Principal’s message

Ashfield Boys’ High 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, in 2010, received the Director General’s School Achievement Award for Advancing Boys’ Learning and Leadership. This worthy award merits the strong HSC results. Our highest ATAR in 2013 was 99.97, as well as the strong growth in our value added. The school showed for Year 10 to Year 12, a growth rate of 9.6 higher than the state average.

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

Daisy Kokkalis, Principal

P & C message

The P&C had an excellent year in 2013. 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 2013 we continued 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.

This year’s contribution from the P&C levy as part of regular school invoices resulted in $10,915.50 being received.

We again held our annual trivia night, which is an important part of the school social calendar. It is also our major fundraising event of the year and this year raised $6,702.75. The total amount donated to the school from the P&C was $23,000 which went towards new seating and repairs to the oval.

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 along and join in to take advantage of their generosity.

Debbie McInnes, P&C Vice President

Student representative’s message

During 2013, the Student Representative Council underwent a period of growth and change. Based on the students’ interests and principles, the SRC developed four Student Action Teams: Student Welfare and Community, Sustainability, Fundraising and Awareness and Events. The students in the SRC were involved in projects under the auspices of each of these teams as well as being involved in whole SRC projects and leadership training.

Particular items of note include the 2013 Harmony Day Assembly, leadership opportunities for students, Fundraising...
involvement, the *White Ribbon Campaign* and community building activities.

The 2013 *Harmony Day* Assembly was prepared and put together by our SRC students with a little assistance from some teachers. The assembly included a presentation of all the flags that represented the backgrounds of the students in the school, of which there were over 50. One of our students who is a refugee was interviewed by another about the brutal regime from which he escaped and how he came to be in Australia. This was a powerful and effective learning experience for each student attending that assembly and the hall was absolutely silent while listening to his story.

Leadership opportunities within the SRC during 2013 included several of our potential senior leaders attending the *Halogen National Leaders Day*, students representing our school at zone SRC events and sustainability leadership events, coordinating and preparing the regular assemblies, and public speaking to advertise events and at assemblies. Our students represented Ashfield Boys High School at the ANZAC Day March in the City, the ANZAC Day Memorial Service and Remembrance Day in support of the RSL Ashfield Sub-Branch.

The fundraising undertaken throughout the year by the SRC was varied, including fundraising for some of our internal sustainability projects and for outside organisations including for *Bear Cottage*, for which the SRC held a “superhero” day. The SRC also raised close to $2000 for the *40 Hour Famine* and raised money for *White Ribbon* by selling ribbons.

The *White Ribbon* movement also provided the students with an opportunity to raise awareness among our boys about what constitutes violence against women, how common it is and what to do to stop it. The SRC Prefects ran this campaign that included advertising, a speech competition and support throughout.

The advertising included a chalk campaign in the lead up to *White Ribbon Day* where white ribbons and discussion topics were chalked around the school to promote discussion; and it did. Heated discussions were heard around the school about the statements.

Students coordinated a speech writing competition based on the discussion topics given by a local schools coalition and coordinated with the English faculty to have all students from Years 7 to 10 write speeches on a related topic. Students who wrote a strong speech were then encouraged to enter a speech competition that was held at a *White Ribbon* assembly. Some of the students were chosen to represent ABHS at a *White Ribbon* Assembly at Enfield Public School. There was rich involvement and buy-in. The feedback included the English faculty requesting that the speeches became part of the Year 10 program each year, supported by a competition.

Throughout this project, students were supported by notices around the school and flyers given out at the White Ribbon Assembly that gave them phone numbers for domestic violence helplines and the names of staff within the school that might be a first port of call if they couldn’t talk to their teachers.

Overall the *White Ribbon* campaign was a huge success; engaging students, creating awareness and fostering a feeling of community, while, at the same time, working on the academic outcomes of the students.

Our SRC is committed to building our school’s sense of community and our Sustainability team has continued to grow. Bushcare has become part of our school’s activities giving students a sense of achievement outside of the classroom.

The SRC interviewed students and collected quotes incorporating them into a farewell for one of our deputies, Mr Gary Latty. By so doing, created a sense of camaraderie among the student population.
Our SRC is growing and evolving and the projects planned for 2014 continue with the themes of sustainability, student welfare and community and fundraising and awareness.

Yusuf Dawre, 2014 School Captain

Student information

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

Student enrolment profile

The school has had in recent times increased enrolments. Since 2010 it continues to be above 700. In 2013, there were 715 students enrolled in the school across Years 7 to 12. The total was made up of 113 students in Year 7; 116 students in Year 8; 111 students in Year 9; 122 students in Year 10; 143 students in Year 11 and 112 students in Year 12. Enrolments included 42 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. Seventy-two percent of students who enrol at Ashfield Boys High School come from backgrounds where English is their second language.

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 in attending regularly.

The school also uses an SMS texting system to notify parents that their son is not present or late to school.

Post-school destinations

The destination survey conducted in 2014 for 2013 graduates revealed that:

- 50% of students commenced university;
- 15% of students commenced TAFE;
- 10% of students commenced apprenticeships or traineeships;
- 18% of students commenced employment; or work, and
- 7% of students travelled overseas.

Year 12 students undertaking vocational or trade training

In 2013, 32% of our students undertook vocational or trade training, with one student receiving the award for top student in Real Estate Property Management at Meadowbank TAFE.

Year 12 students attaining HSC or equivalent Vocational educational qualification

101 Year 12 students attained HSC or equivalent vocational educational qualification in 2012.

11 students received a Record of Achievement.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
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<tr>
<td>School Counsellor</td>
<td>1</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>68.8</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff at Ashfield Boys High School are Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>326,498.62</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>171,574.07</td>
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<tr>
<td>School &amp; community sources</td>
<td>588,139.12</td>
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<tr>
<td>Interest</td>
<td>15,943.54</td>
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<tr>
<td>Trust receipts</td>
<td>38,328.51</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,526,148.78</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 161,572.38
- Excursions: 46,309.76
- Extracurricular dissections: 203,140.63
- Library: 9,646.55
- Training & development: 1,529.33
- Tied funds: 163,444.38
- Casual relief teachers: 119,471.21
- Administration & office: 164,386.50
- School-operated canteen: 0.00
- Utilities: 136,751.77
- Maintenance: 27,723.81
- Trust accounts: 30,683.95
- Capital programs: 48,938.54
- Total expenditure: 1,113,598.81

Balance carried forward: 412,549.97

A full copy of the school's 2013 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 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Overall, NAPLAN Year 7 - Literacy data reveals that generally in Band 9 results students performed below our Statistically Similar Group with the exception of Spelling where students performed significantly higher than our Statistically Similar Group and the State average. Our school has a significant group of students from non-English speaking backgrounds who do not tend to improve their literacy levels until well into their Secondary education. Through our Teams, literacy programs will continue to be implemented to support and improve students’ literacy outcomes.
NAPLAN Year 7 – Numeracy data demonstrates significantly outstanding results for student achievement in Band 9; far-exceeding results for School, Statistically Similar Group and State averages.
NAPLAN Year 9 – Literacy tests indicate that Year 9 students performed below our Statistically Similar Group, State Averages and our School Average.

NAPLAN Year 9 – Numeracy results were well-above all averages in Bands 7 and 8, but below other measures for the two highest bands.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Results in the courses can also be compared across schools using statistical procedures, such as, the various percentages in each band and average course marks.
One hundred and twelve students sat for the Higher School Certificate Examinations in 2013. Seven courses had average marks above state averages: Industrial Technology (Timber), Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music 1, Software Design and Development and Construction (Examination).

In English as a Second Language 20.5% of students achieved a Band 5 or 6 result (23.8% state-wide). In English (Standard) 22.5% of students achieved in the top three bands (34% state-wide). In English (Advanced) 72.2% of students achieved marks in the top three bands (86% state-wide).

Ashfield Boys High School offered all four Board Developed Mathematics Courses. In General Mathematics 19.4% of students achieved a Band 5 or 6 result (20.9% state-wide). In Mathematics 76.5% of students achieved a Band 5 or 6 (76.5 state-wide). In Mathematics Extension 1 100% of students achieved in the top two Bands (83.5% state-wide). In Mathematics Extension 2 100% of students, again, scored in the top two Bands (87.1% state-wide). All students’ results were classified as Notional Band 6.

The Science Faculty at Ashfield Boys High offered Biology, Chemistry, Physics and Senior Science. The best results in the Science Courses were achieved in Physics, where the State vs School Variation was only 0.6.

In the Creative and Performing Arts, the best result was in Music 1, where 100% of students achieved in the highest three Bands (89% state-wide).

In the Industrial Arts area, there was an outstanding result in Industrial Technology (Timber) 80% of students achieved in the highest three Bands (61% state-wide).

Students performed very well in Software Design and Development, with 100% of students achieving results in the highest three bands (65% state-wide).
Higher School Certificate relative performance from Year 10 (value-adding)

Statistically significant value-adding from Year 10 to the Higher School Certificate occurred in the higher bands of achievement where results were notably higher than the School Average and Similar School Group Average. In fact, the Similar School Group Average was in the negative range for value-adding in the highest bands.

Record of School Achievement (RoSA)

In 2013, one hundred and thirty 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 through to E for elementary achievement.

In the compulsory school course areas, students achieved their best results in Mathematics, where 48% of students gained an A or B (38% state-wide). Students gaining either an A or B in the other compulsory course areas were as follows: English – 30% (39% state-wide); Science – 33% (37% state-wide); Australian History – 37% (37% state-wide); Australian Geography – 27% (38% state-wide).

The school also awards a grade for each student in the elective courses. Best results were for Commerce, Food Technology, Graphics Technology, Industrial Technology (Electronics) and Information and Software Technology.

Percentages of students achieving a Grade A were as follows: Commerce – 31% (27% state-wide); Food Technology – 33% (17% state-wide); Graphics Technology – 27% (22% state-wide); Industrial Technology (Electronics) – 20% (20% state-wide); Information and Software Technology – 37% (22% state-wide).

Other achievements

Arts

2013 proved to be an eventful and successful year for the Performing and Creative Arts at Ashfield Boys High School.

Drama, Music and Visual Arts achievements included:

Drama

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

- Once again, the community of Ashfield was wowed with the exemplary talent of our finest actors during the 2013 ABHS school production of Lord of the Flies. Our school productions are a celebrated highlight of
the year within the school and the wider community who have come to understand the excellent standard of Ashfield Boys’ Theatre productions. *Lord of the Flies* was ABHS’s third major production since 2010. This production of *Lord of the Flies* was supported by the Year 11 Entertainment students who completed competencies in backstage, lighting, audio and Front of House duties.

- Pere Morgan Horne (Year 9) auditioned for and was successful in gaining a position in the Year 9 State Drama Ensemble. Pere performed as part of the ensemble at the State Drama Festival.

- Our Year 12 Drama students showcased their HSC Individual and Group performances in a special evening of theatrical entertainment put on in our Performance Space in August. In 2013, parents and friends came to watch our HSC students perform their pieces and the audience were very impressed with the standard of work our boys displayed.

- Students from our Year 9, 10 and 11 Drama classes were fortunate enough to attend a matinee performance of Sydney Theatre Company’s *Waiting for Godot* starring Hugo Weaving. The students thoroughly enjoyed the performance, which was followed by an enlightening Q & A session with the actors especially Year 11 who had studied the text last year.

- An excursion with Year 11 and 12 to *ONSTAGE* at the Seymour Centre. *ONSTAGE* showcases the exemplar performance and design tasks from the previous year’s HSC Drama cohort.

- An incursion for Years 7 and 9 and 10 elective Drama students to view *Fools in Progress*, a Commedia Del ‘Arte theatre production to enhance their study of the style.

**Music**

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

Their performances this year included:

- Year 6 Evening
- Anzac Day Ceremony
- Yeo Park mini Olympics and Athletics Carnival
- Various school assemblies-informal and formal
- *White Ribbon Day* at Ashfield Civic Centre
- *Education Week* Performance for Ashfield Council
- Ashfield Council AGM
- Year 7 orientation
- Ashfield Boys High School Presentation Day
Two students have been involved in State Music ensembles and have performed at State Festivals for The Performing Arts Unit. Jacob Parkes (Year 10) was a member of the State Stage Band Ensemble and George Brookes (Year 7) was a member of the State Military Band Ensemble.

Nathan Parks (Year 12), Jack Hamilton (Year 11) and Jacob Parks (Year 10) performed in a number of Eisteddfods for the Performing Arts Unit.

The Vocal Group this year involved students from Years 7 to 10. The group met for weekly rehearsals along with their teacher Ms Tzodouris, who continued to develop their voices and build their repertoire. They performed in a number of events.

Highlights included:
- Education Week Performances for Ashfield Council
- Various school assemblies. For the NAIDOC assembly, they performed the Australian National Anthem in the language of the Gadigal people.
- In 2013, the Vocal Group was included in the cast for the 2013 Schools Spectacular. This highly regarded event in the Performing Arts calendar, gave our students an opportunity to work with professionals from the industry and experience performing with students from Government schools from around the state. The 2013 Schools Spectacular was televised later in the year.

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

Visual Art and Design

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

Highlights included:
- Zack Reid of Year 12 was nominated for Ashfield Council Young Artist of the Year. Zack was fortunate to win this coveted title and his work was displayed in an exhibition organised by the council.
- The Doodle4google Competition
- The White Ribbon Day Design competition organised by Ashfield Council. Sebastian Paredes of Year 7 was a finalist with his design being printed on drink coasters.
- The Koori Art Prize. Four students were included in this exhibition; John Connor Bridges and Baedon Barton-Vaofanua from Year 9 and Caleb Cooper and Jackson Plumb from Year 8.
- The 2013 HSC Art Exhibition was held in the library. This exhibition showcases the works of our HSC Visual Arts students. In 2013, we had a great response from family and the community and the event was a great success.

Debating

2013 was a very successful year for Debating at Ashfield Boys High School with four teams chosen to represent each division across Years 7 to 10. Our enthusiastic and committed students met each week with their coaches to prepare and refine their debating skills. We were also fortunate enough to have a Sydney University debating coach come to the school and hold an all-day Workshop. The skills developed here gave the boys confidence to tackle very challenging topics. These ranged from issues such as UN intervention in the Syrian crisis, freedom being more important than security, and banning donations to political parties.

The Year 7 debating team, with Jordan Nicoloopoulos, Kevin Lin, Bryan Hong, Wang Wang Zhang, Kaison Elkington and Kishan Kharka, came together to work with confidence and cohesion. They won many of their debates against schools in their division, including
Sydney Boys High School and were successful to Round 4 of the Inter-Zone competition where they were defeated by our very own Year 8 team!

The Year 8 Debaters, Murali Chinnappa, Jonah Dassaklis, Cody Jaikiew and Pranujan Pathmendra, have developed into a formidable team, building on their skills and accomplishments from last year’s debating competitions. Having had success in their Division against opponents such as Sydney Boys High School, the team won their Inter-Zone Finals, securing them a place in the Quarter Finals where they were narrowly defeated.

Logan Tuara, Thai Thippawan, Jag Sphagmixai, Tyrone Chow, Robert Bui and Geonwoo Lee made up our dedicated Year 9 Debating Team for 2013. They had many successes in their division against teams such as Sydney Secondary College, and went on to compete in the Inter-Zone Finals against Newtown High School of Performing Arts. Their victory secured them a place against Sydney Technology High in the Quarter Finals but unfortunately, they were defeated.

We had an overwhelming response from our Year 10 students to make up a team this year which resulted in a very large and enthusiastic group! The team consisted of Maxi Janiszewski, Darcy Batterham-Love, Max Drew, Lochlann Oag, Ahmad Karim, Eduardo Vega Valderrama, Jonathan Xavier, Joshua Gracuric, Vonnell Williams and Sam Phillips. They had some impressive wins against Sydney Secondary College and our Year 9 Ashfield team, and were successful through to Round 4 of their division.

**Sport**

2013 was a year of rebuilding for Ashfield Boys High School sports department. Our 2013 Summer season ended as quickly as it started for some teams, with a host of teams knocked out before the finals stage to the surprise of coaches and teachers. However, two teams exceeded expectations and reached their respective Grand Finals. The under-14s Basketball team fought their way into the last match of the season after an inspirational display from Takunda Jokwiro who single-handedly disposed of the top ranked Epping Boys High School. Unfortunately this tortuous game took so much out of the boys that the Grand Final was a bridge too far. We are looking forward to this team going one step further next season.

The Tennis 2nds lost their Grand Final to an accomplished North Sydney Boys team, but the fact they were there to compete was an achievement in itself. By far the youngest team in the competition and made up of a group of boys from Years 8 and 9, they constantly had to play against more experienced and developed opponents but never shrugged off the task and in the future will be so much greater for the experience.

A cast of hundreds trialed for all sports, as a result of a readjustment to the trial process for winter sports. This gave our teams that entered the competitions a new and improved attitude towards winning. This resulted in improved results for our Tennis, Table Tennis and Badminton teams. Our senior Hockey team, who were represented by several junior players, also held their own and nearly scraped into the finals. The true success was seen by our under-13s A Soccer Team and our under-15s Rugby Union team who both stormed into their respective Grand Finals on the back of very different form lines.

The under-13s A Soccer Team had started the year slowly with a string of losses and draws. The season almost got away from this emerging squad. However, led by our ‘pocket rocket’ coach Nicole Pool, the team glued together as time went by and after an unbeaten run of six
games, proceeded into the finals in a top four position. Come Grand Final day, the team was primed to win and looked on top for the better part of the game but a goal-keeping error and shot that hit the crossbar showed it simply was not our day. This performance is one that can be built on and in 2014 the expectation is that this team can go one step further and be the champions they deserve to be.

The under-15s Rugby Union team had a dream season going undefeated for all games. The squad, made up of a host of Year 8s, 9s and 10s racked up massive points tallies even forcing referees to enforce the “mercy rule”; that is until Grand Final day. Going into the match red hot favourites was not a tag that sat well with this inexperienced and expectation-filled group. And on the day a string of unforced errors, combined with uncharacteristic poor decision-making, saw the boys fall one game short of a perfect season. Our team will be better for the run and we look forward to improved results for our senior Rugby sides.

There was also one exceptional knockout team in 2013. The under-15s Basketball team reached the NSW regional Combined High Schools final, only falling short to Turramurra High School and their group of state players. In a nail-biting game, the boys gave their all but fell just short. The boys played schools from far and wide; from Gosford to teams from the South Sydney district and proved victorious on all occasions but one. A tremendous event, even worthy of a section in the local newspaper. Great work boys!

Ashfield Boys is lucky to have a range of athletes that ply their talents both inside and outside of the school grounds. From state figure skaters to national representatives in Ice Hockey and Rugby League, the list is wide spread. In 2013 there was one athlete who stood atop this talented group and claimed the coveted title of 2013 Ashfield Boys Sportsman of the Year. Keaon Koloamatangi was our School’s Swimming Champion for the third consecutive occasion. He won the Zone Swimming title, the Sydney Regional title for the 100m Freestyle and finished third in state at the same event. He came third in his age group at the school’s Athletics Carnival and was the Best and Fairest in Junior Basketball and Rugby, all combining to earn a prestigious Honour Blue. Keaon also represents the South Sydney Rabbitohs in the Harold Matthews Cup squad.

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 for Athletics were:

- 18 Years Adika Njemanze
- 17 Years Jeongho Lee
- 16 Years Mark Kamara
- 15 Years Ray-Dean Bowden
- 14 Years Arisento Bou-Sleiman
- 13 Years Reginald Alofipo
- 12 Years Nicholas Beekwilder

The Age Champions for Swimming were:

- 18 Years Ramy Moussa
- 17 Years Jung-Sub Lee
- 16 Years Mitchell Green
- 15 Years Keao Koloamatangi
- 14 Years Riley Smith
- 13 Years Galen Banfield
- 12 Years Yun Zhi Hong

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education at Ashfield Boys High School had many highlights and successes in 2013.

The highlights included:

- Professor Shane Houston, the University of Sydney's Deputy Vice-Chancellor as guest speaker for NAIDOC assembly.
- Karwin Knox, of Year 12, received *Ashfield Council Young Artist of the Year 2014* for his contribution to dance during 2013.
- Joshua Staines, also of Year 12, received the *Ashfield Council Australia Day Award for Volunteering* for his work mentoring younger Aboriginal students.
- Karwin Knox was a member of the *New South Wales State Dance Ensemble*. As a member of this ensemble he performed at: *New South Wales State Schools Spectacular; Deadly Kids Doing Well Awards* and the launch of the inaugural *Corroboree Festival* celebrating Aboriginal artists and art.
- Joshua Fazldeen, Year 11, received the *Deadly Kids Doing Well Award*.

- In the *Great Debates*, Ashfield entered two teams and worked with other schools as well. Ray Dean Bowden's team won their debate and showed their prowess as public speakers.
- Matthew Deolal and Kaylan Lyons, of Year 7 represented Ashfield Boys at the *Speak Up Competition* for Years 7 and 8. Both boys performed well against some very tough competition.
- In Koori Art Expressions, Baedon Barton-Vaofuna and Jackson Plumb had their works selected and exhibited at the Powerhouse Museum.
Underpinning these programs, has been our ongoing relationship with AIME, based at Sydney University and their work with our Aboriginal students.

**Multicultural education**

The multicultural nature of Ashfield Boys High is celebrated in many ways. Harmony Day was celebrated in an Assembly organised by the Student Representative Council. It was, once again, a moving celebration of all the cultures that make up our school community and the strong unity that underpins our school’s values.

Each year the school employs high-achieving ESL students from the previous year to return to provide tutoring to current ESL students across many curriculum areas.

Our Years 11 and 12 International Students and other ESL students from their Years attended an excursion to *Sculptures by the Sea*. For many of these students, it was their first experience of an Australian beach and culture.

Other aspects of Multicultural Education were reflected in the participation of the students in the *Mosaic Project* and *High Resolves*. Details of both follow.

**Mosaic Project**

Ashfield Boys High School, in collaboration with the University of New South Wales’ *Arc Student Volunteering Program*, has participated in the *Mosaic Fusion Forums* for the past three years.

In 2013, a Year 7 team participated in the program aiming to increase student awareness of multicultural issues through collaborative learning. The teams program at Ashfield Boys High School promotes collaborative learning over the course of Years 7 and 8, where teachers of the core KLAs, English, Mathematics, Science and HSIE meet regularly to discuss issues concerning welfare, the learning habits and needs of the students, but also to coordinate and implement rich tasks to enhance students’ learning and outcomes. The Mosaic program, through a collaborative approach, involved the exploration of a wide variety of social issues and was seen as an ideal platform for the school to implement it within the rich task programs. The team of teachers who coordinated the Mosaic Project observed developments in students’ communication skills, particularly as this class had a high percentage of students from an ESL background.

Teams at Ashfield Boys High School have been involved in many projects linking them with the community, such as the local council, the NSW State Library, Taronga Zoo and the Powerhouse Museum, with these projects coordinated and driven by the dedicated team teachers. The involvement with these organisations is extremely worthwhile, however, the added benefit of participating in the Mosaic program, was the opportunity for students to develop links with university students, creating a new bond with the volunteers.
work on their various projects. The students were involved in various activities, giving them an opportunity to draw on their different strengths. Activities students participated in were scriptwriting, designing masks with world flags, acting, cartoon-making using computer programs and dancing. The collaborative learning opportunity was a different form of learning for the students, but also gave them a chance to experiment and develop social skills, such as negotiation and conflict resolution strategies.

The mentoring provided by the volunteers has been a way for Ashfield Boys to broaden the links between the school community and the university. The Year 7 students have particularly enjoyed forming friendships with the mentors and hearing stories about university life and how different it is to high school.

The Year 7 class found discussing real issues, such as multiculturalism, acting, dancing, visiting the university, working with others and making new friends as the most rewarding aspects of participating in Mosaic. Observations of the students over the ten weeks indicated improvements in their communication amongst each other, forming stronger and new friendships and greater confidence in expressing their opinions and ideas. The students also demonstrated an increased awareness and understanding of social issues and ways to combat these.

High Resolves

Our Year 10 High Resolves Leaders Group organised an event for International students. The aim of the International Day was to make sure that all students felt included and valued, giving everyone the opportunity to participate fully in school activities, such as sport.

The day began with a short program in the hall hosted by Maxi, Darcy and Misha. Organised sport activities followed immediately where all participants chose either soccer or basketball. Lunch was provided by our Principal, Mrs Kokkalis whose generosity was admired by the students. The last session was about their reflections of the event and was followed by a short farewell to our Deputy Principal, Mr Latty.

The Year 9 High Resolves Team examined sustainability and the environment. Their project was focused on the question of how to improve the school environment in a clean and sustainable way. Students created a Facebook page and flyers to promote their ideas across the school. They spoke at assemblies and tried to motivate members of our school community to be more aware of their carbon footprint and ensuring our school was a pleasant learning environment.

They also attended the Global Leadership Conference, at which, they networked with students from other schools and shared their ideas, as well as hearing from various community members about their contribution to society. In 2014, the same group will be looking at how to make social change happen within our wider community, with a particular emphasis on social inclusion.

Transitional Equity Funding

A number of reading programs were developed and implemented during 2013 including:

- Whole class program: The Learning and Support Teachers, the Learning Support Officers and the English Teachers worked collaboratively on assessment, programming and teaching. A variety of resources were used, including a comprehensive multi-level, multi-text-type reading comprehension kit (Reading Box Green). This kit provides a range of high interest texts with answer cards, so that each activity is self-marking, allowing the team of teachers to focus their attention onto specific individuals. Students progress through the twelve cards in each level at their own pace. The Support Team worked extensively with one Year 7 Team. The average reading age improvement between May and September 2013 was 11
months, ranging from improving by 2.5 years to no improvement.

- Individual withdrawal program: For students with high support needs in reading, the high interest low ability reading scheme *Fast Forward*, the *SRA Specific Skills Series* and the *Ten Minute Daily Readers Series* were used. This was an intensive reading program, with boys from Years 7 and 8 who were not improving sufficiently within the context of the whole class program. The aim of the program was to build their reading skills in the areas of decoding, fluency and comprehension. Students worked individually or in pairs with teachers for one period each day. The timetable was spread out across the Learning Areas. Ten students were included in this program. At the end of the program the average reading age improvement was one year. The program was implemented over one term.

- In Term 4 2013, eleven Year 11 students were trained in the *Pause Prompt Praise* reading strategy and participated in a *Peer Tutoring* program, tutoring low progress Year 7 students. The program reinforced students’ reading skills with a focus on reading out loud, comprehension activities and building their language and vocabulary. This has been a highly successful program which fostered positive relationships and provided role models with students in the higher grades.

The Learning Support Team implemented a number of social skills/conflict resolution programs including:

- Facilitating conflict resolution between students using the *Restorative Justice* framework. A number of small “conferences” were held to explore the harm and who had been affected by incidences that had resulted in conflict between peers. The students who participated in the process were very positive about the experience.

- Individual work with students who are experiencing stress and anxiety and/or anger issues using Cognitive Behaviour Strategies. A number of resources were used to assist the team to challenge students’ negative self-talk including *Skill Streaming*, *Stop Think Do* and *Talk Sense to Yourself*.

**Respect and Responsibility**

- Our Rewards System continued to be successful in allowing students to receive recognition for their efforts within the classroom, around the school and outside of the school. Over 100 students achieved the requirements of 24 merits which qualified them for one of the two choices of excursions at the end of the year. 49 students also achieved over 36 merits, which qualified them for a monetary reward. Students were recognised for their efforts in assemblies.

- All of our Year 7 students and sixty Year 10 students were involved in the Peer Support Program this year. It involved Year 10 leaders with groups of Year 7 dealing with topics such as cooperative learning, respecting others, making friendships, anti-bullying and social skills. The leaders also educated them about our school structures and values. Year 10 gained valuable opportunities in becoming leaders and it provided a unique way to create links between junior and senior years. Again the program was evaluated positively by both junior and senior students.

- Ashfield Boys High School encourages students to take responsibility for their attendance. Year Advisors ran regular Support Sessions which allowed students to understand the importance of attending regularly in terms of their education. They also made themselves individual plans in order to improve their attendance and/or lateness.

- Most Year 7 and 9 students took the opportunity to receive free immunisations which are provided by the Government. Year 7 students were vaccinated against Hepatitis B, dTpa and Varicella (Chicken Pox) and Year 9 students against dTpa.

- 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 fortnightly
basis. This also was able to provide valuable advice and information about career directions and personal challenges.

A variety of programs and projects took place in 2013 catering for students with particular needs or students who would benefit from further guidance and assistance. These included:

- **The Breakfast Club**, which catered for many students who do not have adequate breakfasts before coming to school. Up to 80 students at a time came. It provides excellent food for the students as well as being a good social forum. It is run by Heather Gorton, our Chaplain, and is funded through generous support from the Wests Ashfield Club.

- **The Homework Club**, also overseen by Ms Gorton, allows for boys to attend our library before and after-school. Some specialist teachers from our staff, in particular Maths, English and the Humanities are in attendance to help the boys with their work.

- The **Links to Learning** Program delivered programs to a group of Year 10 students and took place weekly at the Marrickville Youth Resource Centre. The group accessed the program with enthusiasm, receiving skills training, tutoring, information sessions and workshops. The facilitators also worked with the boys in order to achieve goal setting and working with them on overcoming educational barriers. They received graduation certificates to mark their completion of the program.

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

Other events or highlights:

- The **Long Tan Awards** are yearly awards granted by the Australian Defence Forces, recognising students with a blend of the special characteristics of leadership, teamwork, values, problem solving, communication, cooperation and community involvement. This year’s recipients were: Year 12 student, George Taher and Year 10 student, Khaled Stanbouli. Each student received a substantial monetary reward.

- 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.

- Supporting the **Stewart House** 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 Assembly** led by SRC.

- The annual Year 7 Camp at Broken Bay situated in the Hawkesbury Region. Approximately 85 Year 7 students attended the camp in March. Students were taken by train and boat to the Hawkesbury area, accompanied by teachers. They partook in a variety of activities such as bushwalking, archery, high-rope climbing, raft-building, boomerang throwing and games evenings, providing a variety of experiences to the students, many of whom would not have had experiences like this before. The area is a significant one in terms of Aboriginal culture, so students were able to see rock paintings and carvings dating from many thousands of years ago.

- Ms Gorton works with all students, encouraging them to become involved in volunteering. The focus of the Volunteering Program is celebrating diversity in culture and sharing experiences within our school community, then stepping out to serve our community. Ms Gorton encourages the boys to participate in the **Premier’s Student Volunteer Program**.

- James Tian, a Year 12 International Student, was the recipient of Wests Leagues Ashfield Community Award for his tireless volunteer work and leadership.
Sustainability

2013 was an active year for the Sustainability Program. The program was coordinated by Science Teacher, Ms Farooq, assisted by Ms Jovicic and Ms Boshell. The Sustainability Team comprises volunteers from all year groups and meets each Friday after school in G Block, which has now been renamed by the students The Hangout. The area has been transformed by the addition of communal tables and chairs, which are now a permanent fixture. This now also allows for the area to become an outdoor classroom for cooperative activities and learning.

Through Sustainability Projects, a great number of extra-curricular programs are made available to students within the SRC and through Teams’ Rich Projects. The increasing number of students willing to give up their spare time after school has supported the success of this program. The sustainability garden that is located in The Hangout has been a focus of a lot of work by the volunteers. The garden is now regularly maintained by the students and brings colour and life to the area. It has become more than a sustainability project to the students, by providing a place to meet like-minded others across all years.

The Sustainability team has campaigned to improve the schools’ awareness of how we can contribute to sustainability and recycling within the Ashfield School community.

The projects and initiatives undertaken by the Sustainability Club in 2013 have included:

- Hanging Vertical Gardens: – From recycled PET bottles.
- Growing herbs to be used in the Breakfast Club and the school’s Canteen.
- Classroom Recycling Initiative - Recycling bins were made out of A4 paper boxes that would have otherwise been thrown to garbage. The boxes were decorated by the Sustainability Club. Each Friday afternoon these bins are collected by the Sustainability volunteers and emptied into the school recycling bins.
- Student volunteers raised over $400 for a raised garden bed.

Planning meetings are held weekly. In 2014 the team aims to co-ordinate these meetings with a member of the AYCC (Australian Youth Climate Coalition). They will help, mentor and guide current and future plans.

History Day

From very humble beginnings in 2009, the Ashfield Boys High School Annual History Day has become one of the focus days in the school calendar. Over the past five years the event has now expanded to an across-faculty initiative with welcome contributions from all staff.

Each year the day has focused on post-war decades in Australian History as well as key personalities from Ancient and Modern History. The day begins with an interactive assembly with Year 10 boys taking a leadership role replicating moments and personalities in time. Over the years the assembly has become an action-packed event with sophisticated technology supplementing role plays.

The middle of the day is now centred on the History Iron Man Competition. Year 10 boys are set a series of intellectual and physical challenges across six stations that last for 20 minutes. A final is then held in the Hall amongst the six highest snorers. A trophy was introduced to the competition in 2013.

The day ends with a rock concert and once again the focus is on student performances. In 2013, dance steps were taught to the boys. The
concert focused on the music of the decade under study; the 1970s.

Ashfield Boys High School has won the Minister's Award for History whenever it has been held.

School planning and evaluation 2012—2014

School evaluation processes

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

School planning 2012—2014: progress in 2013

School priority 1

Implementation of the National Curriculum

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Faculties have prioritised their budgets to support the Professional Learning of staff for the National Curriculum for their KLA.
- Staff have begun designing programs and units of work which meet the National Guidelines and identify up-to-date resources.
- Sixty new iPads have been purchased to support staff and students.

Strategies to achieve these outcomes in 2014

- Cross curricular-rich tasks for Stage 5 students.
- Peer assessment strategies.
- Students presenting roundtable presentations of rich tasks.
- Incorporating real life experiences into the rich tasks when designing and programming the units of work.
- Planned professional dialogue with staff involved and sharing practices at staff meetings.

School priority 2

Assessment for Learning

Outcomes from 2012–2014

There is explicit correlation between the implementation of curriculum, professional learning, school assessments and student reporting in alignment with student learning needs.

Evidence of progress towards outcomes in 2013:

- Review of the assessment policy has taken place. Head Teachers have begun conversations around assessment with their staff.
- Professional Development courses focusing on teacher judgment and consistency.
- Scaffolding units of work and using BOS resources to support students in HSC.
- Using the Board of Studies’ Results Analysis Package (RAP) to support better programming and scaffolding.

Strategies to achieve these outcomes in 2014:

- Teachers use: TELL, Blooms Taxonomy, Howard Gardner’s Multiple Intelligences Model, Critical Thinking Skills, Collaborative practices and problem-solving strategies in programming units of work.
- Teachers use reflective tools at the end of each unit of work to reflect on student outcomes.
- Professional dialogue between staff to ensure consistency in teacher judgment and marking of student work.
School priority 3
Student Engagement and Wellbeing
Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
- A successful mentoring program to support students for HSC.
- The design of rich tasks projects for Stage 5 students with a connected community focus.

Strategies to achieve these outcomes in 2014:
- Staff to be inserviced in the 4 Rooms of Change program.
- Staff to receive CyberSmart training to support students to use social media in a positive way.
- Review the School’s Rewards Program.
- Investigate using Edmodo as a learning tool for welfare programs.
- Review and build on the strengths of our welfare programs ensuring that our students are resilient, feel safe, cared for and engaged in their learning.

Professional learning
Throughout 2013, the school’s priorities for Professional Learning were: Implementation of The National Curriculum, Assessment for Learning, Student Engagement and Wellbeing and Quality Teaching.

The first School Development Day had two major focuses. The first was a report by Associate Professor, Susan Groundwater Smith on the findings of the specially commissioned Teams Review that was undertaken the previous year. The findings conclusively endorsed the continuation of the Teams structure and made some useful suggestions for improvement.

The second focus for the day was on Modules 1 and 2 of the Teaching English Language Learners (TELL) across the curriculum course. This course, which continued after school across the remainder of the school year, was undertaken by all staff at the school to better equip them for understanding and meeting the learning needs of students from non-English speaking backgrounds.

In Term 2, an additional School Development Day was gazetted by the Department of Education and Communities to support the implementation of the National Curriculum. On this day all staff were involved, in their faculty groups, working on professional learning modules online.

On the following day, all staff attended full-day training in Restorative Practices. This training was facilitated by Terry O’Connell, an expert in the practice of the Restorative Practices model and training school students in its use.
In third Term, the day was again devoted to National Curriculum. Head Teachers submitted proposals for their faculty’s professional learning program for the day to the Principal for approval prior to engaging their staff in devising teaching and learning programs for implementation in 2014.

The first of the Term 4 School Development Days was devoted to mandatory Emergency Care Training in the morning. The following session was split between CPR Training for those staff that had missed the mandatory training earlier in the year, Faculty Planning and EAL/D training for Years 7 and 8 Team Leaders 2014. The afternoon session was devoted to initiating Action Teams that would devise and implement change across a range of areas throughout 2014.

The second of the Term 4 School Development Days was devoted to training staff in coaching sporting teams to enhance the skills and experiences of students during Sport.

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 Anaphylaxis, CPR and Child Protection.

Staff also undertook individual off-site professional learning either attending conferences or courses covering an array of areas. Much of the emphasis was on implementation of the National Curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

- 80% from parent community attended information evenings for subject selection, student reporting and assessment procedures for the Higher School Certificate. The parents found the information very useful.
- Our parent body P&C continues to grow with more parents of Stage 4 students attending the P&C meetings. The annual Trivia Night was very well-attended. Parents and Old Boys now see it as a regular social activity for the school and their social calendar.
- Year 7 parents found the team meetings useful. They understood the purpose and culture of the Team structure, that is, its purpose in supporting student learning and easing student transition into high school.
- Each year parents are asking that the staff at Ashfield Boys High strongly advertise the merits of the Teams Program to the broader school community. “More parents need to know about this”.
- Our International Students and guardians attended information sessions for the Higher School Certificate, which covered, attendance, Visa requirements, anaphylaxis, health plans, evacuation and lockdown procedures and other general matters.
- Student and Teacher opinions were sought through the TTFM survey (Tell Them From Me Student Survey). Students reported on their satisfaction with their learning and engagement. (See Program evaluation for further information.)
- Concerns from parents in accessing the School website. The school will review the website and report back to the community at P&C meetings.

Program evaluations

Tell Them From Me Student Survey

Background

In 2013, in response to a request by the Department of Education and Communities, Ashfield Boys High School volunteered to be part of a state-wide pilot project: Tell Them From Me Student Survey. The survey was devised by a Canadian company, The Learning Bar who, with the Department of Education and Communities, oversaw the conduct of the survey.

Tell Them From Me is a web-based student survey which provides indicators of student engagement and wellbeing, and aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.
In August, 406 students from Years 7 to 10 completed the Tell Them From Me Survey in class groups.

- 66% of students who completed the survey were born in Australia.
- 7% of students are of Aboriginal origin.

Findings and conclusions

Findings from the survey should not be seen as representing state-wide norms, but as norms of the volunteer pilot group of schools. On all measures, Ashfield Boys High School’s norms are considerably better than the State pilot norms.

The findings were:

- 76% of students at Ashfield Boys High School had a high rate of participation in Sports, compared to 55% in the NSW pilot.
- Participation in art, drama, music groups and extracurricular activities increased from Years 7 to 10.
- An average of 71% of students feel accepted and valued by their peers and have a positive relationship with friends they trust and who encourage them to make positive choices.
- An average of 47% of students at Ashfield Boys High complete their homework in a timely manner, are interested and motivated compared to an average of 32% for these Years who participated in the NSW pilot.
- An average of 10% of students at the school have intense anxiety and prolonged periods of feeling sad, discouraged and inadequate compared to an average of 21% for these years who participated in the NSW pilot.
- An average of 64% of students in Year 10 agree that school has helped them choose courses for their future and given them information about different types of study or work.
- 71% of students plan to finish High School compared to 65% in the NSW pilot.
- From Years 7 to 10 there is an increase in truancy, a decline in the completion of homework and a decline in finding learning interesting, enjoyable and relevant.
- Students rated advocacy at school as 3 out of 10.
- Students rated advocacy outside of school as 5.3 out of 10.

Future directions

The onus to succeed at school primarily rests with the student; however, peers, families and school staff can play an important role in shaping student engagement.

- Staff need to know who the acutely disengaged students are and regularly monitor their progress.
  - All classroom teachers need to consistently provide encouragement.
  - A team of teachers has volunteered to mentor students in 2014.
- A substantial number of disengaged students have poor literacy skills. The school will continue to implement the Reading program the school introduced in 2012 to improve basic reading skills for these students.
- A number of disengaged students suffer anxiety and depression. To reduce anxiety and depression, the school needs to:
  - provide and support programs designed to improve students’ emotional resilience.

Increasing the intellectual engagement of students requires a change in classroom practice, approaches to instruction, the way students are grouped for instruction and assessment strategies. The school is investigating and will provide direction and professional learning for staff, if required.
Bring Your Own Device Survey

Background
The Federal Government’s Digital Education Revolution (DER) ceased in 2013. As part of this program, all students in Year 9 had been provided with laptops for use at school and home. In response to this, the school conducted a Bring Your Own Device (BYOD) survey to gather information on the capability of the school to support the Department of Education and Communities’ (DEC) Bring Your Own Device policy. All students in Years 7 to 10 and staff completed the online survey.

Findings and conclusions
Findings from the survey of staff:
- 46% of staff own an iPad, 34% of these teachers use the iPad in class
- 92% of staff use their DEC laptop at work
- 57% of staff use several applications to support their teaching
- 50% of all staff would like training in the use of iOS7
- 55% would like training in apple apps such as numbers

The survey of students found that:
- 73% of students own an internet-capable device
- 72% of students bring their devices to school
- 89% of students use electronic devices to complete homework and assignments
- 49% of students use their devices for note-taking in class
- 42% of students use Edmodo for school related work
- 49% of all students surveyed would prefer to use iPads in the classroom

Future directions
- The school will continue to provide professional learning for teachers to assist them with the use of electronic devices within the classroom.
- In response to the survey data, 60 iPads will be purchased for use by Years 7-9. iPads will be used for special projects and rich tasks.
- The school already has quantities of laptops for use by students in the classroom. These are accessed by classes from the Library.
- The school will develop its own Bring Your Own Device policy, mindful of equity issues.
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
Jennifer Byrne Deputy Principal
Linda Henry Deputy Principal
Les Carrington Careers Adviser
Judith Brown School Admin Manager
Debbie McInnes P&C Vice President
Yusuf Dawre School Captain 2014

School contact information

Ashfield Boys High School
117 Liverpool Road, Ashfield 2131
Ph: (02) 9798 6620
Fax: (02) 9716 8004
Email: ashfieldbo-h.school@det.nsw.edu.au
Web: www.ashfieldbo-h.school@det.nsw.edu.au

School Code: 8832

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