Ashfield Boys’ High School
Annual School Report

2012
Messages

Principal’s message

Ashfield Boys’ High School is distinctive in several ways. Years 7 and 8 are taught in teams where teachers meet weekly to plan for the learning success of students in their teams. Collaborative teacher learning is a priority. 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 future employment and training. The school has 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 2012. 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 2012, we started to separate fundraising activities from the general meetings so that we had more time during the meetings for discussions with the Principal and Deputies and, I believe, this has had a positive effect on both areas.

The parents continue to support the P&C levy as part of the regular school contribution invoices which resulted in $25,000 being contributed.

We also held our annual Trivia Night, which is an important part of the school social calendar, as well as a great fundraiser.

The P&C has donated $27,000 of its funds towards new garden furniture in the playground areas outside the canteen, returfing of the school oval, two digital finger data systems for late students and better signage to display messages electronically to the local community.

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

2012 was a busy year for the Ashfield Boys High SRC. As well as planning for innovative new structures, the SRC worked on many initiatives which benefited students and also the wider community. Some of the highlights were:

• Several senior SRC members attended the Sydney Region SRC Conference, Represent.
• The newly reconstructed SRC, consisting of the executive and other dedicated members, were appointed at annual elections. The School Captain, Joshua Staines and Vice-Captain, Juan Pablo Guevara Morales, were also appointed in Term 4.
• Much planning was undertaken to restructure the SRC in 2013. At their invitation Rising Generations, ran a workshop to help clarify SRC goals. Separate committees were established for Student Welfare, Fundraising, Sustainability and The Project Team. The positions of Year Captain and Vice-Captain were instigated to represent the needs of their own particular Year group. Office space for use by SRC members was also allocated.
• The SRC again proudly supported White Ribbon Day by raising money for the cause and signing oaths against violence to women. In December, a White Ribbon Day Assembly was held with guest speakers from AIME and NCIE. There were also contributions by music, drama and art.
• The SRC’s Anti-bullying campaign culminated in a video competition. The quality of entries was outstanding and highly appreciated by staff and students. The entries were also shown to a primary school audience.
• Two SRC students attended the Halogen National Young Leaders Day in October.
Some of the junior SRC members were involved in the Coalition of Knowledge Building Schools project with the State Library of NSW to help create an interactive app for their new exhibitions.

Joshua Staines, 2013 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 in recent times increased enrolments. Since 2010 it continues to be above 700. In November 2012 there were 707 students enrolled in the school across Years 7 to 12. The total was made up of 113 students in Year 7; 111 students in Year 8; 118 students in Year 9; 125 students in Year 10; 131 students in Year 11 and 109 students in Year 12. Enrolments included 55 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. Sixty-five 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 regular 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 higher than the State average but 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 counselling for students at risk of not completing either the School Certificate or Higher School Certificate.

**Post-school destinations**

The destination survey conducted in 2013 for 2012 graduates revealed that:

- 47% of students commenced university;
10% of students commenced TAFE;
13% of students commenced apprenticeships or traineeships;
18% of students commenced employment; or work, and
12% of students travelled overseas.

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

In 2012, 30% of our students undertook vocational or trade training.

<table>
<thead>
<tr>
<th>Staff establishment</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>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>36.1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.68</td>
</tr>
<tr>
<td>Total</td>
<td>65.38</td>
</tr>
</tbody>
</table>

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

The composition of the school workforce that is indigenous is nil.

**Staff retention**

The staff retention rate was high and unchanged 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
</tr>
</tbody>
</table>

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

99 Year 12 students attained HSC or equivalent vocational educational qualification in 2012. 3 students received a Record of Achievement.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$344160.47</td>
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<tr>
<td>Global funds</td>
<td>409325.95</td>
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<tr>
<td>Tied funds</td>
<td>184374.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>497989.41</td>
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<tr>
<td>Interest</td>
<td>17927.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28192.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1481969.92</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 159973.25  |
| Excursions                | 40598.02   |
| Extracurricular dissections| 239992.45  |
| Library                   | 15779.35   |
| Training & development    | 2561.00    |
| Tied funds                | 252468.37  |
| Casual relief teachers    | 90680.57   |
| Administration & office   | 142796.48  |
| School-operated canteen   | 0.00       |
| Utilities                 | 141029.98  |
| Maintenance               | 45497.95   |
| Trust accounts            | 24093.88   |
| Capital programs          | 0.00       |
| **Total expenditure**     | **1155471.30** |

| **Balance carried forward**| **326498.62** |

A full copy of the school’s 2012 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.

Music

Our Annual Music Night was a big event, with well over 200 students participating and a large crowd attending. The performances on the night involved students from all years performing to the audience, who greatly appreciated their efforts and enthusiasm. Performers made use of the new facilities of staging and lighting on the night.

Our bands are continuing to be strong, with 25 students in the Concert Band, led by Bandmaster, Danika Allars and Bernie Lagana and twelve in the Stage Band which was overseen by Ms Galettis.

Their performances in 2012 included:
- Year 6 Evening (Concert and Stage Bands)
- Anzac Day Ceremony (Concert Band)
- Yeo Park mini Olympics and Athletics Carnival involving four infants schools (Concert Band)
- Remembrance Day Ceremony (Stage and Concert)
- Various school assemblies both informal and formal (Stage and Concert)
- White Ribbon Day at Ashfield Civic Centre (Stage)
- The school’s Annual History Day (Concert)
- Year 7 Orientation (Stage, Concert and Vocal Group)
- Presentation Day (Stage and Concert and Vocal Group)

The Vocal Group this year involved approximately 12 students. Teacher, Ms Tzodouris, continued to develop their voices and they performed in a number of events, as well as participating in various assemblies and at the Presentation Day Assembly.

School performance 2012

Achievements

Arts

Ashfield Boys High continues to see students keenly participating and achieving to a very high standard across all areas of the Arts.
Highlights included:
- Vocalist Jaya Samuel-Chelkowski was selected to be part of the Youth Olympics Opening Ceremony. In preparation for this, he attended rehearsals and recording sessions in December, in preparation for the big event in January 2013 to be held at the Entertainment Centre.
- Ten students attended vocal workshops in Chatswood, an event held by The Arts Unit. From this, three students were nominated and performed at the Primary Proms concert at the Town Hall.
- Four students performed at the NSW Federation of Community Language Schools. They sang the National Anthem in both English and the Dharug Aboriginal Language, which was also accompanied by Joshua Staines playing the didgeridoo.
- The Vocal Group visited St Stephanos Childcare Centres at Hurlstone Park to perform Christmas carols at their Christmas Party.

Tutoring this year was delivered by our specialist tutors, including former student, Daniel Neurath, who came 2nd in the state in his HSC year in Music 1. Our tutors taught Guitar, Drums, Piano, Clarinet and Cello to interested students.

Drama
Highlights in Drama this year included:
- Charlie Kupu, received an ONSTAGE nomination for his Individual performance entitled Half-Way Crook. Charlie collaged poetry by Daniel Beaty and song lyrics by Eminem and Dr Dre together to create this original and confronting piece of theatre.
- Outstanding HSC Drama individual and group performances showcased at a Drama Evening in Week 5 Term 3. A large crowd attended the performance space which had been newly fitted out with theatre seating.
- An excursion with Years 11 and 12 to ONSTAGE at the Seymour Centre in February.
- An excursion with Year 9 and 10 to Fools in Progress, a Commedia Del `Arte theatre production at Leichhardt Town Hall to enhance their study of the style.
- A Years 9 and 10 Creative Arts night hosted by Year 9 Drama, who organised and produced the event and were involved in both Performances and Technical Operations. A huge crowd enjoyed the very original Drama performances.
- Auditions were held and a cast selected for our ambitious 2013 production of Lord of the Flies - Nigel Williams’ play based on Golding’s famous novel.

Art and Design
- The Gifted and Talented Program delivered by the Art Department resulted in the production of some excellent works which were displayed at end-of-year events such as the Creative Arts Evening and Presentation Day Assembly. Powerpoints of the best artworks of each Year grouping were also presented at the SRC Assemblies in Term 4.
- Art students, Jaya Samuel-Chelkowski and Joshua Ogburn were asked to provide their Photoshop works for an exhibition run by the Leichhardt Council.
- The Art Department also helped to make the Anti-bullying Poster competition a big success and displayed many students’ posters in the Art Precinct.
- One of our practicum teachers won a grant for an animation project, which was completed with the Year 11 Visual Design students. They had to design flat-pack furniture, using the design principles of the Bauhaus School, to be made out of cardboard. Students also had to produce a video which would allow consumers to be able to reconstruct the furniture which they had designed. The concept was similar to IKEA flatpack furniture. Students had a great time using their imaginations to construct these and their DVD film instructions were presented to staff.
- The Practicum Teachers who came to the school this year were particularly impressive in delivering a variety of lessons involving cutting-edge techniques.
The HSC Art Exhibition was presented to staff and students in September, before being submitted for marking. The great variety of works was testament to the hard work of teachers and students.

An excursion to the *Picasso Exhibition* and also to *Art Express*, involving Years 9 to 12 students was a great success in allowing students a unique opportunity to view works of one of the world’s great artists and also to view exceptional HSC artworks from 2011.

**Sport**

In 2012, teams from the school contested the CHS Knockouts in Basketball (Open and u/15), Football, Volleyball, Hockey and Rugby Union. The Volleyballers, many new to the game, performed with success, winning through to the 4th Round. The Open Basketball contested the Regional Semi-final at Gosford.

Within the regular Zone competition ABHS contested semi-finals in Futsal, Oztag, Junior Tennis, Volleyball, Junior Basketball, and Table Tennis, enjoying success with the u/15 Tennis team and the Junior Futsal team.

The Annual Swimming Carnival and Athletics Carnival were conducted with a mix of fun and seriousness. From there, representatives went to the respective Zone Carnivals.

The Age Champions were:

<table>
<thead>
<tr>
<th>Age</th>
<th>Swimmer</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Not awarded</td>
<td>Swimming</td>
</tr>
<tr>
<td>13</td>
<td>Charles BEZETT</td>
<td>Swimming</td>
</tr>
<tr>
<td>14</td>
<td>Keaon KOLOAMATANGI</td>
<td>Swimming</td>
</tr>
<tr>
<td>15</td>
<td>Byron LI</td>
<td>Swimming</td>
</tr>
<tr>
<td>16</td>
<td>Jung-Sub LEE</td>
<td>Swimming</td>
</tr>
<tr>
<td>17</td>
<td>Nicholas CHARALAMBOUS</td>
<td>Swimming</td>
</tr>
<tr>
<td>18+</td>
<td>Ritthikiet METHAVIRIYAVANICH</td>
<td>Swimming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Sportsman</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Alperen SERDAL</td>
<td>Athletics</td>
</tr>
<tr>
<td>13</td>
<td>Riley SMITH</td>
<td>Athletics</td>
</tr>
<tr>
<td>14</td>
<td>Ray-Dean BOWDEN</td>
<td>Athletics</td>
</tr>
<tr>
<td>15</td>
<td>Ben McKEEVER-FORD</td>
<td>Athletics</td>
</tr>
<tr>
<td>16</td>
<td>Hamid ULLAH</td>
<td>Athletics</td>
</tr>
<tr>
<td>17</td>
<td>Adika NJEMANZE</td>
<td>Athletics</td>
</tr>
<tr>
<td>18+</td>
<td>Daniel PRESCOTT</td>
<td>Athletics</td>
</tr>
</tbody>
</table>

Adika Njemanze was rewarded for his outstanding efforts in Athletics and performance in the Volleyball team with the award as Sportsman of the Year.
Other

High Resolves
The High Resolves Global Leadership Program for 2012 started its first session in March 2012 with 25 selected Year 9 students.

The Global Leadership Program involved a variety of activities over Years 9 and 10. Students participated in a number of development sessions on leadership in Year 9 in 2012. The program will then take the students through a series of hands-on School and Community Action Project experiences that typically span two to three terms in Year 10.

The objective of the High Resolves Leadership program is to motivate students to view themselves as a purposeful global citizen and to acquire the mindset and skills they will need to lead their communities. Some of the core skills expected to be developed from this program included:

- Conflict resolution and negotiation
- Collective action
- Project management
- Public speaking
- Team dynamics

Twenty Year 10 students participated in the High Resolves Global Leadership Program in 2012. This program enabled the students to further enhance their leadership abilities that were developed during the High Resolves program in Year 9. The program for Year 10 involved students selecting and raising awareness of a social issue. Our boys chose to tackle the challenging topic of Teenage Depression. Throughout the year and with the help of the High Resolves facilitator, the boys learnt valuable organisational, time management, planning and leadership skills. The students were also able to organise to have an article recognizing their outstanding achievement, published in the Inner West Courier. A link to this article is provided here:


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

Reading—NAPLAN Year 7

The data from these tests indicated that in Reading our students performed below our Statistically Similar Group, School Average 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 data from these tests indicated that in Numeracy our students performed slightly below our Statistically Similar Group, State and our school five year averages.

Numeracy – NAPLAN Year 9

The data from these tests indicated that in Numeracy our Year 9 students performed slightly above our Statistically Similar Group, State averages and our school five year average.

Reading – NAPLAN Year 9

The data from these tests indicated that in Reading our Year 9 students performed slightly below our Statistically Similar Group, State averages and our school five year average.

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 and enter the school name in the Find a school and select GO.

**RoSA**

In 2012, one hundred and thirty one students from the school completed the Stage 5 section of the Record of School Achievement (RoSA). 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. In the compulsory core subject area students achieved their best results in Mathematics and English. In Mathematics, 18% of students gained a Grade A (14% state wide), 30% a Grade B (23% state wide) 24% a Grade C (31% state wide) and 28% Grades D and E (32% state wide). In English, 10% of students gained a Grade A (13% state wide), 20% a Grade B (27% state wide), 35% a Grade C (36% state wide) and 35% Grades D and E (24% state wide).

Performance in Australian Geography, Australian History and Science was sound.

The school also awards a grade for each student in the elective courses.

Best results were achieved in Graphics Technology, Food Technology and Information and Software Technology.

In Graphics Technology, 36% of students gained a Grade A (22% state wide), 36% a Grade B (27% state wide) 28% a Grade C (31% state wide) and 0% Grades D and E (20% state wide).

In Food Technology, 32% of students gained a Grade A (18% state wide), 42% a Grade B (27% state wide) 21% a Grade C (31% state wide) and 5% Grades D and E (24% state wide).

In Information and Software Technology, 26% of students gained a Grade A (23% state wide), 26% a Grade B (27% state wide) 6% a Grade C (29% state wide) and 42% Grades D and E (21% state wide).

**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 two students sat for the Higher School Certificate in 2012. Seven courses had average marks above state averages (21% of all courses). In particular, courses which had average marks well above state averages included Industrial Technology, Extension 1 Mathematics and Construction (Examination).

In English (Standard) 8% of students achieved a Band 5 or 6 result (16% state wide), 49% a Band 4 (36% state wide) and 43%, Bands 1-3 (48% state wide). The English (Advanced) results continue to be sound with 37% of students achieving a Band 5 or 6 result (54% state wide), 58% a Band 4 (35% state wide) and 5%, Bands 1-3 (11% state wide). In English as a Second Language, 6% of students achieved a Band 5 or 6 result (25% state wide), 36% a Band 4 (40% state wide) and 58% Bands 1 to 3 (35% state wide).

The Mathematics Faculty at Ashfield Boys High offered all four Board Developed Mathematics Courses. In General Mathematics 11% of students achieved a Band 5 or 6 result (22% state wide), 28% a Band 4 (29% state wide) and 61%, Bands 1-3 (49% state wide). In Mathematics 42% of students achieved a Band 5 or 6 result (53% state wide), 42% a Band 4 (27% state wide) and 16%, Bands 1-3 (20% state wide). Mathematics Extension 1 results continue to be outstanding, 44% of students achieved an E4 result (36% state wide), 56% an E3 (49% state wide) and 0% an E2 or E1 (15% state wide). Mathematics Extension 2 results were similar.
The Science Faculty at Ashfield Boys High offered Biology, Chemistry, Physics and Senior Science. Best results were achieved in Senior Science where 33% of students achieved a Band 5 or 6 result (40% state wide), 33% a Band 4 (31% state wide) and 34%, Bands 1-3 (29% state wide).

In HSIE, the best result was achieved in Legal Studies where 44% of students achieved a Band 5 or 6 result (40% state wide), 31% a Band 4 (29% state wide) and 25%, Bands 1-3 (31% state wide).

In the Creative and Performing Arts area the best result was in Drama where 63% of students achieved a Band 5 or 6 result (44% state wide), 37% a Band 4 (39% state wide) and 0%, Bands 1-3 (17% state wide).

In the other faculties there were two outstanding results in the Industrial Arts area.

In the Industrial Technology Timber 75% of students achieved a Band 5 or 6 result (30% state wide), 0% a Band 4 (31% state wide) and 25%, Bands 1-3 (39% state wide).
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The Highest Value Added actually occurred in Band 4 (Middle Group) where average value added was 3.5. Value added results were not as good in the Lower student grouping. The Lower Student Group was a very atypical group and is not a representation of school averages (5.0) for the past five years as demonstrated in the graph below.

Significant programs and initiatives

Aboriginal education

Aboriginal Education at Ashfield Boys High had many highlights and successes in 2012.

The highlights included:

- Rhys Wesser as guest speaker for NAIDOC Assembly.
- Joshua Staines and James Bridges represented Ashfield Boys High at the ANZAC Service for Aboriginal and Torres Strait islander returned service men and women at Hyde Park War Memorial.

- Hosting National Indigenous Literacy Breakfast with guest speaker Michael O'Loughlin as ambassador of the Indigenous Literacy Foundation. As part of this day, our school had the Great Book Swap and raised over three hundred dollars for the foundation.
- Years 8 to 10 boys participated in the Closing the Gap Breakfast at the National Centre for Indigenous Excellence. This experience involved selecting their choice of breakfast and then having to burn off the equivalent calories, as well as receiving information about healthy eating and wellbeing.
In addition to this, the successes among our students were many. These included:

- Baedon Barton-Vaofanua won the Sydney Region Speak Up forum and Tyson Brown received a highly commended award.
- Robert Bridges of Year 8 won the Patrick White Writing competition.
- In the Great Debates for Years 8 and 10, Joshua Fazldeen and James Bridges were successful in their debate about the Tent Embassy 40 years on.
- Jackson Plumb of Year 7 received the Deadly Kids Award for Ashfield Boys High School 2012.
- In Koori Art Expressions, James Bridges, Robert Bridges, Connor Calqhoun, Joshua Fazldeen and Ray Dean Bowden had their art works selected for exhibition at the Power House Museum.
- Year 8 students who attended the Speak Up forum were selected as part of the World’s Biggest Classroom Promotion for the Department of Education and Communities.

Underpinning these programs, has been our ongoing relationship with AIME, based at Sydney University. We now participate in an ongoing capacity with the Year 9 and 10 program and the Year 11 and 12 student leadership program, which has resulted in our students undertaking many leadership roles.

Multicultural education

The Multicultural nature of Ashfield Boys High was celebrated at Harmony Day Assembly which was organised by the school's Equity Team and the Student Representative Council. One of the many highlights of this assembly was the presentation of the school’s student entry for the Sydney Region Equity Mosaic Project which saw ABHS students supported by students from the University of New South Wales. The celebration of sport as a link between all cultures within the school was also a focus of this Harmony Day Assembly.

The Equity Team’s Celebrating Cultural Diversity Project was a cultural awareness program targeting Years 7 and 8 Teams. The focus of the program was to promote awareness of Asian cultures within the school. Students from Years 8 to 10, representing the countries of China, Korea, Thailand, India, Pakistan, Nepal, Vietnam and Sri Lanka, delivered an interactive lesson to Years 7 and 8 students. The students learnt about significant events, people, places and music of the specific culture through PowerPoint presentations and videos. They were taught simple phrases in the national language and had conversations with each other. Students were also taught a martial art, craft activity or children's game. This program allowed students to develop their public speaking, presentation, collaborative learning and leadership skills.

Over the last four years, Ashfield Boys High School has employed high-achieving ESL students from the previous year to return to provide tutoring to current Year 12 ESL student in the subjects of Mathematics, Physics, Chemistry, Chinese and ESL. In addition to the obvious academic benefits of this, ESL and International Students have formed connections which continue at university.

Sustainability

At Ashfield Boys High, the Sustainability Committee proposed a Sustainable Management Plan, designed and coordinated by one of the Science Teachers, Miss Farooq. The school was very fortunate to have on board the help and support of a local Sustainability Company HotRock.

HotRock provided funding to partner high schools that want to make empowering Education for Sustainability a priority within their curriculum and practice. This aims to target a multitude of significant areas, including recycling, managing
waste, minimising use of energy and the development of organic and vertical gardens. All of these ideas bring students in contact with real biological systems at work.

Through Sustainability Projects, a great number of extra-curricular programs are made available to students within the SRC (Student Representative Committee) and through a Year 7 Nile Team Rich Project which will continue into Year 8. The increasing number of students willing to give up their spare time after school has supported the success of this program. The Year 7 team members have gathered their own resources to plant, grow and develop an organic food garden.

Planting a seed and nurturing it to fruit is like feeding the ducks. It gives the students a sense of worth and belonging. The Organic Food Garden should be designed to maximise biodiversity and the inter-dependence of systems. This makes for a rich learning tool that is robust and prone to good health. The Organic Food Garden aims to include as many of the following systems as possible: living organic soil in which to grow vegetables, herbs and fruits. The proposed and developing garden will have companion plants, compost systems, rockery, and native shrubs, whilst incorporating recycled plastic bottles.

The space allows students to become an integral part of a harmonious biological system, giving and taking in a sustainable way. Students give time, energy and thought to the space and in return they receive well-being, purpose and, of course, delicious organic living produce.

**Respect and Responsibility**

A variety of programs and projects took place in 2012 which were aimed to cater for students with particular needs or students who would benefit from further guidance and assistance. These included:

- **The Student Eyecare Program**, where many boys took the opportunity to have their eyes tested. A company came to the school and tested boys’ eyes. This was a free service for those with a Medicare Number. Of the 245 boys who were tested, approximately 20% required glasses or an update in their prescription. The overall findings showed that issues were predominantly around focussing, eye-teaming and some with colour vision deficiencies.

- **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 Ms Heather Gorton, our Chaplain.

- **The Homework Club**, overseen by Ms Gorton allows for 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.

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

- 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.

- Anglicare’s **Aussie Youth Connect Program** took place after school and weekends in their Summer Hill location. The programs provided students with mentors and a variety of varied and interesting activities.

- **Our Anti-bullying Program** this year saw an Anti-bullying poster and video competition being held, with many students in Years 7 to 10 participating. The Art Department helped to raise the profile of this competition and it resulted in a high standard of entries. Winners of the video competition had their video presented at a school assembly. Winning entries for the Poster Competition
also had their work displayed in a presentation at a school assembly.

- **Launch Pad Company** performed for Years 7 and 8. They presented messages of anti-bullying, respect for others and cooperating with others. Students were impressed by the acrobatics of the performers and were delivered the messages in a creatively interesting way.

- The High Resolves Program was led by Years 9 and 10 Year Advisers, Mr Tenefrancia and Mr McCusker.

- The RAW Program for Refugee students was coordinated by Mr McCusker.

- The Volunteering Program was led by Ms Gorton.

Other events or highlights included:

- Road Safety talks and demonstrations which were held throughout the year, with the Police Liaison Officer coming to talk to the boys. This was followed up by discussions in Year Meetings and a poster competition.

- The **Long Tan Awards**; yearly awards granted by the Australian Defence Forces, recognising students with special characteristics of leadership were this year awarded to Year 12 student Dar Kordy, Year 11 student Jake Knott and Year 10 student Joshua Fazldeen.

- One hundred Year 7 and 8 students from Ashfield Boys High School attended the Burwood Girls High School disco to help raise funds for the **Hands Across the Ocean Charity Fund**.

- Four boys from the school attended Stewart House for a week of activities. Stewart House is an organisation which provides assistance for students needing support. The school recommends a number of students, who then attend the camp at Narrabeen for a week.

- A **White Ribbon Day** function was held at Ashfield Civic Centre in November. A number of our senior students attended this event, signing the pledge to take a stand against violence against women. Our school Stage Band also played in this event and drew a warm response from the crowd.

- Dramatherapy workshops were conducted by our two Drama teachers, in which two classes, one from Year 7 and one from Year 8 participated. The boys were involved in looking at issues to do with bullying. It worked on the principle of taking ownership for behaviour in order to prevent bullying or to find solutions to behaviours which could cause harm or upset to others. Sessions were also delivered to some smaller groups of boys from other Year groupings.

- Year 7 was taken to Broken Bay in the Hawkesbury Region to attend the Annual School Camp in March. 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 experienced anything like this before.
School structures and values. Year 10 gained valuable opportunities to become leaders and it provided a unique way to create links between junior and more senior years. Evaluations suggested it was a valuable experience for all.

- More than 90 students were rewarded with an end-of-year excursion to one of two locations as a result of earning enough merit awards in the Ashfield Boys Rewards System. This year’s excursions included a trip to the Skirmish Centre and Ten Pin Bowling, or a day out at the cinema and lunch provided. A number of students were also able to receive monetary rewards and the Principal’s Medal.

- The Attendance and Lateness System which is designed make students aware of how important it is to attend school and to attend on time. It aims to prevent future unexplained or partial absences and is designed to address the issue of non-attendance before it becomes a more serious problem. Regular Support Sessions for students who were late or absent without explanation were held, with students attending after-school sessions where they were required to look at how being absent or late affects them, their peers and teachers.

- The Government Immunisation Program saw Year 7 students being vaccinated against Hepatitis B, dTpa and Varicella (Chicken Pox) and Year 10 students against dTpa. 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 Program

In 2012 six of our refugee students participated in the RAW (Read, Arrive, Work) program. This program was designed and run by JobQuest Penrith to provide students with a refugee background the additional support in preparation to enter the workforce. Students were taught interview, résumé writing and other vital employability skills required in the Australian work place to enable them to make a smooth transition into the workforce. The program also provided students with the knowledge and contacts to aid future job and career choices. Overall the program was a great success.

Other programs

One example of how students are engaged in rich tasks is through the Teams structure. This Team Project, using an integrated curriculum, both engaged the boys and enhanced their learning.

7 Amazon Team Project - Enquiry into the Sinking of RMS Titanic

The 7 Amazon team project marked the 100th anniversary of the sinking of RMS Titanic. This involved the cooperation of four faculties: English, Science, Mathematics and History. Each faculty coordinated their activities and focused on different aspects of the maritime tragedy.

The History department decided to re-open the official enquiry into the sinking. The objective: Who is most responsible for the loss of life on RMS Titanic?

With only limited time available, the students of 7 Amazon charged into action. Opening their sealed envelopes they poured through the stack of evidence before them. Immersed in paper strewn over desks and falling onto the floor, the teams discussed, debated, argued and agreed as they gathered together the strands of evidence to make sense out of the many facts, opinions and events. Why? To construct a cogent argument for the upcoming court case. Reputations were at stake.

Assembled into six legal teams, 7A had to use evidence to build a case to defend their client and provide an alternative verdict. Each team represented one of the six main suspects.

The intern, Mr Michael Potts created the task and organised the lessons over two weeks so that each team prepared their case to the best of their ability. After evaluating the evidence an ICT audio/visual presentation had to be created. This needed to be informative and entertaining as well as clear and persuasive in order to sway the presiding Supreme Court Chief Justice Radojevic, otherwise the magisterial Head of History.

On the day of judgement what had, only minutes before, been a quiet classroom, became transformed into an electrically charged courtroom. The legal teams filed in and took their places behind their assigned counsel benches,
arranged in echelon formation, at the apex of which sat the Judge’s chair.

Each team in turn stood before their peers and faced the stern features of the judge. Objections fired out from keen minds to the left and to the right; counter-argument parried accusations; rebuttals deflected challenges; “overruled” and “sustained” punctuated the sharp atmosphere.

In the end, there were no losers. 7 Amazon amazed Mr Radojevic and Mr Potts with their enthusiasm, their skill, their hard work and their talent. The future looks bright for the study of History through enquiry-based learning at Ashfield Boys High School.

By the way, the Captain did it.

**Transition to High School Science Program**

Ashfield Boys High School hosted yet another exciting Transition program as a major component Primary students’ transition to high school. The themed component of using “Dyes in Science” was a joint initiative of our schools’ staff and students and those from Ashbury, Campsie, Croydon Park and Ashfield Public Primary schools.

With careful preparation toward this program, meetings were held to coach ten student volunteers from Year 10 to assist with the smooth delivery of these sequenced workshop sessions. They were to become the Science Enrichment Mentors. The responsibilities of these mentors were to assist with lesson planning, set up of equipment and to contribute by team teaching the primary students using class activities and to build friendships along the way.

The two dynamic Science teachers who were the creators of the program were Mr Brendan Curran and Miss Raheela Farooq. The thought-provoking hands - on lessons were created to invigorate, stimulate and enrich the learning amongst the primary students.

The program ran successively for several weeks on Wednesday afternoons in the schools’ modern Science laboratories. The primary students experience the opportunity to conduct safe procedures using scientific practical equipment. In addition to this, they understood the importance of using specific Dyes in Chemistry and Biology to assist in analysing and making observations.

Some of the comments made by the primary students were, “We love this program” and that “the program was fun.” Another student also remarked that they “find science more fascinating.”

![Image](image_url)

Not only did the program offer tremendous learning experiences for the Primary students, but equally provided additional opportunities for student leadership amongst the Year 10 Enrichment Mentors. Their dedication, support and accomplishments were recognised.

Furthermore, the Science Transition program has been a mutually beneficial opportunity in forming lasting connections and in heightening students’ learning, knowledge and passions for Science.

**Progress on 2012 targets**

**Target 1**

**Reading**

**Outcome for 2012 -2014**

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

Our achievements include:

- 45% of students showed a growth rate in their individual reading results from Year 7 Reading Program.
- The Reading Program has been very popular by our students. Many students feel confident to borrow more books for reading in their own time.
All Year 7 Team Leaders and teachers on Year 7 Teams have completed a reading program to support students at risk in reading.

Parent reading information meetings were held for parents to help them support their child at home with their reading program.

Staff training in TELL is continuing as part of teacher professional learning.

Whole school planning of reading strategies is implemented in faculty programs.

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Staff training in TELL is continuing as part of teacher professional learning.

Whole school planning of reading strategies is implemented in faculty programs.

Target 2
Writing

Outcome for 2012-2014
Increase the Year 9 NAPLAN growth rate in writing each year by approximately 5%.

Our achievements include:

- Teachers report that students’ skills in writing have improved. Naplan data for this cohort’s writing is not available.
- Head Teachers with their staff incorporate writing strategies into their faculty programs.
- Students practise using different scaffolds to improve on their writing.
- Students are encouraged to write more extended responses.
- Staff training in TELL is continuing to support staff to use strategies which will support students of ESL backgrounds.

Target 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.

Our achievements include:

- Five Head Teachers aspiring to be Deputies.
- An ongoing Faculty review of Teaching Programs with a focus on quality teaching.
- Ongoing support for mentoring and coaching in Team Building across the Executive.

School evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of our Teams Structure and Year 7 Reading Program.

Educational and Management Practice

Teams Structure

Background
The school is well known for its success in catering for Years 7 and 8 students through the team program and for Years 11 and 12 students through a diverse senior curriculum with access to many VET courses at school and through TAFE. In 2012 the school decided to conduct a review of the team program and see if the curriculum structures that were in place were still effective in catering to the success of student learning.

The staff, which was trained in the team program, has mostly moved on to other work environments. The new staff who have replaced them have had little professional development in this program.

Findings and conclusions
The school employed the services of Hon Professor Susan Groundwater Smith to lead focus groups across the staff, students and parents investigating their understanding of the Team structure, its purpose, and effectiveness for student engagement and quality teaching.

Students also attempted a survey exploring the issues of student satisfaction with learning in a team environment and transition from Year 6 to high school.

Results showed:

- Staff roles and responsibilities as agreed for teams are clearly communicated across the teams.
- Learning opportunities are provided within a stimulating and secure environment.
- Students were supported in pursuing self-directed learning.
The classroom learning environment catered for a wide range of learning styles. A variety of teaching strategies was evident. The transition of Year 6 students to Year 7 is smooth. They are assimilating well into high school.

Areas that concerned staff included:

- Need to provide more professional development training for the staff allocated to teams.
- Time allocated to teams needs to be structured.
- Staff from other Key Learning Areas such as TAS, PD/Health/PE would also like to be part of this structure.
- Parents would like to see the Local Community hearing more about the great work of Teams, “this program is not out there and it should be advertised more as it is a strength of the school”.

Future directions

Staff responses will be considered in detail at the first school development day of 2013. Findings will determine the Priorities for the 2013 Management Plan.

Curriculum

Year 7 Reading Program

Background

In 2012, the school implemented a Reading Program for all Year 7 students. The aim of this program was to increase the NAPLAN growth rate in reading and to increase the number of students who value reading as a pastime. All Year 7 students were individually tested in order to identify each student’s needs.

Team teachers and Library staff facilitated the program in the Library which took place on a weekly basis in one English period.

At-risk students attended the homework centre and received additional one-on-one tutoring to assist with their reading.

Staff and students were surveyed on the implementation and learning outcomes of the program.

Findings and conclusions

- Student reading levels improved noticeably after a five week period from the commencement of the program.
- 9% of students improved by 1 to 2 reading levels.
- 31% of students improved by 3 to 6 reading levels.
- 60% of students improved by 7 or more reading levels.
- Students were engaged during the program.
- All students surveyed commented that they felt more confident in reading out aloud in class.
- Students became more familiar with words in the content of their subject areas.
- There was a significant increase in Year 7 students borrowing books from the school library.

Future directions

- The school will continue to provide professional learning for teachers to assist them to further improve on teaching techniques in inferential comprehension, interpreting, analysing graphical data and critical reading.
- The implementation of the TELL program within the new national curriculum.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- 85 percent from parent community attended information evenings for subject selection and Assessment procedures for the Higher School certificate. The parents found the information very useful.
- More parents especially from Year 7 are attending the P&C meetings. The parents enjoyed attending workshops delivered by the Head Teachers from the various Key Learning Areas.
- Year 7 parents found the team evenings useful. They understood the purpose of the Team structure, its purpose in supporting student learning and easing student transition into high school.
The school, as part of its evaluation for the Annual Report on Teams, surveyed parents. Parents provided much positive feedback “this program is not out there and it should be advertised more as it is a strength of the school”.

Our International Students and their guardians attended information sessions for the Higher School Certificate, attendance, Visa requirements, anaphylaxis, evacuation and lockdown procedures and other general matters. They appreciated that Chinese, Korean and Vietnamese interpreters were provided. They had a better understanding of School procedures and expectations, as a result.

Student and Teacher opinions were also sought in the evaluation of the Teams Structure. Focus Group sessions were held and generally feedback was positive to continue with this structure. Staff teaching outside the Teams expressed concern that they were not part of the program and would like the school Executive to investigate ways that would include them.

75 percent of parents from Year 9 attended the DER laptop information evening and found it very useful.

Edmodo, a technology program, needs to be launched so that all sectors of the school community are familiar with the program and can access it.

The Homework Program has seen an increase in student numbers accessing it.

The Breakfast Program continues to fill a void for students who do not have time to access breakfast from home.

Parents found Parent Teacher evenings very useful. Attendance by parents at these evenings was 70 per cent.

Parents find the introduction of SMS texting for student absences very useful.

Generally, one concern of parents is access to communication, for example, school letters for sport and excursions. Parents wish to access this information from the school website. The school will investigate ways to do this.

Professional learning

Throughout 2012, the school’s priorities for Professional Learning were: Literacy and Numeracy, Technology, preparation for the implementation of the National Curriculum, Quality Teaching and Compliance Training.

The first School Development Day focused on: Analysis of NAPLAN and HSC results data, Literacy and a guest speaker from the Board of Studies who spoke about Board Requirements.

On the second School Development Day, the staff was engaged in analysis of the Years 7 and 8 Teams structure, effectiveness and future directions. This was the catalyst for the extensive evaluation undertaken later in the year by our University of Sydney academic partner, Susan Groundwater-Smith. Sessions were also conducted on Literacy support, with particular emphasis on Reading.

In third Term, Ralph Pirozzo, a recognised expert in Bloom’s Taxonomy and Multiple Intelligences provided staff with practical experiences for embedding deep thinking into teaching practice. The overarching emphasis was on how boys learn best and on enhancing their learning experiences and outcomes.

Term 4, School Development Days were devoted to understanding Autism and Asperger’s Syndrome and their educational impact on students’ learning. Staff worked on devising teaching strategies to address the needs of students impacted by Autism or Asperger’s Syndrome. Teacher health and wellbeing was also addressed with a workshop on Managing Stress and Relaxation Techniques.

On a regular basis throughout the year, professional learning sessions or workshops were provided after school to cater for Mandatory Compliance Training, on such topics as Asthma, CPR and Child Protection.

In addition to the individual professional learning undertaken by teachers, the school’s executive team also attended a one-day workshop with Dr Neil Carrington on Leadership and exploring Mental Modes. Workshops on using Technology were also attended by groups of teachers in school. These workshops were led by ‘teacher experts’ from our staff.
Much of the emphasis of individual off-site professional learning was on beginning teachers. Other staff attended courses and conferences across an array of areas and, in particular, on preparation for the implementation of the National Curriculum.

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

Outcome for 2012–2014

Implementation of the National Curriculum

2013 Targets to achieve this outcome include:

- Effective teaching and learning programs linking quality teaching to the National Curriculum guidelines.
- Assessment and Reporting effectively reflect changes made and meet the needs of all students.
- Strong student engagement in learning.

Strategies to achieve these targets include:

- Review of faculty budgets to ensure adequate funding for increased Professional Learning and planning time in targeted faculties.
- Evaluation of existing teaching and learning and assessment programs to identify areas of change.
- Organisation of faculty teams to develop new teaching and learning programs according to national guidelines.
- Identification of resources required to support the implementation of the new teaching programs.
- Planning units of work from across the various Key Learning Areas in the targeted faculties for the common focus areas, for example, Literacy, Numeracy and Sustainability.

School priority 2

Outcome for 2012–2014

Assessment for Learning

2013 Targets to achieve this outcome include:

- Explicit correlation between the implementation of curriculum, professional learning, school assessments and student reporting in alignment with student learning needs.

Strategies to achieve these targets include:

- Executive teacher meetings to focus on the continuum between curriculum, teaching and learning, assessment and reporting.
- Faculties to review assessment policies and procedures in line with BOS website for each Key Learning area and analyse the resources related to assessment and reporting.
- Faculties to review assessment strategies in all Key Learning Areas in Years 7 to 12. The primary focus being assessment for learning practices and consistency of teacher judgement in relation to student feedback and reporting.
- All assessment tasks aligning with reporting comments.
- Head Teachers and their staff to review assessment tasks and ensure that assessment criteria and marking guidelines were specified in all assessment tasks.
- Head Teachers to ensure that assessment tasks reflect syllabus outcomes and syllabus outcomes are explicit in teaching programs.

School priority 3

Outcome for 2012-2014

Student Engagement and Wellbeing

2013 Targets to achieve this outcome include:

- Student learning outcomes are improved and learning potential is maximised through the provision of an inclusive school culture nurtured by staff, which features collaborative teaching, team planning, cooperative learning and transition planning.
Strategies to achieve these targets include:

- Revision of Ashfield Boys Ethos and Culture to be shared amongst staff, students and parents.
- Year Advisers and Learning Support Team continue to support students with poor attendance.
- Mentor program introduced to support Year 12 students in preparation for Higher School Certificate.
- Identifying students on border of Bands 5 and 6 and Bands 4 and 5 in HSC courses and provide explicit strategies for extended responses to HSC questions.
- Continuation of the Reading Program for Year 7 and 8 student.
- Introduction of a whole School Study Skills program.

About this report

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

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