an article about NSW schools that punched above their weight in the 2017 HSC. Last year's results were even more outstanding. Of the 112 candidates who sat the HSC exams last year, our highest ATAR was 98.98 – there were actually two over 98 and another over 97, 16 of the boys achieved ATARS over 90 and a huge number were in the high 80s. We achieved 54 Band 6 and notional Band 6 results, 121 Band 5 results, 42 mentions on NESA's distinguished achievers list and one student was listed as a state top achiever for placing 6th in NSW in English. In the end just under 94% of the boys who applied for university entry were successful.

We are not a selective school and we are proud to be a high achieving comprehensive high school. Alongside this HSC success, I am equally proud of every young man who completed the HSC and went off to an individual pathway of his own choosing – particularly the many boys who achieved despite hardship, disability or the hurdles that life throws at us. We encourage the boys to view success as a choice and something that they define for themselves. Success for us is defined as having reached your full potential through hard work, personal responsibility and a plan for the future.

This annual report outlines the many achievements of 2018 in much greater depth than is possible here. I know that our whole school community shares my pride in the boys' achievements.

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

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.

During Term 1 2018 the School Executive undertook its annual self-assessment of our progress using the School Excellence Framework (SEF). This assessment tracks the school's progress on its journey towards excellence. The Executive collaboratively completed a rigorous and evidence based assessment of each of the SEF domains. On balance judgments are made and evidence is gathered to support and validate these judgments.

Learning

In the SEF domain of learning the school continued to demonstrate substantial improvement. The Accelerated Reading Program was subject to a planned expansion into Year 10 with the introduction of the pilot Advanced Reading program. The entire teaching staff worked collaboratively to select a reading list of books which reflect the language and understandings required to promote higher order thinking in Stage 6. The structured Year 10 extension of the reading program required every student to complete a minimum of four (4) texts in Semester 2. The program was evaluated and will be fully implemented in 2019.

The cross-curricular writing program, piloted in 2017, was fully implemented during 2018 with all classes in Stages 4 and 5 engaged in structured quality writing tasks and feedback.

In Stage 6 all students continued to be supported by a comprehensive suite of structures which promote optimum individualised learning and success. Every student completed an individual success plan and met with a member of the school's Success Team to translate this plan into a concrete set of actions. Students also had access to individualised or group support through the additional staffing of the Senior Study Centre. All students who nominated themselves have access to an individual success coach.

Teaching

In the SEF domain of teaching the school has shifted to its next level of development. In a joint project with Canterbury Girls HS, the school conducted its first pilot Quality Teaching Rounds (QTR) program. The initial QTR round was trained by staff from Canterbury Girls HS. After training, four teachers conducted a successful round and presented their experiences to the entire staff. The expansion of this is planned for 2019 as a result of this initial and highly successful pilot.

The school's comprehensive suite of wellbeing programs was conducted across all Year groups over the course of the year. This provided students with holistic and proactive wellbeing support in a developmentally appropriate forum. Wellbeing issues identified through the Tell Them From Me questionnaire data and school identified data allowed programs to be targeted at areas of most significant need such as resilience, cyber safety and masculinity. The Tell Them From Me Data continues to reflect a highly engaged and positive school culture that performs far better than the NSW state average. This data was also backed up by the separate Federal survey of the happiness and wellbeing of international students.

Leading

In the SEF domain of Leading, the school continued to demonstrate significant areas of excellence. The Executive participated in the next iteration of the Inner West Community of Practice (IWCoP) strategic leadership partnership with Canterbury Girls HS and Dulwich Hill High School of Visual Arts and Design. This combined forum allowed for collaboration at the leadership level. Besides the opportunity to collaborate regarding syllabus and curriculum, the IWCoP also provided professional learning sessions on teacher efficacy and the SCOUT data analysis package.

During 2018 school staff also worked on leading in areas of significant contextual importance to our school. Work on researching, developing and implementing a contextually appropriate and evidence based behaviour management and merit system commenced. Staff also undertook professional learning which focussed on meeting the needs of students and parents of our rapidly changing school demographic.

The staged development of the school site continued during 2018 with new areas of the Ashfield Boys Site Master Plan completed. The most significant of these were the DoE funded upgrade to ducted air conditioning system and the construction of the new Administration and Student Services building.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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 school made significant progress towards achieving identified targets in the three year school plan. The school implemented its first QTR round and achieved exceptional results in the HSC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teaching staff who have completed at least one successful Quality Teaching Round.	QTR Casual relief \$8000	Four (4) teachers and one (1) Head Teacher as coordinator completed QTR Training. One (1) QTR round was successfully completed in Term 3. This was evaluated and presented to the whole staff.
Increase in the percentage of students achieving in the top three (3) performance bands in the HSC over the 2015–2017 average.	Senior Study Centre staffing. Funding of additional staffing @0.8 FTE \$60,000.	HSC achievement in 2018 rose again. In 2018 64.25% of student achievement was in the top 3 bands.
Increase in the number of students who show positive growth in Reading Age and ZPD as measured by the Accelerated Reading Program.		Student growth in reading age (RA) showed improvement. The majority of students achieved RA growth with one student achieving 5.8 years RA growth during 2018. 49 students were awarded for reading over one million words. The Year 8 winner of the Million Word Man competition read over 4.5 million words.
Increase in the percentage of students achieving over the NSW state DoE average in Year 9 NAPLAN.		<p>Students achieved above the average scaled growth in every Year 9 NAPLAN domain in 2018 compared to the NSW and statistically similar schools average.</p> <p>Students achieved above expected growth in every Year 9 NAPLAN Domain in 2018 compared to the NSW and statistically similar schools average. Of particular note were the school plan priority areas of Reading with 78.2% of students and Writing with 60.8% of students achieving more than their expected growth.</p>

Next Steps

Expand the Year 10 Accelerated Reading Program trial across the whole year in 2019.

Complete three (3) rounds of QTR in 2019 with 12 staff trained.

Research and implement an evidence based and contextually appropriate homework policy and guidelines for teachers, student and parents.

Strategic Direction 2

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 continues to provide a comprehensive, proactive and holistic environment for the wellbeing of adolescent boys. Engagement and wellbeing indicators measured by the annual Tell Them from Me (TTFM) questionnaire were again incredibly positive in 2018. This indicators again suggested that our school population experiences greater engagement and reports better wellbeing than the comparable NSW male population. For most indicators, the boys also out rank the NSW female indicators.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance rate improves to over the DoE state average.		The structured program of attendance monitoring and intervention by the wellbeing team was successful. Overall attendance for 2018 rose to 91.10% compared to the DoE average of 88.40%.
Student wellbeing indicators measured by the TTFM survey are over the NSW male norm.		TTFM indicators in 2018 were better than the NSW male norm in every domain. Indicators were also better than the NSW female norms for the majority of indicators.
Improved positive communication about student achievement increases over the 2015–2017 average.		Introduction of the SchoolBytes software and the Sentral parent portal improved positive communication avenues with parents. High rates of parent engagement at school events reflect this.

Next Steps

Increase the number of Parent and Teacher Nights to meet increased parent demand.

Conduct professional learning for teaching and administration staff regarding our rapidly changing enrolment and community demographic.

Implement an evidence based and contextually appropriate behaviour management and merit system.

Strategic Direction 3

Engagement

Purpose

To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys' education. To actively engage students, parents and staff in the learning process to support every learner in achieving his full potential. To foster and communicate a shared vision of success that is supported by an engaged community working with common purpose.

Overall summary of progress

The school continued to make huge progress in engaging all sections of the community. Student engagement as reported by the TTFM survey is well above expected norms. Parent engagement as measured by attendance and engagement with school forums such as Parent and Teacher nights showed a significant increase. Parent uptake of the new Parent Portal was significant and facilitated communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved engagement with the HSC Success Coaching Program over 2015–2017 average.		Every student completed an individual success plan and worked with a mentor to monitor this. 97 students nominated for the HSC Success Coaching Program in 2018. This represents improved engagement over the 2015–2017 school plan.
Student engagement indicators measured by the TTFM survey are over the NSW male norm.		TTFM indicators for 2018 were better than the NSW male norm in every domain. Indicators were also better than the NSW female norms for the majority of indicators.
Increase in the use of ICT in teaching programs as a tool for engagement.	smart board roll out laptops subscriptions	The school funded increased resourcing of hardware and software to support ICT teaching. STEAM project based learning was completed in Years 7, 8 and 9.

Next Steps

Continue to develop the school site by improving internal and external spaces according to the Ashfield Boys HS Site Masterplan.

Improve student engagement in the learning process through improved teaching as a result of QTR.

Improve instructional leadership through creating an additional Head Teacher Teaching and Learning position.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$128,675 RAM Funding	The school funded a community worker position at 0.4 to work with indigenous students and parents. This facilitated the development of ILPs and success pathways.
English language proficiency	2.0 EALD Staffing FTE \$61,656 Flexible funding	EALD funding supported students and improved teaching across the curriculum through team teaching and professional learning. EALD funding also allows for intensive targeted English language tuition in discreet HSC English ESL classes and the additional Year 11 Fundamentals of English course.
Low level adjustment for disability	Learning and Support Teacher @1.2 FTE \$70,395 Flexible Funding	Funding for low level disability was used to support students with an identified disability to access the curriculum in an equitable way. Flexible funding was used to employ additional SLSO hours to support individual students at the point of need. Group and individual programs in priority areas such as social skills, self-management and autonomy were also facilitated by the Learning Support Team.
Socio-economic background	\$128,056 RAM Funding	Socio-economic background funding facilitated a range of school programs which support equity groups such as the Accelerated Reading program, the Senior Study Centre and additional staffing to work with students at the point of need. The school's significant achievement of above expected growth for the majority of students is an impact of the strategic use of this funding.
Support for beginning teachers	\$56,649 Beginning Teacher funding	Beginning teacher funding was used strategically to meet the individual needs of each funded early career teacher. Teachers self-identified their professional learning and support needs. Funding provided relief to facilitate work with their Head Teacher, other staff or in collaborative groups.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	726	705	707	732
Girls	0	0	0	0

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.7	94.7	93.4	93.4
8	88.1	93.9	92.4	90.5
9	90.2	85.9	91.6	92.2
10	89.2	88.1	86.8	91.8
11	86.9	86.2	89.2	88
12	85.6	88.2	90.7	90.3
All Years	88.8	89.4	90.7	91.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance is managed electronically through Sentral. Teachers mark rolls at Roll Call and 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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	4	2
Employment	0	4	2
TAFE entry	2	2	6
University Entry	0	0	78
Other	0	2	3
Unknown	3	0	10

Of the 83 students seeking entry to a university course, 78 were successful in gaining an offer, with 26 students receiving multiple offers. The most popular institutions were University of Technology, University of Western Sydney, University of Sydney, University of New South Wales and Macquarie University.

Year 12 students undertaking vocational or trade training

Fifteen percent of Year 12 Students undertook one or more courses with vocational education qualifications in courses enabling them to access advanced standing in diverse industries including Construction, Entertainment and Food and Hospitality.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 113 students were entered for the Higher School Certificate. Of these 112 attained the qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	9.68
Other Positions	1

*Full Time Equivalent

One member of staff identifies as 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	33

Professional learning and teacher accreditation

The school's priorities for Teacher Professional Learning in 2018 were aligned to the School Plan and the identified needs of the school. Improving student writing and Quality Teaching Rounds were high priorities for professional learning.

Term 1 School Development Day included sessions on the 2018 – 2020 School Plan, Year 7 Learning Support needs, Faculty Development and mandatory WHS consultation.

There is provision for variation of School Development Days allocated by the Department of Education. The school made application for the last of the Term 4 Development Days to be reallocated to two extended after-school sessions. The first of the two three and a half hour sessions focused on the School Plan, a space audit, our changing demographics and improving positive relationships with parents and staff wellbeing

strategies. The school's Administration Staff focused on LMBR, EBS4 and SAP.

The second of the reallocated sessions focussed on Filmpod and Quality Teaching Rounds.

Topics covered in the Term 2 School Development Day included: Positive Communication with Parents, Programming for Quality and Engagement and Staff Wellbeing Strategies. Administration Staff attended the SASS Conference.

Term 3 School Development Day saw Staff involved in sessions on Cross-curricular Writing, Writing Samples and Effective Marking, as well as working on the beginnings of a Homework Policy. SASS were involved with LMBR Process Mapping.

During the School Development Day in Term 4 all staff undertook mandatory CPR and Anaphylaxis training under the instruction of trainers from Surf Lifesaving Australia. The focus for the afternoon session was Faculty Development.

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 2018. This partnership, the Inner West Coalition of Practice (IWCoP), provided the three school's Executive staff with sessions on Effective Leadership (led by Megan Kelly, Director Educational Leadership), Collective Efficacy and Scout and using Data.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,113,962
Revenue	8,736,580
Appropriation	8,191,522
Sale of Goods and Services	59,670
Grants and Contributions	386,575
Gain and Loss	0
Other Revenue	83,985
Investment Income	14,829
Expenses	-8,378,929
Recurrent Expenses	-8,378,929
Employee Related	-7,573,668
Operating Expenses	-805,262
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	357,651
Balance Carried Forward	1,471,613

School and community generated funds were used as part of the ongoing significant physical upgrades of the school site. The intended major upgrade of the school oval was delayed due to the building work delays on the new Student Services and Administration building. The school has been accumulating funds for this over several years. Other major projects are also planned and funds are being accumulated to support these such as the installation of solar panels, science lab upgrade and playground landscaping.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,072,224
Base Per Capita	136,673
Base Location	0
Other Base	6,935,551
Equity Total	600,114
Equity Aboriginal	6,846
Equity Socio economic	128,054
Equity Language	269,882
Equity Disability	195,331
Targeted Total	76,814
Other Total	107,845
Grand Total	7,856,997

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The graphs which follow indicate the percentage of

students attaining results in the 2018 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 Years 7 and 9 students showed consistently higher average percentages of growth when compared to students state-wide.

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

Grammar and Punctuation – 51.6 (36.9)

Reading – 53.0 (40.9)

Spelling – 57.3 (51.2)

Writing – 41.6 (36.8)

Year 9 Literacy

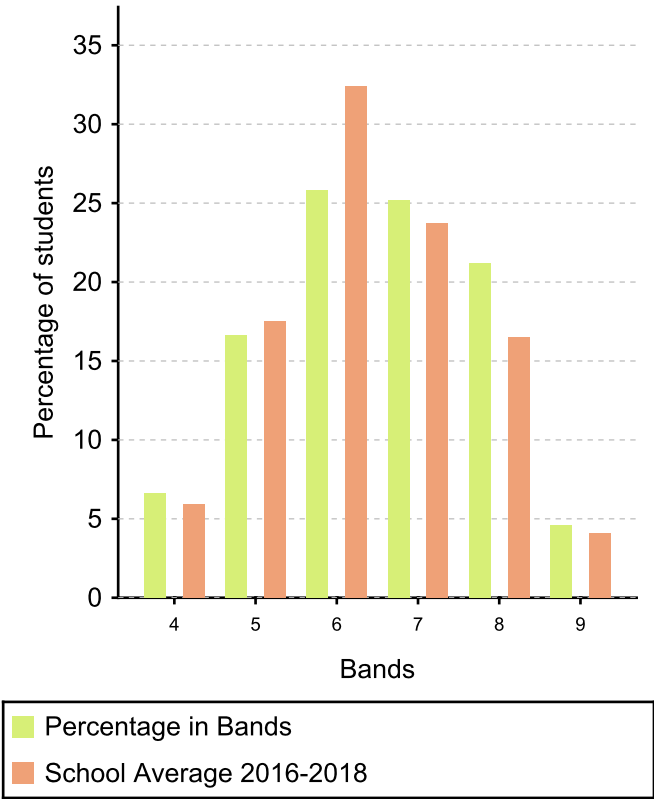
Grammar and Punctuation – 61.2 (38.4)

Reading – 66.1 (44.6)

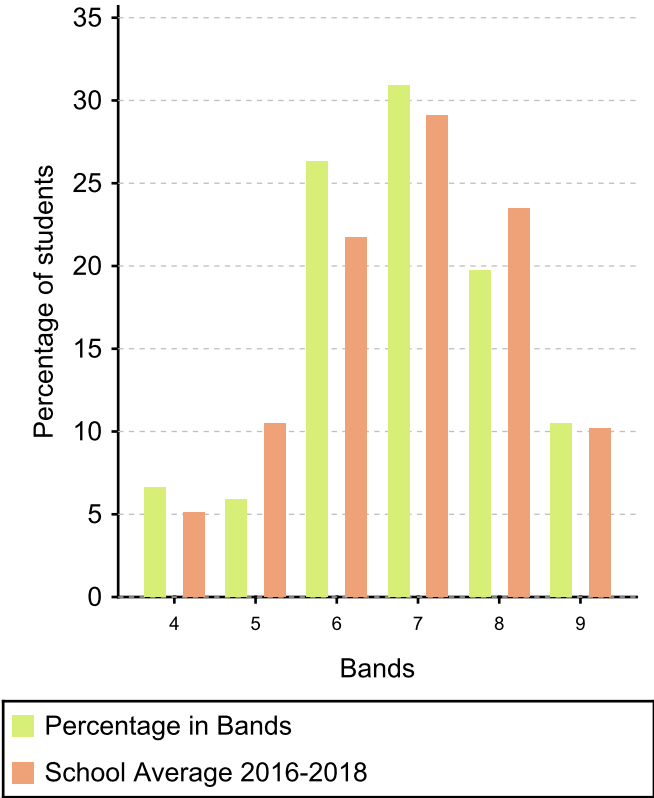
Spelling – 46.3 (38.5)

Writing – 40.5 (36.3)

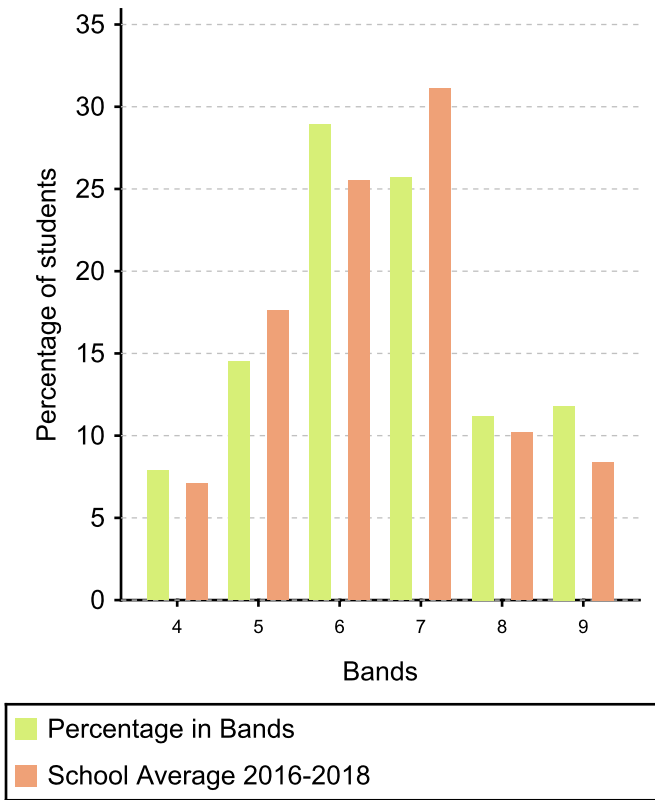
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling

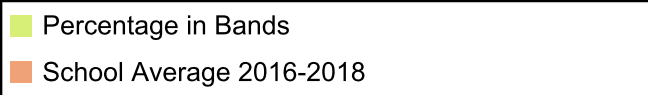
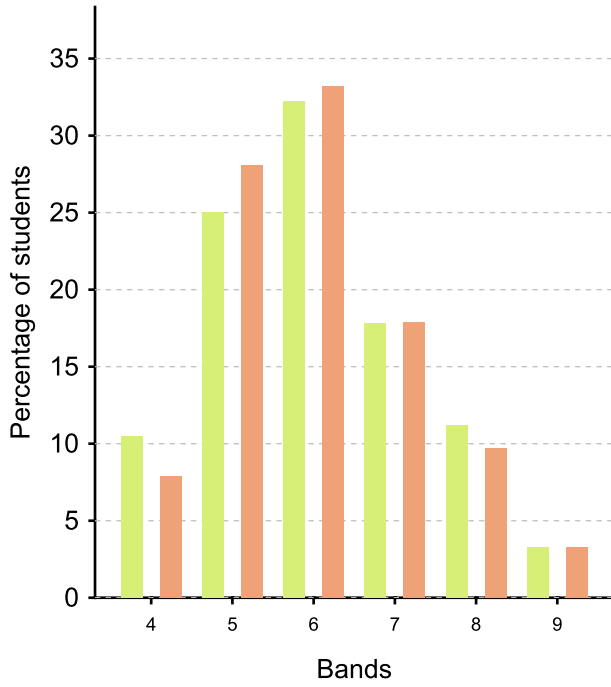


Percentage in bands:
Year 7 Grammar & Punctuation

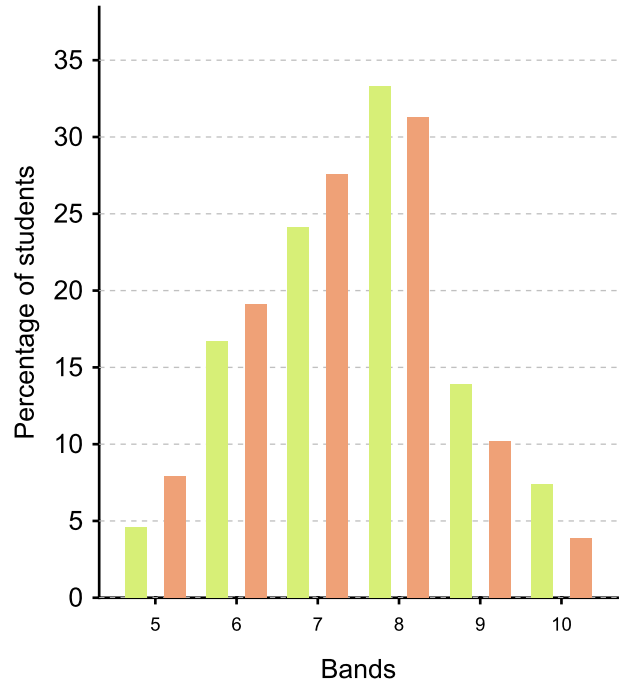


Percentage in Bands
School Average 2016-2018

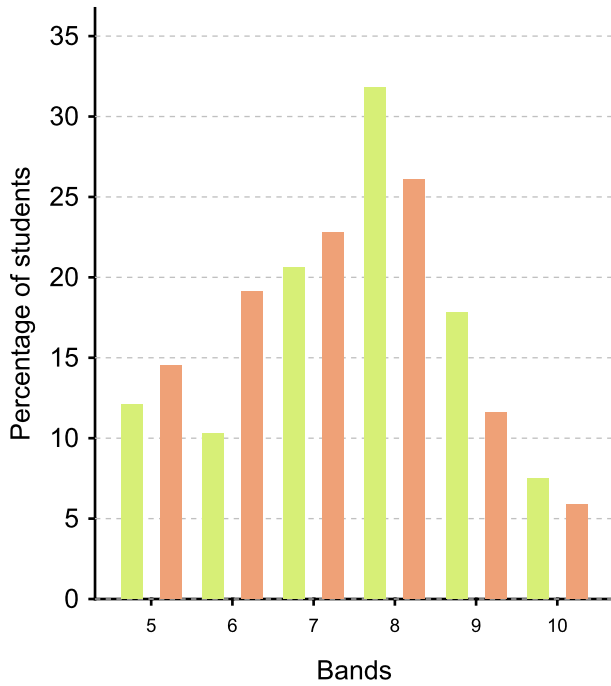
Percentage in bands:
Year 7 Writing



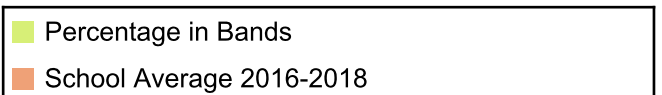
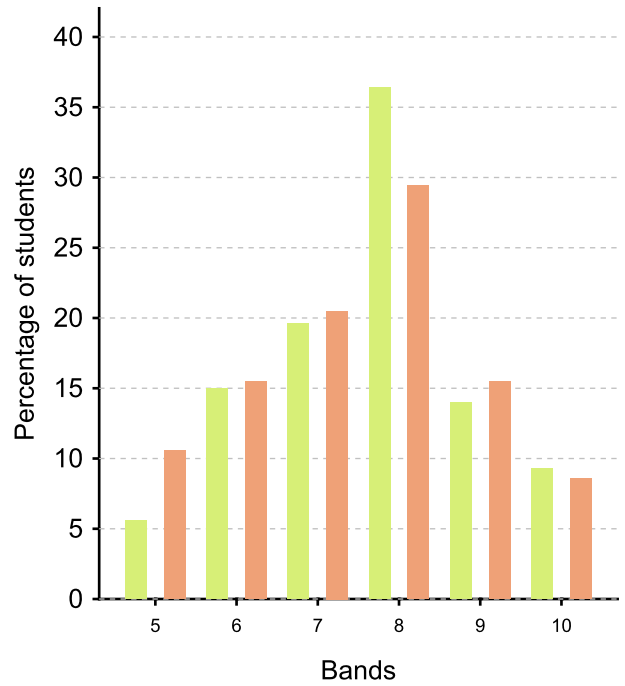
Percentage in bands:
Year 9 Reading



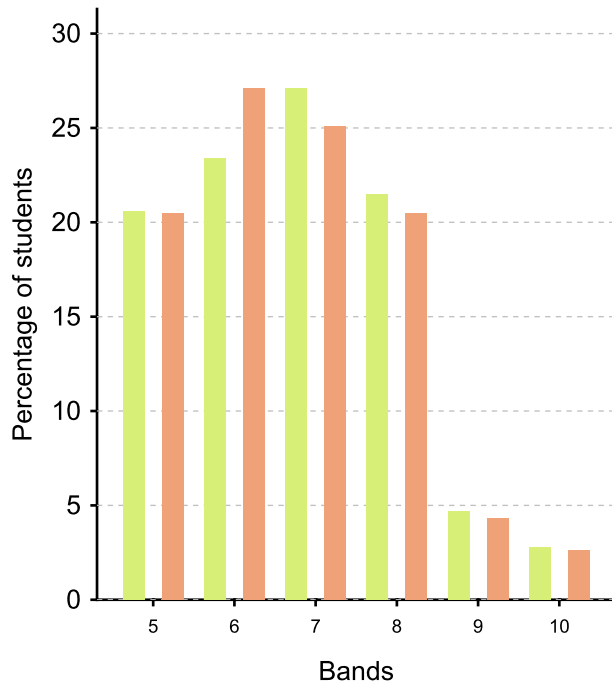
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

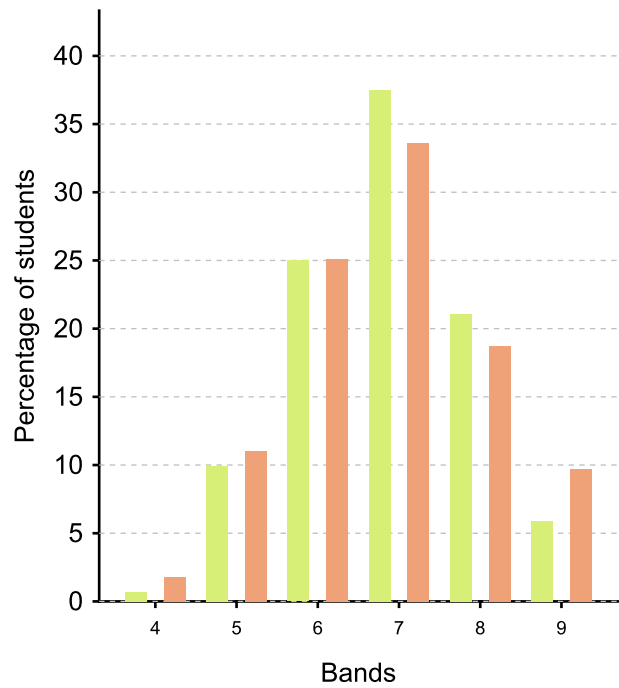
As with literacy, the graphs below indicate the percentage of students attaining results in the numeracy tests in each of the achievement bands.

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 Numeracy – 62.1 (54.2)

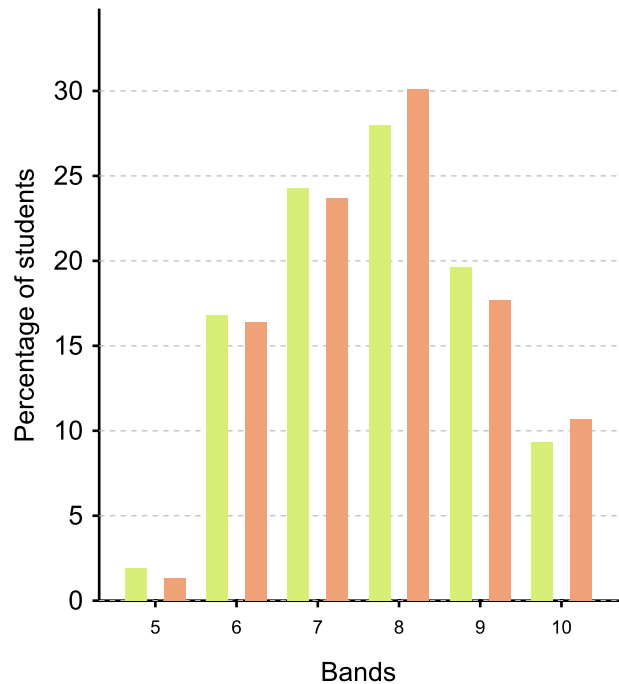
Year 9 Numeracy – 49.4 (47.0)

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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 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)

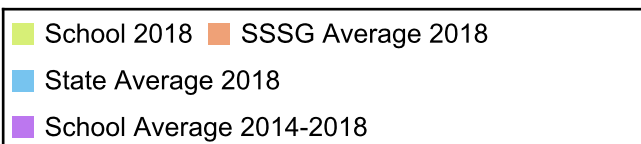
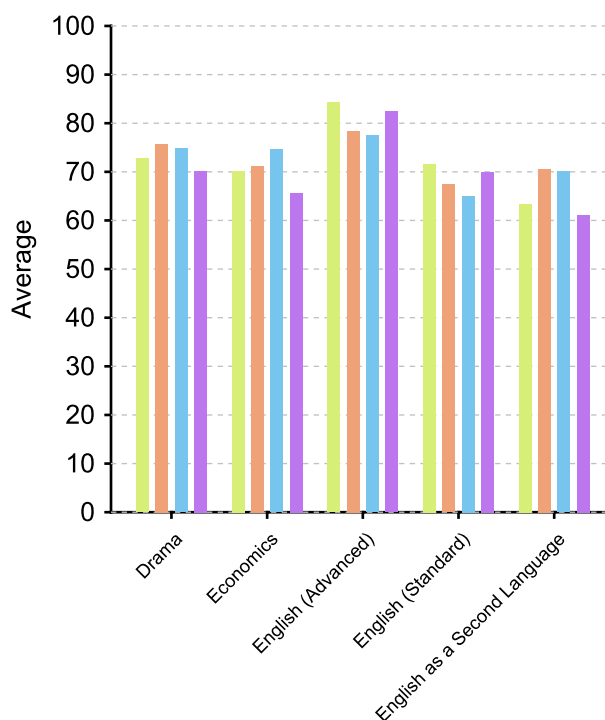
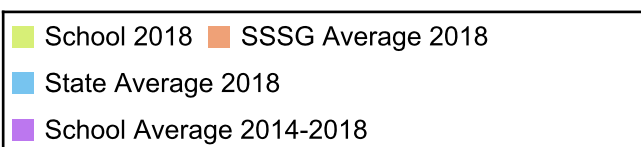
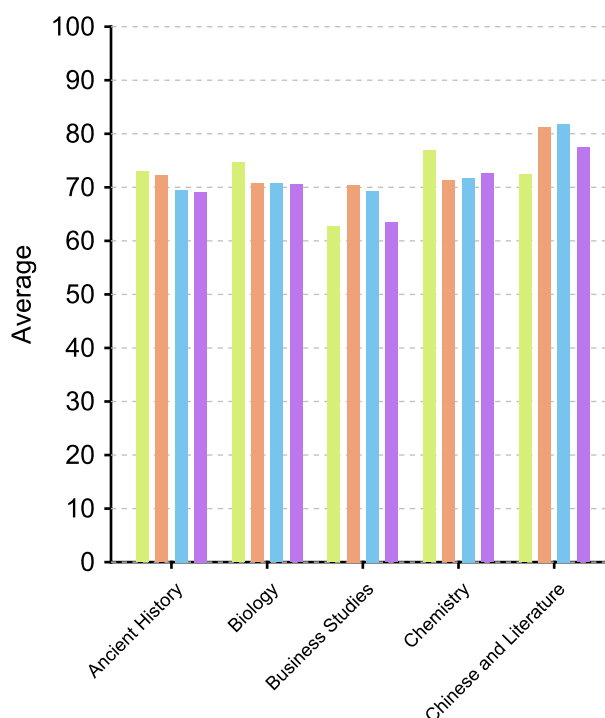
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Results in courses can be compared across schools using statistical procedures, the various percentages in each band and average course marks.

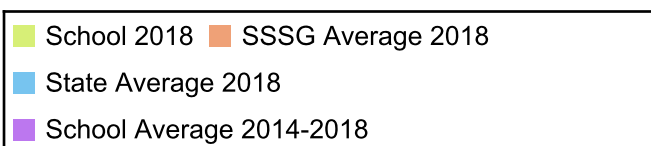
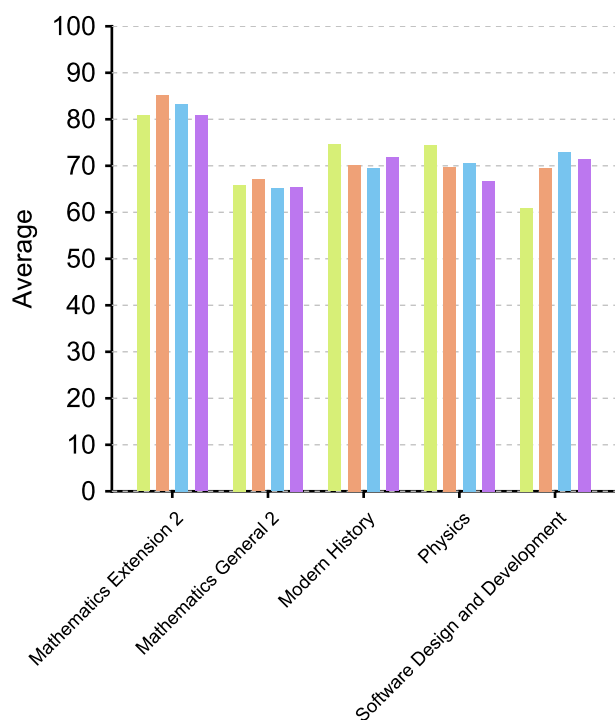
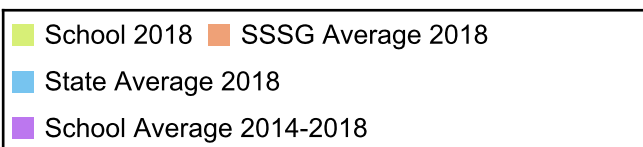
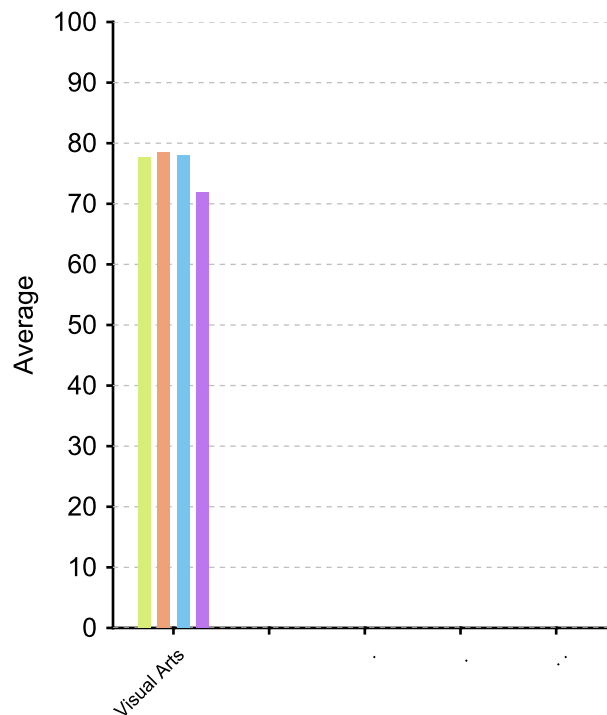
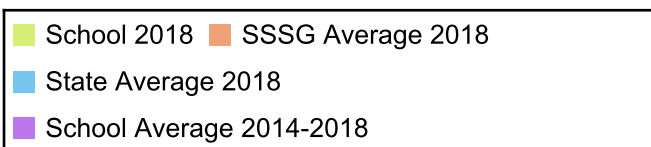
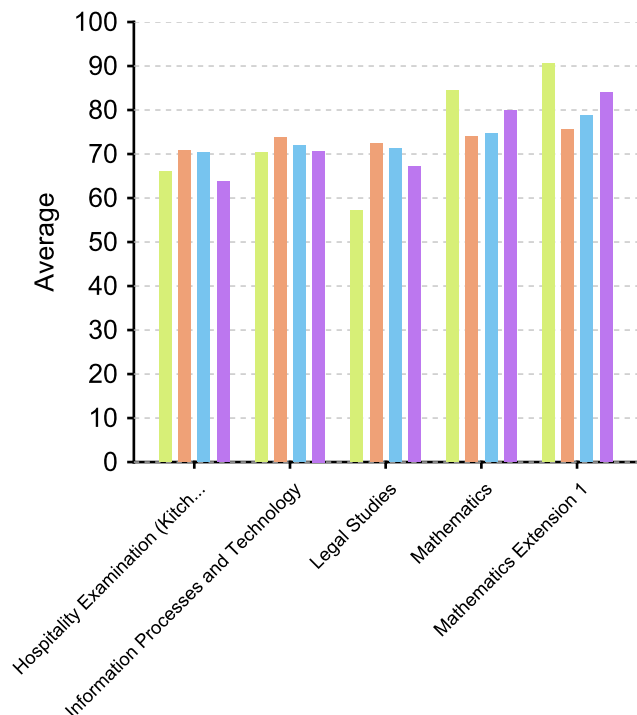
One hundred and twelve students sat for the Higher School Certificate in 2018. The highest ATAR achieved was 98.98. Two other students achieved ATARS over 98 and sixteen students scored above 90.

The following courses had average marks above the state mean: Ancient History, Biology, Chemistry, English (Standard), English (Advanced), English Extension 1, Mathematics, Mathematics Extension 1, Modern History and Studies of Religion 2.

Fifty-three Band 6 and Notional Band 6 results were achieved in the following courses: Biology (1), Chemistry (1), English (Standard) (3), English (Advanced) (5), English as a Second Language (2), English Extension 1 (2), Mathematics (10), Mathematics Extension 1 (13), Mathematics Extension 2 (12), Music (2), Visual Arts (1) and Chinese in Context (1). Students also achieved 121 Band 5 results.

There were 42 mentions in the NESA Distinguished Achievers List with one student achieving sixth in the State in English (Standard).





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 2018. Student satisfaction with the school was gathered through the Tell Them from Me surveys.

Student satisfaction with the school, as measured in the Tell Them from Me survey was considerably above state average on all measures and interestingly, mostly above that of girls, as well. The survey measures social, institutional and intellectual engagement and is broken down as follows:

Social Engagement – Students with a positive sense of belonging; Student participation in school sports and clubs; Students with positive relationships.

Institutional Engagement – Students that value schooling outcomes; Students with positive attendance; Students with positive behaviour at school; Students with positive homework behaviours.

Intellectual Engagement – Students who are interested and motivate; Effort; Students who are appropriately challenged.

The Drivers of Student Engagement are: Quality instruction; Positive teacher–student relationships; Positive learning climate and Expectations of success, all of which were considerably above state average.

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. In 2018, the P&C held a very successful and well-attended Trivia Night at Wests Ashfield Leagues Club.

In response to parent suggestions, in 2016 the school introduced an online booking system for parent and teacher evenings. The implementation of this has seen far greater numbers of parents in attendance at the evenings held throughout the year. In 2018 more evenings were scheduled to accommodate the greater numbers of parents requesting teacher interviews.

Similarly, parent attendance has surged at HSC Subject Selection and Assessment Policy information evenings.

At the beginning of each year the school holds a Meet the Teams Evening for new Year 7 parents and their sons. Again, parents expressed appreciation at the opportunity to meet their son's teachers, learn about the teams structure and to enjoy a light dinner with the teachers.

Policy requirements

Aboriginal education

The school received Aboriginal background equity funding in 2018 to improve the educational outcomes of our small number of Indigenous students.

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

They also provide students with assistance to pursue their post-school goals with an emphasis on University entry. Throughout his Year 12 studies, Riley Brown showed that he could still achieve his dream of competing with the Sydney Comets in their Basketball Competition as well as staying on top of his assessment tasks. He received the prestigious Deadly Award for 2018. Riley is studying Social Work, Criminology and Criminal Justice at University of New South Wales enjoying the challenge of a new learning environment.

Connor Anagnostopoulos was honoured with the school's Sportsman of The Year award. Connor's prowess in sport was not limited to one arena, receiving accolades in the pool and on the field with 14 Years Championships in both swimming and athletics. He was also the Junior Champion in Cross Country whilst playing AFL for a team on the weekend and coaching a team of juniors as well.

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

SPORT

This year, Ashfield Boys High School had nineteen teams who qualified for the Zone's grade sport semi – final. All our teams played at a high level and displayed great sportsmanship. Quite a few matches were decided in the last minutes of the game or in extra time.

Individually, our athletes represented our school at the Zone, Regional and State level achieving exceptional results. Some of the most outstanding team and individual performances for the year were as follows:

Cricket Opens and Basketball Under-14s were Summer sport grand finalists.

This year, Nicholas Beekwilder's athletics results were severely affected by injuries. Despite this, he managed to grasp the fourth spot in javelin at NSW all schools championship.

Nicholas Sakogiannis represented Sydney North in AFL.

Marlon Makin was the Zone's Age Swimming Champion.

Both our Swimming and Athletic Carnivals were strongly contested. A large number of students successfully represented our school at the Zone carnival, Regional and even at the State level. This year three students were crowned age champions in

both disciplines. The age champions for the carnivals are as follows:

AGE SWIMMING CHAMPIONS

Under 12 Lloyd Nosworthy

Under 13 Marlon Makin

Under 14 Connor Anagnostopoulos

Under 15 Zahid Habibi

Under 16 Raymond Bui

Under 17 Travis Campbell

18–19 Caelan Hinckson

AGE ATHLETICS CHAMPIONS

Under 12 Tremaine Hinckson

Under 13 Marlon Makin

Under 14 Connor Anagnostopoulos

Under 15 Wali Mohammed

Under 16 Raymond Bui

17+ Mohamad Elzein

Connor Anagnostopoulos continued to perform exceptionally well in a variety of sporting fields, including swimming, athletics and playing AFL. His major sporting achievements in 2018 were:

Swimming

ABHS Age Champion

Zone Carnival – age runner up

Zone Carnival results:

50m breaststroke – 1st

100m freestyle – 2nd

200m freestyle – 3rd

Athletics

ABHS Age Champion

Zone Athletics results:

Long jump – 4th

400m – 5th

4x100m relay – 3rd

ABHS Cross Country champion

Zone Cross Country – 6th place

THE ARTS

Our students continue to display excellence in the Creative and Performing Arts. Highlights of 2018 include:

- Colm McCarthy and Bryan Hong of Year 12 were nominated for Onstage and Encore performances respectively. These events celebrate the exemplar performances of the Drama and Music HSC cohort across the state.
- The Music Band Program expanded in 2018. Tutors were established to offer a greater array of instrument tuition and the String Ensemble was introduced.
- The Senior Music Ensemble was established to support the Year 12 Music class in preparation for their HSC performance items.
- The major works of HSC Music, Visual Arts and Drama were on display and performed at the annual MAD Night.
- Three TheatreSports teams were entered into the TheatreSports Challenge; Senior, Intermediate and Junior. Ashfield Boys High School acted as a venue for the competition with visiting schools performing in the school hall.
- The Senior TheatreSports team secured a place in the Grand Final at the Enmore Theatre. They were one of eight teams competing for the auspicious title; TheatreSports Champions 2018. We were placed fourth after all rounds were played.
- 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.
- Benjamin Munro of 7B was successful in auditioning for the NSW Public Schools Symphony Orchestra. He performed at the Festival of Instrumental Music at the Opera House.
- Music ensembles ran in 2018; Concert Band, The Drumming Ensemble, Training Ensemble, String Ensemble and the Senior Music Ensemble.
- Drama students attended excursions and theatre performances throughout the year.
- Years 7 and 9, 10 and 11 Elective Drama students attended a performance of *King Hit* an original performance from Zeal and they then took part in a devising workshop.
- Year 12 Drama students attended a performance of exemplar HSC Monologues and Group Performances at *OffStage* which showcases the previous year's submitted Drama performances.
- Together with Year 11 Elective Drama, Year 12 also saw a Verbatim Style performance of *To Be Honest* and a performance of *Playback Theatre*.
- Senior Visual Arts students attended an excursion to The Art Gallery of NSW and the Museum of Contemporary Art.
- The ABHS Vocal Group sang the National Anthem at the annual Ashfield Wests Art Competition and Community Awards Ceremony. Many entries were contributed from all years and

we took out the major awards in all age categories including the People's Choice Award.

- The Year 8 Drama Ensemble continued in 2018. They worked on a group piece and monologues that they performed at Creative Arts Night.
- 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 Year 7 and 11. A foyer display of visual artworks was also displayed.
- Year 12 HSC Music class attended the 2018 HSC Music Study Day at Rooty Hill High School.
- Senior Drama students were involved in the collaboration and performance of *Claim the Stage*, and *Say Something, Do Something*; an initiative of the Inner West Council.
- CAPA students volunteered their time and expertise to support the faculty on Open Night. Visual Art workshops, Concert Band performances, practical and interactive Music activities and TheatreSports exercises entertained and informed the parents and potential students from Years 4, 5 and 6.
- Zeal Theatre performed their production of *King Hit*, for Year 7 and 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.
- Two Year 11 students attended the Multicultural Playwright workshop run by the Arts unit.
- HSC Drama students from Ashfield Boys, Canterbury Girls, Sydney Girls and Burwood Girls took part in an Individual Project Masterclass. Hosted by Ashfield Boys, the students were tutored by experts in the field of performance, design and scriptwriting.
- Our Concert Band performed at the Inner West Band Festival and at Ashfield Mall for Education Week. They also performed a medley of pieces at the Ashfield Primary School Fair, Remembrance Day events, Canterbury Girls MADD night, White Ribbon Day performances for the Inner West Council and Campsie Community Carols.
- Benjamin Munro and Alfie Jellett of Year 7 attended the NSW State Music Camp.
- Nicholas Vorillas performed two original Hip Hop pieces at the Inner West Block Party, and was placed second in the *Open Mic* category.
- Year 9 Elective Music students were involved in a series of Hip Hop workshops run by Joel Rapaport a prominent Sydney Hip Hop artist

Volunteering

Ashfield Boys High School values and fosters volunteering and active involvement in our wider community.

Accumulative hours of students' participation in volunteering activities for the community reveal that Years 9 and 10 are remaining faithful to looking for ways to look after others. Certificates recognising participation are awarded to students as follows: Bronze for 20 hours, Silver for 40 hours, Gold for 60 hours, Diamond for 80 hrs and Black Opal for 150 hours.

Intergenerational activities are on the increase as we look for ways that encourage a sense of wellbeing, belonging to a community and generating a strong sense of purpose.

Some very inspired community-minded students accrued 300 plus hours of volunteering and earned themselves a set of Black Opal Certificates. Our Black Opal recipients for 2018 were Se Hyun Keum, Noah Anheluk, Jackie Chen, Jake Donnelly, Oscar Kellner, Phong Lam, William Maung, Christopher McFarlane, Jee Teng Ong, Nicholas Taffa and Roberto Zappala

Over 150 students from Years 9 and 10 recorded at least 20 hours of volunteering, with 40 bronze, 28 silver, 15 gold, 14 diamond and 11 black Opals awarded.

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

Our partnership with Inner West Council continued as Year 10 boys tutored Seniors in the art of navigating through the Cyber world. Seniors brought their devices with lists of struggles and the boys patiently worked in teams to help simplify the technological language, making it more user-friendly. We had a 96 year-old woman join us who showed the boys that learning is a life-long adventure.