Ashfield Boys High School
Annual School Report

Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society.

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

2011
NSW GOVERNMENT
Education & Communities
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 had 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 President’s message

The P&C had an excellent year in 2011. We had many new parents join and attend our regular meetings. The Principal and Deputy Principals provided us with valuable insight into the issues going on at the school, seeking our feedback and input where appropriate.

During 2011, we started to separate fundraising activities from the general meetings so that we had more time during the meeting for discussions with the Principal and Deputies and, I believe, this has had a positive effect on both areas.

In 2011, we introduced a P&C levy as part of the regular school contribution invoices which resulted in an excellent return of contributions from parents. We also held our annual Trivia Night, which is an important part of the school social calendar, as well as a great fundraiser.

Our fundraising efforts are increasingly important to the school as the bills keep growing but the government funding is never enough and we all want to provide our boys with the best education we can.

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

Julian Olencewicz, P&C President

Student representative’s message

2011 was an eventful year for Ashfield Boys SRC. As the year progressed the SRC worked on many initiatives that benefited not only the students of Ashfield Boys, but also the wider community. Some of the highlights were:

- Attendance at Zone and Regional SRC meetings and a GFC Knowledge Day aimed at helping raise awareness about the Global Food Crisis that leads into the continuation of the 40 Hour Famine that raises money for the GFC.
- The newly reconstructed SRC, consisting of the executive and other dedicated members, were appointed at the annual elections. The School Captain, Ben Janiszewski and Vice-Captain, Gazi Abbas, were also appointed in Term 4.
- The SRC adhered to its constitution and held two assemblies every Term that raised awareness of selected charities and also promoted the work of the SRC. Many guest speakers were invited to address students at the assemblies on issues relevant to them and their community. The speaker who had the most impact was a young paraplegic man whose powerful presentation raised awareness of the dangers of drink-driving and peer pressure.
- The SRC was, once again, a proud supporter of White Ribbon Day, not only raising money for the cause, but also initiating the collection of signed White Ribbon Oaths against violence to women, from every student in the school. These bound pledges were presented to the Principal, Mrs Kokkalis.

Ben Janiszewski, 2012 School Captain
School context

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

Student enrolment profile
The school has had increased enrolments over the past five years and the number for the past three years continues to be above 700. In November 2011 there were 708 students enrolled in the school across Years 7 to 12. The total was made up of 107 students in Year 7; 116 students in Year 8; 128 students in Year 9; 121 students in Year 10; 124 students in Year 11 and 112 in Year 12. Enrolments included 64 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.

Student attendance profile
The school’s student attendance rates continue to be impressive as they are higher than the State average and only marginally below the 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.

Management of non-attendance
The Welfare Team members 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 are significantly higher than the State average and only marginally below the 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.

Post-school destinations
The destination survey conducted in 2012 for 2011 graduates revealed that:

- 56% of students commenced university;
- 39% of students commenced TAFE;
- 2% of students commenced apprenticeships or traineeships;
- 2% of students commenced employment; or work and
- 1% of students travelled overseas.

**Year 12 students undertaking vocational or trade training**

In 2011, 44 percent of our students undertook vocational or trade training.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

120 Year 12 students attained HSC or equivalent vocational educational qualifications in 2011. 1 student 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.

**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>2</td>
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<tr>
<td>Assistant Principal(s)</td>
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<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.7</td>
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<tr>
<td>Total</td>
<td>65.4</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school also employed a teacher’s aide who was of indigenous background to support indigenous students with their learning for one term.

**Staff retention**

The staff retention rate was high (94%) indicating the low staff turnover of a very established staff.

**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>
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</thead>
<tbody>
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<td>Degree or Diploma</td>
<td>98</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>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<tr>
<th><strong>Expenditure</strong></th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
<td>1389118.29</td>
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<td>Balance carried forward</td>
<td>344160.47</td>
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A full copy of the school’s 2011 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 2011

Achievements

Arts

The achievements of students at Ashfield Boys High School continued to grow throughout 2011, with many opportunities for students to showcase and celebrate their diverse range of talents in a wide range of activities, performances and venues.

A Middle Years Creative Arts evening was held in November, with Drama students from Years 9 and 10 involved in presenting solo and group performances to an enthusiastic audience. Artworks in the form of paintings, drawings, sculptures, models and Comedia dell’Arte masks, made by the students, were on display. Some musical entertainment was also provided by The Vocal Group.

The Music Department continued its busy schedule by performing at a number of venues throughout the year. These included:

- The Vocal Group performance at the Sydney Peace Prize Ceremony at Cabramatta High School with Noam Chomsky receiving the Peace Award.
- Bands and choral group students performing at the Ashfield Civic Centre Opening, with Her Excellency Marie Bashir NSW Governor General in attendance.
- The Stage Band performance at the Ashfield Asian Food Festival.
- The Concert Band Performance at our annual History Day.
- The String Ensemble performance at Ashfield Infants’ Rhymetime.
- Carols Performance by all bands at the school Presentation Day and also at School Assemblies during the year.
- Performance by our bands at the ANZAC and Remembrance Day Ceremonies.
- The Vocal Group singing Carols by Twilight at The Infants’ Home for Child and Community Services.
- The Vocal group also performing carols to the community at Ashfield Civic Centre.
- Tutoring of students in a variety of instruments continued throughout the year; many of the tutors being high-achieving ex-students of the school.

Students’ talents in Visual Arts were showcased, recognised and celebrated throughout 2011:

- The Art Precinct continued to display larger artworks outside classrooms in D Block
- Excellent results were achieved for Higher School Certificate artworks; particularly by Victor Dao and Karam Hussein for their impressive and thoughtful sculptural pieces
- Victor Dao received the Ashfield Young Artist of the Year Award at the Ashfield Council Award Ceremony in January 2012.
- High quality artworks continue to be displayed in various areas around the school, primarily in the main corridors of the Administration building, enhancing the environment of this ‘high traffic’ area.
Ashfield boys love to perform and displayed their talents and interests in a variety of ways:

- The Drama Department had a large input into the Annual History Day through scriptwriting, directing and performing for the many events of the day.
- Year 11 Drama performed ‘Waiting for Godot’ by Samuel Beckett. The production took place over three evenings and was very well received by audiences.
- The 2011 HSC Drama class performed their individual and group performance pieces at a HSC Drama Night in August.
- Year 11 and 12 classes went on an excursion to NIDA in March to experience many aspects of being an actor.
- Holiday Workshops were delivered in the Easter Holidays.
- An excursion to ONSTAGE, which showcases the best works within NSW of the previous HSC year, took place for Year 11 and 12 students.
- Two Drama teachers used their extensive Dramatherapy and Cooling Conflicts training to work with students experiencing difficulties in Term One.
- Specialist ‘Boal’ workshops were held to enhance HSC students’ knowledge of this part of the course.

Sport

Ashfield Boys High School plays in a Zone which stretches from Asquith in the north to Randwick and North Sydney in the east. For Grade Sport this entails a substantial commitment on the part of teams with travel. This year the school looked at ways to improve the sport experience of students and coaches alike. Alterations to the timetable on Wednesday to address the issue of students and teachers leaving early from class requires some more work before it can be fully accepted and appreciated.

This year, we also trialed a system of payment for sports as a Seasonal Fee, rather than weekly payment which meant that costs associated with travel, venue hire and referee payments, were all included. Students were no longer required to remember to bring money each week which led to an improved participation level, and subsequently improved enjoyment levels.

New activities were introduced for recreational sport with Fitness Cardio, Mind Games and Self-defence all proving very popular. The Grade Sport program expanded with the return of Baseball, Hockey and Water Polo, adding to the wide variety of sports available for those who wish to represent the School on the sporting fields of Sydney.

The Athletics and Swimming Carnivals were conducted under blue skies for the first time in three years as the weather gods decided to smile upon us. All events were hotly contested with Champions in the respective Age Groups.

<table>
<thead>
<tr>
<th>Age</th>
<th>Swimming</th>
<th>Athletics</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Riley Smith</td>
<td>Arisento Bou-Sleiman</td>
</tr>
<tr>
<td>13</td>
<td>Keaon Koloamatangi</td>
<td>Ben Wirth</td>
</tr>
<tr>
<td>14</td>
<td>Byron Li</td>
<td>Blake Tulk</td>
</tr>
<tr>
<td>15</td>
<td>Reno Rustandi</td>
<td>Jeongho Lee</td>
</tr>
<tr>
<td>16</td>
<td>Nicholas Charalambous</td>
<td>Adika Njemanze</td>
</tr>
<tr>
<td>17</td>
<td>Adam Georgiou</td>
<td>Khaled Zeidan</td>
</tr>
<tr>
<td>18+</td>
<td></td>
<td>Adam Elkholy</td>
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</table>

A small but dedicated squad travelled to the Zone Swimming Carnival. Keaon Koloamatangi went on to further represent the Zone at Region in 50
metres, 100 metres and 200 metres Freestyle, 50 metres Butterfly and 50 metres Backstroke. Juan Pablo Guevara-Morales was crowned the Zone 15 years Cross Country Champion.

There were some strong performances at the Zone Athletics Carnival, the highlights being:

- Arisento Bou-Sleiman was crowned 12 years Age Champion.
- Babak Yavary, in the 16 years Division, won his 100 metres, was first in the Triple Jump, second in the Long Jump, fourth in the Shot Putt and fourth in the 200 metres.

- Adika Njemanze, in the same Division, was third in the Discus, second in the 100 metres, won his 200 metres race, was first in the Long Jump and first in the High Jump with the only record on the day, sailing 1.94m above the ground to break a record which has stood for 16 years.
- Both Adika and Babak repeated their performances at Region and represented Sydney North at CHS.
- Saila Saipele, in the 17+ Division, won the Discus and went to further represent the Zone and Region at the CHS Championships in Discus.

Three of the Open Rugby Union squad, Saile Saipele, Jonathon Palmer and Jet Yates represented Sydney North at the CHS Championships. The Sydney North team were champions. From there, both Saila (Firsts) and Jonathon (Seconds) gained selection in the CHS Open teams.

Zone Blues were awarded to Saila, Jonathon and Jet.

Finally, Saila Saipelle, rewarded for his commitment and achievement across a number of Sports, was named as the Ashfield Boys High School’s Sportsman of the Year. Representing the School in a number of sports, particularly Basketball and Rugby as well as Athletics over the years, it was a fitting way to congratulate him on his commitment to the Sporting program of the school.

Other

High Resolves Initiative

The High Resolves Initiative was introduced to all Year 8 students in May 2011 at Ashfield Boys High School. High Resolves is a not-for-profit, non-religious organisation which has partnerships with universities in NSW and Victoria. The program is now in its second year in Ashfield Boys High School with Mr Lee Martin from High Resolves facilitating the program.

This module 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 to the world and having their voice heard. The High Resolves Initiative comprises a Global Citizenship Program for Year 8 students and also a Global Leadership Program for some Year 9 students in 2012. The Global Citizenship Program involves participation in two full day sessions covering the concepts of Collective Identity and Justice.

The Collective Identity Module was held in May. The aim of this session was to enable students to develop skills that allow them to recognise, critically evaluate and challenge divisive messages and also explore what it means to be a global citizen. One of the key activities during the Collective Identity module involved the student groups taking pictures that represented their interpretations of key issues or ideas. This particular activity was well received by students because here they learned to come up with scenarios that depicted current issues surrounding young people.

The Justice Module was held in September. This program enabled the students to develop skills that allowed them to analyse social situations. It was great to see that many students enjoyed the different elements of the module. It is particularly pleasing to see that the students were able to see beyond their personal experience in the Hunger Banquet session and thought that the activity illustrated issues about injustice at a global level.

Generally the students’ feedback was positive; especially the part where they experienced learning about diversity, identity and social justice. Some students signed up and volunteered to undertake the 2012 Global Leadership Program.

**High Resolves Global Leadership**

The High Resolves Global Leadership program is designed to give students the opportunities to learn and implement leadership skills and organisational strategies.

In 2011, 25 students from Year 9 were given the opportunity to participate in the program, which was run over four terms.

In Term 1 students were involved in a Conflict Resolution module and a Collective Action module. In Term 2 the students participated in a half-day module on Project leadership.

Terms 3 and 4 saw the students use what they had learnt from Terms 2 and 3 and drive a whole school initiative to improve the whole school community. This saw the students collaborate on a plan to improve the disposal of litter around the school.

In Term 4 the High Resolves students were also invited to attend the High Resolves Annual Leadership Summit at the University of NSW. This gave our boys the opportunity to hear from a range of interesting, motivational speakers, as well as, connect with their peers from other schools participating in the High Resolves program.

**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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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).

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.
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 but are still slightly below the Statistically Similar Group and 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 slightly 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 2011, one hundred and eight 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 Mathematics and Computing Skills. In Mathematics, 28% of students were in achievement Bands 5 and 6 (26% state wide), 24% in Band 4 (21% state wide), and Bands 1-3, 48% (53% state wide). In Computing Skills, 46% of students were in the Highly Competent achievement Band (52% state wide), 54% in the Competent Band (43% state wide), and in the Competency Not Displayed or None Displayed Band, 0% (3% state wide). Performance in English, Australian History 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 Commerce, Graphics Technology and Music.

In Commerce, 66% of students achieved Grades A and B (59% state wide), 17% with Grade C (27%
state wide) and 17% with Grades D and E (14% state wide).

In Graphics Technology 50% of students achieved Grades A and B (51% state wide), 36% with Grade C (29% state wide) and 14% with Grades D and E (20% state wide).

In Music, 50% of students achieved Grades A and B (55% state wide), 50% with Grade C (26% state wide) and 0% with Grades D and E (19% 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, Science and Australian History was pleasing as the value added results were positive and above Statistically Similar Groups (SSG) for these courses. Across all courses, the best results were achieved in Computing Skills where value added was 3.5%.

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 twelve students sat for the Higher School Certificate in 2011. Results in the HSC continue to be very pleasing and in terms of Value Adding well above average. Fifteen courses had average marks above state averages (45% of all courses). In particular, courses which had average marks well above state averages included Industrial Technology, Mathematics and Extension 1 Mathematics.

In English (Standard) 15% of students achieved a Band 5 or 6 result (9% state wide), 33% a Band 4 (30% state wide) and 52%, Bands 1-3 (61% state wide). The English (Advanced) results continue to be very impressive with 53% of students achieving a Band 5 or 6 result (58% state wide), 41% a Band 4 (30% state wide) and 6%, Bands 1-3 (12% state wide). In English as a Second Language, 23% of students achieved a Band 5 or
6 result (32% state wide), 32% a Band 4 (36% state wide) and 45% Bands 1-3 (32% state wide).

The Mathematics Faculty at Ashfield Boys High offered all four Board Developed Mathematics Courses. In General Mathematics 25% of students achieved a Band 5 or 6 result (24% state wide), 24% a Band 4 (26% state wide) and 51%, Bands 1-3 (50% state wide). The Mathematics (2 Unit) results were very impressive with 80% of students achieving a Band 5 or 6 result (51% state wide), 5% a Band 4 (27% state wide) and 15%, Bands 1-3 (22% state wide). Mathematics Extension 1 results continue to be outstanding, 60% of students achieved an E4 result (36% state wide), 40% an E3 (49% state wide) and 0% an E2 or E1 (15% state wide).

The Science Faculty at Ashfield Boys High offered Biology, Chemistry, Physics and Senior Science. Best results were achieved in Physics where 39% of students achieved a Band 5 or 6 result (36% state wide), 30% a Band 4 (35% state wide) and 31%, Bands 1-3 (29% state wide).

In HSIE, best results were achieved in Legal Studies and Ancient History. In Legal Studies, 40% of students achieved a Band 5 or 6 result (38% state wide), 40% a Band 4 (30% state wide) and 20%, Bands 1-3 (32% state wide).

In Ancient History, 34% of students achieved a Band 5 or 6 result (37% state wide), 22% a Band 4 (28% state wide) and 44%, Bands 1-3 (35% state wide).

Other impressive results included Industrial Technology (Timber) and Software, Design and Development.

In Industrial Technology (Timber), 57% of students achieved a Band 5 or 6 result (31% state wide), 43% a Band 4 (29% state wide) and 0%, Bands 1-3 (40% state wide).

In Software, Design and Development, 40% of students achieved a Band 5 or 6 result (26% state wide), 40% a Band 4 (29% state wide) and 20%, Bands 1-3 (45% state wide).
Higher School Certificate relative performance comparison to School Certificate (value-adding)

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.

Year 7 Minimum Standards data indicates that the current Year 7 is slightly below the 2010 Year 7 group. However there has been a clear improvement in the Year 9 Minimum Standards results.

Minimum Standards data

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<thead>
<tr>
<th>Subject</th>
<th>Year 7 Students</th>
<th>Year 9 Students</th>
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<tbody>
<tr>
<td>Reading</td>
<td>93.6</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<td>94.4</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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<td>98.4</td>
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Significant programs and initiatives

History Day

Off the back of Ashfield Boys High School winning the Minister’s Award for History two years in a row, the school once again held a History Day, taking the school back to the 1960’s using the 60’s show, *The Time Tunnel*, as the theme.

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 all Groups reassuring us that Ashfield Boys High is a very successful comprehensive high school. The Highest Value Added occurred in Band 4 (Middle Group) where average value added was 11.
Similar to previous years, the whole school was treated to an assembly showcasing Newsreels, sporting highlights and quirky commercials from the era. Students performed a drama piece with 1960’s dialogue and a student-built iconic VW Kombi. There was a visit from the Queen with footage of her Royal Tour of Ashfield. The Queen was played by English/Drama teacher Ms Jessie Hobeck with aplomb. The filming of the footage used in the presentation caused quite a stir from onlookers and the boys enjoyed the theatre. Prime Minister Menzies, played by Mr John Longhurst History teacher, also visited the school and gave an address, warning the boys about the perils of communism and the domino effect. The morning assembly ended with The Beatles’ Australian Tour. Thirty students from Canterbury Girls High joined the celebration and brought great atmosphere to the assembly screaming uncontrollably for the Beatles.

Year 10 students from Ashfield Boys High School and Canterbury Girls’ then congregated in the hall for a 1960’s trivia quiz. This was followed by a take-off of a Life Saving Carnival from the 1960’s. This involved a series of physical challenges all designed and supervised by Mr Janusz Dobrowolski, Mr Sasha Calic and Mr Hugh Pittman from the Physical Education Faculty. At the same time on the oval there was a narrative writing challenge, a portrait challenge and a Mathematics challenge. All challenges linked to the 1960’s.

After lunch the school assembled and was treated to a rousing speech by the Freedom Rides leader Charles Perkins on Aboriginal Rights. Wests Leagues Club provided the ‘Freedom Rides’ bus where our indigenous students arrived with dramatic effect. The Freedom Rides campaign was broken up with the commencement of a Rock Concert (Bandstand style) headed by students and staff playing artists like Janis Joplin and Mick Jagger. Our own Ashfield Boys High School Experience Band, headed by History teacher Mr James Chatwin then played a variety of 60’s hits followed by a rousing contribution from our school Concert Band.

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 will be tripping back to the 1950’s in Term 3, 2012.

Aboriginal education

There were several highlights for Indigenous education in 2011.

- Joshua Staines was Ashfield Boys High School’s Real Deadly Kids Award recipient for 2011. To achieve this award he showed outstanding effort academically, in student leadership and sport.

- Joshua Staines was Ashfield Boys High School’s Sydney Region recipient for outstanding achievement for Indigenous students. Again, this highlighted his participation in school life and his high achievement academically.

- James Bridges was honoured with the opportunity to host the Deadly Kids Award 2011. He was exceptional in this role and the way he represented Ashfield Boys High School.

- Ashfield Boys High participated in the Great Debates at NSW Parliament House. Joshua Fazldeen and James Bridges participated in a combined team winning their debate. This event required many hours of preparation by the boys.
• The school participated in the AIME program for Years 9 & 10 and this resulted in the opportunity for these participants to host workshops on health and to participate in careers forums.

Multicultural education

The multicultural nature of the school was celebrated on Harmony Day with Radio Ashfield broadcast into the school playgrounds. Students of the SRC and others submitted playlists on the theme of Harmony and SRC students conducted interviews with staff and students in their first languages. These recordings were then edited into four playlists and broadcast in break times over two school days. Feedback from students was very positive.

Over the last three years Ashfield Boys High School has employed high-achieving ESL students from the previous HSC Year to return to provide tutoring to current Year 12 ESL students. In 2011, Bingquan Wang, 2010 School Dux, and Zihao Wang returned to tutor in the subjects of Mathematics, Physics, Chemistry, Chinese and ESL.

There has been much positive feedback from the students who found it very helpful to talk to students with recent experience. In addition, ESL and International Students have formed networks which continue at university level.

Other programs

Respect and Responsibility

One of our students, Ben Janiszewski, won the prestigious Ashfield Community Citizenship Award.

His commitment to numerous projects around and outside of the school, saw him as the outstanding candidate, as reported by the judges. His unselfish donation of time and energy has helped many around the school, as well as in the community. He was also nominated for and won the elections for the position of 2012 School Captain due to his obvious credentials.

A number of programs and projects took place in 2011 which were aimed at catering for students with particular needs or students who would benefit from further guidance and assistance. These 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. Students also attended a three day camp, which strengthened their skills of cooperation and allowed them to participate in numerous activities which they would rarely get the chance to do.
• Anglicare’s Aussie Youth Connect Program which provided students with mentors and ran after-school and weekend programs.
• A mentoring scheme run by the AYC, giving individual assistance and mentoring to particular students, again providing valuable advice and information about career directions and life in general.
• The To the Core Program, once again provided by Dennis Laris of The Wesley Mission, which concentrated on values education.
• The Breakfast Club, run by Ms Heather Gorton, our Chaplain. This proved extremely popular, often catering for up to 80 students and worked as both a food providing service as well as a social gathering.
• The Homework Club, run by Ms Gorton again, as well as a number or teachers on staff. This took place before and after school on most days of the week.

The Annual School Camp for Year 7 students was held in March at Broken Bay in the Hawkesbury Region. The new students were taken by train and boat to this beautiful location by teachers and Learning Support Officers to partake in a variety of activities. Such activities as bushwalking, archery, high-rope climbing, raft-building, boomerang throwing and games evenings, provided a variety of experiences to the
students, many of whom would not have experiences anything like this before.

Year 7 students undertook the Peer Support Program in Term One, delivered to them by Year 10 students who had been specifically trained for the program. The program taught the new students about a variety of things, including working together cooperatively, respecting others, anti-bullying strategies and also educated them about our school structures and values. Peer Group Leaders from Year 10 gained valuable insights into being a leader and bonds were strengthened between junior and older years. Students reported favourably on their experiences during Peer Support.

The Rewards System was revised and updated, with the Principal encouraging greater participation with the introduction of monetary rewards. Not only could students who achieved the desired number of merit awards certificates have the reward of an excursion to Manly Beach Surf School or a day out at the cinema and lunch provided, but they could also aim for monetary rewards and the Principal’s Medal. More than 80 students qualified for at least the excursion element of the system this year.

Cyberbullying talks and workshops were held for Years 7 to 10. These extremely valuable session involved discussion and practical information on many of the current issues facing our students. Cyberbullying was the central idea in these workshops and delivered practical suggestion as to what to do if affected by it. Our local Police Youth Liaison Officer also visited the school on several occasions to strengthen the messages given.

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 and is designed to address the issue of non-attendance before it becomes a more serious problem.

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

**Refugee Transition Project**

Ashfield Boys High School participated in the *Refugee Transition Project*. Ms Desiree Sinclair from Regional Office was appointed to the school to set up the project. This is involved supporting our refugee students through the following means:

- Professional learning for staff of refugee students.
- Career transition for refugee students.
- Developing links with the University of New South Wales Aspire Program and Mercy Connect to provide support for refugee students in their learning.

As a result of this successful transition project, Mr Terry McCusker has been appointed as the Refugee Transition Officer 2012 and will further develop and implement the program for refugee students.

**Year 7 Da Vinci Team Project**

Students from 7 Da Vinci took part in a full day photography workshop at the State Library of New South Wales in conjunction with the Moran Prizes. The workshop provided the students with the necessary skills in basic photography which included setting up and printing digital photos. This workshop was an essential part of their learning, as this became the starting point for their project.

The project commenced with a photography session around Ashfield in Term 4. The students were divided into groups and took photos of some interesting things or places that best represented their chosen topic. Some of the topics chosen were; transportation, the environment and technology, urban transport & human movement and time and percentages. Each topic represented the four key learning areas of Mathematics, English, Science and Geography/History. They also had a chance to visit Ashfield Library, where they gathered resources to be used for their project.
The project culminated with a presentation which was witnessed by their Team Teachers and Mrs Kokkalis, Principal of Ashfield Boys High School. Each group talked about the highlights of their project using photo story, as well as their personal reflections. They also shared their experiences of working as a team and the many benefits of working cooperatively. One student wrote in his reflection:

“In this project, I learned how to use movie maker, photo story and to cooperate with my team members. We all had different roles in the project. We all helped each other. I think we all worked well as a team”.

Transition to High School Science Program

As a major component of Ashfield Boys High School’s Transition to High School Program, the Forensic Science Discovery Experience was a joint initiative of our school’s staff and students and those from Summer Hill, Ashbury, Stanmore and Croydon Park Primary Schools.

In preparation for the Science Program, meetings were held with Primary School Principals to ascertain the level of need and interest in such a program. Two Science teachers, Mr Sam Lam and Ms Manal Nasour devised the hands-on, exciting introduction to Forensic Science Program and trained two teams of Years 9 and 10 students to act as co-facilitators of the workshop sessions.

Year 6 Primary School students spent Wednesday afternoons in our Science laboratories experiencing safe operation of scientific equipment, understanding the importance of experiments that are fair and reliable and having fun discovering what it means to be a forensic scientist by undertaking hands-on activities of collecting and analysing evidence to find a killer.

Not only did the program offer learning experiences for the Primary students involved, but our Years 9 and 10 student co-facilitators received a taste of what it was like to be a teacher and to transfer their expertise to younger students.

Feedback from Primary Schools was extremely positive and some of the Year 6 participants are now students at Ashfield Boys High School.

Progress on 2011 targets

Target 1

Building the Leadership Capacity of the Executive Team

Our achievements include:

- A greater understanding by the executive for building leadership capacity amongst staff and each other.
- Greater responsibility by the executive for whole school programs.
- Introduction of a mentoring program for staff aspiring to leadership positions.

Target 2

Review the Transition Stage 3 and 4 Science programs.

Our achievements include:

- Science Transition Program for Year 6 students to high school was positive and stimulating. Years 6 students enjoyed the unit of work in Key learning area for science.
- Year 6 students achieved outcomes for stage 4 science in forensic science.
- Development of Leadership skills 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.

Our achievements include:

- A greater number of extracurricular programs were made available to students.
- 75% students were recognised and supported for their accomplishments.
- The number of students participating in the volunteer program also increased by 3%.
- The number of students participating in the Student Representative Council increased.
**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 2011 our school carried out evaluations, both by survey, of *Student Use of School Technology* and *Teacher, Student, Parent Analyses of Learning* at the school.

**Educational and management practice**

**Student Use of School Technology Survey**

**Background**

In 2010, the school undertook an evaluation of the effects of the DET Digital Education Revolution (DER) roll out of laptops to all students in Year 9 and the consequent implications for teaching and learning.

As a result of the findings, conclusions and future directions of this 2010 evaluation, the school, in 2011, undertook a follow-up evaluation to ascertain the effectiveness of programs and practices that had been implemented and patterns of student technology usage.

The *School Technology Student Survey* was conducted in October, 2011. The survey was administered randomly to two classes in each of Years 7 to 11 over one day. Collated raw results were sent to EMSAD for analysis and detailed data, in graph form, was returned to the school.

**Findings and conclusions**

The *School Technology Student Survey* consists of eighteen questions, some of which contain a number of parts. A summary of results follows:

- 99% of students have use of a computer at home. Of those who don’t have home access, 93% have access to a computer at school to prepare or study for class.
- 92% of students’ home usage is for homework or study.
- 95% of students have home internet access.
- 88% of students use the internet at home to help them study.
- 52% of students respond that they either don’t know or agree that there are enough computers at school for those who need them.
- 89% of students have access to internet at school for class preparation.
- 97% of students have access to the internet in the classroom.
- 92% of students either don’t know or agree that they have an email account provided by the school.
- 81% of students rate their computer abilities as extremely good, above average or average.
- 83% of students use technology in the classroom either daily or between two and five days a week.
- 49% of students spent more than six hours or between four and six hours using a computer at school a week.
- 90% of students agree that computers make schoolwork more interesting.
- 81% of students believe that using computers helps them to do better with their schoolwork.
- Across subject areas, students report that English is the area in which computers are mostly used.

Students have embraced the use of technology at school. It must be noted, however, that 20% of respondents to this survey were in Years 7 and 8 and had not yet received DER laptops but have access to school-funded laptops, computer laboratories, connected classrooms and electronic whiteboards.

**Future directions**

- The school will continue to provide the latest professional learning for teachers to assist them to further integrate the use of technology into their teaching.
- The use of *Edmodo* as a teaching and learning tool within the school’s technology repertoire will be expanded.
Curriculum

Teacher, student, parent survey about learning

Background

The SchoolMAP Learning Survey is an analytical instrument provided by the Department of Education and Communities’ Educational Measurement and School Accountability Directorate (EMSAD), designed to assist schools in examination of teacher, student and parent satisfaction with learning.

Ashfield Boys High School conducted the surveys in October, 2011. The student surveys were administered randomly to two classes in each of Years 7 to 11 (201 students) over one day. All teachers (46 teachers) completed the survey at a staff meeting and parents (34 parents) from the school’s P&C and those attending a Year 11 into 12 parents’ meeting were surveyed.

Findings and conclusions

Whilst the wording on each of the three surveys differed, all respondents were asked to rank satisfaction in the following ‘best practice’ areas of learning on a four-point scale from Almost Always to Rarely. The results below are a percentage-aggregate of Almost Always, Usually and Sometimes for each group of respondents:

- Stimulating and interesting environment (staff: 100%, students: 89%, parents: 100%)
- Communication between school and parents (staff: 100%, students: 52%, parents: 83%)
- Wide range of appropriate resources (staff: 100%, students: 83%, parents: 94%)
- High expectations of learning (staff: 100%, students: 98%, parents: 100%)
- Students take responsibility for their learning (staff: 98%, students: 93%, parents: 100%)
- Balance of independent and group learning activities (staff: 100%, students: 93%, parents: 100%)
- Students try things that are new and different (staff: 99%, students: 84%, parents: 94%)
- Students reflect upon and assess their own learning (staff: 100%, students: 87%, parents: 72%)
- Teachers reflect upon their own teaching and practice (staff: 100%, students: 87%, parents: 100%)
- Teachers engage in ongoing professional learning and dialogue with colleagues (staff: 100%, students: 87%, parents: 100%)

There is high percentage correlation in responses across most of the ‘best practice’ areas; with particular agreement between staff and parents. Whilst satisfaction with learning is mostly high, the survey results suggest a few areas for further investigation and improvement; particularly with improving students’ understanding of their own learning styles, practices and processes.

Future directions

Initial analysis and discussion of results has been undertaken by the school’s executive. Further analysis will occur early in 2012 and will inform planning of future programs and initiatives to maximise learning outcomes and experiences for all students.

Parent, student, and teacher satisfaction

In 2011 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 on how to support them with their learning and Cyber Bullying. The school has started to prepare for this.
- Parents found the MySchool website workshop informative.
- Ninety percent attendance to assessment evening organised for Year 12 parents.
Eighty percent attendance of Year 7 parents to Team afternoons.

Ninety 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.

Seventy percent of Year 9 parents attended the DER Laptop information evening. They found it very useful.

Students and parents commented favourably on the use of laptops by their students.

Ninety percent of parents attended the Parent Teacher evenings for Years 9, 10, 11 and 12 held throughout the year for student progress.

**Professional learning**

The school’s major priorities for teacher professional learning were: Numeracy and Literacy, Technology, Quality Teaching and Compliance training.

The first school development day focused on: Data analysis of Higher School Certificate results, planning for success, Quality Teaching and faculty planning time.

The second school development day looked at Enhancing Communication for Learning. Staff participated in the following workshops: revisiting Ashfield Boys High strategic plan, improving communication for staff, parents and students and using RISC data base.

The third and fourth school development days focused on: Emergency care training, School Action Teams and Technology. For Technology, staff were trained in the use of Edmodo; an electronic platform for staff and students to use across the school to communicate and share learning. Workshops were also provided for: Student computer use policy, electronic roll marking, using interactive whiteboards, connected classrooms, wikis and blogs.

Fifty seven staff participated in the professional learning activities.

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 awareness.
- Asthma and Anaphylaxis care.
- Principal and Executive Conferences.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Reading

Outcome for 2012–2014

Increase the Year 9 NAPLAN growth rate in reading each year by approximately 3%.

2012 Targets to achieve this outcome include:

- Increase the NAPLAN growth rate in reading by 3% to 54.
- Increase the number of students who value Reading as a pastime.

Strategies to achieve these targets include:

- Library and Team teachers to facilitate Reading program across the school for Year 7 students.
- Testing of all Year 7 students in the new school year to identify students at risk who will need individual support.
- Consult with parents of students at risk in Year 7 to support students with a home school reading program.
- At risk students to attend the homework centre.
- Provide whole school professional development on:
  - Inferential comprehension techniques.
  - Interpreting and analysing graphic data to draw conclusions and visual vocabulary techniques.
- Staff training in the TELL program for ESL students.
- Head Teachers with their faculty to revise programs for reading using the techniques above.

School priority 2

Writing

Outcome for 2012–2014

Increase the Year 9 NAPLAN growth rate in Writing each year by approximately 5%.

2012 Targets to achieve this outcome include:

- Increase the NAPLAN growth rate in writing by 5%.
- Increase the level of extended responses by students.
- Students to broaden their understanding of the tools needed to write in persuasive language.

Strategies to achieve these targets include:

- Testing of all Year 7 students in the new school year to identify students at risk that will need individual support.
- Consult with parents of students at risk in Year 7 to support students with a home school writing program.
- At risk students to attend the homework centre.
- Provide whole school professional development on:
  - Various forms of persuasive texts and their purpose.
  - Knowledge of marking criteria used in NAPLAN testing.
  - Students writing extended response using various types of persuasive texts across all Key Learning Areas.
- ESL and Learning Support staff assisting staff to support students at risk.
- Students to build vocabulary word banks to assist them in their writing.
- Staff training in the TELL program for ESL students.
- Head Teachers with their faculty to revise programs for writing to include persuasive text types.
School priority 3
Building the Leadership Capacity of the Executive Team

Outcome for 2012-2014
An executive team that:

- displays the capacity to lead a culture of high expectations and achievements for students.
- demonstrates proven ability in quality teaching and student outcomes.
- demonstrates high level communication and interpersonal skills to engage all levels of the educational community.

2012 Targets to achieve these outcomes include:

- Build a strong executive team and increase the number of staff who aspire to Leadership positions.

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 Faculty programs for Quality Teaching.

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.

Daisy Kokkalis Principal
Gary Latty Deputy Principal
Jennifer Byrne Deputy Principal
Margot Fitzgibbon Head Teacher Welfare
Judith Brown School Admin Manager
Julian Olencewicz P & C President
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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:

Mueez Tariq, his Mother and previous Ashfield Mayor, Ted Cassidy, receiving the Council’s Road Safety Initiative Award.