

Ashfield Boys High School

2019 Annual Report



8832

Introduction

The Annual Report for 2019 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.

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

It is no secret in our school community that I have immense personal and professional pride in the school, the boys, the staff and our wonderfully supportive parents. This pride was reinforced again and again during 2019 and it is a pride that is shared by all sections of our school. Again this year, the boys showed that they can excel in any area in which they focus their efforts.

The year opened with the completion of our new Administration and Student Services building. It was with equal amounts of excitement and relief that we moved into this brand new, purpose-built space that was generously funded by the NSW Government. Besides providing improved facilities for the Administration staff and the beautification of the school entry, the building also has dedicated meeting rooms for parents and students. The boys now have a wonderful student reception area, student counter and sick bay. Perhaps the most important feature of the new building is its accessibility. This reflects our values and our 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.

It is very important to us that every boy has the opportunity to be the best that he can be and experience personal success. The new building reflects this, as it gives equity of access to everyone.

Thanks to a generous donation by our incredibly supportive P&C, we were able to re-purpose the large temporary office area in E2 into a flexible space that can be used for multiple purposes. The space can now be used for debating, drama, performances, large meetings and seminars. The P&C have funded the installation of a film studio in the space to support learning across the whole curriculum. A video editing suite, also funded by the P&C, will also provide the boys with state of art facilities.

At the core of our purpose as a school is academic achievement. The most obvious example of this is our sustained and consistent HSC success. Our students have a consistently high level of HSC success and university entry. Last year, our highest ATAR was 98.98 the same as the previous year. Annually between 91% and 94% of the boys who apply are successful at entering university. This represents between 70% and 80 % of each cohort every year and this is about 3 times higher than the national average. We are incredibly proud of these high levels of sustained achievement, especially given that we are a comprehensive school.

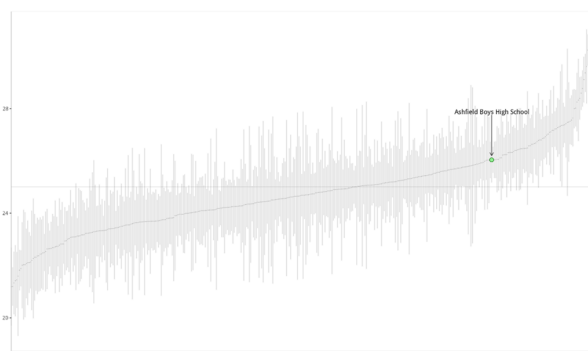
In fact, the school is so high achieving that we were one of only 5 schools selected by the Centre for Educational Statistics and Evaluation (CESE) as a site of high HSC Performance. This unit is the research arm of the NSW Department of Education and they completed a statistical analysis to identify schools with sustained high-level HSC performance in Mathematics and English from 2014 to 2018. Researchers came to the school to observe lessons, interview teachers, interview the boys and to look at the array of additional academic support programs that we offer. Besides contributing to the generation of quality research, the experience was a wonderful affirmation of the dedication and hard work of the teaching staff. In the latest measurement of the "value add" that schools achieve from Year 9 NAPLAN to the Year 12 HSC, Ashfield Boys HS was far above the NSW state average and in the top 22% of the state.

While our core business is learning, schools are as much about relationships and the social learning that is fundamental to later success. Again in 2019 we measured the boys' wellbeing and engagement and parent perceptions of the school with the Tell Them form Me survey. We survey the whole school population annually – not just a random sample. The 2019 data matches that of pervious years. The boys' self-report for wellbeing and engagement was above the NSW average for every indicator. Parent satisfaction with the school is also very high and well above the NSW average.

This Annual Report provides a snapshot of the 2019 academic year for our school. I hope that you find the information it contains useful.

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

During Term 1 2019 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 area of learning the school's sustained improvement towards excellence continued with the Value Added data from Year 9 NAPLAN to Year 12 HSC in the top 22% of the state. This is a result of continued development of teaching quality and cross-curricular professional development and sharing.

The school used its equity funding strategically to support improved student learning by creating a Head Teacher Teaching and Learning position. This was filled through merit selection. The focus of this position is to improve learning outcomes by leading teacher professional development. A priority in 2019 was to enhance the ability of all teaching staff to use student performance data to inform improved teaching decisions. A comprehensive HSC analysis was completed with each Faculty and Stage 4 data was used to inform the teaching of the Year 7 and 8 Teams.

The success of the Accelerated Reading program was continued with high levels of engagement. The Million Word Man

competition awarded 62 students with reading counts of more than 1 million words with the ultimate winner reading over 4.5 million words. The program was expanded into Year 10 with a structured pre-HSC reading list developed to expand critical literacy, fluency and the breadth of the boys' reading experiences.

Teaching

The focus of the SEF domain of teaching was on improving the cross curricular sharing, reflection and support of teachers through the use of the Quality Teaching Rounds (QTR) methodology. This approach supports teams of teachers to observe each other's lessons and code their quality using the Quality Teaching Framework. This exercise is used in a supportive way to share expertise and to offer constructive feedback for improvement. A thorough evaluation of this approach to professional learning reflected its popularity among participants, its ability to make improvements to teaching and its enhancement of collective teacher efficacy.

The staff also engaged in professional learning which focussed on an examination of data relating to our rapidly changing school enrolment. Staff considered teaching, social and community implications of our dramatic increase and changing demographic of the school's enrolment pattern

Leading

In the SEF domain of leading the school continues to excel in each descriptor. The continued systematic upgrade of school facilities in line with the Ashfield Boys Site Master Plan expanded during 2019 with the completion of the Student Services and Administration building, landscaping of the front courtyard, re-fencing of the back basketball courts, renovation of E2 into a multi-purpose seminar space, film studio development, painting and re-carpeting. A major upgrade to improve the functionality of the school hall took place with a lighting and audio upgrade and the purchase of modern, comfortable examination desks and chairs. The aim of this is to improve the comfort of the boys when they complete examinations – especially the HSC.

An analysis of course enrolment patterns, student aspirations and achievement led to a review of course offerings. The iSTEM elective was introduced in Stage 5 and Ashfield Boys is one of only a handful of schools in NSW to receive accreditation to offer the course. This will provide an opportunity for the boys to study a course that combines the theoretical and practical applications of technology that is cutting edge in its currency.

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.

Improvement Measures

Increase in teaching staff who have completed at least one successful Quality Teaching Round.

Increase in the percentage of students achieving in the top three (3) performance bands in the HSC over the 2015–2017 average.

Increase in the number of students who show positive growth in Reading Age and ZPD as measured by the Accelerated Reading Program.

Increase in the percentage of students achieving over the NSW state DoE average in Year 9 NAPLAN.

Progress towards achieving improvement measures

Process 1: Employ the Quality Teaching Rounds (QTR) methodology to enhance the ability of staff to improve their practice through observation, sharing and collaboration. Implement a shared and strategic QTR program with Canterbury Girls High School.

Evaluation	Funds Expended (Resources)
Three (3) QTR rounds involving sixteen teachers were held during Terms 2–4. All staff involved undertook QTR training prior to participation. One (1) additional QTR round was conducted jointly with Canterbury Girls HS focusing on Stage 6 Advanced English. The QTR program was formally evaluated with an anonymous questionnaire in Term 4. The evaluation showed that the QTR program was highly successful.	QTR Casual Relief \$36,000

Process 2: Improve the instructional leadership of the school executive team through professional learning and participation in the Inner West Community of Practice (IWCoP) initiative.

Evaluation	Funds Expended (Resources)
Two (2) joint Executive conferences were held in Terms 2 and 4 with partner IWCoP schools. The NESA School Liaison Officer presented at both conferences. The focus of one conference was using the Preliminary HSC course performance descriptors to promote consistency of assessment. The second conference centered around the creation of quality HSC assessment tasks.	\$5000 casual relief and venue hire

Process 3: Improve literacy outcomes across Stages 4 and 5 through targeted reading and writing interventions. Develop the Accelerated Reading (AR) Program in Years 7–9 to increase engagement and improve reading age growth. Expand the AR program into a developmentally appropriate extension in Year 10. Implement consistent daily reading in every 7–10 roll call to support the AR program. Develop a cross curricular Writing Program to improve staff capacity and student achievement.

Evaluation	Funds Expended (Resources)
The Accelerated Reading (AR) program continued to support student learning. Continued gains in reading age growth were reported for the majority of Stage 4 and 5 students with the highest rate of improvement 4	AR Software subscription \$12,000 Library book stock expansion \$6,000

Progress towards achieving improvement measures

years, 8 months growth over a 10 months' period. The Million Word Man competition showed another annual increase in high volume reading with 62 students awarded. The AR program was expanded into Year 10 as a pre-HSC preparation program. Staff constructed a detailed reading list for Year 10 to guide more sophisticated reading choices.

Next Steps

A joint School Development Day expanding the NESA assessment workshops from 2019 for all staff is planned for Term 1, 2020 with Canterbury Girls High School. Another 3 QTR rounds are planned for 2020 which combine staff with previous QTR experience with those who are new to the methodology. The AR reading data is to be used to more effectively target extension and remediation across the Stage 4 Teams.

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

Improvement Measures

Student attendance rate improves to over the DoE state average.

Student wellbeing indicators measured by the TTFM survey are over the NSW male norm.

Improved positive communication about student achievement increases over the 2015–2017 average.

Progress towards achieving improvement measures

Process 1: Develop a consistent research based strategy to manage student mobile phone and technology use. Develop the understanding and capacity of students to self-regulate the impact of ICT mobile technology on their learning, success and wellbeing.

Evaluation	Funds Expended (Resources)
The schools' structured program of attendance monitoring and intervention by the well being team continued to ensure that student attendance rates are above the DoE NSW average. The overall attendance rate for 2019 was 89.9% as opposed to the DoE average of 88%. The Executive considered the review of student mobile phone use commissioned by the NSW Department of Education and other global research into the link between mobile phone technology, distraction and engagement. This was used to consider possible future directions and implications for the school.	

Process 2: Develop targeted and proactive wellbeing and leadership programs into an integrated, sequential and developmentally appropriate series of interconnected activities.

Evaluation	Funds Expended (Resources)
The school further refined its suite of developmentally appropriate well being programs for each year group. Targeted well being assemblies were organised by Year Advisers twice each term. Well being and engagement indicators in the annual TTFM survey were better the NSW male average across every indicator. Indicators were also better than NSW female norms across the majority of indicators.	\$3000 wellbeing program budget.

Process 3: Redesign the school's merit and behaviour management systems to reflect current needs, context and contemporary research.

Evaluation	Funds Expended (Resources)
The executive worked on developing a research based behaviour management and merit system that meets the needs of our current school context. This was presented to the staff for consideration, comment and review in Term 4.	\$2000 casual relief to support two Executive planning days.

Next Steps

Develop research based strategies to minimise the impact of student mobile phone use on distraction and engagement. Review staff comments on the draft merit and behaviour management system and form a working party to develop and

implement this.

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.

Improvement Measures

Improved engagement with the HSC Success Coaching Program over 2015–2017 average.

Student engagement indicators measured by the TTFM survey are over the NSW male norm.

Increase in the use of ICT in teaching programs as a tool for engagement.

Progress towards achieving improvement measures

Process 1: Enhance the ability of staff to respond to the school's rapidly changing demographic and context through targeted professional learning.

Evaluation	Funds Expended (Resources)
Every Year 12 student met at least 4 times to construct, monitor and implement an individualised success plan. Every student also had the opportunity to engage in 1:1 success coaching on a weekly basis with a teacher of their choice.	

Process 2: 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.

Evaluation	Funds Expended (Resources)
Wellbeing and engagement indicators in the annual TTFM survey were better the NSW male average across every indicator. Indicators were also better than NSW female norms across the majority of indicators. An analysis of course enrolment patterns, student aspirations and achievement led to a review of course offerings. The iSTEM elective was introduced in Stage 5 and Ashfield Boys is one of only a handful of schools NSW to receive accreditation to offer the course.	Computer upgrades, virtual reality sets and robotics kits – \$34,000

Process 3: Implement the ABHS Site Masterplan to re-develop internal and external spaces into active, attractive, sustainable and flexible learning spaces that promote engagement, wellbeing and outdoor learning.

Evaluation	Funds Expended (Resources)
The school expanded its ICT infrastructure to support engagement, access to the curriculum and the introduction of Stage 5 iSTEM. The planned purchase of a class set of virtual reality headsets, expanded 3D printing facilities and robotics kits supported this. In addition to the introduction of iSTEM, each Stage 4 and 5 class engaged in a STEM based cross curricular project.	Computer upgrades, virtual reality sets and robotics kits – \$34,000

Next Steps

Expand professional learning for all staff in the newly acquired technologies. Involve rotational groups of staff in STEM cross-curricular projects to provide mutual support and collaboration in the use of the technologies. Evaluate the success of the new iSTEM course and continue to review and refresh course offerings in Stages 5 and 6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,135 RAM Aboriginal funding	The school funded additional 0.4 staffing of a Community worker to work with indigenous students and parents. ILPs for each student were developed to support learning in collaboration with students and parents.
English language proficiency	\$47, 9120 RAM Flexible funding. 1.2 EALD Teacher staffing.	EALD funding supported students to access the curriculum through team teaching and withdrawal by EALD teachers. Funding also facilitates intensive language support through the discreet HSC EALD English course.
Low level adjustment for disability	\$135, 442 RAM Low level disability funding. Additional school funds directed to learning support \$35,311	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 and additional 0.4 LaST time 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	\$135, 442 RAM Socio-economic 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 created an additional Head Teacher Teaching and Learning position to improve classroom practice. 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	\$39, 741 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

Students	Enrolments			
	2016	2017	2018	2019
Boys	705	707	732	743
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	93.4	93.4	94.1
8	93.9	92.4	90.5	89.4
9	85.9	91.6	92.2	88
10	88.1	86.8	91.8	90.3
11	86.2	89.2	88	90.4
12	88.2	90.7	90.3	85.8
All Years	89.4	90.7	91.1	89.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a

positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	3	1	0
TAFE entry	1	5	12
University Entry	0	0	70
Other	4	2	1
Unknown	3	8	15

Of the 90 students seeking entry to a university course, 63 were successful in gaining an offer, with 26 students receiving multiple offers. The most popular institutions were, Macquarie University, University of New South Wales, University of Technology and Western Sydney University

Year 12 students undertaking vocational or trade training

21.50% of Year 12 students at Ashfield Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.8% of all Year 12 students at Ashfield Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	10.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The school's priorities for Teacher Professional Learning in 2019 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 HSC analysis, Year 7 Learning Support needs, Faculty Development and mandatory WHS consultation. The focus for the day was Teaching & Learning with attention on HSC improvement.

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 was allocated to improving writing for stage 6.

The second of

the reallocated sessions was divided into three one-hour sessions to allow faculties to develop specialised writing strategies. Both these sessions were registered PL

Topics covered in the Term 2 School Development Day included: looking at Year 12 the actual v potential analysis and developing strategies to assist them in reaching their potential by the trial HSC, data literacy training and then applying it to planning for 2019. SASS staff attended their annual conference

The Term 3 School Development Day saw Staff involved in sessions refining our homework policy, as well as Cross-curricular teaching strategies in STEM, using Google Suite and using data from Accelerated Reading Program to inform individualised classroom teaching.

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 High, Canterbury Girls and Ashfield Boys High Schools continued in 2019. This partnership, the Inner West Coalition of Practice (IWCoP), provided the three schools' Executive staff with sessions on NESA Stage 6 Performance Descriptors and quality assessment tasks for Stage 6. Both these sessions were presented by NESA Liaison Officer Lisa O'Neill.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,471,613
Revenue	9,129,846
Appropriation	8,584,401
Sale of Goods and Services	67,511
Grants and contributions	339,483
Investment income	13,423
Other revenue	125,028
Expenses	-9,046,757
Employee related	-7,903,913
Operating expenses	-1,142,844
Surplus / deficit for the year	83,089

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

School and community generated funds were used as part of the ongoing significant physical upgrades of the school site. Intense planning continued for the major upgrade of the school oval. 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, the installation of a film and photography studio with equipment, virtual headsets and playground landscaping.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	147,511
Equity Total	567,870
Equity - Aboriginal	5,135
Equity - Socio-economic	135,442
Equity - Language	218,656
Equity - Disability	208,637
Base Total	7,256,307
Base - Per Capita	171,755
Base - Location	0
Base - Other	7,084,552
Other Total	339,761
Grand Total	8,311,449

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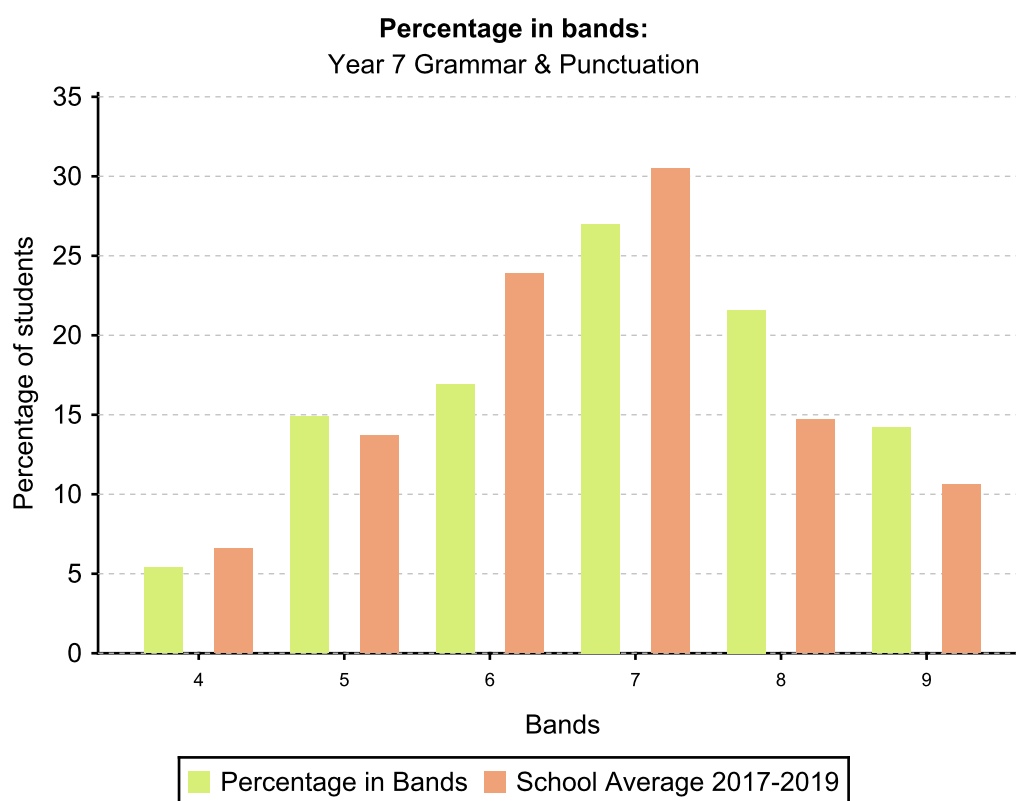
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school

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.

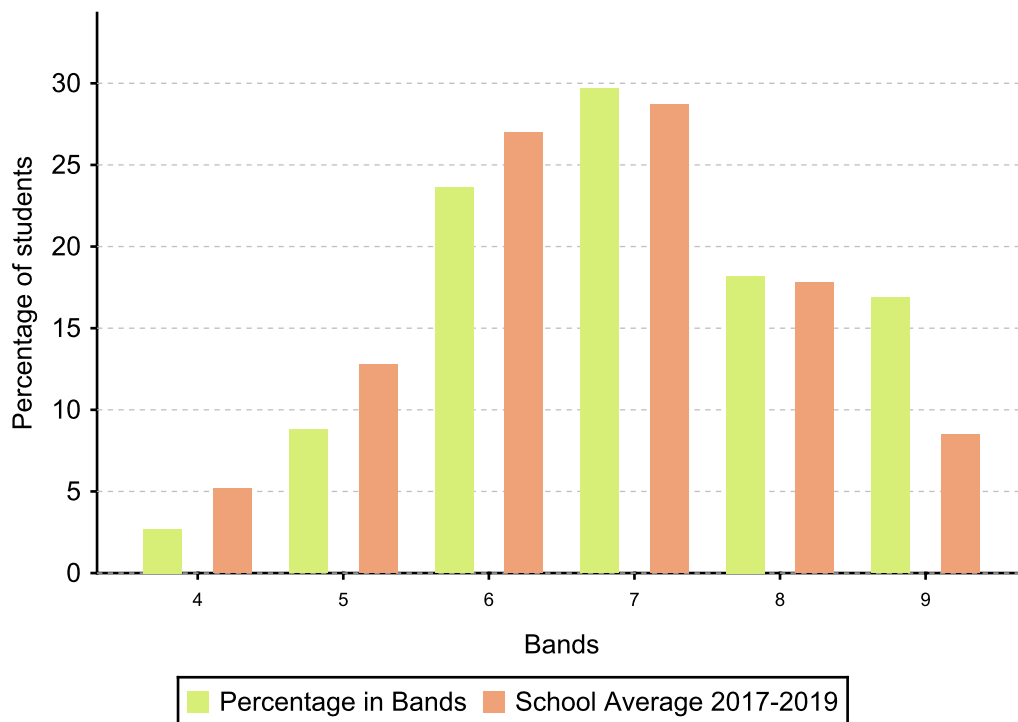
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



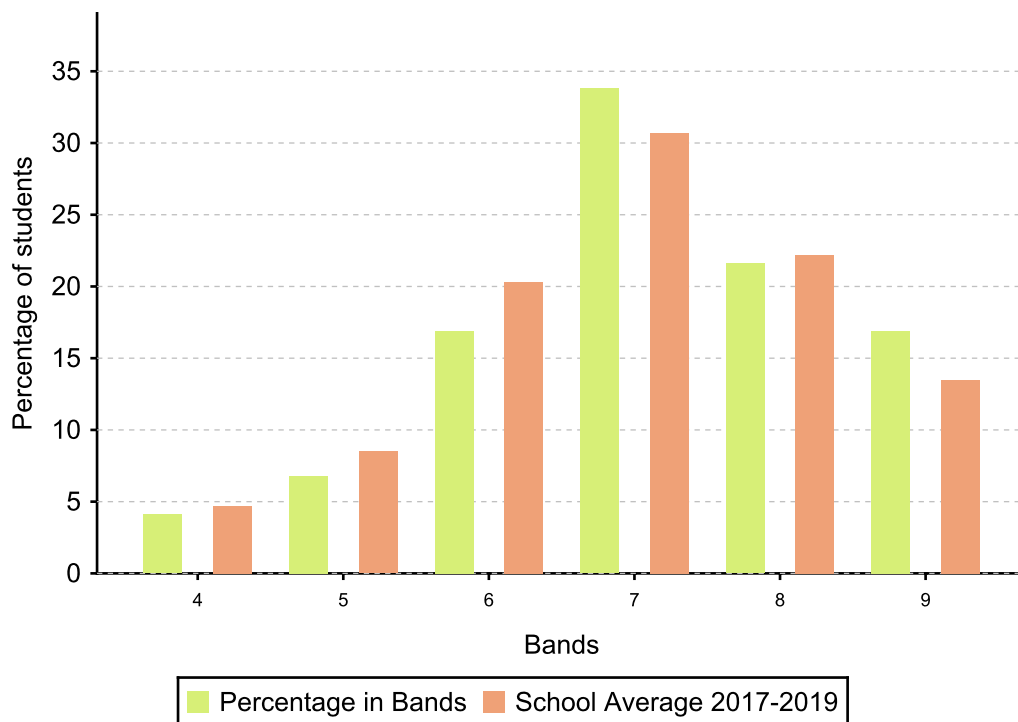
Band	4	5	6	7	8	9
Percentage of students	5.4	14.9	16.9	27.0	21.6	14.2
School avg 2017-2019	6.6	13.7	23.9	30.5	14.7	10.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	2.7	8.8	23.6	29.7	18.2	16.9
School avg 2017-2019	5.2	12.8	27	28.7	17.8	8.5

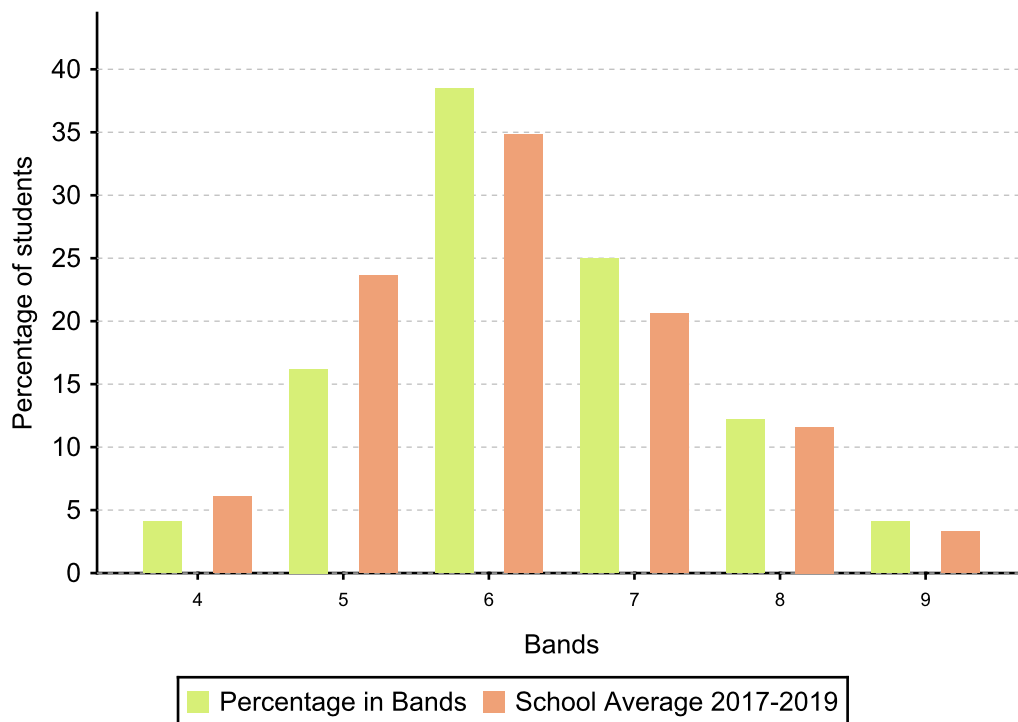
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	4.1	6.8	16.9	33.8	21.6	16.9
School avg 2017-2019	4.7	8.5	20.3	30.7	22.2	13.5

Percentage in bands:

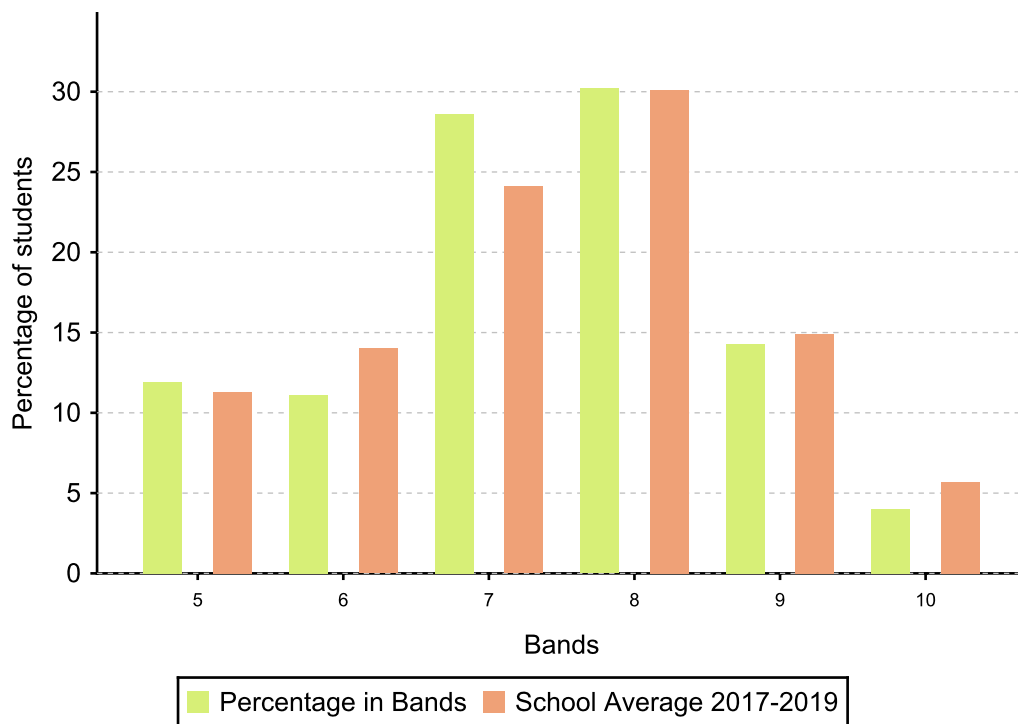
Year 7 Writing



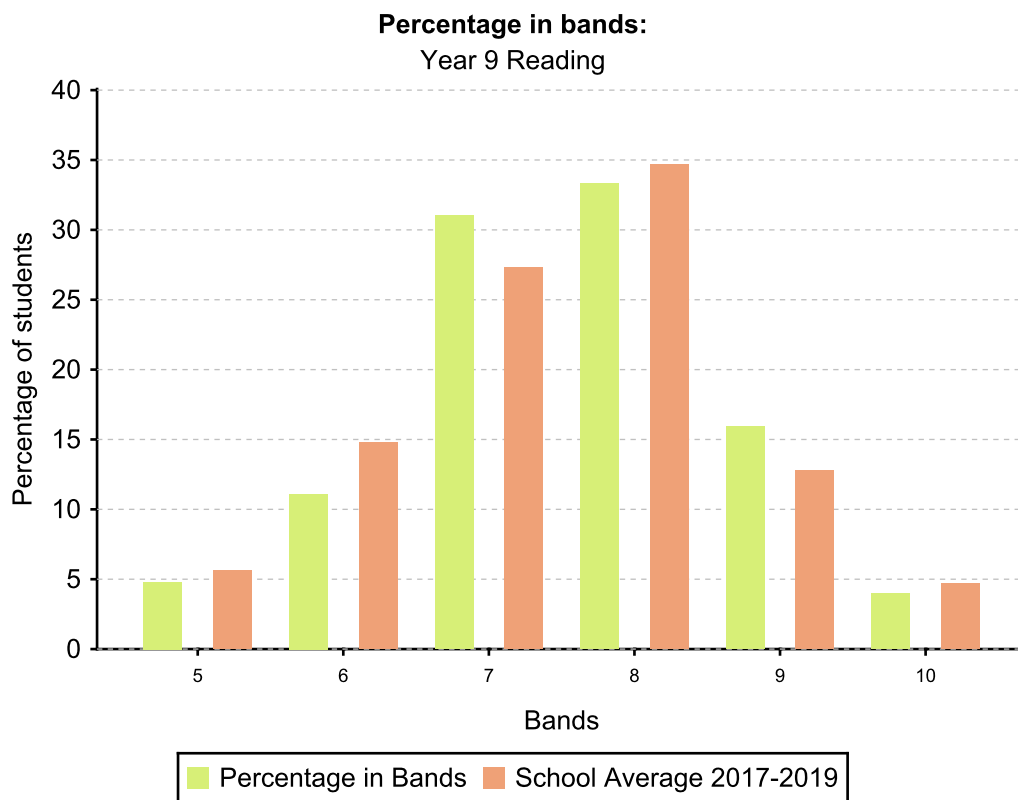
Band	4	5	6	7	8	9
Percentage of students	4.1	16.2	38.5	25.0	12.2	4.1
School avg 2017-2019	6.1	23.6	34.8	20.6	11.6	3.3

Percentage in bands:

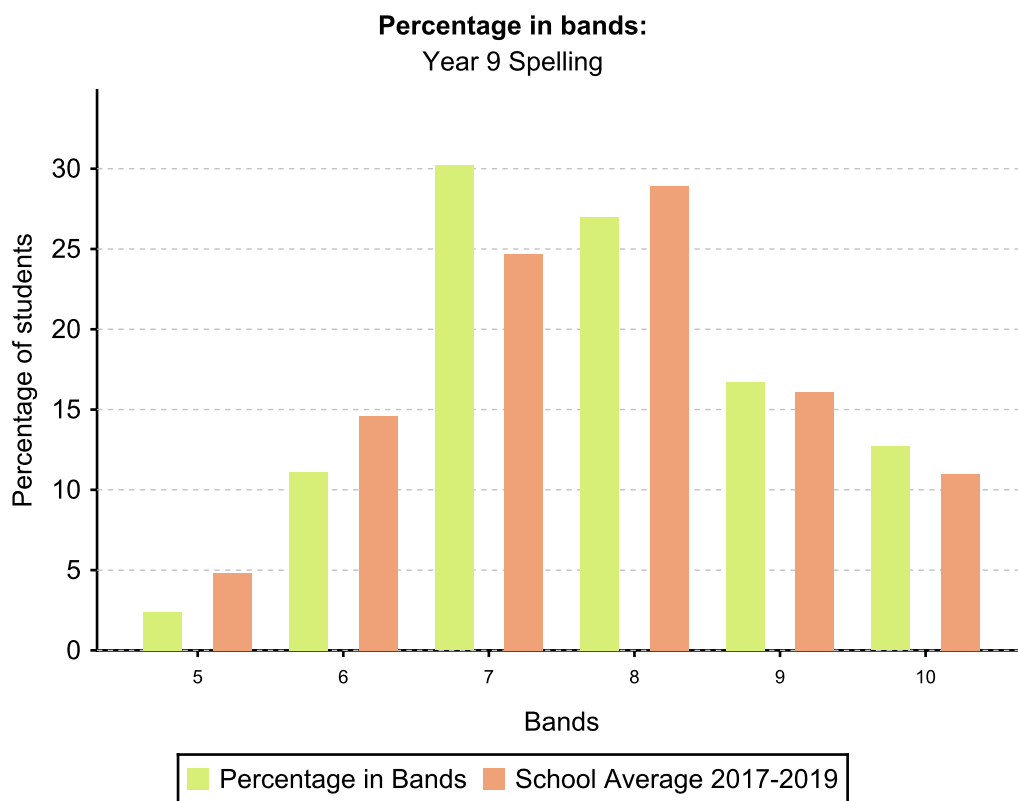
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	11.9	11.1	28.6	30.2	14.3	4.0
School avg 2017-2019	11.3	14	24.1	30.1	14.9	5.7

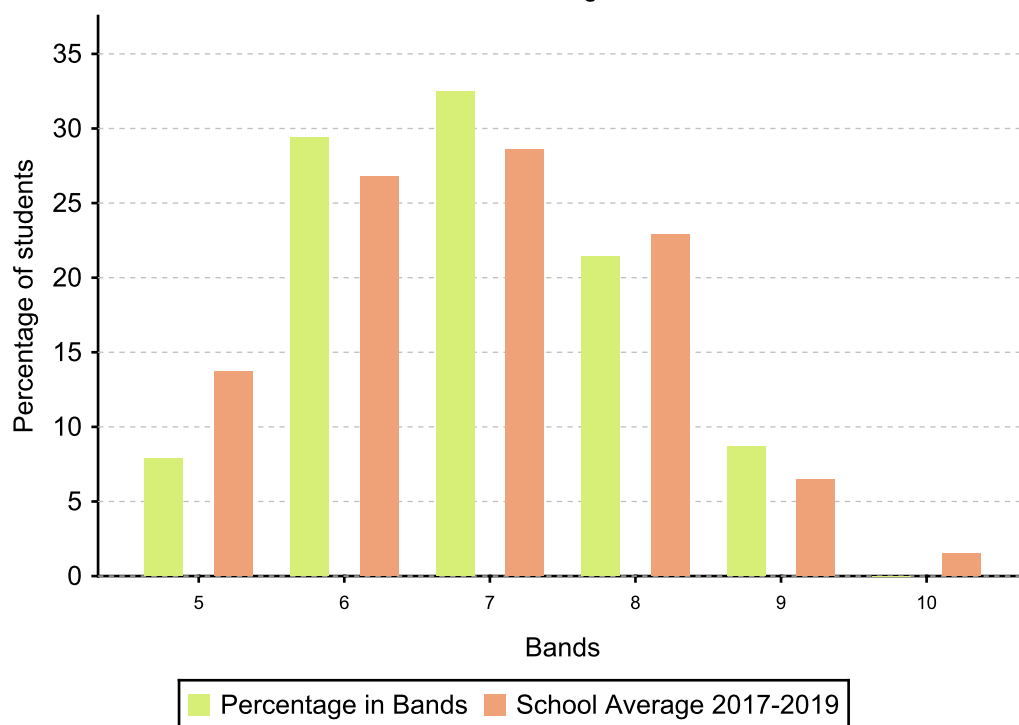


Band	5	6	7	8	9	10
Percentage of students	4.8	11.1	31.0	33.3	15.9	4.0
School avg 2017-2019	5.6	14.8	27.3	34.7	12.8	4.7



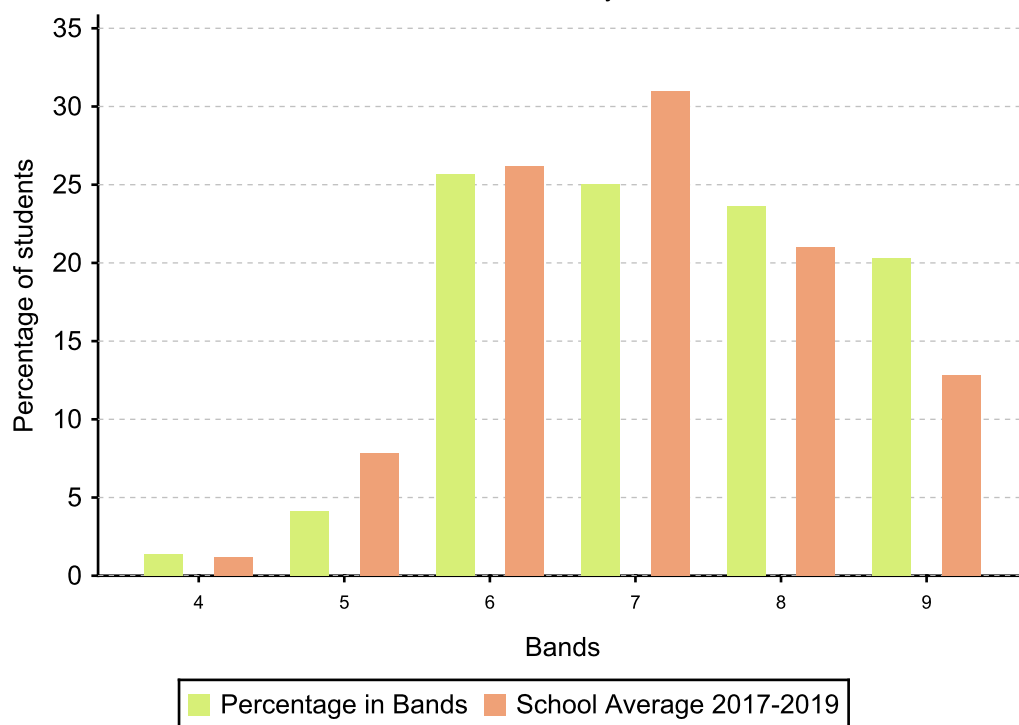
Band	5	6	7	8	9	10
Percentage of students	2.4	11.1	30.2	27.0	16.7	12.7
School avg 2017-2019	4.8	14.6	24.7	28.9	16.1	11

Percentage in bands:
Year 9 Writing

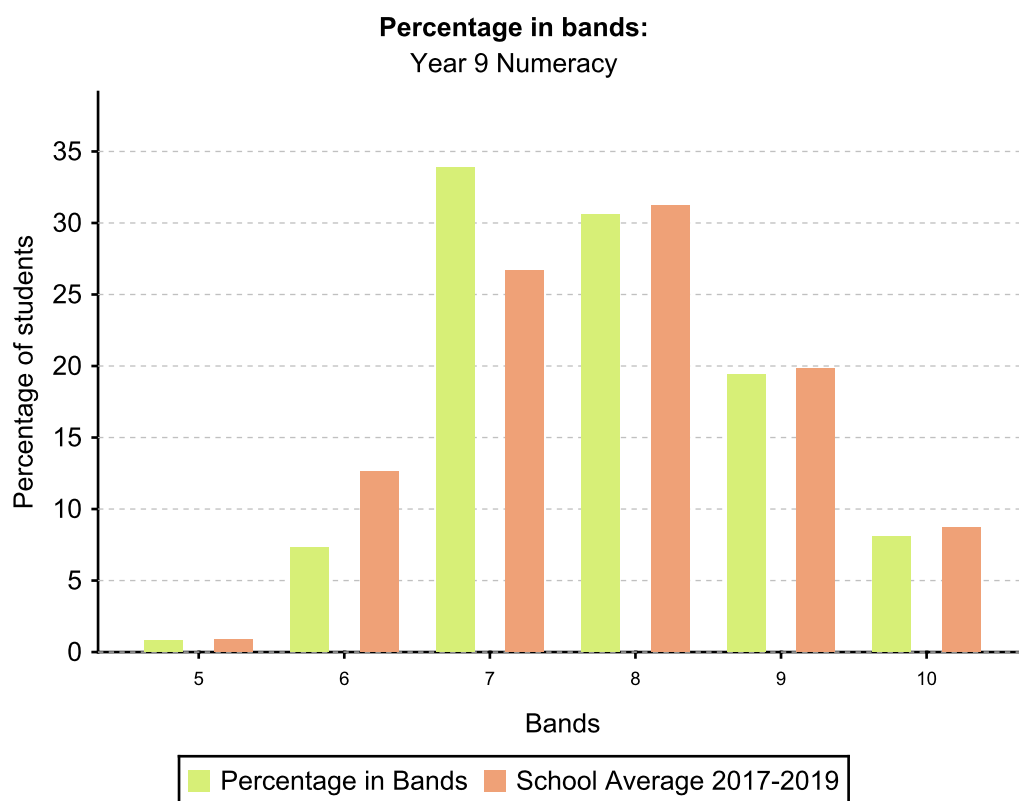


Band	5	6	7	8	9	10
Percentage of students	7.9	29.4	32.5	21.4	8.7	0.0
School avg 2017-2019	13.7	26.8	28.6	22.9	6.5	1.5

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.4	4.1	25.7	25.0	23.6	20.3
School avg 2017-2019	1.2	7.8	26.2	31	21	12.8



Band	5	6	7	8	9	10
Percentage of students	0.8	7.3	33.9	30.6	19.4	8.1
School avg 2017-2019	0.9	12.6	26.7	31.2	19.8	8.7

The graphs that follow indicate the percentage of students attaining results in the 2019 NAPLAN literacy tests in each of the achievement bands

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

Across all NAPLAN literacy tests Years 7 and 9 students show consistently higher average percentage of growth when compared to students state-wide.

Below is the average scaled growth for Ashfield Boys High School 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 – 58.2 (38.0)

Reading – 49.6 (40.0)

Spelling – 58.6 (45.2)

Writing – 41.1 (36.6)

Year 9 Literacy

Grammar and Punctuation – 43.3 (29.6)

Reading – 57.3 (35.7)

Spelling – 45.6 (29.9)

Writing – 38.1 (30.6)

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:

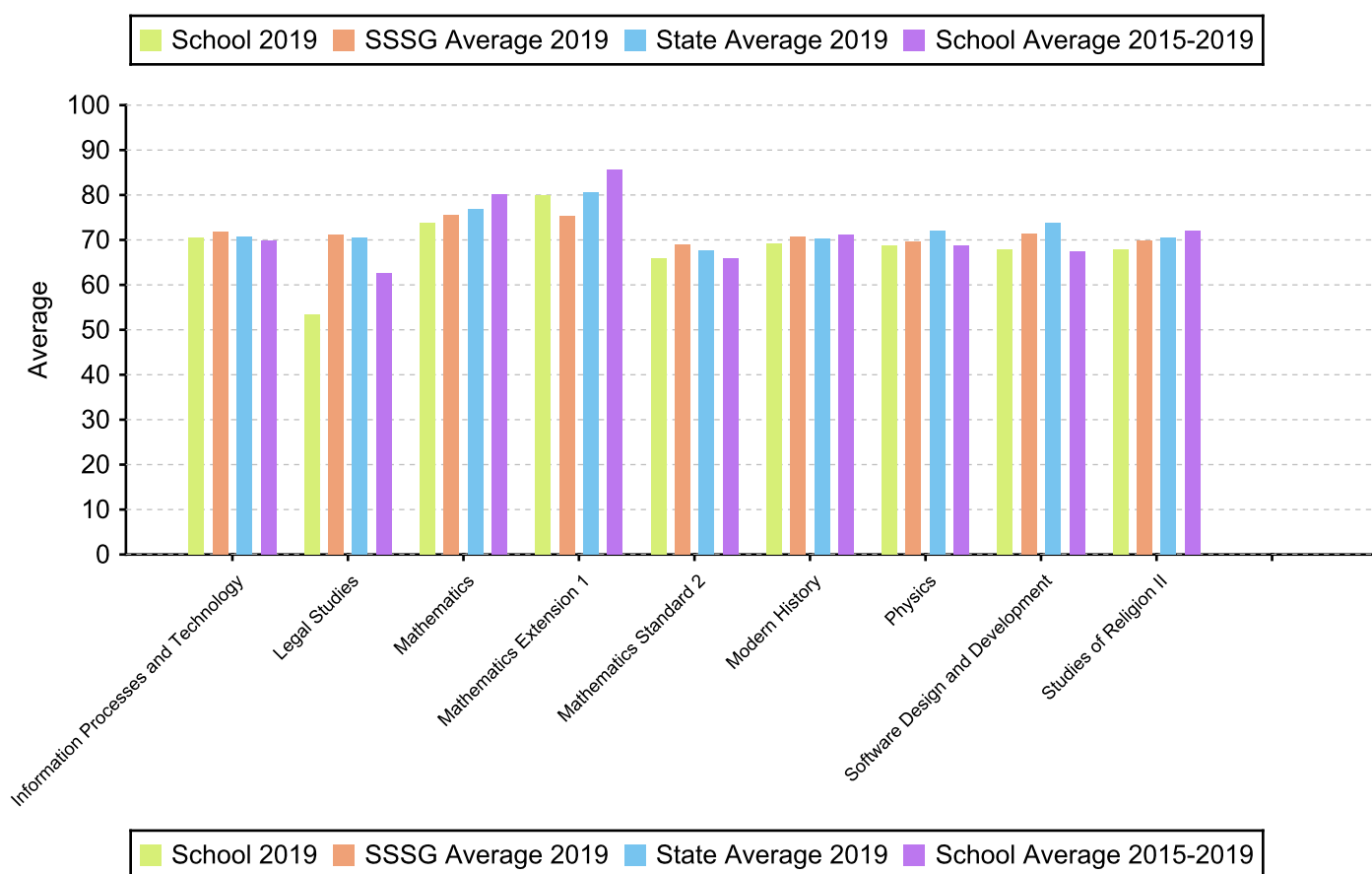
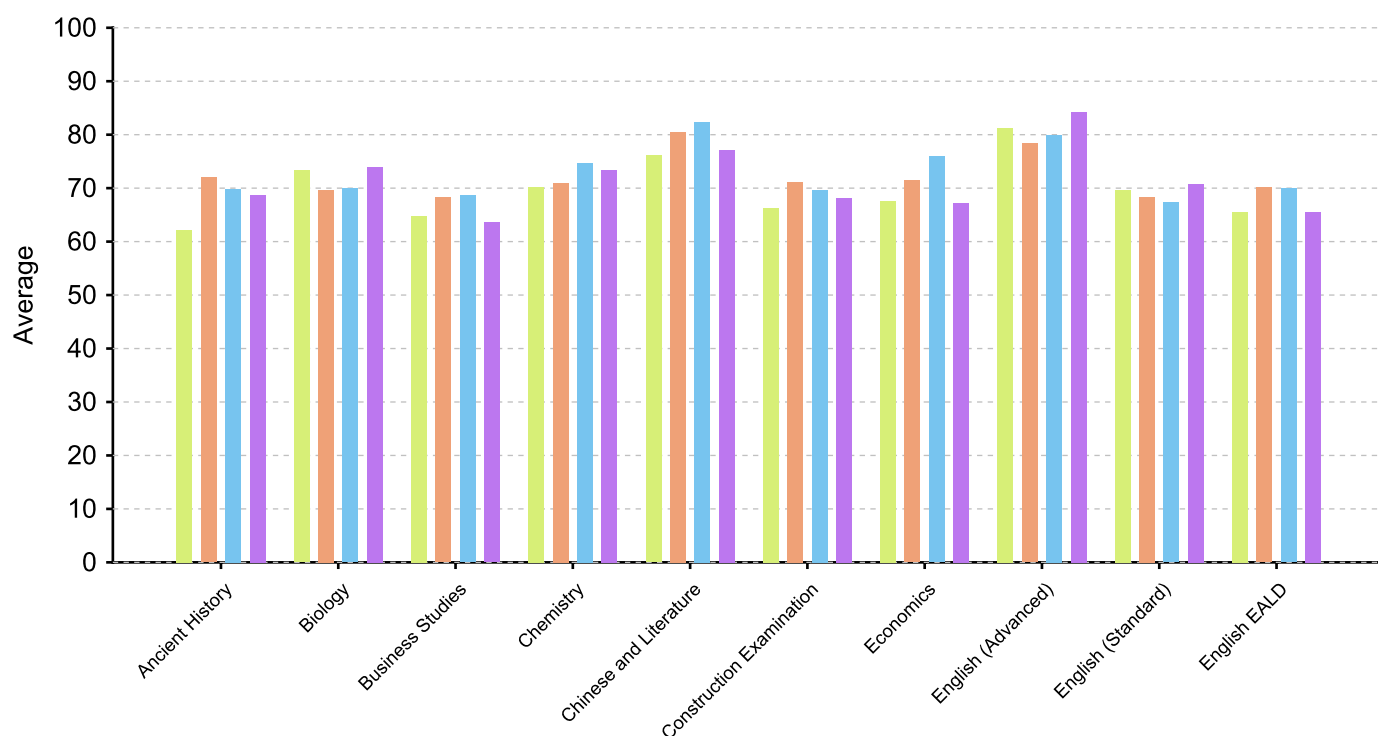
Year 7 Numeracy – 68.9 (57.6)

Year 9 Numeracy – 46.4 (36.5)

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	62.2	72.0	69.9	68.7
Biology	73.3	69.6	69.9	74.0
Business Studies	64.8	68.3	68.6	63.6
Chemistry	70.2	70.9	74.7	73.3
Chinese and Literature	76.1	80.4	82.3	77.1
Construction Examination	66.3	71.2	69.6	68.1
Economics	67.6	71.5	75.9	67.3
English (Advanced)	81.2	78.4	80.0	84.2
English (Standard)	69.6	68.3	67.3	70.8
English EALD	65.5	70.1	70.0	65.5
Information Processes and Technology	70.5	71.9	70.8	69.9
Legal Studies	53.4	71.1	70.6	62.6
Mathematics	73.7	75.6	76.9	80.2
Mathematics Extension 1	80.0	75.4	80.6	85.7
Mathematics Standard 2	65.8	69.0	67.7	65.8
Modern History	69.1	70.7	70.2	71.2
Physics	68.7	69.5	72.1	68.8
Software Design and Development	67.9	71.3	73.8	67.5
Studies of Religion II	67.8	69.8	70.4	72.0

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.

Ninety-one students sat for the Higher School Certificate in 2019. The highest ATAR achieved was 98.98. Six students scored above 90.

There were 18 mentions in the NESA Distinguished Achievers List with one student in the Top Achievers List for Modern History

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 and parent satisfaction with the school was gathered through the Tell Them from Me surveys.

Parent satisfaction with the school, as measured in the Tell Them from Me survey, was considerably above state average on all measures with parents feeling welcome, supported and that the school is meeting the needs for their son.

Student satisfaction with the school, as measured in the Tell Them from Me survey was also considerably above state average on all measures. 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 2019, 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 2019 more evenings were scheduled to accommodate the greater numbers of parents requesting teacher interviews. In total five Parent and Teacher evenings were held to accommodate parent demand.

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 provided by VET Hospitality students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school received Aboriginal background equity funding in 2019 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 has allocated two International Student Coordinators to assist and support the wellbeing and integration of our senior international students. These coordinators organise interpreters for 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.

Other School Programs (optional)

SPORT

This year, twenty teams qualified for Zone Grade Sport Semi-Finals. After so many high quality and entertaining games, we had eight teams who progressed to their respective Grand Finals. Of those, four teams played superbly and captured

Zone titles.

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

Summer grade sport – Grand finalists:

Basketball 2nd

Basketball U15's

Winter grade sport – Winners:

Rugby U15's

Football U13's A and C

Table tennis U15's

Winter grade sport – Grand finalists:

Rugby U13's

Football U15's B

Marlon Makin was crowned the Zone U14's swimming champion. He represented ABHS and the Zone at the NSW Championships in 3 events. His Zone/Regional/State results were:

Zone

50m freestyle – 1st

100m freestyle – 1st

200m freestyle– 1st

50m backstroke – 2nd

Regional

50m freestyle – 1st

100m freestyle – 1st

200m freestyle– 2nd

NSW (State)

50m freestyle – 6th

100m freestyle – 4th

200m freestyle– 12th

Both our Swimming and Athletic carnivals were strongly contested. A large number of students successfully represented ABHS at the Zone, Regional and even at the State carnivals. Lian Anagnostopoulos was crowned age champion in both Swimming and Athletics and his brother, Connor was also a standout in swimming.

AGE SWIMMING CHAMPIONS

Under 12 Lian Anagnostopoulos

Under 13 Lloyd Nosworthy

Under 14 Marlon Makin

Under 15 Connor Anagnostopoulos

Under 16 Placido Gutierrez

Under 17 Jordan Math

18+ Matthew Mylrea

AGE ATHLETICS CHAMPIONS

Under 12 Lian Anagnostopoulos

Under 13 Imran Kilani

Under 14 Casper Yule

Under 15 Brian Im

Under 16 Placido Gutierrez

Under 17 Raymond Bui & Jordan Ddibya

18+ Henry Han

Thomas Dawson (Year 7) had an outstanding first year representing ABHS at the Zone, Regional and CHS Athletics carnivals. He won the Zone and Regional titles and finished second at the CHS carnival in 800m.

SPORTSMAN OF THE YEAR

Jaden Bui continued to perform exceptionally well in a variety of sports; including athletics and a range of team sports. He was a major contributor in our basketball U15's team who reached the Grand Final, while he also led our lawn bowls teams into the 4th round of the Sydney North knockout competition and the Semi-finals at the North West Metropolitan zone.

Jaden successfully defended his shotput title at the Zone Athletics carnival and grasped the second position at the Regional competition before finishing fifth spot at the CHS carnival.

He has also successfully represented ABHS in Rugby, Volleyball and Basketball in the Sydney North knockout competitions. Jaden was also a proud recipient of the Australian Olympic Change-Maker Award.

The Arts

Our students continue to display excellence in the Creative and Performing Arts. Highlights of 2019 include:

- Sung Vin Oh – Year 12 Visual Arts candidate was successful in being chosen for Art Express. Sung Vin's Body of Work "Grandma and I" was singled out as an exemplar of the 2019 cohort and was exhibited around the state.
- Wesley Stewart of Year 10 successfully auditioned for the Year 10 State Drama Ensemble.
- Alfie Jellet of Year 10 was invited by The Arts Unit to participate in the State Choral Festival.
- Luca Coren of Year 10 submitted an original composition to Triple J's Unearthed High Competition. His music was featured on Triple J for the listening public.
- Oliver Crescitelli-Gregg, saxophonist of Year 7, performed with Ashfield's Little Big Band at the Australian Institute of Music.
- The Music Band Program continued to expand in 2019. Band and ensemble numbers increased as did the variety of instruments played.
- The Senior Music Ensemble was continued, supporting the Year 12 Music class in preparation for their HSC performance items.
- The major works of HSC Music, Visual Art and Drama were on display and performed at the annual M.A.D Night.
- Mr Ryan Ahearne and Wesley Stewart – Year 10 Drama, were involved in the NSW State Drama Festival. Mr Ahearne was involved through the mentoring program offered by The Arts Unit and as a Year 10 Drama Ensemble member, Wesley performed on stage with his ensemble. Wesley was also required to compere the 2019 Primary Proms through his connections with Arts Unit.
- 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 school performing in the school hall.
- The Junior team were finalists in 2019 competing at The Forum Leichhardt. The team placed equal third in the NSW state final.
- A combined ABHS TheatreSports team competed at Casimir Catholic College to raise money for HeadSpace.

- TheatreSports continued to be offered as an alternative sport choice for Wednesday afternoon sport.
- Music ensembles ran in 2019 including; Concert Band, Drumming Ensemble, Junior Band and the Senior Music Ensemble.
- Drama students attended excursions and theatre performances throughout the year.— Years 9, 10, 11 and 12 Elective Drama students attended a performance of 'The Stones' an original performance from Zeal. Post-performance, they participated in a theatre devising workshop.—Year 12 Drama attended performance of exemplar HSC Monologues and Group Performances at 'Off-Stage', which showcase the previous year's Drama performances.—Year 12 Drama attended two performances of their texts, 'Norm and Ahmed' at Oatley Senior Campus and 'Beyond the Neck' at the ATWEA College in Hamilton.—Year 10 Drama, Music and Elective History students attended a performance of '3 Weeks in Spring'; a new musical about the Anzac legend.
- Visual Arts students attended excursions to The Art Gallery of NSW to view Art Express, the Museum of Contemporary Art and the Art Gallery of NSW.
- The Year 11 Music class attended an excursion to The Sandy Evans Indian Project at the Riverside Theatre in Parramatta.
- The HSC Music class attended a Study Day at Fairfield High School.
- Todd McMillan, renowned Australian artist, gave a talk to Year 11 Visual Arts students concerning his art making practice.
- Dylan Donnini of Year 9 entered the Young Creatives Awards for 2019 and achieved runner – up in the 12–15 year old category.
- Jake Donnelly of Year 11 entered the 'Woof' Art–Est competition in Leichhardt. He submitted a lino cut of his dog Abbey.
- Andy Vo and Maurice Tran of Year 11 were successful applicants at the 2019 Art Mentor Camp at Australia St Studios. This amazing opportunity saw the boys work closely with a professional artist during the 3 day camp.
- There were an unprecedented number of art works presented for the 2019 Wests Ashfield Community Arts Competition. A number of prizes were awarded to our students including: Chris Valassis – Stage 4 runner up, Stage 5 runner up and people's choice winner; Ross Anicete and stage 4 winner; Henry Ngyuen.
- The Year 8 Drama Ensemble continued in 2019. They created group devised pieces 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 were also displayed.
- 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.
- Four Year 9 students attended the Multicultural Playwright workshop run by The Arts unit. The three day workshop was held at the Fairfield Powerhouse Youth Theatre and was attended by 5 different schools. All students involved were immigrants or refugees.
- HSC Drama students from Ashfield Boys, Canterbury Girls, Sydney Girls, Homebush Boys, Sir Joseph Banks and Burwood Girls High Schools 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. Remembrance Day events, Campsie Community Carols and other school performances.
- Year 10, 11 and 12 Music students collaborated to perform at the Year 12 graduation.

Volunteering

Ashfield Boys High School encourages and fosters an active involvement in volunteering both within our school and in the wider community, In 2019, we had 183 students record volunteering hours.

Our volunteering students participated in a diverse range of volunteering activities both within the school and in the local community. We continued working with the Inner West Council with Bushcare and with the Inner West Neighbour Aid to continue our intergenerational activities. Ashfield Boys High School believes that volunteering and working with others fosters wellbeing and a sense of belonging, pride, leadership and purpose.

In the local community, our students participated in selling merchandise for charity, working with the local council to re-establish native flora in a local reserve, assisting elderly locals with shopping, working with seniors to tutor them in technology and performed in the school band at local events. Within the school, students practised and participated in our school band, assisted with open nights, tutored and mentored younger students, catered school events and represented the school through the student representative council.

The total number of volunteering hours recorded was above 5500 with the mean number of hours at approximately 30 hours per student. 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. Our students received 28 Diamond, 12 Gold, 20 Silver and 18 Bronze certificates.