

# 2022 Annual Report

## Ashfield Boys High School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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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## Message from the principal

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It is no secret to anyone in our school community that I have immense pride in this school. I am proud of the boys, proud of their teachers and proud of our wonderfully supportive parent community. Over the past year I have used the metaphor of the "village" to describe our school community many times. This metaphor is taken from the old African proverb that "it takes a whole village to raise a child". Based on any indicator, metric or assessment, our "village" is a highly effective one at raising happy and successful young men.

The most obvious outward expression of this success in 2022 was the school's presentation of the Secretary's Award for Excellence by Georgina Harrison, NSW Secretary of Education. This is an incredibly prestigious award. The citation at the awards ceremony noted that the bar for achieving it is so high because it's presented to a school with sustained high achievement over a period of time.

This sustained high achievement was again reflected in our HSC results. Again, the Class of 2022 achieved exceptional results in the HSC. The top ATAR of 99 was achieved by our Dux Charles Do with another 13 above 90, out of a cohort 92 students. One third of all results were in the top two performance bands and 63% were in the top 3. This means that for the second year in a row the school had a 100% university entrance rate up from 95% three years ago.

Of course not all of our boys follow a pathway to university. About 80% do each year compared to about 30% nationally. For some of our students, I'm incredibly proud that, despite the significant hurdles that life presented them, they achieved success and completed the HSC credential.

Our vision for the school is very clearly focussed on individual success and this is something that looks differently for each individual. For me, the best indicator that the school fosters and nurtures individual success is the high level Value Add to Year 12 that we achieve each year. Again, the most recent 2021 data shows that the school was near the top group in NSW for the extent to which the boys improve over the course of their high school career.

None of this ongoing success is a happy accident. It is not accidental that the school's success extends to a wide variety of different areas and endeavours. It was not an accident that Marlon Makin, one of our Prefects, was chosen as one of only 30 students, from both Public and Independent schools, to represent NSW at the Federal Constitutional convention in April 2023. The Year 12 Prefect Team of 2022 were awarded an Amy Large Volunteering Award by the Inner West Council for their outstanding contribution to the community during the COVID pandemic and were also recognised in the NSW Parliament by our local Member Jo Haylen.

It was also not accidental that Suryansh Raisinghani of Year 9 made it to the state semi- finals of the Junior Legacy Public Speaking competition, placing him in the top 8 speakers in the state. Similarly, the junior debating team consisting of Daniel Hunt, Joshua Jiju, Ethan Macatangay and Tomas Gil are the reigning champions in the Sydney wide debating competition. Our whole "village" was thrilled to see that Sabry Beshir Mohamed's evocative HSC artwork was selected for inclusion at the Art Gallery of NSW in the Art Express exhibition. Sabry's work was one of only 43 exhibited from more than 8000 entries and was chosen as the single artwork to promote the 2022 exhibition.

Again in 2022 we used the Tell Them from Me Survey commissioned by the NSW Department of Education to measure the wellbeing and engagement of the boys. We continued our practice of surveying our whole school population, rather than just a representative sample, to achieve the most accurate snapshot possible of the school. Again in 2022, the boys' indicators on the survey are above NSW male norms for every indicator and represent a student population that is highly engaged, enjoys strong connections to school, incredibly positive relationships with their teachers and are happy as a result. This data corresponds well with that gathered by our Prefect team, who conducted a series of "adult free" focus groups with the younger boys.

For me, this year has demonstrated that when the whole "village" works together, success is an inevitable outcome rather than an accidental happening. Beyond my huge pride in the school, I also feel privileged that I have end up in this particular "village".

Dwayne Hopwood

Principal



The school's reading culture.

## School vision

The whole school community contributed to a vision statement during 2014. This statement has been revisited regularly by the community as part of the school's ongoing strategic planning and support for it, as an outward expression of the school's shared purpose, remains almost universally strong.

The vision for Ashfield Boys High School 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"*. This aspirational vision informs all school practices and lies at the core of the Strategic Directions in this plan.

## School context

Ashfield Boys HS is a large metropolitan high school catering for the boys of Sydney's Inner West. The school has reached its enrolment cap of 760 students and this reflects a dynamic demographic change over the past five years. The school has seen significant enrolment growth, a large increase in local enrolment, a large increase in enrolment from local feeder primary schools, the cessation of international student enrolment and the growing recognition of Ashfield Boys HS as a leader in high quality boys' education. Due to this, the school is largely recognised as the destination of choice by parents who are seeking a high quality single sex environment for their son.

Ashfield Boys HS is proudly diverse, both in its cultural demographic (70% LBOTE, 1% Indigenous) and also its socio-economic make up. The school proudly promotes its status as a public, comprehensive, single sex school that is high achieving and successful based on any measure or metric applied.

The school is highly successful at achieving its vision of maximising the success of every student to reach his potential. This success is reflected in high valued added data from Years 7-12 which is among the best in NSW, wellbeing indicators consistently above the NSW norm and high levels of personal achievement in the HSC. Student exit outcomes are as varied as the diverse population but reflect high level achievement of individual success and aspiration. However, for the overwhelming majority of students, tertiary study at university is their chosen path and the school has a proven, consistent and enviable record of facilitating this dream.

Ashfield Boys High School is ambitious for its students' success but also for its purpose as a high quality public school within the NSW Department of Education. The school aims to be a lighthouse institution for student learning growth, wellbeing, extra-curricular offerings, leadership and social responsibility. Beyond promoting optimum individual success for every boy, the school maintains the aspirational aim of developing young male leaders who leave school to have "a positive impact on the future" in keeping with the school's vision statement.

The school enjoys incredibly strong community support in this mission. A highly supportive and active Parents and Citizen's Association forms an effective strategic partnership with the school to provide resourcing and an ongoing conversation about school priorities. Student voice and leadership are strong features of school culture and students contribute actively in appropriate decision making processes. The school also enjoys quality and enduring relationships with local community groups, organisations, schools and businesses. These enduring and expanding strategic relationships both support and expand the ability of the school to provide a rich and broad set of educational experiences for the boys. The establishment of a vibrant Alumni Association began in 2020 and the work of expanding this venture continues to engage and mobilise the expansive and highly successful past graduates of Ashfield Boys HS.

This Strategic Improvement Plan (SIP) was developed with extensive community consultation and value at its core. Beyond a comprehensive situational analysis of the school in 2021, the plan has also been informed by input from all sections of the school community. Extensive staff and executive planning along with comprehensive data analysis formed the genesis and strategic directions of the SIP. Parent input, experience and expertise were gathered through ongoing P&C consultation, an online SIP Parent survey and the facility for individualised "call back" when requested. Students contributed to the formation of the SIP through, by and with the Student Leadership team. Both random and purposive sampling of students was used to inform an online anonymous questionnaire. Purposive sampling was used to choose participants for a series of cohort based focus groups that were facilitated by student leaders. Adult and teacher participation in student focus groups was deliberately excluded to ensure the authenticity and validity of student voice in the SIP planning process.

In 2020 Ashfield Boys HS participated in a rigorous External Validation (EV) process conducted by a panel of independent peers and assessed against the School Excellence Framework. The EV panel described the school's submission as the "gold standard" and acknowledged the research, strategic, context embedded and evidence based approach adopted by the Executive leadership team. This same approach has been adopted in the formation of this SIP and is centred on student success enabled by quality school structures, data informed teacher professional learning, teacher collaboration and the strategic use of Targeted and Equity funding to resource this. The key drivers of Ashfield

Boys HS's school improvement journey are the development of collective teacher efficacy, Middle Leader capacity building and student agency.



Strong teacher and student relationships underpin school culture.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Excelling
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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure students grow in their learning through structured, built in, explicit and consistent quality teaching. On going evaluation, reflection and modification of teaching learning practices by the use of student assessment data and targeted professional learning will inform teaching.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective classroom practice
- Highly effective feedback
- Writing Program

### Resources allocated to this strategic direction

**Professional learning:** \$62,000.00

**School Operational Funding:** \$53,000.00

**English language proficiency:** \$1,000.00

**Low level adjustment for disability:** \$5,000.00

**Integration funding support:** \$500.00

### Summary of progress

In 2022 we continued focus on Explicit teaching practices and high expectations to improve student learning and student wellbeing to improve student outcomes. Our students continue to be extended to achieve growth in their learning through numerous enrichment and extension opportunities. NAPLAN results and Internal assessment grades allow teachers to easily identify the growth of students in their classes. There has been a focus on using this data to differentiate teaching and learning programs to meet the individual needs of each student and provide support and challenge where needed. The 2022 NAPLAN results show a strong increase in the percentage of top two bands for Reading and Numeracy and a decrease in percentage of students in the bottom two bands for these tests. Our NAPLAN data continues to be well above similar Schools and the mean of all State schools.

In 2022 we focused on building teacher capacity through conducting nine quality teaching rounds. This ensured high-impact, evidence-backed professional development for teachers that made a significant difference in student learning. By the end of 2022, 100 % of staff had completed QTR. This empowered teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice. The positive impact on student learning is evidenced by external assessments like NAPLAN, HSC and internal assessments. All external assessments of Stage 4, 5 and 6 have shown a higher than expected positive increase across student achievement.

Curriculum revisions were directed to providing engaging and relevant programs. Teachers worked collaboratively across all areas of the curriculum to develop teaching and learning programs that offer differentiation aiming to provide a challenge to all students.

Our HSC results again demonstrated that students remained engaged and focused. This is evidenced by our Year 12 cohort achieving a positive increase in the top 2 and 3 HSC bands and a decrease in the bottom bands. Our students are extremely well prepared for the world beyond school with 98% of Year 12 students continuing to further studies or full-time employment.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• All staff have participated in one quality teaching round</li><li>• All Faculty plans and programs have incorporated QTR elements.</li><li>• Teachers map individual learning</li></ul>	Continued focus on Explicit teaching practices and high expectations were some of the key parts of the school plan and were addressed through programs like Quality teaching rounds (QTR). Nine quality teaching rounds were conducted ensuring high-impact, evidence-backed professional development for teachers that makes a significant difference to student

<p>goals in literacy and numeracy for all students in 7-10.</p> <ul style="list-style-type: none"> <li>• All Stage 4 &amp; 5 students achieve their co-developed learning goals</li> <li>• Each KLA has backward mapped Stage 6 HSC writing outcomes across all teaching programs for Stages 4-6. Teachers have identified subject specific vocabulary, metalanguage and textual requirements and these are explicitly taught as an integrated part of course content..</li> </ul>	<p>learning. By the end of 2022, 100 % of staff had completed QTR. This empowered teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice. The positive impact on student learning is evidenced by external assessments like NAPLAN, HSC, Check in Assessment and internal assessments.</p>
<ul style="list-style-type: none"> <li>• Improvement in the percentage of students in the top two HSC bands above the lower bound target of 30.3% . Increase % of HSC course results in top 2 bands.</li> <li>• Increase in proportion of Aboriginal students attaining HSC whilst maintaining their cultural identity</li> </ul>	<p>33.95%% of students attained results in the top two bands demonstrating progress above the lower bound target.</p> <p>An increase in number of students attaining HSC in 2022.</p>
<ul style="list-style-type: none"> <li>• Improvement in the percentage of HSC course results in the top three HSC bands above the lower bound target of 63.7%</li> </ul>	<p>65.02% of students attained results in the top three bands demonstrating progress above the lower bound target.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of NAPLAN top two bands in Numeracy to above lower bound target of 33.2%</li> <li>• Increase the percentage of Aboriginal and EAL/D students achieving top 3 NAPLAN bands in numeracy to be above system negotiated lower bound target.</li> </ul>	<p>38% of students achieved in the top two bands in NAPLAN numeracy indicating progress above the lower-bound target..</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of NAPLAN top two bands in Reading to above lower bound target of 21.9%</li> <li>• Increase the percentage of Aboriginal and EAL/D students achieving top 3 NAPLAN bands in reading to be above system negotiated lower bound target.</li> </ul>	<p>31% of students achieved in the top two bands in NAPLAN reading indicating progress above the lower-bound target.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of Expected Reading growth to above lower bound target of 73.9%</li> </ul>	<p>The percentage of students achieving expected growth in reading could not be calculated a NAPLAN was not run in 2020.</p>
<ul style="list-style-type: none"> <li>• Increase in the percentage of expected Numeracy growth to above lower bound target of 74%</li> </ul>	<p>The percentage of students achieving expected growth in reading could not be calculated a NAPLAN was not run in 2020.</p>
<ul style="list-style-type: none"> <li>• Most staff consistently and critically analyse Best Start, NAPLAN, VALID,PAT, HSC and MST data to identify target areas and inform teaching practice</li> <li>• Embed the use of data collection, use of progression for goal setting leading to changes to explicit teaching practice by most staff</li> </ul>	<p>The school initiative for stage 4 "Teams" comprehensively analyses student progress and achievement data for insights into student learning and discusses results to inform explicit teaching strategies.. All teachers contribute to gathering and analysing data.</p> <p>Stage 5 and stage 6 data is analysed by Head Teachers and presented to staff for discussion.</p> <p>Stage 6 data collection and analysis is used for individual student goal setting and to inform teaching practice.</p>



High level value add from Year 7 to the HSC.

## **Purpose**

To ensure that every student recognises and strives to reach his full potential, enabled by school structures that promote personal excellence, engagement, self-regulation and shared responsibility. Embedding quality school practices, initiatives and habits that promote a culture of excellence and best effort possible.. Enhancing a learner centered culture of excellence which supports the school's vision statement and is informed by the situational analysis.

## **Initiatives**

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance and Lateness
- Cohort based proactive wellbeing initiatives
- Coaching /Mentoring Program/ Teams/ Student Leadership
- Enhanced learner engagement and High expectations

## **Resources allocated to this strategic direction**

**Integration funding support:** \$13,000.00

**School Operational Funding:** \$131,606.00

**Aboriginal background:** \$6,600.00

## **Summary of progress**

The Wellbeing Team continues to provide counselling and support to students. Students are also supported to engage with external support services and have access to an onsite Headspace counsellor one day per week. 2022 has seen the addition of an additional student counsellor and a Student Support Officer. Developmentally appropriate wellbeing programs were conducted on a range of themes and Wellbeing assemblies are organised by Year Advisers twice each term. On the TTFM survey the school's positive wellbeing indicator is 78.23% above the baseline target of 75.9%. The school continues to maintain indicators above state and similar school averages.

Through regular monitoring of attendance, absence patterns, and reviewing the reasons given for absences, Year Advisers identify attendance concerns. The HT Wellbeing and Year Adviser consistently use an early intervention approach of follow up and improvement strategies with other support frameworks in the school to ensure students engage in the learning process and attendance is high. Mental health week was celebrated in the school with a focus on raising awareness, tips on maintaining physical and mental health and encouraging and normalising help-seeking via the development and presentation of the "R u ok?" program.

The positive impact of workshops conducted by the Principal with staff, students and parents in Term 1, and parent workshops for HSC students and their families in Term 2 were successful in continuing to build a culture of high expectations. This was evidenced by parent and community feedback, high attendance rates and the TTFM survey indicators.

In 2022 the student leadership team gained momentum and implemented a variety of programs to engage student voice. This increased collaboration, creating a positive environment and culture. It developed personal and social capacity, building respectful relationships, connections and belonging as evidenced in TTFM.

Metacognition classes were conducted weekly by the Principal throughout semester as a trial with Year 9. This increased students' ability to adapt or transfer their learning to new concepts and tasks. It helped students become self-aware of their strengths and areas of improvement as learners.

Teachers in classrooms use a variety of learning and assessment strategies to scaffold and personalise the learning process. This is demonstrated by the positive increase reported in TTFM by students on expectation of success in school.

## **Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>Attendance and Lateness</b></p> <p>Improve attendance of % of students attending 90% of the time to the lower bound target of 77.7% or more and continue to be above state and network.</p>	<p>Through regular monitoring of attendance, absence patterns, and reviewing the reasons given for absences, Year Advisers identify attendance concerns. The HT Wellbeing and Year Adviser use an early intervention approach of follow up and improvement strategies consistently with other support frameworks in the school to ensure students engage in the learning process. The level of staff engagement and care for students was evident in parent and community responses to our initiatives. The school's attendance rate is 90.4%. 70% of students are at or above 90% and 81.8% at or above 85%. The number of students returned to onsite learning at 99.9%.</p>
<p><b>Cohort based proactive wellbeing initiatives</b></p> <p>Improve Positive Wellbeing indicator to be above lower bound target of 77.7% or more. Continue to maintain the above state and network status.</p>	<p>The TTFM positive Wellbeing indicator is 78.23% above the baseline target of 75.9%. We continue to maintain the above state and similar school averages. Wellbeing is promoted through a range of initiatives including weekly Wellbeing meetings attended by the HT Wellbeing, Year Advisers, Learning Support, and counselling staff. Minutes of this meeting are sent to all executive staff. Wellbeing concerns are raised at the weekly executive meeting, allowing Head Teachers to inform teaching staff of relevant issues.</p> <p>In term 3, all staff continued to actively participate in the vision statement of the school and this was evidenced in the consistent application of policies and procedures in place to support and safeguard the wellbeing of our students during lockdown.</p> <p>TTFM 2022 indicates an increase in effort, positive behaviour, an increase in participation in sports and extracurricular activities, effective use of learning time, and an increase in aspirations to complete Year 12. Data shows the sense of self-efficacy and optimism have also increased, advocacy at school has been consistent, expectations of success and sense of belonging have increased.</p>
<p>Further Increase student leadership and participation through whole-school programs and initiatives by another 10%</p>	<p>There was further increase in student leadership and participation through whole-school programs and initiatives such as The Duke of Edinburgh Award Scheme, Bushcare at Cadigal Reserve Summer Hill, school prefect elections and student mentoring. The Student Leadership Teams are in the active stages of developing a positive student voice and programs that enhance the overall health and wellbeing of our school community. Student Prefects demonstrated responsible leadership during Covid, Open Night, Presentation day and all other school activities. The Student Leadership Team upheld the core values that are central to the school and worked together to strengthen the sense of belonging, friendship and community spirit amongst the students through their participation in all school events and focus groups.</p>
<p>Students are challenged and engaged in school ensuring building a consistent culture of high expectations.</p>	<p>Metacognition classes were conducted by the Principal with Year 9 as a trial in Semester 2. The aim is to implement metacognitive strategies to assist students to become self-regulating learners and to develop a strong sense of agency in their learning. Empowering students to think about their own thinking raised awareness of the learning process and it enhances their control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning. Teachers used the quality teaching framework with a focus on activating prior knowledge, introducing new knowledge and skills, modelling the application of knowledge and skills, and providing ample opportunity for independent practice and reflection. This enhanced engagement is reflected in the TTFM survey and an increase in sense of belonging and expectations of success in school.</p>

### Strategic Direction 3: Enhancing teacher collaborative practice, quality, impact and collective efficacy.

#### Purpose

To ensure that teacher practice is collaborative and promotes improved quality and measurable impact in every class, for every student. Refining and extending the existing culture of cross faculty team based collaborative improvement. Using data from the school's situational analysis to inform evidence based instructional leadership.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Cross Curricular Teaching Teams
- Learning Walks
- Adolescent Executive Function and Success Planner
- KLA and Program Evaluation

#### Resources allocated to this strategic direction

**School Operational Funding:** \$176,485.00

**Socio-economic background:** \$90,000.00

#### Summary of progress

The initiative of the Stage 4 Learning Teams continued to meet weekly for collaborative planning and intervention. Team members work together to grow their collective capability to positively impact outcomes of all students. Regular discussion, reflection and modelling of best practice support student needs at every stage of the their journey through school and beyond. The positive increase across various TTFM indicators on learning, engagement, support and sense of belonging provide the evidence for the effectiveness of Teams.

The structured program of Learning walks conducted by the Principal continued in 2022. The data collected led to reflective conversations about indicators of student focus, increasing engagement and organisation. TTFM data improved on all these indicators consistently. This is evidenced high expectation in classroom practice as a part of the school culture. All staff focus on what students needs to progress and create quality learning environments. This involves students consistently being challenged to read and learn. This led to a positive change in reading skills of the boys at Ashfield Boys High school. Every Year 7 showed reading age improvement between the testing windows of February and November with many students showing growth of more than a year in this period. The school's reading growth from Year 7 to Year 9 NAPLAN defies all the national trends and was the subject of a news story in the Australian Financial Review.

The Success Planner initiative was evaluated by student groups and staff at the end of every term in 2022. The student evaluations were conducted by Prefects in "adult free" focus groups. The modifications to the Student Success Planner further refined it to a version that is unique to the school and students' needs. Success Planner use assisted student to develop metacognition and organisational skills. The Executive team conducted random dip sample of student planners every term. This demonstrated excellent use of the success planner daily by every student. Parents have continued to use Success Planners to communicate with their sons about learning and with staff to support student learning.

Evaluating key learning through an independent review process was one of the key priorities in this strategic direction to enhance teacher collaborative practice and collective efficacy. Implementation started with setting an independent chair but due to the pandemic the initiative was postponed to recommence in 2023.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.	Teams continue to meet weekly for collaborative planning and intervention. Protocols developed for Team meetings developed a shared efficacy that staff can have a positive impact on student achievement. This saw team members see themselves as a part of a team working for their students. Team leaders meet regularly to develop consistency of quality practice

<p>All staff draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.</p>	<p>across the school, using data to inform teaching and learning. This also informs interventions and engenders discussion and the creation of strategies for students in need of learning support. Team members share best practice to support student learning with a focus on evaluating the effectiveness of teaching strategies. TTFM indicates an increase in expectations of success at school. This is evidence of improved student behavior and a positive belief among students in their ability to grow and learn at school.</p> <p>We continue to maintain practices such as the Term parent newsletters and team reward days.</p>
<p>More staff have actively participated in capacity building learning walks/talks initiative with conversations about teaching and learning in developing a shared vision of high quality teaching that impacts on student learning.</p>	<p>Learning walks continued in 2022. The data collected was presented to the executive staff regularly in weekly meetings. This led to reflective conversations about indicators of student focus, increasing engagement and organisation. TTFM data improved on all these indicators consistently.</p> <p>Professional learning on Staff Development Day, Term 1 2022, included a session on raising awareness about the current school culture. The qualitative data collected during the session shows a culture of high expectation in classroom practice. All staff focus on what student need to progress to create quality learning environments. This involves students consistently being challenged to read and learn their best. Reading is the most fundamental academic skill and is witnessed as a norm in all classes at the school including roll call. The school's high level NAPLAN reading data shows the impact of this reading culture.</p>
<p>A consistent approach maintained in developing executive functioning in high school students. Parents continue to use it as an effective means of feedback, communication and support for student learning.</p>	<p>Success Planners were evaluated by student groups and staff at the end of every term in 2022. The modifications to the Student Success Planner updated the planner to a version that was easier to use and introduced elements generated by student feedback. Consistent and efficient use of Student Success Planners has become a part of the school community expectations . It is a vital for students to help them organise their learning day, develop and track goals, communicate and develop executive functioning.</p> <p>The Executive team conducted random dip samples every term. This demonstrated excellent use of the Success Planner daily by the overwhelming majority of students.</p> <p>Parents have continued to use Success Planners to communicate with their children about learning and with staff to support student learning.</p>
<p>2021 evaluation program is reviewed and refined. At least two KLA evaluations are conducted and recommendations implemented.</p>	<p>An Independent Chair of the Evaluation Team was appointed and Interviews with Executive team members were conducted in Term 2 2021.</p> <p>For a transparent process, a KLA Evaluation Team consisting of Independent Chair, Head Teacher, Subject Matter Expert and a Teacher was to be appointed to conduct two KLA evaluations, gather data, and publish a report with recommendations for improvement. However, due to COVID this was postponed to 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ashfield Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective classroom practice</li> <li>• Cohort based proactive wellbeing initiatives</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in student learning outcomes and student wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the long term review of the Teams initiative.</p>
<p>Socio-economic background</p> <p>\$90,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashfield Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Cross Curricular Teaching Teams</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Positive well being of students Stage 4 students transition into high school with a support network of staff to meet their needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhance the leadership density of the school by focusing a HT Secondary Studies position on the development of the Teams.</p>
<p>Aboriginal background</p> <p>\$6,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashfield Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Coaching /Mentoring Program/ Teams/ Student Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student outcomes</p>

<p>Aboriginal background</p> <p>\$6,600.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Work with Indigenous students to develop a greater sense of community in the school. Increase the participation rate and award rate of the Duke of Edinburgh scheme.</p>
<p>English language proficiency</p> <p>\$1,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashfield Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student outcomes</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with structured support to improve outcomes for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$5,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ashfield Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supported student needs and assisted student learning in their classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue individualised support plans for identified students to access all areas of the curriculum.</p>
<p>Professional learning</p> <p>\$62,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ashfield Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• QTR rounds conducted for most staff. Nine rounds conducted.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student outcomes and improved staff capacity and well being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide QTR opportunity for new staff in 2023 teamed with staff who have already completed at least one round.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$177,000.00</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensured continuity of learning and support for well being of students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Use the additional HT Learning Support position to better strategically target learning support for identified students.</p>
<p>School Operational Funding</p> <p>\$361,091.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ashfield Boys High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective classroom practice</li> <li>• Highly effective feedback</li> <li>• Cross Curricular Teaching Teams</li> <li>• Learning Walks</li> <li>• Adolescent Executive Function and Success Planner</li> <li>• Coaching /Mentoring Program/ Teams/ Student Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to conduct three QTR rounds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Highly effective classroom Teaching Improved student outcomes and positive wellbeing for staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensures all new staff participate in QTR during 2023.</p>



TTFM data reflects high levels of engagement, connection and happiness.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	743	737	746	750
Girls	0	0	0	0

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.1	94.3	93.0	89.3
8	89.4	93.5	90.3	87.3
9	88.0	90.1	90.7	84.6
10	90.3	92.9	85.2	85.2
11	90.4	91.8	89.1	84.1
12	85.8	91.3	88.5	86.4
All Years	89.9	92.4	89.5	86.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

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 2020. 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 figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	3.2	2
Employment	0	0.8	19
TAFE entry	1.4	0.8	3
University Entry	0	0	72
Other	2.8	0.8	2
Unknown	0.7	3.2	2

## Year 12 students undertaking vocational or trade training

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20.75% of Year 12 students at Ashfield Boys High School undertook vocational education and training in 2022.

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

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99% of all Year 12 students at Ashfield Boys High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Student leaders create a strong sense of student voice.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Visual Arts Camp 2022.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	694,843
<b>Revenue</b>	9,923,682
Appropriation	9,323,248
Sale of Goods and Services	80,953
Grants and contributions	492,131
Investment income	12,243
Other revenue	15,107
<b>Expenses</b>	-9,637,597
Employee related	-8,113,077
Operating expenses	-1,524,520
<b>Surplus / deficit for the year</b>	286,085
<b>Closing Balance</b>	980,928

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



The Concert Band performing at Remembrance Day.

## 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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	263,356
<b>Equity Total</b>	450,400
Equity - Aboriginal	9,150
Equity - Socio-economic	90,464
Equity - Language	145,204
Equity - Disability	205,583
<b>Base Total</b>	7,869,609
Base - Per Capita	188,600
Base - Location	0
Base - Other	7,681,009
<b>Other Total</b>	423,380
<b>Grand Total</b>	9,006,745

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.

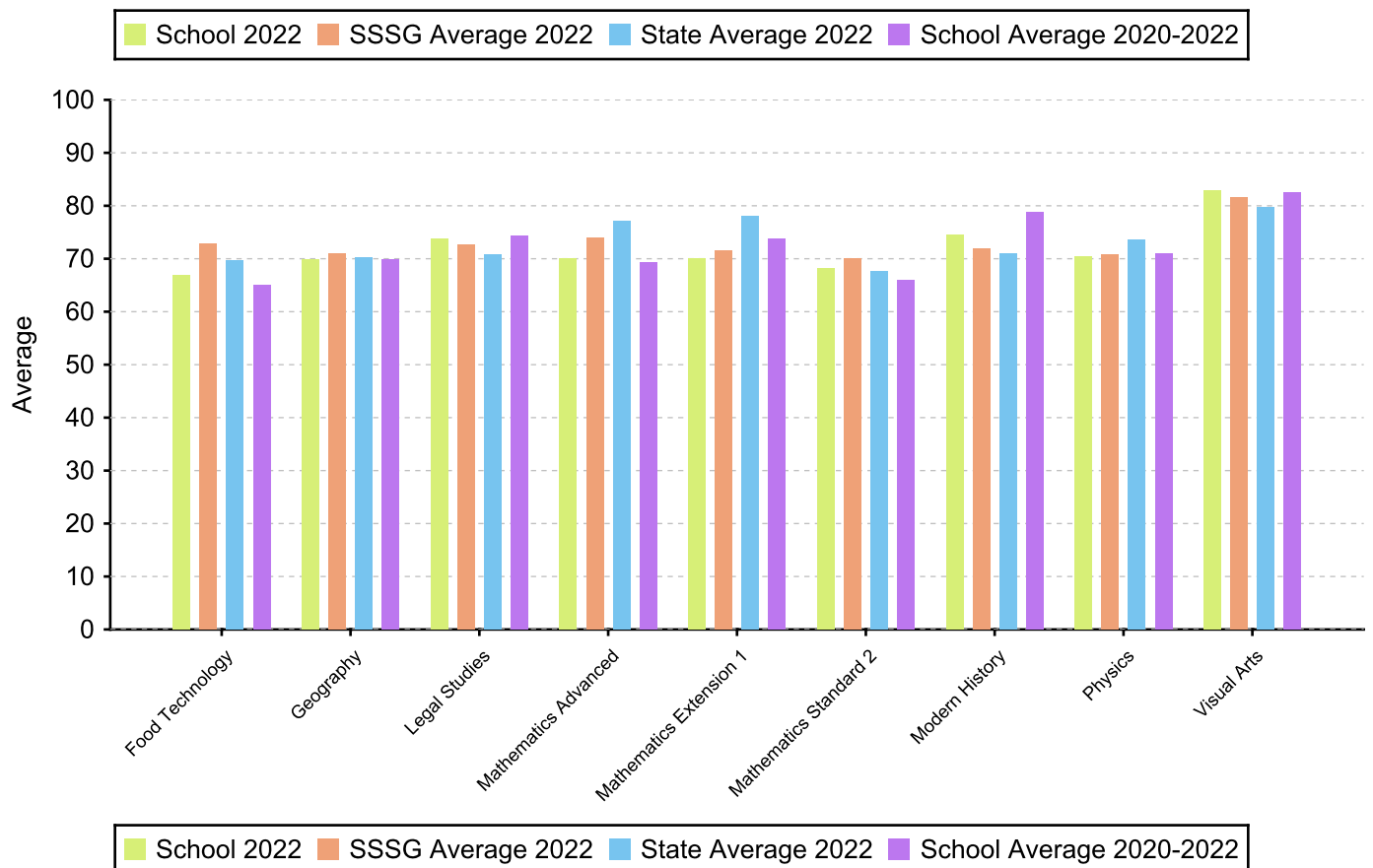
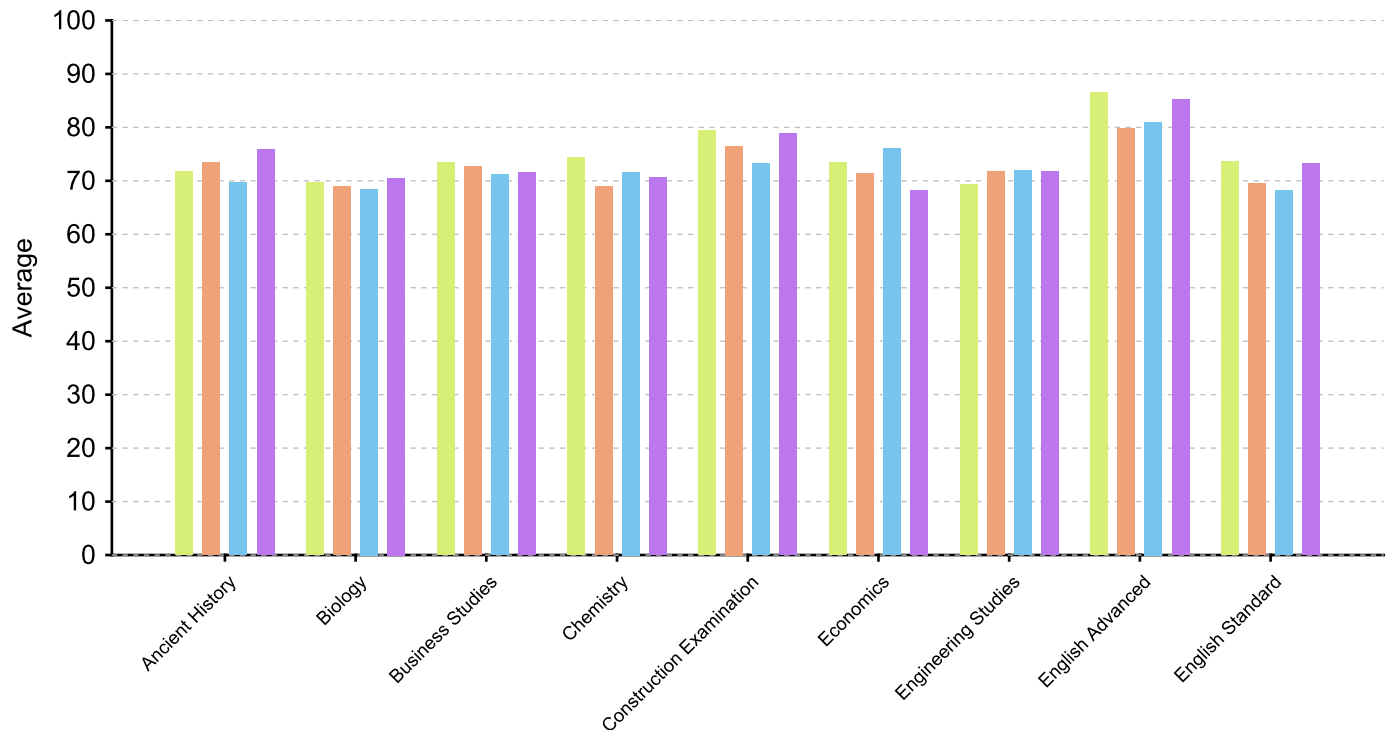


Fundraising at Jersey day.

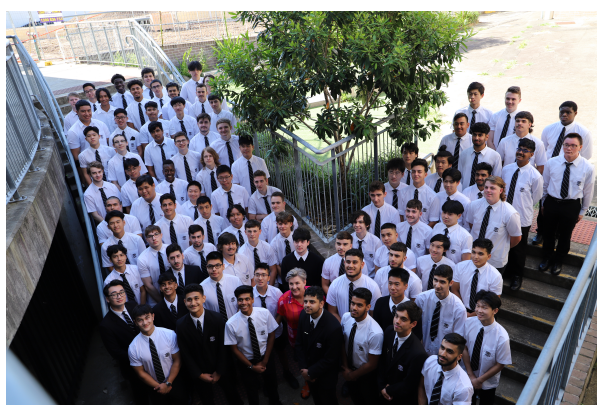
## School performance - HSC

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 2022	SSSG	State	School Average 2020-2022
Ancient History	71.8	73.4	69.6	75.8
Biology	69.7	69.0	68.5	70.5
Business Studies	73.4	72.6	71.2	71.6
Chemistry	74.3	68.9	71.7	70.6
Construction Examination	79.4	76.5	73.3	78.9
Economics	73.5	71.3	76.0	68.2
Engineering Studies	69.4	71.7	72.0	71.8
English Advanced	86.6	79.9	81.0	85.3
English Standard	73.7	69.4	68.1	73.2
Food Technology	66.8	72.8	69.7	65.1
Geography	69.8	71.0	70.2	69.8
Legal Studies	73.7	72.7	70.8	74.4
Mathematics Advanced	70.0	74.0	77.1	69.4
Mathematics Extension 1	70.1	71.5	78.0	73.7
Mathematics Standard 2	68.1	70.1	67.6	65.9
Modern History	74.6	72.0	70.9	78.7
Physics	70.4	70.7	73.5	71.0
Visual Arts	82.9	81.6	79.8	82.4



The Year 12 class of 2022.

## 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 2022.

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. Staff also completed the Tell them from Me survey and were asked questions about the school as a whole and the focus of learning in the classroom. Staff satisfaction was at or above state average in all areas.

Student satisfaction with the school, as measured in the Tell Them from Me survey was on or 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 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.

Attendance at P&C meetings has grown as has parent participation in many aspects of school life. Due to changes in COVID protocols, P&C meetings moved to a hybrid format with parents choosing either Zoom or face to face attendance. Once restrictions had been lifted, the P& C organised two presentations. Dr Kristy Goodwin presented an expert webinar and workshops on Digital Distraction Adrian Coulson presented workshops on consent. Both workshops were held for staff, students and parents. The P&C Trivia Night was held for the first time in 2 years. This was a huge success with many staff and parents in participating in the fund raiser event.

Parent/teacher interviews also became hybrid with parents having a choice between face to face or phone interviews and were conducted in Terms 3 and 4. These were incredibly well attended.

Parents were also invited to attend a Year 12 "Speed Information Evening" where parents followed their son's timetable. Parents were given a 15-minute briefing by the subject teacher about the expectations and requirements in the lead up to the HSC. Parents commented that this evening gave them a great insight on how best to support their son in each subject. HSC Subject Selection Evening was attended by almost all Year 10 families.

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.



Despite COVID restrictions, school continued on with a "new normal".

# 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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Year 9 English projects.