Ashfield Boys High School
Annual School Report 2014


**School context statement**

Ashfield Boys High School aims to inspire every boy to strive for personal excellence and reach his full potential as a man. Every student is viewed as an individual and school structures support and develop talent in a wide variety of fields.

Students are supported to become independent learners who integrate knowledge from different areas and apply this to real life situations. The aim of this approach is to support the academic, social and ethical development of young men so that they have the skills to thrive in the 21st century.

The changing needs of adolescent male learners inform structures and programs in school. Years 7 and 8 are taught in learning teams and teachers meet weekly to plan for the personal success of boys in their team. This facilitates the seamless transition from primary school and develops a high degree of professional understanding by teachers regarding the talents and needs of every student. In the middle school, students are encouraged to work collaboratively and use their learning to solve problems. The senior school is structured around individual planning and mentoring, allowing every young man to pursue his personal pathway to success in the HSC and beyond. The school also provides for the academic, language and wellbeing needs of international students.

**Principal’s message**

This is the first message that I will write as the new Principal of Ashfield Boys High School for an Annual School Report. As this document presents the achievements of the school for the 2014 school year, this message is essentially an introduction to the hard work of others.

The most striking initial impression that remains with me from my arrival at the end of last year is the wonderful atmosphere of the school. Ashfield Boys HS prides itself as a harmonious, productive and nurturing centre of learning and this is evident to every visitor who comes to the school. The warm family-like atmosphere of the school is a direct result of the leadership of the previous Principal, Mrs Daisy Kokkalis over an extended period of time. Mrs Kokkalis’ passion for public education and commitment to achieving equitable outcomes for the boys is reflected in the pages of this document. Schools, like individuals, have personalities. There is a great deal of Daisy in the personality of ABHS, and much that will remain long after her retirement.

This year the school community has taken time to consider our current context and developed an ambitious plan for the future of the school. It is an exciting time for ABHS as we move together in shaping the future of our school and in turn, the confident, resourceful young men who will create the future of our world.

I would like to conclude this message with some thanks. I have a wide experience of very different schools which has been gained over more than two decades. It is not possible to conceive of a more welcoming and supportive start than I have received as the Principal of ABHS. I appreciate the welcome of the boys, the staff and the parents. I especially appreciate the warmth, dedication and skill of Ms Byrne and Ms Henry in ensuring that the transition in leadership over the past year has been a seamless one.

Dwayne Hopwood, Principal

**P&C message**

After five years the P&C said goodbye to Julian Olencewicz who had done a great job as President for many years. We thank Julian for his hard work and commitment to the school. The P&C continues to do well and provide much support to the school through regular meetings and fundraising, as well as representing the school at Open Nights, Orientation Days and Recognition Assemblies.

At our meetings we have welcomed and been introduced to the new Head Teacher CAPA, Ms Tracy Small, as well as the Deputy Principal, Ms Linda Henry.

The P&C also said goodbye to the retiring Principal, Mrs Daisy Kokkalis and welcomed the school’s new Principal, Mr Dwayne Hopwood.

I encourage all parents to attend a meeting if they haven’t done so, as they are a great source of information about what is happening in the school and are an avenue for you to ask questions about your son’s education and development.

Fundraising has continued with a barbecue held at Bunnings Ashfield in the April school holidays. Despite the barbecue being held on a weekday and not raising as much profit as in previous years when it was held on a weekend, it was still a good opportunity for parents, teachers and students to work together to promote the school
to the wider community. The total profit was $828.
Once again, we held our Trivia Night in August. We received many generous donations from the local community. We again pass on our thanks to Wests Ashfield who again donated the tables used on the evening and some vouchers for prizes. The night raised $6420. We hope to see a good turn out again in 2015.
P&C levies were again collected and these totaled $10,513.
The total money raised in 2014 was $17,761. This was put towards the signage at the front of the school and also towards a fingerprint scanner to help the rolls desk with attendance.
There is still a healthy balance in our accounts and we plan to work with the school so that these funds are put towards resources that will benefit the whole school as outlined in the directions of the new School Plan.
One of the P&C members has also secured a grant to be used towards the School Band.
I look forward to your continued support in 2015 and thank all those who have helped out in 2014.
Louise Brookes, P&C President

Student representative’s message
In 2014, the Student Representative Council’s first commitment was Harmony Day. The SRC organised for a wall within the school to be transformed into a mural with every student contributing to the creation of the wall. With assistance of teachers, especially Ms Jovicic, and members of the SRC, the whole school congregated to create the artwork together at recess. The wall involved students painting their hand a colour and stamping it against the wall. The final product was a great success, with all students who got involved being proud of the contribution they made. The day was reinforced with an assembly to introduce the meanings behind Harmony Day and the day was topped off with an excellent sausage sizzle at lunch.
White Ribbon was the next big assignment. Members of the prefect body were asked to create a campaign about raising awareness and preventing violence towards women. The prefect body organised three events; a school video, a Year 10 speech competition and artworks created by Visual Arts students, to raise awareness of the issues White Ribbon Day supports. All parts of the campaign were highly successful. Year 10 students from all different backgrounds and cultures wrote many meaningful pieces about the issues and artworks attracted much attention, as they were entered into Ashfield Council’s local art competition and many became finalists. Finally in the process of creating the video, the students learnt and understood meaningful issues about the problem of violence. This campaign attracted a lot of attention, with the Assistant Minister for Education visiting the school to see first-hand Ashfield Boys High School’s support for the White Ribbon cause.
The SRC has continued to support the increasingly strong relationship between Ashfield Boys High School and the local community. Four students from the prefect body volunteered to attend and be part of the Remembrance Day Memorial Service at Ashfield RSL Club as well as participating in local Anzac Day commemorations.
Khaled Stanbouli, School Captain
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>652</td>
<td>679</td>
<td>719</td>
<td>710</td>
<td>707</td>
<td>715</td>
<td>716</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student attendance profile
The school’s student attendance rates have remained relatively stable over the past years and consistent with state DEC rates. The school is, however, investigating the very slight drop below state DEC rates in 2014 and will implement procedures in 2015 if necessary.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>employment</td>
<td>2</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>3</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
Ashfield Boys High School students have pursued vocational training courses as part of their HSC qualifications. In 2014, 38% of the Year 12 cohort undertook vocational training in conjunction with their HSC academic studies in areas such as Construction, Hospitality, Entertainment, Automotive and Electrical Trades. Not all of those attempting VET courses used their qualification to gain entry into the workplace. In some cases these courses were undertaken to broaden experience and gain valuable practical skills for the future, but the majority were undertaken through an interest.

Year 12 students attaining HSC or equivalent Vocational educational qualification
Of the 102 students attempting the HSC, 97% were successful in gaining the qualification.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>46.7</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.28</td>
</tr>
<tr>
<td>Total</td>
<td>64.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff at Ashfield Boys High School are Aboriginal or Torres Strait Islander.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Throughout 2014, the school's priorities for Teacher Professional Learning were aligned to school planning and identified needs of the school. National Curriculum, Leadership and Quality Teaching were high priorities.

The first School Development Day focused on analysis of Tell Them From Me data and HSC and ROSA results. A session was held on EAL/D requirements and implementation across the school. Afternoon sessions were led by the Principal in Backward Mapping.

Term 2 School Development Day had the focus of Engaging Future Learners with sessions on future learning spaces and innovative teaching and learning programs to better engage students in their learning. Planning time was allocated for Years 9 and 10 Passion Projects.

Afternoon sessions covered Work, Health and Safety Faculty risk assessments of their working environments and school-based policies of Assessment, Variation to Routine and Evacuation and Lockdown procedures.

Term 4 includes two School Development Days. Topics for the first of these days were School Plan – Data and results of situational analysis, School Planning and a school space audit, where all staff worked collaboratively to come up with ideas for better use of space at the school.

The second of the days included behaviour expectations workshops and Faculty Development time.

All staff attended each of these School Development Days as well as professional learning sessions or workshops on mandatory compliance training such as CPR, anaphylaxis, asthma, Child Protection and Code of Conduct.

A large percentage of staff undertook off-site professional learning covering a wide range of areas, including conferences and subject-specific workshops, seminars and conferences, leadership, beginning teachers and technology courses.

The total school expenditure for professional learning for the year was $42,506.18, with funds equitably distributed across all staff.

In 2014, six beginning teachers were working towards Board of Studies Teaching and Educational Standards (BOSTES) accreditation and sixteen new scheme teachers maintaining accreditation at Proficient.

Beginning Teachers

Throughout 2014, Ashfield Boys High School received funding under Great Teaching, Inspired Learning to support permanent beginning teachers to adjust to their new roles in NSW Public Schools.

This funding was used in a number of ways:

- A Head Teacher mentor was relieved for one day a week to work with beginning teachers.
- Two beginning teachers had reduced teaching loads so that they could work with the Head Teacher mentor, observe more experienced staff in their classrooms and work with other teachers on programming and lesson preparation.
- One beginning teacher spent time at another high school to observe lessons and learn more about programming for his specific subject area.
- All beginning teachers had their lessons observed a number of times and extensive feedback was given by the Head Teacher mentor.

Beginning teachers found this time to be crucial in adjusting to their new roles.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>412,549.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>428,504.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>287,683.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>581,756.95</td>
</tr>
<tr>
<td>Interest</td>
<td>20,070.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34,438.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,765,003.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Overall, NAPLAN Year 7 - Literacy data reveals that in Band 9 students performed below the previous school average but closer to State DEC percentages.

Our school has a significant group of students from non-English speaking backgrounds who generally do not improve their literacy levels until well into their Secondary education. The 2015 to 2017 School Plan specifically targets implementation of literacy programs in reading and writing.
NAPLAN Year 7–Numeracy

NAPLAN Year 7 – Numeracy data demonstrates outstanding results for student achievement in Band 9; exceeding past School averages and Statistically Similar Group and State DEC percentages.
NAPLAN Year 9 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 9 – Literacy results indicate that, with the exception of Spelling, student performance in Band 10 was improved compared to school averages for previous years.
**NAPLAN Year 9 – Numeracy**

Year 9 – Numeracy results in the top two Bands; Bands 9 and 10, were above Similar School Group and State DEC averages. No students received results which placed them in the bottom Band.

Students were also placed in the top Band in English Extension 1, Mathematics Extension 1, Mathematics Extension 2 and History Extension.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Results in the courses can also be compared across schools using statistical procedures, such as, the various percentages in each band and average course marks.

One hundred and two students sat for the Higher School Certificate in 2014. Eleven courses had average marks above state averages; English (Advanced), English Extension 1, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music, Physics, Software Design and Development, Heritage Chinese (Mandarin) and Metal and Engineering.

Two students were successful in achieving Band 6 results in each of their courses, earning them places on the 2014 Higher School Certificate Merit List.

Band 6 results were also achieved in Ancient History, Chemistry, Economics, English Advanced, English as a Second Language, Mathematics, Mathematics General, Modern History, Physics and Heritage Chinese (Mandarin).
Higher School Certificate relative performance from NAPLAN Year 9 (value-adding)

Statistically significant value-adding from NAPLAN Year 9 to the Higher School Certificate occurred in the highest band of achievement. It should be noted that in this highest band of value-adding, Similar School Groups recorded negative growth.

Significant programs and initiatives – policy

Aboriginal education
- Aboriginal students raised money for *Tribal Warrior*. Shane Phillips CEO of *Tribal Warrior* and *Local Hero 2013* was our Guest Speaker for *NAIDOC* assembly.
- Year 9 and 10 students participated in *AIME* Years 9 to 10 program at Sydney University.
- All students in Stage 4 moved to Stage 5 and completed ROSA.
- Aboriginal students participated in *Indigenous Literacy Foundation* fundraiser, *The Great Book Swap*.

Multicultural education and anti-racism
The multicultural nature of Ashfield Boys High School is celebrated in many ways. In 2014, *Harmony Day* activities were varied with a celebration of multiculturalism at an assembly organised and led by the SRC. A full-wall mural was also created which depicted trees and each students’and teachers’ handprint forming the leaves. Dr Michelle Bruniges (Director General of Education and Communities) and Mr Rod Megahey (Director of Schools Marrickville Network) were surprise guests who also added their handprints to the mural.

For the first time, ABHS held *Culturefest*, led by Year 10 High Resolves students, recognising and celebrating the many cultures from which the school community come.

All teaching programs have multicultural components promoting intercultural understanding.

The school has an Anti-Racism Contact Officer (ARCO) who students may consult to discuss issues of racism and discrimination.

The school regularly engages interpreters for parent interviews and is also fortunate to have teachers who are bilingual to assist with students and parents who need their assistance.

In 2014, the school employed a Chinese-speaking Student Liaison Officer one day a week to assist students and also to provide home-school
contact and support, particularly for our International Students.

Because of the nature of ABHS, it is a high priority to assist parents and community members from culturally and linguistically diverse backgrounds to engage with the school community and to feel included.

**Significant programs and initiatives – equity funding**

In 2014, in line with *Local Schools, Local Decisions*, Ashfield Boys High School received equity funding through RAM.

This funding was utilised to provide programs and initiatives in the following areas:

**Aboriginal background**

- Ashfield Boys High School has developed links with Ashfield Council through the Aboriginal Consultative Committee including participation in *Reconciliation* and *NAIDOC* celebrations.
- A positive and inclusive school culture is demonstrated through the acknowledgement of Aboriginal peoples as Australia’s first peoples in school assemblies and events and the singing of the National Anthem in indigenous language. This is also developed through curriculum.
- Staff understanding of protocols and the 8 ways of learning has improved the quality of teaching and learning for Aboriginal students.
- Student attendance and engagement have increased as a result of changes to curriculum such as project-based learning.
- Aboriginal students demonstrated leadership at a school and community level. They participation in the planning for *Reconciliation* and *NAIDOC* week activities and celebrations including fundraising for the *Tribal Warrior*.
- NAPLAN data shows improvement between Years 7 to 9 in Literacy and Numeracy for Aboriginal students. At ABHS, Aboriginal students performed above state average of the Aboriginal State cohort.
- In all Key Learning Areas, Aboriginal students continued to improve their learning outcomes.
Socio-economic background
Many of the students from low socio-economic background benefited from programs and initiatives outlined under Aboriginal background, English Language Proficiency and Low level adjustment for disability.

In addition to this support the school provided the following support:

- Financial assistance for uniform, excursions and other equipment needed for successful learning.
- Provision of funds to allow a number of students access to tutoring in playing a musical instrument so that they had equality of opportunity enabling them to participate in school bands and ensembles.
- Provision of funds to employ Learning Support Officers for additional hours to assist students in the classroom.

Funds enhanced students’ access to a wider range of learning experiences and ensured that they had equitable access to all learning experiences in the school community.

English language proficiency
Throughout 2014, Ashfield Boys High School has supported students with English language proficiency needs in the following ways:

- The school has employed a Chinese Liaison Officer (0.2) to support Mandarin speaking students. He is involved in interpreting during parent interviews, interviewing International students who are in need of extra support and assisting at international student meetings. Interpreters are used for international student meetings (Mandarin, Korean, Vietnamese).
- Following on from the completion of the TELL course in 2013, EAL/D teachers delivered professional learning about the EAL/D progression and its implications at Ashfield Boys High School. All staff were informed about the phases of the EAL/D progression and suggested teaching strategies to support students within the different phases. Staff were appointed to coordinate the assessment of the English language proficiency of EAL/D students across Stage 4 and Stage 5, with Stage 6 ESL teachers monitoring the progression of these students. Staff were provided with student lists of EAL/D targeted students and their phases to assist teachers when planning, programming and teaching.
- ESL support/team teaching was restructured to distribute the ESL support to different KLAs, rather than just English. A high percentage of EAL/D students study Business Studies, Senior Science and Physics in Stage 6 and time was spent differentiating resources to support EAL/D students studying these courses, as well as, EAL/D teachers team teaching in these classes.
- There are designated ESL classes in Stage 4 teams and Stage 5 KLAs, taught by ESL teachers and/or supported by ESL teachers in a team teaching situation. Resources are modified and teaching strategies are carefully planned to meet the needs of these students.

Separate ESL reports are issued to students who have been enrolled in an Australian school for less than one year. These reports are completed by the EAL/D coordinator for the stage and reports on the students’ development in reading, writing, speaking and overall ESL achievement.

A Bridging course was run in Term 4 for newly arrived students who were to begin Year 11 in 2015. These courses focused on vocabulary development, speaking and reading and writing short simple text types. A report was also issued at the completion of this course about the progress the students had made across all the different focus areas.

Individual course counselling was provided for Year 10 students to assist with their selection of subjects and patterns of study for the Preliminary course. It is mandatory that all students completing ESL English also complete Fundamentals of English in Year

- Newly enrolled students from Intensive English Centres are placed with buddies and in ESL classes to assist with their transition to a mainstream school.
- Certificate of Spoken and Written English III (CSWEIII) is taught in the Preliminary Fundamentals course to target the language development of Stage 6 students.

Low level adjustment for disability - Learning and Support
The following programs and initiatives were implemented in 2014 to assist students who have learning and support needs:
A number of reading programs were developed and implemented during 2014.

Whole class programs providing:
- Individual assessment and programming for all Year 7 students
- Individual assessment and review for Year 8 students as required.
- Team teaching/in class support to implement comprehensive multi-level, multi text type reading comprehension program using kit Reading Box Green and Fast Forward reading scheme.
- Team teaching/in class support for teaching specific skills in comprehension

Small Group Intensive support
- The Learning Support Team developed a resource for building comprehension, vocabulary, sentence structure and fluency using the Maitland Peer Tutoring reads.
- Additional opportunities for skill development depending on individual needs. Resources to support literacy needs included: Fast Forward, the SRA Specific Skills series, the Ten Minute Daily Readers series and the Pause Prompt Praise reading strategy.

Literacy across the Curriculum
- The Learning Support Team assisted teachers in all faculties to manage the demands of integrated literacy teaching. Strategies were discussed with Year 7 and 8 teams and with faculties as requested.

Senior Support
- The Learning Support Team offered study skills support to Years 10, 11 and 12 on an individual needs basis. This included support for time management, organization and breaking tasks down into achievable steps. The Learning Support Team assisted faculties to modify assessment tasks and assisted teachers in the implementation of the Life Skills curriculum.
- The team worked closely with the Support Teacher Transition and with the families to provide individualised transition plans for students with disabilities.
- The team continued to work closely with the Consultants from BreakThru People Solutions to provide intensive support to the 5 students who are participating in the Transition Support Project.

Social Skills/conflict resolution programs
The Learning Support Team implemented a number of programs including:

Transition to Year 9 workshop/Future Leadership Program
The aim of the program is to prepare students for the changes they might experience moving from Year 8 to Year 9. Topics covered in the workshop were:
- Building positive relationships with peers and adults using the “5 Keys” (Respect Yourself, Care for Others, Work Together for a Non-Violent Solution, Think Before Reacting and Expect the Best).
- Co-operative and communication skills
- Creative conflict resolution
- Working in a Team
- Assertiveness skills
- Setting future goals and targets

Transition to Year 11/12 /Future Success Workshop
The aim of the program is to prepare students for the changes they might experience moving from Year 10 to Years 11 and 12.

Topics covered in the workshop were:
- What it means to be successful in study and life
- Goal Setting
- Board of Studies requirements
- School expectations
- Time management and organization
- Stress management
- How to approach assessment tasks and examinations.

**Dinner Party Program/Event Management Workshop**
The Learning Support Team ran another successful dinner party program (which we called an Event Management Workshop). Students met over one term to collaboratively plan and prepare a function.

**Other achievements**

**Arts**
2014 has seen many accomplishments and initiatives in the Performing and Creative Arts at Ashfield Boys High School.

Drama, Music and Visual Arts achievements included:

**Drama/VET Entertainment**
Our Drama department has had a very productive and memorable year full of exciting events and outstanding successes.

- The Year 8 Drama Ensemble was initiated. Boys were elected from their Year 7 Drama classes based on their skills, initiative, team work and enthusiasm. Throughout the year, they improvised, play-built and performed for assemblies and special events including; *Harmony Day, NAIDOC Assembly and Anzac Commemorations*. The Ensemble met for after school rehearsals every Monday.

- Our Year 12 Drama students showcased their HSC Individual and Group performances in a special evening of theatrical entertainment. In 2014, parents and friends came to watch our HSC students perform their pieces and the audience was very impressed with the standard of work our students displayed.

- Stage 5 Creative Arts Night was a huge success this year; hosted and organised by our dedicated Year 9 Drama students. The audience were entertained by Year 9 and 10 Drama and Music performances and special Year 7 Drama items were also showcased. Year 9 and 10 artworks were displayed in the foyer.

- Students from our Years 9 and 10 Drama classes were fortunate enough to attend a matinee performance of Monkey Baa’s *The Stones*. The students thoroughly enjoyed the performance, which was followed by an enlightening Q & A session with the actors.

- Years 11 and 12 attended *ONSTAGE* performances at the Seymour Centre. *ONSTAGE* showcases the exemplar performance and design tasks from the previous year’s HSC Drama cohort.

- Years 11 and 12 Drama attended a workshop about *The Removalists*, a text that they were studying for the HSC Course.

- Year 9 Drama produced a short film for the purpose of promoting the school. The students were involved in the writing, acting, producing and editing of the film.

- VET Entertainment continued under the tutelage of Ms Museth. Years 11 and 12 Entertainment students supported assemblies and performance evenings by undertaking technical roles such as lighting, staging, filming and ushering. They also attended work placements in various locations including *The Royal Easter Show*. NIDA Staging and Lighting Workshops provided our students with expert training and access to tools of the trade. The Year 11 students also attended a work placement at the annual public schools NSW *Come Together Festival* at the Sydney Town Hall.

**Music**
The Stage and Concert band members have continued to expand their skills and performed at a variety of public and school events.

Their performances this year included:
- Open Night
- *Anzac Day* Ceremony
- Various school assemblies-informal and formal
- *White Ribbon Day* at Ashfield Civic Centre
• Education Week Performance for Ashfield Council
• Year 7 Orientation
• ABHS Presentation Day
• Ensemble Evening and BBQ
• Ashfield Council’s Carols by Candlelight
• Performances for elderly and child care establishments

Two students have been involved in State Music Ensembles and have performed at State Festivals for The Performing Arts Unit. Jacob Parkes (Year 12) was a member of the State Stage Band Ensemble and George Brookes (Year 8) was a member of the State Military Band Ensemble. George Brookes also attended The State Music Camp.

The Vocal Group continued in 2014 and involved students from Year 7 to Year 10. Highlights included:
• Year 12 Music student James Bridges, together with the Vocal Group, performed at the Reconciliation Event hosted by Ashfield Council.
• Education Week Performances for Ashfield Council.
• Various school assemblies. For the NAI DOC assembly, they performed the Australian National Anthem in an Aboriginal dialect.
• In 2014, the Vocal Group once again successfully auditioned for the 2014 Schools Spectacular combined choir. This highly regarded event in the Performing Arts calendar, gave our students an opportunity to work with professionals from the industry and experience performing with students from Government schools from around the state.
• Members of the Vocal Group attended a Boys Vocal Workshop hosted by The Arts Unit; an initiative to promote vocal training for boys from State schools.

Tutoring this year was delivered by our specialist tutors. Our tutors taught; guitar, saxophone, trombone, trumpet and drums to students who have wanted to develop their musical ability.

Visual Arts and Design
Students of Visual Art and Design have continued to progress. They have been nominated for and have participated in a number of Visual Arts competitions and displays.

Highlights included:
• The White Ribbon Day Design competition organised by Ashfield Council.
• The Koori Art Prize.
• Year 11 and 12 Visual Arts students attended the annual exhibition of HSC exemplar artworks Art Express.
• The 2014 HSC Art Exhibition was held in the library. This exhibition showcases the works of our HSC Visual Arts students. In 2014, we had a great response from family and the community and the event was successful.
• Visual Arts works were exhibited in the hall foyer during the Stage Five Creative Arts Night.

Debating
2014 saw an enthusiastic group of debaters challenge themselves against each other and other schools in a range of programs that took us to universities, online and within our local community.
Ashfield Boys High School entered four teams into the 2014 NSW Premier’s Debating Challenge. Our Year 8, 9 and 10 teams reunited once again to finely hone their debating skills and take on new challenges against local and other NSW public schools. The enthusiasm of the newly formed Year 7 team could not be underestimated as they questioned, tested and argued their points to Round 3 of the competition. The Year 9 and 10 teams were tried on topics such as banning horse racing and legalising euthanasia, as well as challenging each other, with a result that Year 9 narrowly beat Year 10 in Round 3. Our Year 8 team was successful through to the Quarter Finals where they faced formidable opposition in Sydney Boys High School. The team was narrowly defeated, with the adjudicator’s decision resting on how each team challenged the model.

Earlier in the year, the University of NSW had invited schools to participate in an all-day Debating Challenge. Students were coached in a variety of approaches to debating and given all-important feedback during the 5 rounds of debating. There was added pressure of only having thirty minutes preparation time and a ten-minute time limit for speeches. Providing the boys with opportunities to attend these days has been extremely valuable as it has been integral to the development of the teamwork within each debating team, built their confidence to go against a range of schools and other year groups, as well as showcasing other debating methods.

Ashfield Debaters were also invited to participate in the inaugural virtual Grand Final of the NSW Premier’s Debating Challenge. Through video link-up, students were able to see the debate, hear the adjudicator’s summaries and make their own comments through an online portal.

2015 promises even greater things as more boys become involved in debating.

**Sport**

2014 will be remembered for some brilliant individual and team performances from our boys.

Once again, Keaon Koloamatangi successfully defended his Zone swimming crown. Keaon won four out of five events in the Zone Carnival, later clocking the third fastest time in the 100 metres Freestyle at the State championship.

Arisento Bou-Sleiman continued his dominance in the Athletics arena. His combination of speed and power ensured an impressive performance across field and track events. In the 400 metres event at State Championship, Arisento finished in an exceptional sixth place.

Nicholas Beekwilder impressed in the Pentathlon. Despite being just 13 years of age, according to the points board, he is the number one ranked Pentathlon competitor in the Under 14 Years category in the country!

Our Senior Futsal and Junior Rugby teams also captured Zone titles ending a year-long trophy drought.

Our Futsal team had their best game of the year when it was needed most. Homebush entered the Final as clear favourites; they finished on top in the regular season. However, when the final whistle was blown, all our boys embraced. We were champions 10 to 5.

Our Rugby Union under-15s entered their Grand Final against Randwick as slight favourites. After falling at the final hurdle last year the boys from ABHS attempted to go one better in 2014 and were very successful.

The Age Champions for Athletics were:

- 12 Years Raymond Bui
- 13 Years Nicholas Beekwilder
- 14 Years Reginald Alofipo
Royal Visit

In early November Ashfield Boys High School was very proud to be invited by Peter Kaye AM, Chief Executive Officer of the Duke of Edinburgh’s International Award, to be a host venue for a Royal visit to Australia by HRH The Prince Edward, Earl of Wessex KG, GCVO.

His Royal Highness was on a private visit to Australia at the invitation of the Board of The Duke of Edinburgh’s International Award – Australia for the Post 50th Anniversary of the Award in Australia. His visit was to recognise young people’s achievements and volunteers, government, community and industry support.

Organisation for the visit began months before, especially the planning of security for the day, with inspection of the site by representatives from the Palace and Scotland Yard together with Australian State and Federal Police, Peter Kaye, the School’s Senior Executive and Murat Dizdar, Director Public Schools NSW.

Duke of Edinburgh Award participants and their leaders from Ashfield Boys, Burwood Girls, Tempe, Fort Street and Strathfield Girls High Schools, Trinity Grammar, PLC, Newington College and Bethlehem College were invited to attend.

Also in attendance on the day were Principals from participating schools, Duke of Edinburgh Board members and other associates, Federal, State and Local politicians, Local Councillors, representatives from SES, Ashfield Boys High School parents and the school’s Senior Executive, Rod Megahey, Director Schools Marrickville, School Captain, Khaled Stanbouli, Vice-captain, Darcy Batterham-Love (Master of Ceremonies), the SRC and representatives from local community groups.

His Royal Highness was welcomed to the school in the school’s foyer and proceeded to the
school's hall where he addressed the audience, recognising the efforts of Award Units and thanking schools and volunteer Award Leaders.

A reception for His Royal Highness was held in the school's Library where he met with the Duke of Edinburgh Award participants and their leaders, chatting with them at length about their experiences. His Royal Highness then met with VIP guests and talked with each of them in turn.

En route to the reception, His Royal Highness surprised a Year 9 Science class by ‘popping in’ to watch an experiment and to talk with individual students and their teacher.

As expected, the media was out in force on the day and gave wonderful coverage of the event, with inclusion in each of the television channels’ nightly news bulletins. There was also print media and radio coverage.

Ashfield Boys High School is very thankful for having been given this opportunity to demonstrate just what a great school we are. It was hard work, but well worth the effort.

**Year 9 Passion Projects – student voice in learning**

It’s the school holidays and we have spent the day working as a team to complete the last passion project and the boys’ street-art wall looks amazing. Endless hours of research, planning, consultation, collaboration and negotiation have underpinned this project. It is a powerful experience to watch this Passion Project team reflect upon their success and journey of their learning.

This success has been repeated throughout the year with other Passion projects included Apple Gaming development, Interactive Anzac Resources, Improving the school uniform, Exodus Foundation Fundraiser, a political satirical movie reflecting the Federal Budget cuts and a Raspberry Pi 1970’s Arcade Game to name a few.

**Structure** - One day per week was allocated for students to work in their Passion teams. The entire Year 9 cohort was involved in this project and given the opportunity to take ownership of their learning. Students were responsible for selecting their area of study and the formation of their Passion Project team.

Passion teams were given scaffolds to guide them through the project process and the development of both their driving questions and solutions. Staff worked as facilitators and guided the Passion teams throughout the process.

**Budget** - Ultimately each project had a small budget, however very few teams actually needed to use it. Teams who used a budget did so for software, Apps, costumes, printing and so forth.

**Technology** - The school purchased 60 new ipads at the beginning of 2014 to support teaching and learning. Decisions had to be made around the set of Apps that the Passion Project groups would need to access. These decisions were made after mapping out the skill sets in the curriculum that we wanted to address. Passion teams were required to use Gmail and Dropbox, and a variety of Apps such as Trello (Project Management), Inspiration, Survey Me and Ejournal to name a few.

Some Passion team members brought their own mobile devices, laptops and used their phones as well as the ipads.

**Skillsets and Curriculum** - As a school we decided to focus on the following 21st Century skills: collaboration, communication, creativity and critical thinking, with an emphasis on accessing community experts, growing mobile technology skills, research skills, literacy and numeracy skills. Passion Project team presentations required teams to map out these skills and show where each curriculum area was included in their work.

**Professional Learning** - Staff received ongoing Professional Learning around the use of ipads one morning per week before school. Staff also met
on a regular basis before and during the project to collaborate, communicate and undertake some Professional Learning on driving questions. Presentations were peer-assessed and feedback given to each team. Some Passion teams also presented to the P&C. This was a great success and the feedback from the parents was positive. The Passion Projects have provided us with a timely opportunity to rethink the way we do things. Not a day passes without a student or staff member asking about the next round of Passion Projects. The current Year 9 cannot wait to have their turn and Year 10 continues to ask if they will get to do it all again...

Year 8 Laneways Projects – Student Voice in the Community
Our Year 8 cohort was invited to work in partnership with Ashfield City Council around Community Consultation on the Council’s Town Centre Renewal project. Ashfield Boys High and the Council worked collaboratively to design the Laneways project that allowed student voice to be recognised as part of the community consultation process. Student teams were allocated ownership of a laneway and their brief was to redesign the laneway to meet the future needs of Ashfield’s growing and changing community.
A joint project launch at the school involving the Council’s CEO and town planners provided the boys with their project brief and timelines. Laneway teams visited their destinations with their teachers to collect and document data on their site. The teams used their ipads to collect photos, measurements, research, collaborate and annotate to design possible solutions and prepare their presentation for their Laneway site.
Both ABHS staff and Council staff supported the teams during this process.
Laneways teams then presented their projects at to an audience of over 100 people including a panel chaired by the Mayor, CEO, local counsellors, town planners, urban architects and community members.
The quality and variety of presentations was outstanding and feedback from the expert panel was extremely positive. Many of the elements of our students’ work have been included in the final community consultation plan for the Ashfield Town Centre Renewal Project.
This successful partnership project not only allowed student voice to be heard in our local community consultation process, but also supported our boys in developing their essential 21st Century skills of collaboration, communication, creativity and critical thinking.

High Resolves and Culturefest
In 2014, Year 10 was given the opportunity to participate in the High Resolves Leadership Program. This program allowed a select group of students to develop skills in leadership, teamwork and problem solving whilst looking at how they can make a difference as global citizens. This group of 20 students was given the task of choosing an issue they feel passionately about. They decided to explore the concept of social inclusion; looking at racism, homophobia, gender stereotyping and bullying. They ultimately decided that cultural inclusion was the main point of interest for them. They then worked tirelessly throughout the year to find a way to raise awareness about this. This resulted in the first ever Ashfield Boys High School Culturefest. The day was a celebration of all cultures within our school and local community. The day began with an assembly, in which students shared their experiences of social inclusion. A few spoke about their experiences of coming to Australia, a guest speaker was invited to discuss his experience of racism as a young Indigenous male and some students explored this through music and a drama performance. This set the scene for the day, allowing all students to understand how social exclusion can impact
them and their peers. This was then followed by a
day of fun-filled activities including Tai Chi,
Chinese drumming, cultural trivia, thong
throwing, street art, basketball and futsal
competitions and many more. Other local schools
were invited to join in and stay for lunch, catered
by the school and outside businesses showing
their support for our cause. The day was finalised
with a variety show, showcasing the amazing
talents of our students and staff. This included
African drumming, Bollywood dance, Greek
dancing, a teacher performance of Kendo and
other musical acts.

The day was an overall success with great
feedback from staff, students and community.
Hopefully this will become a yearly event!

History Iron Man
The History Faculty ran its unique History Iron
Man during Culturefest activities in 2014. Year 10
students were required to complete a range of
physical and intellectual challenges in 20 minute
time limits. The activities varied from rapid
response commands in the gym to a walkabout
crossword puzzle collecting information from the
walls of the school hall, to crane making and code
breaking.
The boys then gathered in the Hall for a history
trivia contest between the five best contestants
from the 20 minute activities. In a thrilling finish
Nicholas Zaczek was announced HISTORY IRON
MAN for 2015 and his name has been added to
the trophy.
The event proved to be a hit with the boys. The
event again relied on the generous contributions
of staff from a number of different faculties.
Planning is already underway for incorporating
the activity in HISTORY DAY which will return in
2015.

Kids Teaching Kids
Year 8 hosted the Kids Teaching Kids Conference
at Ashfield Boys High School in September 2014.
The students conducted different workshops with
students from Ashfield, Campsie and Harcourt
Public Schools.
The purpose of the program is to provide peer
education where students teach other students
from Primary schools about environmental issues
affecting everyone. The goals of the workshop
include:
• To inspire kids to have a healthy mind
• To encourage kids to eat healthy
The outcomes of the project were presented in
an array of practical, technological and
interactive initiatives.
Students selected a focus area which they
explored in groups. Students and teachers
negotiated the area of focus according to their
particular interest and the aims of the
conference. The team decided to focus on
Healthy Environment for the workshop.
The Team teachers organised a mentor to visit
the school to speak to the class on their selected
topic. The mentor chosen was a previous student
from the school who was also involved in a
special project funded by the Australian
Government Quality Teaching Program in 2008.
He shared his experiences of doing a project and
provided the students with the necessary skills to
present in front of other students.

We worked through necessary research skills and
presentation strategies with students in order for
them to build up a solid knowledge base relating
to the area of study. Once students obtained
enough information they then planned activities
for their workshop. Each workshop contained
actual ‘student friendly’ information on the ‘study
focus’. In addition, each workshop also contained
activities related specifically to the focus, that is,
games, drama, art, speech.
The students prepared their oral presentations in
front of peers and Team teachers and gained
constructive feedback. Each team shared their
information in a creative manner. This process is
based on the notion of ‘students teaching
students’.
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 that they felt comfortable
with and there was plenty of opportunity for
them to extend themselves. It also allowed students to move outside their immediate peer group which is 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. It was refreshing to see students taking responsibility in the classroom. They came to realise that it was quite a challenge to communicate effectively and keep other students engaged.

Respect and Responsibility
A variety of programs and projects took place in 2014. These included:

- The Schools Vaccinations Program which this year introduced, for the first time, the HPV vaccination which was rolled out for all students in Years 7 and 9. Year 7 students were also vaccinated against Hepatitis B, dTpa and Varicella (Chicken Pox).

- The Breakfast Club, which catered for many students who do not have adequate breakfasts before coming to school. Up to 70 students at a time came. It provides food for the students as well as being a good social forum. It is run by Heather Gorton, our Community Liaison Officer.

- The Homework Club, which is overseen by Ms Gorton allowing boys to attend our library before and after-school. Some specialist teachers from our staff are in attendance to help the boys with their work.

- Year 7 Camp which was held again at Broken Bay in the Hawkesbury Region in March. Students participated in activities such as bushwalking, archery, high-rope climbing raft-building, boomerang throwing and games evenings, providing a variety of experiences for the students, many of whom would not have experienced anything like this before.

- The Burwood Girls High School disco which was again supported by our Years 7 and 8 boys whose money went to the Hands Across the Ocean charity.

- The Peer Support Program which this year involved fifty-six Year 10 leaders who engaged Year 7 students in a series of lessons. Topics such as cooperative learning, respecting others, making friendships, anti-bullying and social skills were addressed. Year 10 students were able to gain organisational and leadership skills and all students were able to make friendships with students from other Years.

- The Rewards System which resulted in a high number of students earning the right to participate in the Rewards Excursion and other rewards for their successes of the year. Over 90 students achieved Certificates of Excellence which meant they could choose from excursions to the cinema or to Wet and Wild.

- The Anti-bullying Program which addressed a number of current issues and involved the Head Teacher of Welfare and Year Advisors/Team Leaders delivering lessons and workshops on bullying related topics such as physical, verbal and mental bullying and cyber bullying.

- High Resolves program for Year 10.

- Volunteering programs which were run by Heather Gorton.

- A White Ribbon Day assembly which was run by SRC.

- The Long Tan Awards, which are yearly awards granted by the Australian Defence Forces, recognising students with special characteristics of leadership and teamwork were this year awarded to a Year 12 and a Year 10 student.

Other special programs which cater for students with particular needs or students who would benefit from further guidance and assistance included:

- The Links to Learning program which delivered programs to mainly Year 10 students and took place weekly at the
Marrickville Youth Resource Centre, providing skills tutoring and information sessions and workshops to enable students to have a greater degree of awareness of what they will encounter in the future. The coordinators were also able to help the boys with goal-setting, working with them on overcoming educational barriers.

- Anglicare Youth Connect program took place after school and weekends at the Ashfield Council location. The programs provided students with mentors and a variety of varied and interesting activities as well as food and social activities.

- A mentoring scheme run by the AYC-Youth Connection, gave individual assistance and mentoring to 14 students, meeting them in the school environment on a two-weekly basis. This also was able to provide valuable advice and information about career directions and personal challenges.

- The Lateness and Attendance Program, in which regular Support Sessions were held where students developed an individual plan for improving their attendance and lateness.

- The Stewart House program. Two students took part in a week of activities. Stewart House is an organisation which provides assistance for students needing support.

Evidence of achievement of outcomes in 2014:
- Faculties have completed programs for the implementation of the National Curriculum
- Programs and units of work meet National Guidelines and are engaging for students
- Assessment is closely linked and embedded in all programs
- Project-based learning introduced into Stages 4 and 5

Strategies to achieve these outcomes in 2014:
- National Curriculum implemented in Stages 4 and 5 and regularly reviewed by faculties
- Up-to-date and engaging resources including use of iPads utilized in all faculties
- All faculties have reviewed assessment practices and included Assessment for Learning in programs
- Project-based learning in Stages 4 and 5; Laneways and Passion Projects

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012-2014:

School priority 1

Implementation of the National Curriculum Outcomes from 2012–2014
- Effective teaching and learning programs linking quality teaching to the National Curriculum guidelines.
- Assessment and Reporting effectively reflects changes made and meets the needs of all students
- Strong student engagement in learning

Evidence of achievement of outcomes in 2014:
- Professional learning courses focusing on teacher judgment and consistency
- Scaffolding units of work and using BOSTES resources to support students in HSC
- Using available data, including BOSTES Results Analysis Package and Department data analysis.

Strategies to achieve these outcomes in 2014:
- Teachers attending professional learning course and meeting to discuss assessment
- All staff engaging with available resources and each other to improve assessment practices
- Staff work collaboratively on scaffolding units of work
Parent/caregiver, student and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Information evenings for subject selection, student reporting and assessment procedures for the Higher School Certificate were very well-attended by parents who expressed that they found the evenings both informative and useful for supporting their sons’ study.

- P&C meetings were well-attended and productive. Parents successfully supported the school at the annual Trivia Night and the Bunnings Barbecue, where parents, staff and students worked in teams throughout the day to raise funds for the school.

- Parent satisfaction with the Year 7 Teams structure continues to be strong. Team meetings were well-attended and parents found them useful in understanding the purpose and culture of the Teams in supporting student learning and assisting in making transition to high school smoother. Parents also expressed their desire that the Teams structure should be advertised more broadly in the wider community.

- International Students and their guardians attended information sessions for the HSC, which covered BOSTES rules and regulations, attendance, visa requirements, anaphylaxis, health plans and other general matters.

- International Student numbers continued to grow with many expressing that Ashfield Boys High School was seen as ‘the school of choice’ in many communities.

- All Parent/Teacher evenings were well-attended and parents expressed that they appreciated the hard work and skills of the teaching staff and the supportive culture of teaching and learning at the school.

- Year 7 iMovie Night was a real success as parents attended as an audience at the screening of the movies that their sons had produced. This event will become an annual one.

- Not only parents, but members of the local community, regularly congratulate the staff and students of Ashfield Boys High School on their many achievements and successes.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Vision

At ABHS our vision is that every boy is inspired to achieve personal excellence and reach his full potential as a happy, resilient, connected and ethical man who is equipped to be a success and have a positive impact on the future.

Planning Process

During Term 4 2014 and Term 1 2015, a situational analysis and community consultation process was conducted to inform the content and language of this plan.

An extensive data analysis was undertaken by the school’s executive team to draft a vision statement, identify base line data and determine strategic directions. Multiple group sessions with teaching and ancillary staff were conducted to refine the vision statement and strategic directions. Staff drafted products and practices based on the strategic directions and data analysis. The school P&C and the Student Representative Council were consulted about the vision and strategic directions. Individual interviews were conducted with every member of staff.

Consultations were conducted with the widest possible cross section of the ABHS community using different mechanisms. Anonymous online surveys (also in translation) were emailed to all parents. Surveyed parents were offered the opportunity to receive a personal phone call to discuss their thoughts. All students had the opportunity to take part in an online survey. This was followed up by focus group sessions. Individual phone calls were made to indigenous parents. Relevant community groups integral to the school community were also consulted.
Strategic Directions

1. Improving Learning
To ensure that every student reaches their academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

2. Enhancing wellbeing
To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support.

To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys’ education. To develop links with other schools, organisations and groups which promote connectedness and support the integration of rich authentic learning experiences across the curriculum.

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.

Dwayne Hopwood  Principal
Jennifer Byrne  Deputy Principal
Linda Henry  Deputy Principal
Les Carrington  Careers Adviser
Judith Brown  School Admin Manager
Louise Brookes  P&C President
Khaled Stanbouli  School Captain 2015

School contact information
Ashfield Boys High School
117 Liverpool Road, Ashfield 2131
Ph: (02) 9789 6620
Fax: (02) 9716 8004
Email: ashfieldbo-h.school@det.nsw.edu.au
Web: www.ashfieldbo-h.school@det.nsw.edu.au
School Code: 8832

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