

# 2020 Annual Report

## Ashfield Boys High School



8832

# Introduction

The Annual Report for 2020 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

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Ashfield Boys High School

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## Message from the principal

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When we all collectively look back at 2020, both as a school and a community, I am sure that we will all have vivid memories of this extraordinary year. However, for me the overwhelming memory that I will retain from last year is the amazing sense of purpose, pride and support shown by the all sections of our school community. During the best times, our community - students, parents and staff - all share an enviable sense of purpose and pride in our school. During the most challenging times of the COVID pandemic last year, our school demonstrated just how strong the bonds of community can be.

During the challenges posed to schools by the 2020 pandemic, an extended shut down and the many dynamic changes made to normal life, the community of Ashfield Boys continued to learn, grow and thrive. We shut down a physical school and opened up a fully digital one in 24 hours, following the "normal" timetable with teachers delivering interactive lessons to boys at home. The school's response to the challenge was so successful that it was recognised far beyond our community. This was documented in a podcast with Mark Scott, Secretary of the NSW Department of Education which can be accessed at:

<https://education.nsw.gov.au/news/secretary-update/every-student-podcast-deirdre-dorbis-and-dwayne-hopwood>

The most obvious measurable outward expression of the school's continued success was the exceptional HSC results of the class of 2020. Although the school has a long, sustained and consistent track record of achieving exceptional HSC results, the class of 2020 were outstanding and the source of huge individual, family, community and school pride. The highest ATAR was 97.6 and of the 83 candidates that presented for the HSC, 10 students achieved ATARs over 90 with an average of 94.32. The school received 5 nominations of art works for Art Express with 3 displayed and two nominations of musical performances with one selected for Encore. The Sydney Morning Herald analysis of HSC results noted the school's "success rate" above the NSW average and highlighted Ashfield Boys HS as the 7th most high achieving comprehensive school in NSW for Advanced and Extension English.

Of course, these results are meaningless without the context of personal aspiration, effort and achievement. Our school vision is very clearly focussed on inspiring every boy to "achieve personal excellence" and to "reach his full potential." The most important aspect of achievement is that the boys left school with a pathway to pursue their dreams. For the overwhelming majority, this pathway is tertiary study at university and it was wonderful to see almost every student who applied receive an offer of university entry. This represented an entry success rate of over 95%. Beyond university offers, I am equally as proud of every student who achieved the HSC and went off to his chosen pathway, often having overcome considerable personal hardships to achieve the credential.

While schools are continually measured by sets of metrics which attempt to define their "success", the relationships which are the basis of any quality school are much harder to quantify. The huge success of Ashfield Boys High School is underpinned by a shared commitment and pride by all sections of our community. While we will all leave 2020 behind us knowing that it was a challenging year, we will also leave it behind us with huge pride in what we achieved together.

This Annual report provides a snapshot of the 2020 academic year for our school. I hope that you find the information it contains useful.

Dwayne Hopwood

Principal

## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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   | 2020 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 the school undertook its annual self-reflection 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 were made and evidence was gathered to support and validate these judgments.

During Term 3 the school underwent an External Validation process. This process is completed every 5 years and involves an external and independent panel of assessors reviewing the school's judgments measured against the SEF and the presentation of a large volume of documentary and annotated evidence to support the school's assessment. The External Validation panel confirmed the school's judgments and endorsed the evidence presented, describing the school's submission as the "gold standard".

## 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)   |
|--|--|
| The school undertook two additional QTR rounds during Terms 3 and 4. The full extent of QTR rounds planned was limited by the COVID restrictions required of schools at the time which prevented the physical observations, meetings and coding of lesson quality that are at the core of the QTR methodology. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$20000.00)</li></ul> |

**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)  |
|---|---|
| The IWCoP initiative was continued in Term 1 prior to the COVID related shutdown and restriction on physical collaboration between schools. During Term 1 a highly successful join Professional Learning Session was conducted at Canterbury Girls High School. The Session was led by an assessment officer from NESA who provided expert advice about developing improved assessment items for Stage 6 courses and the use of formative assessment to improve student learning. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$5000.00)</li></ul> |

**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 provide a high quality and structured vehicle to improve student reading fluency, speed and vocabulary. The strategic resourcing of the library was expanded with the purchase of additional titles targeted at reading age levels requiring greater | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>P&amp;C Reward Donation and school resourcing (\$25000.00)</li></ul> |

## Progress towards achieving improvement measures

access of texts. The active support of the P&C saw the award of 81 *Million Word Man* certificates and the presentation of tangible rewards for students who achieved a target of over 1 million words. The P&C initiated an additional reward scheme for students who showed the greatest improvement and growth but who may not have achieved the 1 million word threshold. This was a highly successful community initiative.

## Next Steps

Review the school's GAT structure in light of NSW Department of Education policy changes. Expand the QTR program to all staff and enhance the consistency of learning culture improvements through the implementation of a Learning Walks structure.

## 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 school's structured program of attendance monitoring and intervention continued to ensure that school attendance rates are above the DoE average. This systematic program was continued digitally during the COVID shutdown period by a team of staff monitoring attendance through Google Classroom and calling home to parents when concerns were noted. Beyond monitoring attendance, this strategy provided an additional protective factor for student mental health during the pandemic. The school commenced the development of a strategy to improve organisation and focus through the development of Executive Function. This is to be commenced in 2021 as part of the next school plan. |                            |

**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 continued its suite of proactive and developmentally appropriate wellbeing programs. These programs were re-worked to comply with the changing requirements of COVID restrictions during 2020. The Wellbeing Team and School Counsellor adapted their strategies for the proactive monitoring and response to student mental health needs to the online learning environment during the COVID shutdown. The Team developed and implemented a highly successful Google classroom which was well utilised by students. |                            |

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

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The development the school's Merit and behaviour management system was delayed due to COVID restrictions on the physical gathering of staff. To respond to the emerging student mental health challenges presented by the pandemic, the Wellbeing Team participated in the Smooth Sailing pilot project sponsored and organised by the Black Dog Institute. This project aimed to improve the identification and early intervention of anxiety and other |                            |

### Progress towards achieving improvement measures

|                                 |  |
|---------------------------------|--|
| student mental health concerns. |  |
|---------------------------------|--|

### Next Steps

Continue the development of the school's behaviour management and merit systems as part of the 2021-2024 Strategic Improvement plan.

### 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)  |
|---|---|
| The continuation of the Stage 6 Success Coaching initiative with individual mentors and success plans for all students. Success Plans are tied to concrete improvements in achievement with student negotiated goals established and monitored. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Senior Study Centre Staffing (\$80000.00)</li></ul> |

**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) |
|---|----------------------------|
| The school continued to review and expand curriculum offerings to meet changing demographic needs. The iSTEM course was fully implemented in Stage 5 as a viable additional elective. Research into an alternate, sustainable and more flexible curriculum, pattern of electives for Stage 5 commenced. |                            |

**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 next phase of the site master plan was implemented with the P&C funded Film Studio and video editing suite installed. The planning for the major re-development of the school's oval continued to technical scope stage with a planned tender process for 2021. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• P&amp;C Donation (\$34000.00)</li></ul> |

##### Next Steps

The tender process for the oval redevelopment and construction is planned for 2021. The implementation of a more flexible structure for Stage 5 electives will commence and the review of Stage 6 course offerings will be conducted.

| Key Initiatives                            | Resources (annual)  | Impact achieved this year  |
|--|---|--|
| <b>Aboriginal background loading</b>       | \$4924 RAM Aboriginal funding                                 | The school funded release time to develop ILPs for students which provided a plan for the achievement of individual learning goals and aspirations.  |
| <b>English language proficiency</b>        | \$194, 684 Staffing of 1.2 EALD teacher and flexible funding. | EALD funding supported students with identified language deficits to access the curriculum through team teaching and withdrawal by specialist EALD staff.  |
| <b>Low level adjustment for disability</b> | \$208179 Low level disability funding                         | Funding for low level disability was used to support students with an identified disability or learning deficit to access the curriculum in an equitable way. RAM funding was used to employ STLA at 1.2 and flexible funding was used to supplement this by an additional 0.4 STLA as well as SLSO support for identified students across the curriculum.   |
| <b>Socio-economic background</b>           | \$136451 RAM Socio-economic funding                           | Socio-economic background funding was used to facilitate a range of school programs which support equity groups such as the Accelerated Reading Program, the Senior Study Centre and additional staffing to meet the needs of students. The school created and funded additional Head Teacher positions in Teaching and Learning and Student Leadership and Engagement to target contextual areas of need. The continued achievement of high student growth is an impact of the school's strategic use of funding. |
| <b>Support for beginning teachers</b>      | \$28962   | Beginning teacher funding was used to strategically meet the individual needs of funded early career teachers. Teachers self-identified their professional goals and support needs, Funding provided relief for professional learning and for relief to work collaboratively with Head Teachers and colleagues.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 707        | 732  | 743  | 737  |
| Girls    | 0          | 0    | 0    | 0    |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 93.4 | 93.4 | 94.1 | 94.3 |
| 8         | 92.4 | 90.5 | 89.4 | 93.5 |
| 9         | 91.6 | 92.2 | 88   | 90.1 |
| 10        | 86.8 | 91.8 | 90.3 | 92.9 |
| 11        | 89.2 | 88   | 90.4 | 91.8 |
| 12        | 90.7 | 90.3 | 85.8 | 91.3 |
| All Years | 90.7 | 91.1 | 89.9 | 92.4 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.7 | 91.8 | 91.2 | 92.1 |
| 8         | 90.5 | 89.3 | 88.6 | 90.1 |
| 9         | 89.1 | 87.7 | 87.2 | 89   |
| 10        | 87.3 | 86.1 | 85.5 | 87.7 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88   | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance 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%. During COVID, Year Advisors and all executives made daily phone calls to parents of students who were not participating in online learning or who had been identified as causing concern.

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         | 0         | 8         |
| Employment   | 3         | 4         | 9         |
| TAFE entry   | 1         | 2         | 7         |
| University Entry   | N/A       | N/A       | 72        |
| Other  | N/A       | N/A       | 2         |
| Unknown  | N/A       | N/A       | 2         |

From our 2019 HSC cohort, --- candidates were offered university places in Arts, International Studies, Software Engineering, Information Computer Technology, Construction Management, Criminology, Health Science, Nursing, Psychology, Medical Science, Science, Aviation, Engineering, Business, Architectural studies, Sports Science, Commerce, Social Work, Chiropractic Science, Industrial Design, Screen Media, Communication, Global Studies, Political Studies and Education.

### Year 12 students undertaking vocational or trade training

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17.17% of Year 12 students at Ashfield Boys High School undertook vocational education and training in 2020.

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

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89.9% of all Year 12 students at Ashfield Boys High School expected to complete Year 12 in 2020 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)                         | 9    |
| Classroom Teacher(s)                    | 37.3 |
| Learning and Support Teacher(s)         | 1.2  |
| Teacher Librarian                       | 1    |
| Teacher ESL                             | 1.4  |
| School Counsellor                       | 1    |
| School Administration and Support Staff | 9.68 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The school's priorities for Teacher Professional Learning in 2020 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. Staff were also surveyed, via survey monkey, to indicate specific professional learning. This information was aligned to the school plan and used to plan staff development activities for 2020.

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. Due to COVID both of these sessions were online. The first of the two three and a half hour sessions was used by staff to develop their digital skills for a digital classroom. All staff undertook training in all digital platforms and then worked together via Zoom to construct faculty-based resources.

The second of the reallocated session was used to develop skills for quality parent digital communication and the continuation of developing digital resources.

Due to COVID, Term 2 School Development Day was conducted online and included: Best practice/teaching strategies in the digital environment, refinement of faculty resourcing. The focus of the day was digital teaching and learning. SASS staff attended completed online training

The Term 3 School Development Day saw staff involved in sessions regarding accreditation, Quality Teaching Rounds, as well Cross-curricular teaching strategies using google suite.

During the School Development Day in Term 4 all staff undertook, socially distant, 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 specific online professional learning covering a wide range of areas, including subject specific, workshops and seminars.

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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,554,702               |
| <b>Revenue</b>                        | 8,987,888               |
| Appropriation                         | 8,633,027               |
| Sale of Goods and Services            | 68,172                  |
| Grants and contributions              | 205,489                 |
| Investment income                     | 3,626                   |
| Other revenue                         | 77,574                  |
| <b>Expenses</b>                       | -9,523,445              |
| Employee related                      | -8,070,572              |
| Operating expenses                    | -1,452,873              |
| <b>Surplus / deficit for the year</b> | -535,557                |
| <b>Closing Balance</b>                | 1,019,145               |

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

## Financial summary - Equity loadings

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 223,605                       |
| <b>Equity Total</b>     | 544,238                       |
| Equity - Aboriginal     | 4,924                         |
| Equity - Socio-economic | 136,451                       |
| Equity - Language       | 194,684                       |
| Equity - Disability     | 208,179                       |
| <b>Base Total</b>       | 7,405,236                     |
| Base - Per Capita       | 178,695                       |
| Base - Location         | 0                             |
| Base - Other            | 7,226,542                     |
| <b>Other Total</b>      | 319,300                       |
| <b>Grand Total</b>      | 8,492,378                     |

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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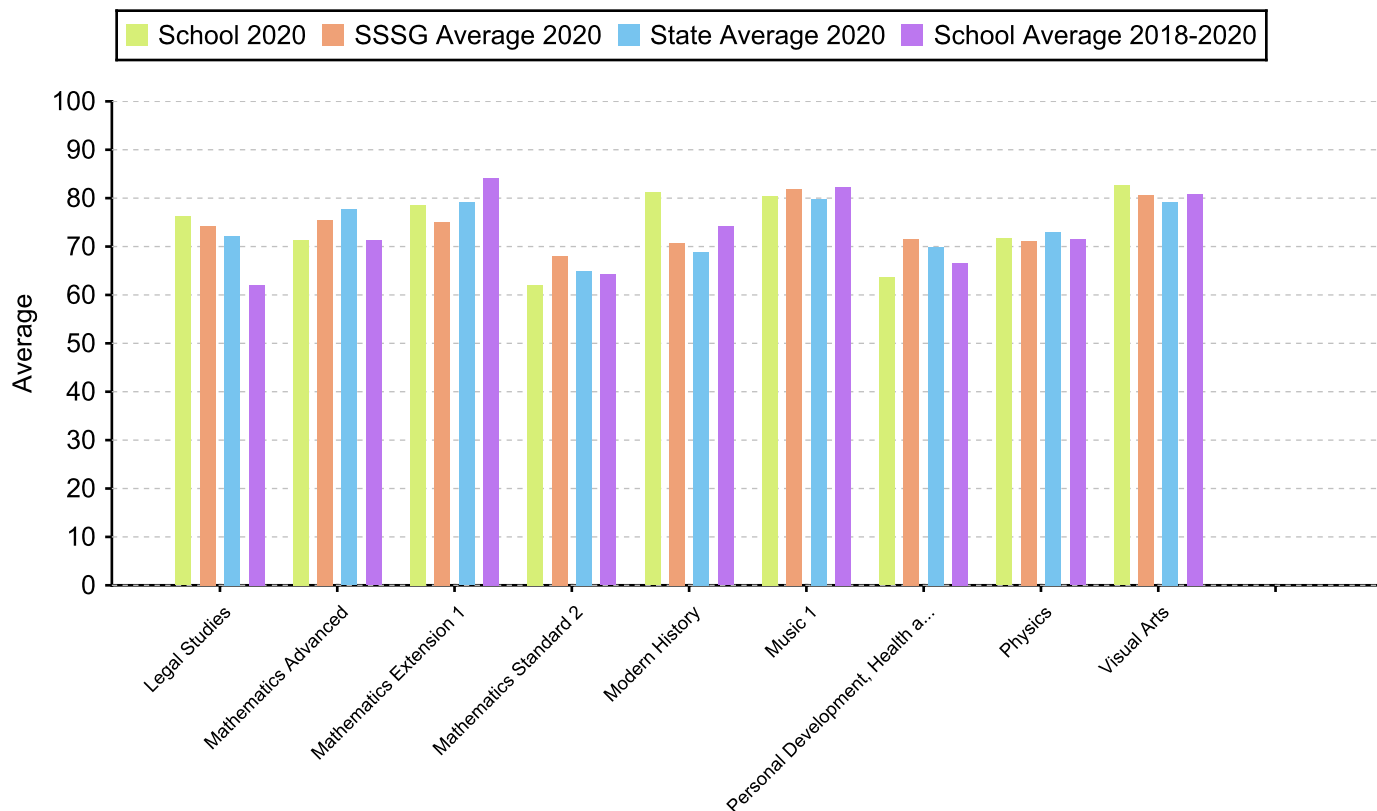
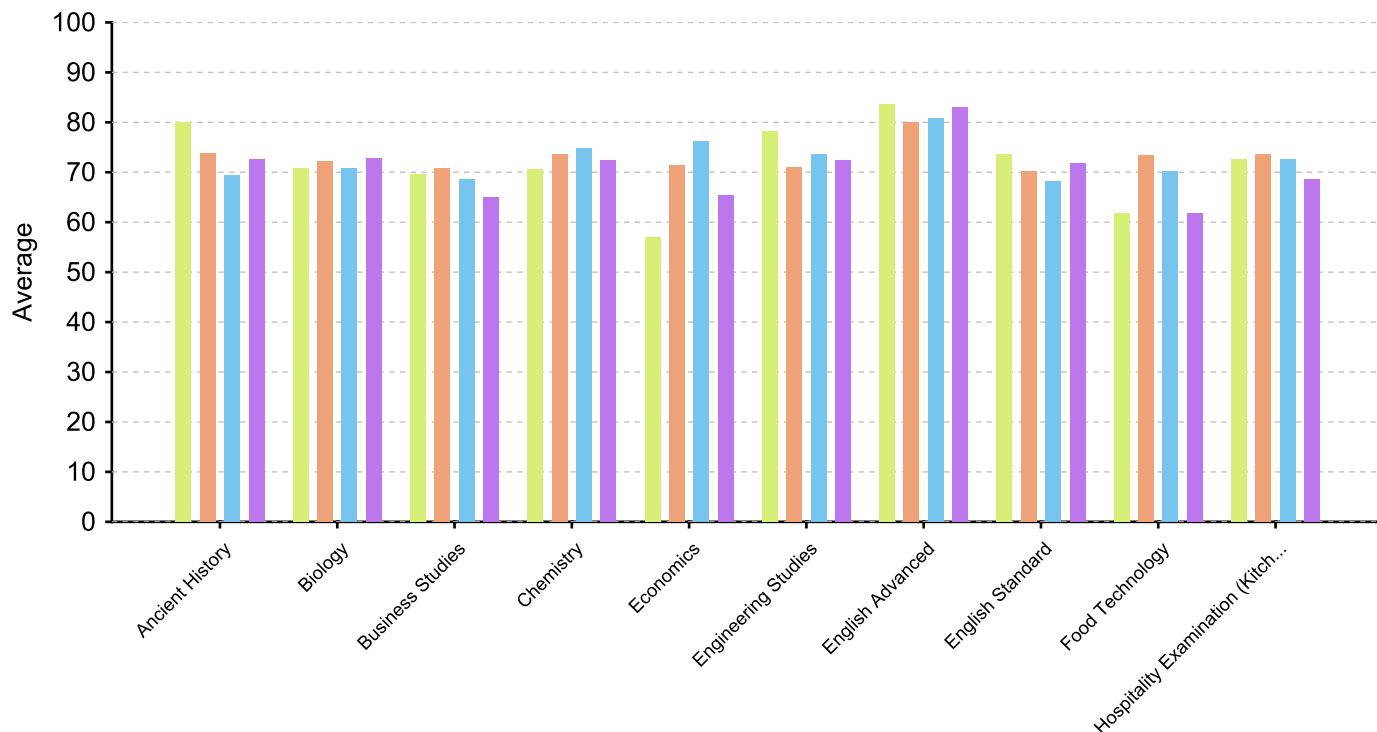
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



| <b>Subject</b>   | <b>School 2020</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2018-2020</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History  | 80.0               | 73.8        | 69.4         | 72.5                                |
| Biology  | 70.7               | 72.2        | 70.8         | 72.7                                |
| Business Studies   | 69.6               | 70.8        | 68.6         | 65.0                                |
| Chemistry  | 70.5               | 73.6        | 74.8         | 72.4                                |
| Economics  | 57.0               | 71.4        | 76.1         | 65.3                                |
| Engineering Studies                                      | 78.2               | 71.0        | 73.6         | 72.4                                |
| English Advanced   | 83.7               | 80.0        | 80.8         | 83.0                                |
| English Standard   | 73.5               | 70.2        | 68.1         | 71.7                                |
| Food Technology  | 61.7               | 73.4        | 70.2         | 61.7                                |
| Hospitality Examination (Kitchen Operations and Cookery) | 72.6               | 73.5        | 72.5         | 68.5                                |
| Legal Studies  | 76.2               | 74.3        | 72.1         | 62.1                                |
| Mathematics Advanced                                     | 71.3               | 75.5        | 77.7         | 71.3                                |
| Mathematics Extension 1                                  | 78.6               | 75.1        | 79.1         | 84.2                                |
| Mathematics Standard 2                                   | 62.1               | 68.1        | 64.9         | 64.2                                |
| Modern History   | 81.2               | 70.7        | 68.9         | 74.2                                |
| Music 1  | 80.5               | 81.8        | 79.8         | 82.3                                |
| Personal Development, Health and Physical Education      | 63.6               | 71.6        | 69.9         | 66.6                                |
| Physics  | 71.7               | 71.1        | 73.0         | 71.5                                |
| Visual Arts  | 82.6               | 80.6        | 79.2         | 80.9                                |

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.

83 students sat for the Higher School Certificate in 2020. The highest ATAR achieved was 97.6. 10 students scored above 90 with the average of these being 94.32.

5 students were nominated for Art Express with 3 chosen for inclusion. 2 students were nominated for Encore with 1 inclusion

## 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 2020. 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 almost all measures with parents feeling welcome, supported and that the school is meeting the needs of their son. This survey was conducted just after students returned to school from COVID so there was no doubt why parents felt the area for improvement was "parents support learning at home".

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 motivated; 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.

Teachers also participated in the Tell Them from Me Survey. Overwhelmingly, in both the school context and the classroom context, almost all measures were well above state average. The data from the teachers' survey echoed the parent survey and highlighted the need for greater parent involvement in their son's learning.

Attendance at P&C meetings has grown as has parent participation in many aspects of school life. Term 1 parent events such as Year 11 Assessment Evening continued the trend of almost 100% attendance.

This year there was very limited face to face contact with parents on site. From Term 1 P&C meetings were conducted on Zoom. This was also used very successfully for HSC Subject Selection with almost all Year 10 families registering and attending the Zoom presentation.

Due to COVID, face to face parent/teacher interviews were replaced by phone interviews and were conducted in Terms 3 and 4.

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 team structure and to enjoy a light dinner with the teachers and their son.

# Policy requirements

## Aboriginal Education Policy

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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 2020 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

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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

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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)

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### **VOLUNTEERING and EXTRA CURRICULAR INVOLVEMENT**

Ashfield Boys High School encourages and fosters an active involvement in volunteering both within our school and in the wider community. In 2020, despite COVID, we had 323 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 with the intergenerational activities. Unfortunately, some of the activities were curtailed due to COVID and others were unable to proceed.

Ashfield Boys High School believes that volunteering and working with others fosters wellbeing and a sense of belonging, pride, leadership and purpose. In 2020, Ashfield Boys High School reinvigorated the Duke of Edinburgh's International Award to support these ideals. In 2020, 17 Bronze and 25 Silver Participants signed up to undertake an Award. Ashfield Boys plans to continue to grow this number into the future.

Ashfield Boys implemented more volunteering activities within the school to provide opportunities for more students to experience the benefits of volunteering and to contribute to their school community. An added benefit was that the new activities supported the Duke of Edinburgh's Award Participants with volunteering opportunities when many community volunteering opportunities were limited or stopped due to the COVID restrictions.

The students undertook volunteering activities such as assisting with open nights, tutoring and mentoring younger students, catering school events, running the student representative council, assisting teachers run some of the special interest groups, working on the school garden and many other activities through the school. Students also pursued many interests of their own choice such as Shakespeare Club, Theatresports, participating in the school bands or percussion groups and other special interest groups. The wide range of activities available were supervised and coordinated by a large number Ashfield Boys teachers who volunteered their own time and expertise.

In 2020, the total number of volunteering hours recorded by our students was over 800 with 10 students recording over 30 hours each. Over 200 students undertook special interest activities with a over 2900 hours recorded. Certificates recognising participation in both volunteering and special interest activities are awarded to students to enrich their portfolios.

## **SPORT**

This year was like no other, sport was heavily affect by the pandemic. The Athletics Carnival was cancelled, while the winter sport competition was abandoned half way through the season. On the other side, the school's and the Zone's swimming carnivals were held as planned and the Summer season was able to be completed.

Some of the most outstanding team and individual performances for the year were as follows:

- Summer sport season 2019/20 - Zone champions:
- Basketball 2nd and U15's Futsal A

### **Futsal U15's A and B Teams**

From the start to the finish both our teams dominated the Futsal competition. In particular, our B team were impressive on their way to the finals as they comprehensively won every game. We entered the finals as clear favourites to win titles. They played to the best of their ability and never gave the slightest chance of winning to their opponents. Overall, Dilhan Durust was the best and fairest 'A' team player, while Tanakorn Rugsat was the best and fairest 'B' team player dominating on his way to scoring more than 50 goals throughout the season.

### **Basketball 2nd Grade**

For the first time in over a decade ABHS had an Open's basketball team in a Grand Final and our 2nd Grade team did not disappoint. In a competition dominated by North Sydney Boys where ABHS lost twice to them during the regular season. The boys of Ashfield saved the best for last by leading from start to finish to secure an Opens title for ABHS 55-49. Alek Cada and Mauger Baker-Williams were standout performers in what was an excellent team effort.

### **Sportsman of the Year**

Marlon Makin was once again crowned the Zone's age swimming champion. He represented Ashfield and our zone at the NSW Championship in 3 events. His Zone results were:

50m freestyle - 1st

100m freestyle - 1st

200m freestyle- 1st

50m backstroke - 2nd

### **The Ashfield Boys High School 2020 age swimming champions:**

Under 12: Noah Mohamed

Under 13: Lian Anagnostopoulos

Under 14: Lloyd Nosworthy

Under 15: Raymond Looi

Under 16: Brian Im

Under 17: Placido Gutierrez

18+ Nicola Zaccheo

### **Sportsman of the year**

Marlon Makin continued his dominance at both Ashfield Boys High School and North West Metropolitan Boys Zone Swimming Carnivals. At the school level he broke the 50m, 100m, 200m freestyle and 50m butterfly records.

### **THE ARTS**

Our students continue to display excellence in the Creative and Performing Arts. Highlights of 2020 include:

- Five HSC Visual Arts students were nominated for 'Art Express', with three successful in having their works displayed.
- Two HSC Music students were nominated for 'Encore'. One student was successful.
- Shakespeare Club was initiated and students attended weekly workshops where they engaged experientially with the works. 'Sport For Jove' actor Christopher Tomkinson supported workshops with refining the students acting skills and the dissection of the language. A performance at the end of the year, highlighted the skills developed by the students, their love for Shakespeare and his works, their understanding of stagecraft and their love of performing.
- Music ensembles ran in 2020; Concert Band, The Intermediate Band, The Drumming Ensemble, Training Ensemble and the Vocal Group.
- The Year 8 Drama Ensemble continued in 2020.
- Year 12 Drama viewed a live stream of one of their HSC texts - Norm and Ahmed.
- CAPA students were involved in Orientation Day 2020, The Concert Band performed and other students were involved in tutoring workshops.
- TheatreSports continued in 2020 as a sport and extra-curricular activities. Students were involved in weekly tutoring sessions to hone skills, build confidence and become acquainted with the games. Competitions were restricted to Zoom, but it still allowed our students to compete against other schools, be judged and receive feedback. Overall, the Junior Team placed second overall.
- Dylan Chendra - Year 11 Visual Arts student, was accepted into the National Art school HSC studio intensive workshop.
- Maurice Tran and Andy Vo - Year 12 Visual Arts students represented ABHS as Museum of Contemporary Art Youth Committee members.
- Year 11 Music students organized a benefit concert for the victims of the 2019/20 bushfires. The concert was held at the Petersham Bowling Club raising \$750.
- Charlie McQueen (yr7) and Wesley Stewart (yr11) successfully auditioned for the Yr 7 and Yr 11 State Drama Ensembles.