2010 Annual School Report
Ashfield Boys High

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal’s message
Ashfield Boys High School is distinctive in several ways. Years 7 and 8 are taught in teams where teachers meet weekly to plan for the learning success of students in their teams. Collaborative teacher learning is a priority based on practitioner research. The senior school features an extended day and a flexible timetable so that students can access many options in planning for Higher School Certificate (HSC) success in addition to preparing for future employment and training. Once again, our HSC students performed exceptionally well in the Higher School Certificate examinations. The school received the Director General’s School Achievement Award for Advancing Boys’ Learning and Leadership.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Daisy Kokkalis, Principal

P & C message
The P&C had a very busy but productive 2010. Our small group of dedicated parents put in a terrific effort for our two fundraising activities; the annual Trivia Night and Bunnings Barbecue. Both events were enthusiastically supported by parents, teachers, students and local businesses, achieving excellent results; $4,500 from the Trivia Night and $1,700 from the Bunnings Barbecue. Our fundraising efforts over the past two years enabled the P&C to donate $5,000 towards a Youth Worker Program at the school.

In 2011, a P&C levy of $50 will be added to each family’s school fees to assist us with fundraising. We have a handful of parents who work very hard on behalf of a large school community, but we appreciate that many parents do not have the time or ability to be more active in fundraising. The levy is being introduced so that all families can make a contribution to our fundraising efforts, which ultimately will benefit our boys at Ashfield Boys High.

The P&C is also very grateful for the commitment and support we received from our Principal, Daisy Kokkalis and Deputy Principal, Gary Latty in making themselves available at our regular meetings and reporting on school activities. We would encourage all parents to come and join us and take advantage of their generosity.

Julian Olencewicz, P&C President

Student representative’s message
Throughout 2010, the Student Representative Council (SRC) worked tirelessly on many initiatives which benefited, not only the students of Ashfield Boys High, but also contributed to the wider community. Some of the many highlights were:

- Participation in The Salvation Army’s Annual Red Shield Appeal, World Vision’s Global Leadership Conference, SUSMUN (Sydney University Schools’ Model United Nations), 40 Hour Famine, National Youth Leaders Day, Movember (fundraising), White Ribbon Day (awareness and fundraising)

- Attendance at Zone SRC meetings, a half-day SRC workshop on peer teaching, a Regional SRC Meeting and Australian Student Leadership Conference

- The SRC was restructured to include Executive and General SRC bodies. Elections were held for Representatives from Years 7 to 11 and the School Captains’ Elections were held, with Anant Goswami elected as Captain and Albert Funganitao elected as Vice-captain for 2011

- SRC Assemblies were held with the themes of ‘World Vision/One Earth’, ‘Celebrate the HSC’ and ‘If you’re out there’, which promoted student leadership

The changes and growth throughout the year established a sound foundation for continuation of these outstanding achievements by the 2011 SRC.

Ravi Sharma, 2010 School Captain
School context

Student information

Student enrolment profile

The school continues to have increased enrolments and the number now exceeds 700. In November 2010 there were 719 students enrolled in the school across Years 7 to 12. The total was made up of 121 students in Year 7; 128 students in Year 8; 116 students in Year 9; 125 students in Year 10; 124 students in Year 11 and 105 in Year 12. Enrolments included over 60 international students, mainly from China and Korea. International students are now an established part of the school’s rich cultural diversity.

There are currently over 28 ethno–linguistic groups represented at the school. Forty-nine percent of students who enrol at Ashfield Boys High come from backgrounds where English is their second language.

Management of non-attendance

The Welfare Team currently hold weekly support sessions. Students at risk attend these sessions and plan for strategies that will support them attending school on a regular basis. The school also uses an SMS texting system to notify parents that their child is not present or late to school.

Retention to Year 12

Actual retention rates have improved and are slightly higher than both the State and Sydney Region average. Students left due to family mobility and for TAFE, employment or apprenticeships. The school has vastly increased the vocational education courses available for our boys as part of HSC studies and provided focused careers counseling for students at risk of not completing either the School Certificate or Higher School Certificate.

Student attendance profile

The school’s student attendance rates continue to be impressive as they are higher than both the State and Sydney Region average levels. Students have demonstrated a continued desire to attend. This is mainly due to quality teaching and learning and the school’s well established welfare programs which ensure students are supported in all areas of student wellbeing.
Post-school destinations
The destination survey conducted in 2011 for 2010 graduates revealed that:
- 40% of students commenced university;
- 51% of students commenced TAFE;
- 5% of students commenced apprenticeships or traineeships;
- 3% of students commenced employment; or work and
- 1% of students travelled overseas.

Year 12 students undertaking vocational or trade training
In 2010, 20 percent of our students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
102 Year 12 students attained HSC or equivalent vocational educational qualification in 2010. 3 students received a Record of Achievement.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
The school also employs a teacher’s aide who is of indigenous background to support indigenous students with their learning.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>3.8</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
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</tbody>
</table>

Staff retention
The staff retention rate was very high (93%) indicating the low staff turnover of an established staff.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>400 640.84</td>
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<tr>
<td>Tied funds</td>
<td>250 184.71</td>
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<tr>
<td>School &amp; community sources</td>
<td>594 426.32</td>
</tr>
<tr>
<td>Interest</td>
<td>27 354.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27 353.70</td>
</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1 862 578.58</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>151 445.80</td>
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<tr>
<td>Excursions</td>
<td>97 431.01</td>
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<tr>
<td>Extracurricular dissections</td>
<td>217 301.58</td>
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<tr>
<td>Library</td>
<td>12 165.79</td>
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<tr>
<td>Training &amp; development</td>
<td>7 699.77</td>
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<tr>
<td>Tied funds</td>
<td>238 875.46</td>
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<tr>
<td>Casual relief teachers</td>
<td>82 642.31</td>
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<td>Administration &amp; office</td>
<td>196 160.29</td>
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<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>99 466.53</td>
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<tr>
<td>Maintenance</td>
<td>52 769.93</td>
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<tr>
<td>Trust accounts</td>
<td>21 965.24</td>
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<tr>
<td>Capital programs</td>
<td>171 593.57</td>
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<td><strong>Total expenditure</strong></td>
<td><strong>1 349 517.28</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>513 061.30</strong></td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

The achievements of students at Ashfield Boys High continues to grow each year. In 2010, there were many opportunities for students to showcase and celebrate their diverse talents in a broad range of activities, performances and venues.

- A School Production, under the direction of Ms Museth, took place in June. It was held in conjunction with students from Canterbury Girls High School. The play ‘100’ written by Heinmann, Monaghan and Petterle, was devised by ‘theimaginarybody’ UK in 2003 and performed to critical acclaim at The Edinburgh Festival that year. It was a challenging, mature and thought-provoking play requiring a great deal of rehearsal time. It also involved technical crew volunteers from the student body such as stagehands, sound and lighting crew and photographers.

- Auditions also took place in December for the 2011 School Production, where we are collaborating, once again, with Canterbury Girls High to present a production called ‘Skellig’ by David Almond. This multi-layered story will use music, movement and a combination of both the real and surreal to tell its story. The performances will take place in May 2011.

- Year 12 students had the experience of seeing ‘Onstage’ at the Seymour Centre. This day showcased the top Higher School Certificate Group and Individual Performances and highlighted to our students the level of skill and professionalism which is required when they eventually do their HSC performances.

- The Year 11 Drama Class performed a drama piece which they devised for ‘White Ribbon Day’. It was titled, ‘Be a Man, Not Violent’ and revolved around issues to do with violence and gender. The powerful message of this play was delivered to Years 7 to 11 students at a school assembly and was well received.

- A Drama Evening was held for the HSC Drama students to present their group performance works.

- A Years 9 and 10 Drama Night was also held in Term 4 to showcase the skills of the boys in these classes. Ms Lane directed the students in a wide variety of dramatic pieces which they produced.

- In June, the Regional Shakespeare Festival celebrated the many plays of William Shakespeare. Students were able to enter into a range of different categories, from solo and group performances to music and dance pieces. Beau Barter of Year 10 prepared a costume design for ‘A Midsummer Night’s Dream’, and Drama students prepared monologues.

- The Art Department directed the Murals Project. Led by Year 10 students, and with the help of students from other years, they created murals which appear around the school. Murals are in the bathrooms with twelve more in locations around the school. The murals were chosen by the students and represent various themes.

- An art precinct was created within the Visual Arts Block which showcased displays of art created by Visual Arts students from Years 7 to 12. Other artworks of a high standard were also displayed in various areas throughout the school, primarily along the walls of the main corridors of the Administration building, aiming to enhance our environment.

- Year 12 Visual Design students successfully completed the Content Endorsed Course (CEC) producing a variety of everyday products such as furniture, clothing and publications (books, brochures, posters, advertising and comic books). This proved to be an interesting course which allowed for individual creativity.

- The Combined Band’s Tour to China took place in September. Thirty students visited and performed in Shanghai, Nanking and Hangzhou and visited three local high schools.
The Band Program continued, with students participating in the Stage Band and Concert Band. A Vocal Group was also established and performed during the Year. Highlights included:

- The Stage Band, directed by bandmaster, Matt Parker, performed at The Sydney Opera House as part of the Sydney Music Festival and performed in Term 3 at the Sydney Eisteddfod.
- The Vocal Group attended Cabramatta High School to perform at the Peace Ceremony. They were honoured to be performing the first item, ‘If You’re Out There’, by John Legend, whilst the Guests of Honour entered.
- The Concert Band performed at Summer Hill Primary School in Term 4. They also performed at Cardinal Freeman Nursing Home and, in December, they played at Carols by Candlelight at Ashfield Infants’ Home.
- The String Ensemble run by ex-student, George Cayas, ran on a weekly basis and performed at assemblies and at Year 6 Information Night.
- The Concert Band was also involved in a concert evening to farewell the Year 12 band students of 2010, and also performed at the Sydney Eisteddfod.
- Year 11 Band students performed at the Wests Ashfield Community Awards Ceremony
- All groups regularly performed at school assemblies.
- Many students took up the offer of receiving tutoring by incoming specialists for a wide range of instruments.

**Sport**

2010 was a good year for Ashfield Boys High School on the sporting fields. A number of students excelled in their chosen pursuits.

In Grade Sport, three Teams won Premierships: Open Soccer, Under 15 Basketball and Under 13 Rugby Union. The Basketballers also made the final sixteen in the State of the CHS Knockout.

Unfortunately, rain caused the abandonment of the Athletics and Cross Country Carnivals. Nevertheless, we were still able to contest the Zone carnivals, where we enjoyed success in the following areas:

- In the 12 Years division, Tyrell Solar competed in 80 metres Hurdles and 100 metres. The Relay team were Zone Champions.
- In the 15 Years division, Babak Yavary won the Triple Jump, Jack Pye won the 800 metres and Adika Njemanze was Champion in Long Jump and High Jump.
- In the 16 Years division, Sola Saipelle was Discus Champion.

All these students went to the Combined High Schools (CHS) Championships where Adika Njemanze was State Champion in Long Jump and third in the High Jump.

Three members of the Open Rugby squad, Connor Drummond, Saila Saipelle and Jonathon Palmer, represented Sydney North at the CHS Championships in Armidale. Jonathon Palmer was further selected to represent CHS in Under 16 Rugby. Farrukh Ismail was awarded a prestigious CHS ‘Blue’ for Water Polo.

2010 also saw the introduction of Ice Skating to the Recreational sport offerings and Badminton to the Grade competitions, and we accessed the FFIT program offered by Fitness First at Five Dock.

**Other**

**High Resolves Initiative**

Ashfield Boys High School is committed to building strong leadership skills in our students and fostering lifelong learners who want to make a difference. The High Resolves Initiative is just one of the ways in which we try to develop our students.

The High Resolves Initiative is a fun, interactive and inspirational experience in which high school students learn new skills, stretch their minds and meet other people who are passionate about making a difference.

The initiative is a systematic and progressive approach towards building citizenship and leadership skills through two core programs:
• The Global Citizenship Program which was delivered to our Year 8 students in 2010. The program provided students with a range of activities that motivated them to be active global citizens and to build skills for communicating across culture and making fair decisions.

• Moving into Year 9 in 2011, a selection of these students will complete a Global Leadership Program which will run over two years. The program builds leadership skills and project management skills that are applied and reinforced through hands-on projects in their school and wider community.

At the end of each module in the program, students wrote postcards to themselves to capture key personal learning from the program. These were sent back to them a few months later as a reminder of what they had learned and to reflect on their views and how they may have changed and progressed since the initial program day. The boys learned a great deal about themselves and how our actions collectively impact on others, both positively and negatively.

The High Resolves Initiative is a work in progress and the students are looking forward to the journey ahead.

Academic
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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7
The NAPLAN literacy test covered reading, writing, spelling, grammar and punctuation.

The data from these tests indicated that in literacy our students performed slightly below our Statistically Similar Group and State averages. Our school has a significant group of students from Non-English speaking backgrounds and these students do not tend to improve their literacy skills until well into their secondary education. Through our Teams, literacy programs will continue to be implemented to support and improve our students’ literacy outcomes.

![Percentage of students in bands: Year 7 reading](image)
Numeracy – NAPLAN Year 7

The NAPLAN numeracy tests covered number patterns and algebra, measurement and data and space and geometry.

The data from these tests indicated that in numeracy our students performed well and are slightly above the Statistically Similar Group and the State averages.
Literacy – NAPLAN Year 9

The literacy test covered reading, writing, spelling, grammar and punctuation.

The data from these tests indicate that in literacy our students are below State and Statistically Similar Group averages.

Appropriate literacy programs will continue to be implemented to support and improve the literacy outcomes of our boys and in particular boys from NESB backgrounds.
Numeracy – NAPLAN Year 9

The numeracy NAPLAN tests covered number patterns and algebra, measurement and data and space and geometry.

The data from these tests indicated that in numeracy our students performed above State and Statistically Similar Group averages. Programs will continue to be implemented to improve the numeracy levels of Year 9 students.

School Certificate

In 2010, one hundred and eleven students from the school sat for the School Certificate (SC) examination, in English Literacy, Mathematics, Science, Australian History, Australian Geography and Computing Skills. Students achieved their best results in Australian History and Computing Skills. In Australian History, 13% of students were in achievement Bands 5 and 6 (18% state wide), 43% in Band 4 (33% state wide), and Bands 1-3, 44% (49% state wide). In Computing Skills, 44% of students were in the Highly Competent achievement Band (54% state wide), 54% in the Competent Band (43% state wide), and in the Competency Not Displayed or None Band, 2% (3% state wide). Performance in English, Australian Geography, Mathematics and Science was sound.

The school awards a grade for each student in each course studied and it applies to both the mandatory and elective courses. School based assessment is used to determine the appropriate grades against state wide standards. Grades range from A for excellent achievement through to E for elementary achievement.

Best results were achieved in Graphics Technology, Music and Industrial Technology (Timber).

In Graphics Technology, 79% of students achieved Grades A and B (48% state wide), 14%
with Grade C (30% state wide) and 7% with Grades D and E (22% state wide).

In Music 46% of students achieved Grades A and B (55% state wide), 27% with Grade C (27% state wide) and 27% with Grades D and E (18% state wide).

In Industrial Technology (Timber), 33% of students achieved Grades A and B (37% state wide), 50% with Grade C (35% state wide) and 17% with Grades D and E (28% state wide).
School Certificate relative performance comparison to Year 5 (value-adding)

Student progress since the Year 5 Basic Skills Test (BST) is measured through a Value Added process. This data can then be used by schools to determine whether progress has been made between these two examinations.

Overall the progress in learning of most students in English, Mathematics, Science and Australian Geography was pleasing as the value added results was positive and above Statistically Similar Groups (SSG) for these courses. Across all courses, the best results were achieved in Australian History and Computing Skills where value added was greater than 2.5%.
Higher School Certificate

Student Performance in the HSC is initially reported by both marks and six achievement bands (Band 6 being the highest level of achievement). Results in courses can also be compared across schools using statistical procedures such as the various percentages occurring in each bands and average course marks.

One hundred and five students sat for the Higher School Certificate in 2010. Results in the HSC continue to be very pleasing and in terms of Value Adding above average. Thirteen courses had average marks above state averages (41% of all courses). In particular, courses which had average marks well above state averages included Industrial Technology, Extension 1 and 2 Mathematics and Information Processes and Technology.

In English (Standard) 2% of students achieved a Band 5 or 6 result (4% state wide), 25% a Band 4 (31% state wide) and 73%, Bands 1-3 (65% state wide). The English (Advanced) results continue to be very impressive and still improving with 69% of students achieving a Band 5 or 6 result (58% state wide), 31% a Band 4 (35% state wide) and 0%, Bands 1-3 (7% state wide). In English as a Second Language, 29% of students achieved a Band 5 or 6 result (26% state wide), 35% a Band 4 (39% state wide) and 36% Bands 1-3 (35% state wide).

The Mathematics Faculty at Ashfield Boys High offered all four Board Developed Mathematics Courses. In General Mathematics 17% of students achieved a Band 5 or 6 result (26% state wide), 32% a Band 4 (31% state wide) and 51%, Bands 1-3 (43% state wide). In Mathematics 28% of students achieved a Band 5 or 6 result (48% state wide), 50% a Band 4 (27% state wide) and 22%, Bands 1-3 (25% state wide). Mathematics Extension 1 results continue to be outstanding, 100% of students achieved an E4 result (37% state wide), 0% an E3 (46% state wide) and 0% an E2 or E1 (17% state wide).

The Science Faculty at Ashfield Boys High offered Biology, Chemistry, Physics and Senior Science. Best results were achieved in Chemistry where 33% of students achieved a Band 5 or 6 result (39% state wide), 33% a Band 4 (32% state wide) and 34%, Bands 1-3 (29% state wide).

In HSIE, best results were achieved in Legal Studies and Ancient History. In Legal Studies, 37% of students achieved a Band 5 or 6 result (38% state wide), 37% a Band 4 (26% state wide) and 26%, Bands 1-3 (36% state wide).

In Ancient History, 35% of students achieved a Band 5 or 6 result (38% state wide), 17% a Band 4 (26% state wide) and 48%, Bands 1-3 (36% state wide).
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Overall, Average Value Added since the School Certificate is excellent and well above Statistically Similar Groups’ (SSGs). Ashfield Boys High School regularly achieves impressive Value Added results. It is very pleasing to see that Value Added is again high for the Low Groups. The Highest Value Added actually occurred in Band 5 and 6 (High Group) where average value added was above 6. Value added results were not as good in the Middle student grouping. The Middle Student Group was a very atypical group and is not a representation of school averages for the past five years as demonstrated in the graph below.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.9</td>
</tr>
<tr>
<td>Writing</td>
<td>95.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
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<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>83.6</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
<td>89.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.5</td>
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</table>

Significant programs and initiatives

ASHFIELD WINS MINISTER’S AWARD FOR HISTORY FOR THE SECOND YEAR RUNNING

Ashfield Boys High School went back to the 1980’s for a day in Term 4 and received the NSW Minister for Education’s Award for History for the second year running. The day proved to be an enormous success, with Year 10 History classes seizing the initiative and combining this with the mandatory decade study as part of School Certificate preparations.

The day started with a school assembly with three Year 10 boys taking the school back to the eighties with a play of an eighties style household and the family experiencing 1980’s TV news, technology innovations and music clips. This was followed by a video shot by Year 10 Elective History Class explaining the importance of the winged keel on Australia II and the need for secrecy.

Combined with footage of Australia winning the America’s Cup, a giant-sized model of the yacht, with concealed keel, was carried into the Hall by Year 10 boys and led by Alan Bond bulging with
excess money. To great fanfare, the keel was then revealed and a Year 10 student in a koala suit and scuba gear emerged. As the assembly reached a crescendo, an announcement was made to the effect that Prime Minister, Bob Hawke had just arrived at the assembly to give a speech. A chant of “Hawkie, Hawkie”, led by the Year 10 History Classes, built a mood of great anticipation. A rousing speech by Bob Hawke concluded with the Prime Minister leading a mass dance to 1980’s music.

Year 10 students then congregated in the Hall for a 1980’s trivia quiz. This was followed by a parody of the Coolangatta Gold Iron Man Competition from the 1980’s, renamed the Ashfield Gold, involving a series of physical challenges, designed and supervised by the Physical Education Faculty. At the same time, on the oval there was a narrative writing challenge, a portrait challenge and a Rubik’s Cube challenge.

After lunch the school assembled and was treated to a rousing speech by the environmentalist, Bob Brown on the contentious Franklin Dam construction with protesters and loggers with chainsaws creating a fabulous re-enactment. The demonstration was broken up with the commencement of a Rock Concert (MTV style) headed by the Midnight Oil track, ‘Dead Heart’, with a staff member delivering a brilliant Peter Garrett impersonation. What followed was a concert with a variety of music performances involving staff and students.

Overall, it was a hugely successful day that was enjoyed by students and staff and it provided a great learning experience for all. History Day was especially beneficial to students of Stage 5 History as the preparation and planning for the day, and the day itself, was rich in history.

The success of the day means Ashfield Boys High will be tripping back to the 1960’s in Term 3 2011.

Aboriginal education

Throughout 2010, Ashfield Boys High School continued to support and celebrate our Aboriginal students and to develop leadership skills through participation in various school and community programs and worked towards strengthening links with the local Aboriginal community in Ashfield.

Students participated in the following activities or programs:

- James Bridges of Year 8 received a Sydney Region Real Deadly Award. This award is for all-round academic achievement.
- Aboriginal students participated in the Australian Indigenous Mentoring Education (AIME) program at Sydney University.
- Students organised and participated in NAIDOC week assembly, demonstrating their leadership and organisational skills. Keynote speaker was Patricia Blackman, chairperson of the Ashfield Council Reconciliation Committee. Other speakers were Carole Green from the Department of Education and Training and Aunty Fay, Aboriginal Elder who gave dedication to country.
- The school participated in the Great Book Swap, a program to raise money for literacy programs for Aboriginal children in remote communities.
- NAPLAN results for Year 9 students showed that Ashfield Boys High School’s Aboriginal students performed above state and regional averages for Aboriginal students in reading, writing, spelling and numeracy.
- The school extensively evaluated the Aboriginal Education program at Ashfield Boys High School and targets for 2011 were established.
Multicultural education

The multicultural nature of the school was celebrated on Harmony Day, Ashfest and at Presentation Day assemblies with various songs and dances from students of diverse cultural backgrounds. The school now has several ESL students from Years 11 and 12 on our student leadership body to represent our ESL and International students. These students work with the International Students Coordinator in a team to organise events for ESL and International students to assist them in developing a sense of belonging in the school community.

The ESL program at the school prioritises students in second phase, then third phase. This program is delivered through parallel classes and team-teaching. Parallel classes have been created in Years 9 and 10 and in three Fundamentals of English classes in Year 11. The Certificate of Spoken and Written English III was studied in two of the Fundamentals of English classes and will continue to be studied in 2011. Currently, the school enrols 58 international students.

Respect and responsibility

In 2010, Ashfield Boys High School was invited to be an ambassador school for the White Ribbon Foundation. The school embraced the Foundations culture and beliefs, supporting and promoting the message of Prevention of Violence Against Women, through School Assemblies, Poetry Workshops, ‘Love Bites’ (a Personal Development Program), a School Disco with the theme ‘No to Violence Against Women’, an Art Workshop and supporting White Ribbon Day by selling white ribbons in the community.

Many students were rewarded within the school’s Merit Reward System. Students receiving twelve merit certificates for classwork, sport or other activities within the school environment were able to gain a certificate of excellence and therefore qualify for the Reward Excursion which was held in December. Over eighty students qualified for this Reward Excursion. The top award of a ‘Principal’s Award’ was achieved by seven students. This is a very hard honour to achieve.

A growing number of Year 10 students took on the responsibility of being Peer Support Leaders. In Term 1, forty eight students became Peer Support Leaders and led their groups of Year 7 students in Peer Support Sessions which took place throughout the term. They gained valuable leadership skills and learned how to guide and teach younger students, becoming mentors for many of the Year 7 students for the rest of the year. Strengthening relationships between older and younger students is a vital aspect of this program. Year 7 boys also learned about the school values and systems, about bullying and how to prevent it and, about the value of participation and cooperation within groups.

Cyberbullying workshops were held for Years 7 to 10. Bamboo Theatre Company delivered a series of plays addressing different aspects of cyberbullying. Students enjoyed participating in the forum-style presentation and the sessions provided valuable information about the legalities of bullying and cyberbullying and about specific instances of cyberbullying and the consequences of it.

The ‘Links to Learning’ program allowed 12 students from Year 10 to attend Marrickville Youth Resource Centre on one day a week throughout the Year. They were able to gain knowledge about jobs, alternative pathways and building CVs, whilst also participating in a variety of sports. Students who qualified for a camp to Vision Valley by earning enough reward points, enjoyed this immensely.

MYC Youth Connections also provided selected students from Years 9 to 12 with valuable support in terms of alternative career pathways and links to employers and other bodies. Students who accessed this were able to gain valuable information, as well as, mentoring.

Dennis Laris from Wesley Mission, who received an Ashfield Council Australia Day Award, again, provided his ‘To the Core’ values program. Weekly sessions for fourteen students took place in Terms 2 and 3. Students were involved in workshops and activities which revolved around core values and included an excursion to encourage teamwork and facing fears.

The Year 7 Camp took place in Term 1. Over eighty students and six staff travelled to Broken Bay Youth Recreation Centre. Students participated in a variety of activities which tested their skill level, ability to participate cooperatively and to test their nerve in such activities as the ‘high ropes’. This three-day camp is an annual event and allows students to forge new
relationships with peers and teachers early in their high school career.

The Attendance and Lateness System saw regular Support Sessions for students who were late or absent without explanation. Students attended after-school sessions and were required to look at how being absent or late affects them, their peers and teachers. This system is designed to prevent future unexplained absences or partial absences.

The Breakfast Club was run by School Chaplain, Ms Heather Gorton. This popular event saw up to eighty students coming to breakfast between 8.00 and 8.45 on Tuesdays and Wednesdays. Ms Gorton’s cooking was nutritious and provided boys with a great start to the day.

The Homework Centre, which ran on weekday mornings and afternoons, also allowed boys to use the resources of the Library and computers whilst receiving guidance from a teacher.

The Government Immunisation Program saw Year 7 students vaccinated against Hepatitis B and Varicella (Chicken Pox) and Year 10 students against dTPa. This was a free service and means that parents do not have to pay for these vaccinations at their local doctor.

Connected learning

Our school has been equipped with a fully installed Interactive Classroom, comprising of an Interactive Whiteboard, Video Conferencing facilities, a PC with internet connection and preloaded lesson creation software and data collaboration capabilities. In 2010 the teachers at our school undertook extensive Training and Development in using the connected classroom. This great facility has clearly enhanced the learning outcomes of our boys.

Other programs

Year 7 Fibonacci shine in ‘Kids Teaching Kids’ Conference at Taronga Zoo

Year 7 Fibonacci excelled at the ‘Kids Teaching Kids’ Conference held at Taronga Zoo in August. In an all-class effort, the students conducted a lesson on “Sustainable Ashfield” in front of students from other schools.

The class was able to use an Australian Government Quality Teaching Project (AGQTP) Grant to develop a cross-curriculum activity which focused on Ashfield Park. For most of Term 3, the class was divided into groups and engaged in a range of activities including:

- Researching the history of Ashfield Park
- Identifying key features of the park
- Ascertaining the extent Ashfield Park meets the needs of the community
- Determining the extent that Ashfield Park was sustainable

The class then considered the future of Ashfield Park in thirty years time if sustainable policies were developed, as well as, the consequences if sustainable policies were not adopted.

The outcomes of the project were presented in an array of practical, technological and interactive initiatives.

At the Taronga Zoo Conference, the boys were able to fully engage a Year 6 Primary School class for fifty minutes with videos made at Ashfield Park, a role play news conference, a ‘Marvin’ technology presentation, models of Ashfield Park under scenarios of when it is operated in a sustainable and neglected manner in thirty years time and drama acts.

The project was enthusiastically embraced by the boys.

Team Leader, Mr Tenefrancia said “This project was a great way for the boys to learn in a more collaborative manner. Students were able to work at a skill level at which they felt comfortable and there was plenty of opportunity for them to extend themselves. It also allowed students to move outside their immediate peer group which is an important part of Stage 4 development.”

The project was also an opportunity to consolidate the Team Structure that operates so
successfully at Ashfield Boys High School, as well provide opportunities for the Team Teachers to learn from other teachers.

**Ashfield Boys High School’s Masterchef Challenge**

Term 4 saw Masterchef once again arrive at Ashfield Boys High School. The competition was open to all students in Years 7 to 9 and ran for five weeks, with five gruelling elimination rounds in which sixteen competitors worked with their nominated sous chefs and kitchen hands to create interesting and innovative approaches to the set food challenges.

Rounds one and three were ‘Menu Item Challenges’ creating muffins and crepes and rounds two and five were ‘Invention Tests’ using apple and cauliflower. Round four embraced the ‘Mystery Box’ ideology and contestants were issued with a list of ingredients and had only forty eight hours to plan their response. Some of the more memorable moments were: Alex Lombardo’s sophisticated Poached Pear and Blueberry Chocolate Muffins with a delicate vanilla chocolate sauce; Sam Chapman’s beautifully fresh and delectably cheeky Grilled Salmon with Spicy Thai Apple Salad; Jack Hamilton’s absolutely stunning crepe-based Spinach and Ricotta Cannelloni; Max Drew and Jaya Chelkowski-Samuels’ crunchy Pistachio Crumbed Chicken with a zesty Garlic and Lemon Green Bean Salad and a Red Onion and Mint Salsa; and, Austin Matthews’ crowning glory, Salmon and Vintage Cheddar Mornay with a Creamy Potato-Cauliflower Puree, which won for him the title of Ashfield Boys High School Masterchef 2010.

The program was concluded with a full-day Masterclass with the Grand Masterchef, Mrs Belle-Page and Masterchef 2010 Second-in-command, Richard Scuderi. The Masterclass involved cooking a three-course banquet, based around developing and furthering skills and techniques observed during the competition, whilst fulfilling each of the design briefs and using only the ingredients in the mystery box.

A big thank you must go to Ms Tzodouris, Ms Doganci, Ms Hobeck, Mr Tenefrancia and Mr Dixon who supported this program by sitting on the judging panel and, also to, the awesome Ashfield Boys High School Masterchef 2009 and Masterchef 2010 Second-in-command, Richard Scuderi, who generously gave his time to help coordinate this fantastic program.

**Progress on 2010 targets**

**Target 1**

Engaging and meeting the learning needs of all students using the QT Framework and Enquiry Based Learning

Our achievements include:

- Staff differentiating the curriculum to engage and extend students using critical thinking strategies.
- Staff modelling appropriate teaching strategies with ESL students.
- Maintenance of HSC excellence.
- Students supported to make informed choices regarding patterns of study for the senior school.

**Target 2**

To improve learning outcomes for Aboriginal students

Our achievements include:

- An increase in the value added results in NAPLAN, School Certificate and HSC.
Increased attendance, retention and engagement of students.

Identified links with AIME (mentoring program supported by Sydney University).

Employment of an Aboriginal Aide to support students in Literacy and welfare.

Target 3

To continue to review and strengthen the existing Numeracy programs.

Our achievements include:

- Teachers sharing expertise to enable numeracy programs to continue to be implemented which cater for the range of abilities of all students.
- Investigation into the new Board of Studies course catering for senior students who do not wish to pursue an academic pathway.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of

Educational and management practice

Background

With the rollout of the DET Digital Education Revolution (DER) and growth in technology, all schools must engage with and use this 21st Century technology to provide the best support in both learning and management areas of the school community.

The school acknowledges the support from the federal and state governments with the laptop rollout program across Years 9 to 12.

Findings and conclusions

- Boys are kinesthetic learners, and for awhile now the school has been integrating technology into curriculum delivery. The school prior to the rollout program had already trialed a laptop program which was well received by students and staff.
- The laptop rollout has provided more resources and access to a broader school community to engage and participate in their learning.
- Staff have been using a computerised reporting system, with the rollout, staff can now access their reports from home.
- A number of administrative programs using technology are in place, these include: First Class, for timetable management, OASIS and ERN to track the enrolment of all students, and various data base programs.
- To support our welfare programs we have updated the RISC data program and installed Academy for attendance and SMS texting to inform parents of student attendance.
- To ensure the safety of our students and to protect our physical resources, we have installed a number of safety cameras across the school.
- Staff have been provided with wide access to professional learning, including two and a half staff development days, where they had opportunities to engage in laptops, use the connected classroom and familiarise themselves with the interactive whiteboards. All staff are actively encouraged to apply for any technology courses on offer. Staff with expertise have also led and facilitated workshops for their colleagues.
- The school has started to investigate Moodle as a program for staff and students.

Future directions

- By the end of 2010 all staff will be familiar with the standard software in regular school use, therefore ensuring that technology can be used for the purpose of helping schools work smarter, more efficiently, and most importantly giving staff technological support so that our boys can reach optimum levels of success with their learning.
- Support will be offered to all staff to become familiar with the updated version of RISC.
- A register of mentors with expertise will be established to support new members of staff joining our community.
Curriculum

Background

Vocational Courses are valued by our boys. Currently the school offers Hospitality, Information Technology, Construction and Business Services. In 2010 our school participated in an audit by the VET Audit Team from regional office. Students were also surveyed.

Findings and conclusions

- With the New Leaving Age there is a greater demand by our students for TAFE and VET courses.
- Many students found value in studying these courses; engagement with learning was higher than with some of their academic courses.
- Relationships between our employers, staff and students need to be fostered through the revision of communication procedures.
- A VET Coordinator position was required to support the VET teachers and students enrolled in these courses.

Future directions

- A VET Coordinator will be established with a supplementation to support the program.
- A new course, "Entertainment Services", due to student demand, will be introduced in 2012.
- Investigation of introducing VET courses in Stage 5 will be conducted in 2011.
- Coordination of the School to Work program.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Our international students and their guardians valued the employment of interpreters to attend all meetings where information was provided for Higher School Certificate, attendance requirements and other general matters.
- Year 8 Parents did not wish to attend meetings with the Team Leaders for Term 1. They preferred to have those meetings scheduled later in the Year, preferably Term 3.
- The P&C asked if the school could provide information evenings for Boys Learning, How to support them with their learning and Cyber Bullying. The school has started to prepare for this.
- Parents were invited to attend Staff Development Day workshops, but due to work commitments found it difficult to attend.
- Parents found the MySchool website workshop informative.
- Ninety percent attendance to assessment evening organised for Year 12 parents.
- Eighty five percent attendance of Year 7 parents to Team afternoons.
- Eighty percent attendance to Year 10 subject selection for Year 11.
- Students commented very favourably on their school, their peers and teachers.
- Teachers commented on the growing sense of school pride and community within the student body.

Professional learning

The school’s major priorities for teacher professional learning were Numeracy and Literacy, Technology, Quality Teaching and Enquiry Based Learning.

The first school development day focused on Enquiry Based learning and Quality Teaching Pedagogy. Associate Professor, Phil Cam, facilitated workshops in which all staff participated.

The second school development day looked at how to support students with learning needs using the Response to Intervention model and developing strategies to support learning in response to NAPLAN data.

The third and fourth school development days focused on Technology. Staff were trained in the use of DER laptops and using interactive whiteboards, connected classrooms, wikis and blogs.

Fifty four staff participated in the professional learning activities. Staff welcomed the extra staff
development days, which gave more time to address the crowded curriculum, especially considering the roll out of new laptops under the DER program.

Professional Learning was also an important component of staff meetings.

During the Year, all staff participated in a range of professional learning activities during school time and after school hours. They included:

- Beginning Teacher Programs.
- Analysis of NAPLAN data to inform Literacy and Numeracy targets and strategies for improvement.
- Quality Teaching.
- Hospitality, Construction and Information Technology Vocational Education Training Courses.
- Anti Bullying programs.
- Emergency Care and CPR.
- Autism and Aspergers.
- Asthma and Anaphylaxis care.
- Smartboard Technology, One Note, Wikis and Blogs.
- Principal and Executive Conferences.
- Enquiry Based Learning.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Building the Leadership Capacity of the Executive Team**

Strategies to achieve this target include:

- Providing Professional Development Courses in Leadership for the executive.
- Facilitating Team Building workshops.
- Introducing a Mentoring and Coaching Program to support new executive.
- Reviewing role statements.
- Familiarity and completion of the Executive Assessment and Review Schedule.

Our success will be measured by:

- The School Executive successfully articulating the vision for Ashfield Boys High.
- Established Programs catering to the needs of all students.
- An increase in the involvement of the executive across whole school programs.
- Successful mentoring programs.

**Target 2**

**Review the Transition Stage 3 and 4 Science programs.**

Strategies to achieve this target include:

- Provide a Professional Development program for Stage 3 and 4 Science teachers.
- Train Year 9 and 10 Talented Students to facilitate a Year 6 Science program.
- Survey Year 6, Year 9 and Year 10 Leaders about the Science enrichment program.

Our success will be measured by:

- Programs developed across Years 6 and 7 in Key learning area for science.
- Student outcomes achieved by Year 6 students.
- Leadership skills displayed by Years 9 and 10 students.

**Target 3**

**To provide additional opportunities for student leadership, not just within the traditional avenues such as the SRC, but in other areas across the school.**

Strategies to achieve this target include:

- Identify and coordinate all leadership programs, both curricular and extra curricular.
- Publicise the program to all students.
- Encourage all students to participate through recognition and public acknowledgement both, at school assemblies and through the website and school newsletters.
- Students to maintain a register or portfolio of activities.

Our success will be measured by:
• The number of students who are recognised and supported for their accomplishments.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: