Introduction

The Annual Report for 2015 is provided to the community of Normanhurst Boys High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Anderson
Principal

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Message from the Principal

It is with great pleasure that I present to you the Normanhurst Boys High School Annual School Report for 2015. As you explore its pages, either as a prospective student, a prospective parent or as an interested member of the community, I hope you will gain a sense of what a very special school this is; a place that is a dynamic, progressive and a vibrant learning community.

The school became fully selective in 1999, and has continued to build upon its strong academic base, achieving outstanding results in the former School Certificate and Higher School Certificate Examination. Our students consistently achieve results that place them in the top range of all schools, both government and private.

We offer a comprehensive and challenging curriculum which caters to the needs and interests of our students. Our team of experienced and dedicated teachers focuses upon quality teaching with a particular emphasis upon strategies to address the needs of gifted and talented students in a boys’ school context.

Since its foundation in 1958, our school has gained a fine reputation for providing quality education for boys, embracing the concept of a holistic education both in theme and delivery. At Normanhurst Boys, each student is encouraged to “set the bar high” in all areas of school life - academically, in extra-curricular activities and in developing the values and attitudes that will enable him to make an outstanding contribution as a leader in society. A rich extracurricular program and a supportive, inclusive welfare policy are in place to ensure that the physical, social and emotional needs of each student are catered for.

Our school motto, “Know Thyself”, reflects the idea that within each individual lies the capacity for self-discovery. At Normanhurst, we encourage each student to recognise both his strengths and weaknesses, and in doing so be able to establish the navigation points that will lead to personal growth and the fulfilment of potential.

I am very proud to be leading Normanhurst Boys High School. Thank you for showing an interest in our school and I look forward to personally welcoming you at some time in the not too distant future.
School background

School vision statement

To provide our students with the opportunity to maximise their learning within a holistic educational environment

School context

Normanhurst Boys High School is an academically selective, public, high school for boys, located in Normanhurst, on the Upper North Shore of Sydney, New South Wales. Established in 1958, the school currently caters for approximately 740 students in Years 7 to 12. Students gain entry into Year 7 through the state run Selective Schools Test. In 2012 an Autism Unit was established within the school and due to the program's success the Unit has been expanded to two classes.

Philosophically, the school aims to provide a learning environment that fosters academic excellence and holistic education. To do this, a phenomenal number of extra-curricular and co-curricular activities are offered. Students are also offered experience in musical productions, public speaking, debating, robotics, chess, sustainability group and a multitude of leadership and volunteering opportunities. There is a particularly strong emphasis upon instilling awareness of the importance of social justice and developing the values and attitudes that will enable them to make an outstanding contribution to society. The school has an exceptional welfare program, with an unwavering commitment to excellence in boys' education catering to the individual needs of gifted and talented students.

The school values its strong partnership with its parent body and its strong alliance with Macquarie University, UTS, Sydney University and the University of NSW.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning Elements

In the area of “Learning” the school is excelling.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.
In the area of “Wellbeing” the school is excelling.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

In the area of “Curriculum and Learning” the school is sustaining and growing.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. The school actively collects and uses information to support students’ successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. While excellent practice is strongly evident across the majority of the school our school plan will continue to enable us to work towards more uniform adoption of best practice in relation to use of innovative teaching mechanisms.

In the area of “Assessment and Reporting” the school is excelling.

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance and this is undertaken annually. Students use reflection on assessment and reporting processes and feedback to plan learning. There is a strong focus on continual improvement in the provision of quality feedback during all assessment items. Assessment data is used to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment strategy. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn. This will continue to be an area of focus for the school.

In the area of “Student Performance Measures” the school is excelling.

The vast majority of our students achieve at high levels of performance on external performance measures. Performance for equity groups within a school is comparable to the performance of all students in the school.

Teaching Elements

In the area of “Effective Classroom Practice” the school is sustaining and growing.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. The school’s focus on the development of high quality teaching and learning programs and high quality assessment and associated feedback will continue to be a major focus in subsequent school plans.

In the area of “Data Skills and Use” the school is sustaining and growing.

Teachers incorporate data analysis in their planning for learning. The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. Assessment instruments are used
regularly to help monitor student learning progress and to identify skill gaps for improvement. A focus will remain on increasing the sophistication of the understanding and use of data literacy concepts and the effective integration of this data use in the day-to-day modification of teaching and learning experienced provided in the classroom.

**In the area of “Collaborative Practice” the school is excelling.**

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

**In the area of “Learning and Development” the school is excelling.**

The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development. Teachers are actively engaged in planning their own professional development to improve their performance.

**In the area of “Professional Standards” the school is sustaining and growing.**

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. Teachers work beyond their classrooms to contribute to broader school programs. The current plan, focusing on the provision of high quality programs and assessment is aimed at constantly increasing staff knowledge of contemporary knowledge and teaching practice, and evidenced based teaching strategies.

**Leading Elements**

**In the area of “Leadership” the school is excelling.**

The staff has purposeful leadership roles based on professional expertise. The school community is committed to the school’s strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

**In the area of “School Planning, Implementation and Reporting” the school is excelling.**

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation.
In the area of “School Resources” the school is sustaining and growing.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

In the area of “Management Practices and Processes” the school is excelling.

Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

To pursue academic excellence within a quality learning environment

**Purpose**

To maximise academic achievement for students at all stages of their learning and prepare them for life beyond school through ongoing staff professional learning focused on maintaining best practice in Quality Teaching and gifted and talented education.

**Overall summary of progress**

Significant progress has been made towards our stated goals. By Semester 2 it became evident that the time frame for the development of high quality programs was too short. The training of staff in the essential elements of high quality programs took longer than anticipated resulting in the deadline for completion of some finished programs being pushed backwards. Rather than push deadline backwards for all programs, the decision was made to focus on fewer programs in the 2016 school year and to attempt to catch up the time later in the reporting period when experience will enable a faster rate of completion.

At the time of developing the plan, STEM (Science, Technology, Engineering and Mathematics) focused educational initiatives were not common within the educational landscape. As it became apparent that there was a passion and desire to explore this multi-disciplinary approach within the Normanhurst Boys High School context, time and other resources have been devoted to foster academic excellence through STEM-based initiatives. Although not formerly part of the 2015 plan they will be integrated into the plan for 2016-17 as the value of pilot programs become apparent. This new focus has had an impact on which KLA’s have clustered together to develop cross-KLA learning opportunities.

The short timespan between putting the plan into place, combined with the inherent performance differences between cohorts makes drawing valid conclusions, in relation to HSC performance, impossible at this time. Many of the strategies being implemented will develop a cumulative effect on students over the medium to long-term, and as a result change cannot be reported in a valid or reliable manner at this time.

The focus on writing in Year 9 has had a statistically significant impact on the performance of students in the writing component of NAPLAN testing, reversing the declining pattern evident since 2010. 2015 also saw an increase in the number of students achieving in the top 3 bands of writing 88.4% of the cohort from 76.4% in 2014. As a result of the timing of NAPLAN testing, time for interventions was very limited in 2015. Phase one of the plan, which involved increasing the profile of the testing and awareness of the criteria for assessment, appeared to have a significant impact on student performance. The introduction of small group interventions by the STLA, focused on groups of students with learning deficits, as identified in their Year 7 NAPLAN performances and school-based testing, resulting in a reduction in students at the lower end of performance in writing.

The adoption of a growth mind set philosophy and practice across the school is still in its infancy and improvements are not expected to be statistically demonstrable in the short term as reported in this document. Anecdotal feedback from all stakeholders is positive at this time.
<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| 100% of Year 9 students gain Band 9 or greater in NAPLAN grammar and punctuation | A 10 week program per KLA of high quality has been produced for implementation in 2016  
A team was established to develop a policy on group assessment tasks and presented a workshop to develop a shared understanding of effective feedback process, practices and models of group tasks  
A camp based rich task was reviewed and enriched  
STEM project and a Year 7 GATS challenge was developed for implementation in 2016 | $14,000 |
| 100% of Year 9 students gain Band 8 or greater in NAPLAN writing | Staff across KLA’s were professional developed on literacy (writing, grammar and punctuation)) and this lead to the development and implementation of literacy workshops for students (17% improvement )  
An ongoing writing program is underway | $2000 |
| Improve average ATAR by 3% | Growth Mindset theory was introduced to staff with ongoing programs and initiatives underway  
Introduction of Growth Mindset into reporting and assessment practices | $5000 |
| 100% of HSC courses demonstrate positive growth in student performance | Growth Mindset theory was introduced to staff with ongoing programs and initiatives underway  
Introduction of Growth Mindset into reporting and assessment practices | $5000 |

**Next steps**

- One 10 week program per year group per KLA of high quality has been produced for implementation during 2016. The number of programs was adjusted down as it was evident that this target was unachievable in the timeframe. It is now planned that this time will be made up during 2017-2018.
- STEM and Year 7 GATS Challenge is to be built into this strategic direction to enhance student engagement in learning and hence maximising academic achievement.
- A high quality Stage 4 or 5 program per KLA produced for implementation in 2017.
- Review the quality of assessment feedback for Stage 6 course tasks within a growth mindset framework.
- Continue development of Stage 5 GATS RICH tasks.
Strategic Direction 2

To maximise opportunity for holistic education

Purpose

To challenge students to engage with authentic learning opportunities and become passionate, life-long learners in a variety of practical and rewarding activities and encourages adaptability, resilience, empathy, humility and tolerance.

Overall summary of progress

As per the plan, this year focused on the collection of baseline data and a wide inter-school investigation to identify and then evaluate existing best practice in provision of holistic educational opportunities. Once again our plan was ambitious in terms of its time line with some milestones needing to be pushed back.

While we did not overtly increase opportunities for co-curricular engagement, we have established an accurate understanding of what is currently on offer and consulted with stakeholders to identify gaps to be focused on in the 2016 and 2017 plan. This will enable an effective model to be developed and implemented to foster the take up of opportunities by students as part of prerequisite pattern of involvement for those aiming on attaining the role of Prefect or school leader in the future.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students in years 7-12 have increased opportunities to engage in co-curricular activities</td>
<td>Investigation of the range of curriculum delivery models operating in other GATS environments was investigated and presented to staff for review and reflection.  All co-curricular opportunities within the school were mapped to begin the process of a gap analysis.</td>
<td>$800</td>
</tr>
<tr>
<td>Increase student leadership opportunity by 10% across all grades</td>
<td>Leadership Coordinator was established. Current leadership provisions were collated and mapped to begin the process of a gap analysis.</td>
<td>$400</td>
</tr>
<tr>
<td>3% Increase in post school scholarships</td>
<td>Additional/alternate opportunities for leadership models were investigated and presented to staff for reflection.</td>
<td>$800</td>
</tr>
</tbody>
</table>

Next steps

- Establish a co-curricular team to review gap analysis data and facilitate the provision of additional co-curricular opportunities.
- Presentation and discussion of successful curriculum delivery models with parents and students for further evaluation.
- Consultation with staff, parents and students to develop and present recommendations for possible school leadership models to develop a leadership model. Implement the first stage of the model in 2017.
Strategic Direction 3

To foster global citizenship, inclusivity and well-being

Purpose

To provide a school community which fosters the development and awareness of self and others, in a caring and inclusive environment based on mutual respect and empathy, while valuing diversity.

Overall summary of progress

As per the plan, this year focused on the collection of baseline data and a wide inter-school investigation to identify and then evaluate existing best practice in provision of programs and structures to support student well-being. The collection of benchmark data required a considerable amount of time and effort in excess of expectation. As per the plan we have established an accurate understanding of what is currently provided and consulted with stakeholders to identify gaps to be focused on in the 2016 and 2017 plan. This will enable an effective model to be developed and implemented to systematically address well-being issues commonly associated with particular cohorts or groups of students. Extensive communication with parents and students has occurred to strengthen the partnership between stakeholders and develop a shared understanding of expectation and a tighter network of support. A considerable amount of time was spent realigning roles related to student well-being, to effectively integrate the new Head Teacher Welfare and Head Teacher Senior Studies roles into the Learning Support Team and improve coordination and communication between stakeholders.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3% reduction in stress related issues</td>
<td>Current welfare support provisions were collated and mapped to begin the process of a gap analysis. Data was collected on student wellbeing using <em>Tell Them From Me</em> student survey. Help seeking behaviours workshop was presented to staff and integrated into student and parent meetings.</td>
<td>$450</td>
</tr>
<tr>
<td>10% increase of students who are designing, facilitating or leading school programs within and beyond the school</td>
<td>Current leadership provisions were collated and mapped to begin the process of a gap analysis to look at additional opportunities for students to lead school programs within and beyond the school.</td>
<td>$900</td>
</tr>
<tr>
<td>Year 7-12 volunteering opportunities developed with Year 7-10 students devoting 1 week to volunteering</td>
<td>Current Volunteering opportunities were investigated to begin the process of mapping for a gap analysis.</td>
<td>$0</td>
</tr>
</tbody>
</table>

Resources (annual)

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3% reduction in stress related issues</td>
<td>$450</td>
</tr>
<tr>
<td>10% increase of students who are designing, facilitating or leading school programs within and beyond the school</td>
<td>$900</td>
</tr>
<tr>
<td>Year 7-12 volunteering opportunities developed with Year 7-10 students devoting 1 week to volunteering</td>
<td>$0</td>
</tr>
</tbody>
</table>

Next steps

- Commence developing age-specific well-being programs across years 7-12 in line with school priorities.
- Continue investigation of methodologies in the promotion of help seeking behaviours.
- Establish a review team to collate and map current volunteering and community services opportunities.
- Develop and launch an integrated and structured whole-school volunteering/community services program.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>• No financial support was provided to support this area as no students with an Aboriginal background are currently enrolled at the school</td>
<td>$0</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td></td>
<td>$5,933</td>
</tr>
</tbody>
</table>
| *NAPLAN Writing Component Team was established and PL provided on best practice in the teaching of writing* | • 17% improvement in Year 9 NAPLAN writing  
• Increased integration of strategies into programs aimed at improving the performance of students will lower performances in writing, grammar and spelling as identified via NAPLAN data |                  |
| **Targeted students support for refugees and new arrivals** | • No financial support was provided to support this area as no students were targeted for support as a refugee or new arrival is currently enrolled at the school | $0                |
| **Socio-economic funding**                     |                                                                                           | $5,376            |
| *Support for families who lack the financial means to enable students to access the additional experiences required in a GAT environment* | • The provision of learning resources to individual students and learning cost support was provided for families in need. This included the provision of uniform, access to resources and other learning experiences which would otherwise be provided on a “user pays” basis  
• Students received all necessary resources for learning and could attend all excursions/incursions |                  |
| **Low level adjustment for disability funding**|                                                                                           | $63,329           |
| *Interventions on behalf of the Support Teacher Learning Assistant (STLA) to support students in accessing the curriculum and overcoming disadvantage associated with their disability in accessing class-based pedagogy and assessment tasks.* | • $40,200 was allocated to the school as a 0.4 load for the ongoing allocation of our existing STLA leaving a sum of $23,129 for the following support  
• Additional support for disabled students during examinations/assessment blocks to enable equity of access to opportunities  
• Additional staff support was provided during excursions and all week long camps in Years 7, 8, 9 and 11. The 24 hour per day nature of these learning experiences necessitated considerable support for students with a disability  
• 2016 Year 7 adviser collected data on all new support students  
• Differentiated learning plans were developed, in consultation with all stakeholders for all support students with a disability |                  |
| **Support for beginning teachers**              |                                                                                           | $10,800           |
| *Teaching load reduction and mentoring/coaching* | • Beginning teachers attended the school’s Induction Program and fortnightly meetings were conducted to support them through their accreditation process  
• Reduced face-to-face teaching time provided to coincide with access to an experienced practitioner to act as a mentor/coach to enhance pedagogy and practice during the staff members first/second year of permanent employment |                  |
Mandatory and optional reporting requirements

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

Student attendance profile

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2015, no students departed school for post-school destinations. All Year 12 students obtained entry into university to continue their education.

Year 12 students undertaking vocational or trade training

No students from the school chose to access vocational or trade training in 2015.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 no students attained a vocational education qualification.

Workforce information

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 Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>36.2</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Teacher Autism</td>
<td>2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>56.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.682</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 no members of staff identified as being of aboriginal or Torres Strait Islander background.

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>Undergraduate degree or diploma</td>
<td>84</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>16</td>
</tr>
</tbody>
</table>

Professional learning
Staff professional learning throughout 2015 continued to impact on school culture and climate.

In excess of 100 different professional learning activities were completed by staff either at school or accessed via external providers. Most training opportunities this year occurred at school and through school developed courses. The focus of the training was on high quality teaching, well-being programs and evidence based teaching models. The methodology used for professional development included staff examination of student learning and teacher practice.

The learning culture has been transformed with the introduction of the new Department of Education Performance and Development Framework (PDF) and the application of the ‘classroom observation’ and self-reflection model. The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of skills, effective and professional teaching workforce. The ‘classroom observation’ is an authentic process that has been adopted across the school to encourage teachers to work together to share ideas, improve the learning, provide and receive constructive feedback from peers and to improve teaching practice. The model aligns teacher practice against the Australian Professional Standards for Teachers as evidenced in the School Plan strategic direction 1 purpose statement, “to pursue academic excellence within a quality learning environment”. Professional learning, delivered through an explicit system of collaboration, classroom observation, modelling of effective practice and feedback, will drive and sustain ongoing school wide improvement in teaching practice and student learning. This model will continue to be used to encourage collaboration and dialogue between teaching staff, within and across faculties, and across our community of schools.

The school also participated in the Educator Impact Program. The role of the program was to support and assist staff in their continuous professional learning to ensure that identified areas of practice are effectively being implemented. In addition to classroom observations and Educator Impact Program, two teachers and two Head Teachers completed a STEM (science, technology, engineering and mathematics) inquiry based project with the Department of Education, which is to be implemented with stage 4 students in 2016. This interdisciplinary project is supporting teachers to work collegially and collaboratively and is directly linked to the school second strategic direction, ‘To maximise opportunity for holistic education’. The foundation for creating a strong contextually relevant professional learning framework through classroom observations, coaching and inquiry based learning will continue to support staff with their individual professional learning goals.

The first School Development Day focused on the school administration and mandatory training for staff, student welfare and discipline policy updates. The second School Development Day introduced staff to the new functionality of the school data management system, SENTRAL, and commenced the High Quality Program model for teacher reflection and program evaluation. This model remained as the focus of professional learning throughout 2015. It
culminated in the development of new teaching programs based on the elements of high quality teaching, which was developed by the staff using current literature and research on best practice. The sports review recommendations from 2014 suggested staff training to improve the delivery of sport at the school. This training was provided to staff in the form of workshops conducted by the PDHPE staff. The training focused on Zone Sports awareness, Sport administration and training on practical outdoor learning.

The Term 3 School Development Day introduced staff to the Growth Mindset methodology. The Growth Mindset training at the school focused on training teachers to collaborate with their colleagues and other instructional leaders, to strengthen their own professional practice. Training also focused on how the teachers and the school as a whole can provide more effective feedback and advice to students and parents on learning and assessment. The model advocates that learning occurs both inside and outside the classroom. The staff also spent time on the Performance Development Framework (PDF) and the Performance and Development Plan (PDP). Staff identified faculty and individual goals for the semester.

In August the executive team was involved in another highly successful weekend conference which included a review of the year’s performance. Discussions and workshops identified areas of success and areas for further improvements. The main focus of the executive conference was the introduction of the new school planning process and the strategic directions model. The executive team considered a variety of options for school strategic directions and the development of key milestones. The team was reintroduced to the concept of Project Based Learning through a discussion and workshop on identifying opportunities for this type of learning in stage 4. Head teachers mapped learning opportunities across the curriculum based on similar content and skills.

In Term 4, all staff completed mandatory CPR training and the NSW Health management of anaphylaxis in school course, which was practical training on how to use an Epipen. The school again drew heavily on teacher experience and expertise from within the school to deliver workshops on pedagogy and well-being. Extension to the Growth Mindset training was delivered with a focus on “help seeking behaviour” as a source of strength for students. The learning group spoke with staff about the model of writing and communication that was developed in conjunction with stage 4 students. Staff discussed models of writing that were intrinsic to their learning area. The school professional learning program in 2015 continued to build capacity within the school to lead and manage change.

**Teacher Accreditation**

In 2015, 12 staff members were maintaining their accreditation at proficient status. Two members of staff completed their five year maintenance reports and professional learning logs. Two permanent full time and three temporary teachers worked towards accreditation. Of these, two completed their applications and were successful in having their accreditation approved.

A large number of staff expressed interest in becoming accredited as Highly Accomplished or Lead and attended an initial presentation outlining the processes and philosophy behind accreditation. One staff member has committed financially to become accredited and six teachers remained committed to work towards higher accreditation for the remainder of the year.

Meetings and sharing sessions were provided once a term to all teachers at all three levels of the accreditation process.
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary
30/11/2015

Income
Balance brought forward $487197.34
Global funds 524436.97
Tied funds 143476.08
School & community sources 941940.71
Interest 15562.29
Trust receipts 320860.58
Canteen 0.00
Total income $2433473.97

Expenditure
Teaching & learning
Key learning areas 270086.13
Excursions 308015.10
Extracurricular dissections 237087.30
Library 567.16
Training & development 16158.28
Tied funds 164925.00
Casual relief teachers 132269.14
Administration & office 192801.65
School-operated canteen 0.00
Utilities 124941.67
Maintenance 88587.12
Trust accounts 361289.90
Capital programs 0.00
Total expenditure $1896728.45

Balance carried forward $536745.52

School performance

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading
Average score, 2015

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>648.6</td>
<td>656.3</td>
<td>538.9</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>41</td>
<td>71</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>1.6</td>
<td>2.5</td>
<td>4.1</td>
<td>13.6</td>
<td>58.2</td>
</tr>
<tr>
<td>School Average 2010-2015</td>
<td>0.0</td>
<td>0.7</td>
<td>1.0</td>
<td>5.2</td>
<td>35.3</td>
<td>57.9</td>
</tr>
<tr>
<td>SSG % in Band 2015</td>
<td>0.3</td>
<td>1.1</td>
<td>1.8</td>
<td>7.3</td>
<td>26.7</td>
<td>62.9</td>
</tr>
<tr>
<td>State DoE % in Band 2015</td>
<td>3.7</td>
<td>17.5</td>
<td>28.3</td>
<td>23.4</td>
<td>16.7</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Spelling

Average score, 2015

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>670.3</td>
<td>661.6</td>
<td>547.3</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>25</td>
<td>95</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.8</td>
<td>2.4</td>
<td>20.2</td>
<td>76.6</td>
</tr>
<tr>
<td>School Average 2010-2015</td>
<td>0.0</td>
<td>0.0</td>
<td>0.3</td>
<td>3.0</td>
<td>25.1</td>
<td>71.5</td>
</tr>
<tr>
<td>SSG % in Band 2015</td>
<td>0.5</td>
<td>0.8</td>
<td>1.8</td>
<td>4.4</td>
<td>23.2</td>
<td>69.3</td>
</tr>
<tr>
<td>State DoE % in Band 2015</td>
<td>8.7</td>
<td>9.8</td>
<td>19.5</td>
<td>25.6</td>
<td>25.0</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Grammar and Punctuation

Average score, 2015

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>659.5</td>
<td>672.0</td>
<td>535.0</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>28</td>
<td>87</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.8</td>
<td>0.8</td>
<td>1.6</td>
<td>4.0</td>
<td>22.6</td>
<td>70.2</td>
</tr>
<tr>
<td>School Average 2010-2015</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>5.3</td>
<td>28.0</td>
<td>65.9</td>
</tr>
<tr>
<td>SSG % in Band 2015</td>
<td>0.7</td>
<td>0.9</td>
<td>2.2</td>
<td>4.2</td>
<td>16.2</td>
<td>75.8</td>
</tr>
<tr>
<td>State DoE % in Band 2015</td>
<td>10.3</td>
<td>13.3</td>
<td>28.8</td>
<td>20.6</td>
<td>15.6</td>
<td>14.4</td>
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</tbody>
</table>
NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>730.8</td>
<td>709.7</td>
<td>540.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2015</th>
<th>SSG % in Band 2015</th>
<th>State DoE % in Band 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>120</td>
<td>0.0</td>
<td>1.6</td>
<td>0.8</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>679.5</td>
<td>689.0</td>
<td>573.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2011-2015</th>
<th>SSG % in Band 2015</th>
<th>State DoE % in Band 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>33</td>
<td>38</td>
<td>35</td>
<td>31</td>
<td>0.0</td>
<td>1.7</td>
<td>10.0</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>673.0</td>
<td>688.5</td>
<td>561.5</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2015</th>
<th>SSG % in Band 2015</th>
<th>State DoE % in Band 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>57</td>
<td>33</td>
<td>0.0</td>
<td>0.8</td>
<td>1.7</td>
<td>22.5</td>
<td>47.5</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>649.8</td>
<td>642.3</td>
<td>526.3</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2011-2015</th>
<th>SSG % in Band 2015</th>
<th>State DoE % in Band 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>33</td>
<td>26</td>
<td>30</td>
<td>37</td>
<td>35</td>
<td>27</td>
<td>0.1</td>
<td>0.3</td>
<td>0.7</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>703.6</td>
<td>697.7</td>
<td>583.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2015</th>
<th>SSG % in Band 2015</th>
<th>State DoE % in Band 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>40</td>
<td>75</td>
<td>10</td>
<td>0.0</td>
<td>0.0</td>
<td>2.7</td>
<td>33.9</td>
<td>59.1</td>
</tr>
</tbody>
</table>

HSC: Relative performance from NAPLAN

Year 9 (Cohort Progress)

<table>
<thead>
<tr>
<th></th>
<th>School 2015</th>
<th>SSG Average 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative performance</td>
<td>Low</td>
<td>Middle</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
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</tr>
<tr>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
<td>-1</td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

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

English

All students completed the English (Advanced) course. The cohort of 2015 saw 28 or 22% of students achieving a Band 6, compared with 15% for the state. In addition 64.34% of our students achieved a Band 5 compared with 43% for the state. Therefore over 86% of students achieved a result in the top two bands of the course.

In English (Extension 1) 35.48% of students achieved an E4, compared with 34.53% for the state. 61.29% of our students achieved an E3 compared with 59.55% for the state. One student received an E2 result. 97% of students in the course achieved a result in the top two bands.

In English (Extension 2), 100% of students achieved a result in the top two bands.

The 2015 cohort achieved some impressive results in English with some areas challenging the growth mindset adopted by the faculty.

In November, the annual *Picture Book and Circus Travelling Road Show*, visited and performed, for twelve local primary schools and two local child care centres. The visits were an outstanding success.
with wonderful reports back from the schools visited and comments made by both our staff and students. There is nothing like watching the smiles on the faces of our year 8 and 9 boys as they put smiles on the faces of their audiences again and again from toddlers to 12 year olds across the Hornsby district. All schools were given an electronic version of each picture book constructed by our students on USB stick to use in the future. A measure of the success of this tour can be seen in the rush for re-bookings by all the schools and two day care centres for the end of 2016 and the numerous letters and emails of thanks received at the school. We thank all the schools and day care centres for their on-going support.

The Creative Writers Camp successfully completed its seventeenth year, this time at Bobbin Head and its surrounds. A group of thirty Year 8 students gathered to listen to experts in the areas of creative writing and learned how to create their own narratives. With support provided from a local bookshop, the students were able to experience and engage an eclectic range of creative texts.

Public Speaking and debating again had a high profile with extensive success at all levels in the many competitions entered by our students. The English Faculty ran the UNSW English Competition for all junior students with excellent results for our boys when compared with State-wide averages.

**Mathematics**

The Class of 2015 continued the tradition of excelling in the mathematics courses offered. The following table summarises the percentage of students in the top band (Band 6 for Mathematics 2 Unit, Band E4 for Extension courses).

<table>
<thead>
<tr>
<th></th>
<th>2 Unit Band 6</th>
<th>Extension 1 Band E4</th>
<th>Extension 2 Band E4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014 School candidature</strong></td>
<td>70%</td>
<td>48%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>2014 Statewide</strong></td>
<td>22%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>2015 School candidature</strong></td>
<td>53%</td>
<td>58%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>2015 Statewide</strong></td>
<td>20%</td>
<td>34%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Of the 53% of students attaining a Band 6 in Mathematics, seventeen out of eighteen accelerated 2 Unit students attained this band.

Our fine results not only come from Year 12, but also the Year 7 and 9 cohorts with their outstanding achievements in the National Assessment Program – Literacy and Numeracy. It demonstrates a commitment of the parent body to the education of our students, as well as the dedication of the classroom teachers to motivate students to excel and perform their personal best. A summary of the Band 10 (top band) results in the 2015 Year 7 and Year 9 cohorts is presented below:

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School candidature</strong></td>
<td>58%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Australian Mathematics Competition

Students continued their outstanding performance in the Commonwealth Bank Australian Mathematics Competition.

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidature</th>
<th>High Distinction</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>114</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>116</td>
<td>6</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>112</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>99</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

The top students are those listed in the 100th and 98th percentile:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students in 90th - 100th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Edward Gilfillan, Don Novakovic, Shyam Wijayakumaran</td>
</tr>
<tr>
<td>8</td>
<td>Blaze Pham, Timothy Pike, Amerthan Thevathasan</td>
</tr>
<tr>
<td>9</td>
<td>Daniel Berry, Andrew Lee, Sam Prince,</td>
</tr>
<tr>
<td>10</td>
<td>Tommy Chu, Timothy Hong, Alexander Horspool, Anthony Ngan</td>
</tr>
<tr>
<td>11</td>
<td>Joshua Koshy, Eddy Li, Edward Wu</td>
</tr>
<tr>
<td>12</td>
<td>Dennis Kai</td>
</tr>
</tbody>
</table>

At the Extension 2 level, we partnered with the authors of the Cambridge 3 Unit textbook authors to provide their Extension 2 material, where the currency and rigour of the material will boost our students’ understanding of the course.

The faculty went through a school initiated review process during Term 4 in preparation for the next three-year faculty plan to be formulated. The review panel presented seven findings and recommendations after extensive consultation amongst staff members, student and parent body. The key findings are categorised as follows:

- Curriculum (Programming)
- Curriculum (Differentiation)
- Teaching and Learning (Collaboration and knowledge sharing)
- Teaching and Learning (Collaboration and resource sharing)
- Assessment and Reporting (Evidence based planning)
- Faculty Management
- Communication (Dissemination of information)

In response, the 2016-8 Faculty Plan will contain three major key actions:

To facilitate the higher achievement and support our boys, the faculty commenced publishing a series of past Trial HSC booklets, which are not available commercially. Each course will have three books of approximately 15 papers each, with full solutions for each paper. Feedback from the students in the Class of 2015 has so far been very positive, with data showing an overwhelming improvement of Mathematics Extension 1 students improving their 2 Unit result – more than half of the students who purchased the trial papers improved their result by over 15%.
Collaboratively develop high quality teaching programs/resources to increase student engagement and improve learning outcomes.

2015 – programs, scope & sequences redesigned. Students and caregivers are in full knowledge of the learning that will occur during that academic year.

2016 – collect feedback from redesigned programs.

2016-8 – teachers commence depositing newly created resources via a cloud solution.

2017-8 – refine programs based on feedback collected from staff and students, as well as assessment data.


2016 – commence student performance tracking through Stages 4-5.


Improve staffroom amenity by decluttering and greater provision of ICT.

2015-6 – migration of some administrative data to cloud services.

2016 – detailed planning for staffroom refurbishment undertaken.


Overall, the review has been positive and has led to a blueprint for the future. We look forward to continuing to work with the school community and other stakeholders to improving the learning outcomes for our students so to equip them for success.

Science

Students were entered for the 2 Unit Biology, Chemistry and Physics courses and for the first time in Senior Science.

In Biology, 23.30% achieved Band 6 compared with 5.40% for the state. 40.0% of students achieved a Band 5 compared to 18.6% for the state. Therefore 63.30% of students were in the top 2 bands compared to 24% of the state.

In Chemistry, 19.3% of students achieved Band 6, compared with 11.9% for the state. 59.6% of students achieved a Band 5, compared with 28.2% for the state. Therefore 78.9% of students were in the top 2 bands compared to 40.1% of the state.

In Physics 14.5% of students achieved Band 6, compared to 9% for the state. 39.1% of students achieved a band 5, compared with 19.8% for the state. Therefore 53.6% of students were in the top 2 bands compared to 28.8% of the state.

In Senior Science, 70% of students achieved a Band 6 compared to 6.4% for the state. 30% of students achieved a Band 5 compared to 16.7% for the state. Therefore 100% of students were in the top 2 bands compared to 23.1% of the state.

In 2015 all Years, 7-10, studied programs which the Science faculty developed for the National curriculum. Each term the boys study a contextualised program which draws together all strands of science: Biology, Chemistry, Physics and Earth and environmental sciences. Skills are explicitly taught and built upon as they progress from Stage 4 to 5 in preparation for the Stage 6 specialised Science courses.

The Science KLA sourced class sets of a variety of resource books and has provided digital copies of at least one for each Stage on Moodle. All teaching programs are available on Moodle for students and parents to refer to. Stage 4 students have access to the Into Science interactive tool and Stage 5 will utilise the Education Perfect system. The faculty is working hard to develop assessment tasks which necessitate our students applying their knowledge and presenting them in a similar way to working scientists via research projects, oral presentations and mini-lessons. Skills are tested via practical examinations and data processing tasks and in
Stage 5 a team teaching approach has been implemented so that boys can draw on the collective experience and academic passions of the staff.

Our Year 8 students sat the new VALID 8 test and we volunteered to have our Year 10 students sit the VAILD 10, which required our teachers to be trained in the marking of the task. This experience provided valuable insights to the marking of written responses and has already impacted the development of teaching activities and assessment tasks. The faculty now looks forward to learning how this data can better inform programs and how to design learning opportunities to address any areas identified via this valuable diagnostic tool.

ICAS Science Competition results were excellent in 2015, with 28 High Distinctions and 161 Distinctions and in the RACI Australian National Chemistry Quiz: 6 High Distinction Excellence, 54 High Distinction, 98 Distinction and 87 Credit awards. An increased number of students from Years 9 and 10 were invited by the University of Sydney to attend their Gifted and Talented Discovery Program after achieving excellent results in the qualifying exam. Ten students were able to attend lectures and experimental sessions of their choice. Six year 9 boys were invited to attend the state final of the National Brain Bee Challenge at the School of Medicine- UWS, where they participated in team and individual events as well as anatomy experiments.

Keita Richardson represented Australia in the Biology Olympiad in Denmark and was awarded a Silver medal and has now become an Ambassador for the Olympiads. Aayush Bhattacharya was invited to attend the team selection in January for the Australian Physics team and we still eagerly await news of how he performed in the associated exams. Jash Vanjarra was invited to attend the National Youth Science Forum.

Our Year 12 students were given the opportunity to conduct experiments using equipment which is only available at University when they attended the Experimentfest conducted by the University of Newcastle, where they were provided with hands-on tutorials by academics in Biology, Chemistry and Physics. Chemistry students were invited by our CSIRO Scientists in Schools partner to experience analytical chemistry methods in the analysis of water samples. Junior students were also provided with co-curricular opportunities: Year 7 via the Reptiles Alive incursion, Years 9 and 10 participated in a Forensic Science workshop.

Our Titration Team competed in the National Titration Competition, firstly at state level at Knox Grammar, then for the nationals at UNSW. One of our teams placed first in the State round and was invited to the national competition at UNSW placing 4th in Australia, in a very competitive field. Two boys received gold medals of excellence and one student a near perfect score which is extremely difficult to attain.

Human Society and its Environment

In Business Studies 31.25% of students achieved a Band 6, compared with 8.49% for the state. 50.00% of students achieved a Band 5, compared with 27.84% for the state. This means that 81.25% of students attained a result in the top two bands. The highest HSC exam result was Raymond Hou with 95.

In Economics, results were consistent with prior years with 22.58% of students attaining a Band 6 compared to 11.41% across the state. 70.97% of students achieved a result that placed them in the top two bands. 48.39% of students achieved a Band 5, compared with 34.64% for the state. The highest HSC exam result was Andrew Snow with 97.

In accelerated Geography, 96.88% of students achieved either a Band 5 or a Band 6 with 9.38% of those attaining a Band 6, compared to 8.58% in the state. The highest HSC exam result of 92 was achieved by both Jethro Yuen and David Shead.

In Legal Studies, results were some of the best in the last few years with 28.57% of students achieving a Band 6, compared with 9.38% of those attaining a Band 6, compared to 8.58% in the state. The highest HSC exam result was Dilir Ali with 94.

Society and Culture continued to achieve results significantly above state averages with 100% of students achieving in the top two bands, as has happened in the last three years. 66.67% achieved a
Band 6 compared to 11.85% in the state. One student achieved equal 5th in the state in the HSC exam and 2nd in the state for his Personal Interest Project, the only student in the state to achieve a top 10 result in both the HSC exam and in the Personal Interest Project. The highest HSC exam result was Jash Vanjara with 98.

In Ancient History, results were also significantly above the state averages with 44.83% of students achieving a Band 6 compared to 7.97% in the state. 41.38% of students achieved a Band 5 compared to 24.90% in the state. Therefore, 86% of students attained a result that placed them in the top two bands. The highest HSC exam result was Kushagra Kundra with 97.

Modern History results were the best the school has seen since 2012 with 41.67% of students achieving a Band 6 compared to 11.58% in the state. 75% received a result in the top two bands. The highest HSC exam result was Lachlan Jones with 96.

In History Extension results were the best since 2010 with 50% of students achieving an E4 compared to 22.34% in the state combining for 100% of students attaining either an E3 or E4. The highest HSC exam result was Dinesh Pillutla with 47/50.

The Human Society and It’s Environment department marked its first year of existence at Normanhurst in 2015, bringing together the Social Science and History departments. The department facilitated many co and extracurricular activities in 2015, supporting students in their attainment of excellence.

The Australian Geography Competition saw yet another year of outstanding results with Year 8 student, Jarvis Pitcher, coming first in New South Wales and equal first in Australia in the Junior Level of the competition. In the UNSW Australian Economics and Business Studies competitions, students Udai Kamath (Year 11) and Dilir Ali both earned $100 prizes for Economics and in the Business Studies division, Lachlan Berry (Year 11) and Sanjay Balakumar (Year 11) earned prizes of $200 and $50 respectively. Year 9 Commerce student Brandon Velleley succeeded in reaching the finals of the NSW Department of Fair Trading’s “Money Stuff Competition” making it to the Highly Commended stage, one of only four students in the NSW Metropolitan area to do so. Our HSC Legal Studies Mooting team of Lachlan Ward, Matthew Keevers and Yang Yang Jiao progressed to the finals of the Bond University Mooting competition, travelling to Queensland for the final. Year 11 students Sanjay Balakumar and Dilir Ali were selected as two of 30 students to attend the National Constitution Convention in Parliament House, Canberra. Sanjay and Dilir were selected from over 4000 students across the state and this is the second year in a row that Normanhurst has been represented at this event.

Students also enjoyed many co-curricular activities that increased student engagement. Year 9 Commerce students visited Flemington Markets applying their skills to markets in action, preparing themselves for their own experience in Market Day later on in the semester, which was thoroughly enjoyed by our young entrepreneurs. The ASX (Australian Stock Exchange) game challenged our enthusiastic investors to manage their share portfolio and our Year 10 Commerce students once again visited the Downing Centre local law courts to listen to accounts of various crimes and sentences. We were also able to harness the opportunity of a school visit by Mr Gareth Hutchens, political reporter for Fairfax publications and former student of Normanhurst. He addressed our Year 11 and 12 Economics boys with a lecture and discussion on his
observations of the economic climate of China and its impact on Australia.

Geography excursions across Stages 4 to 6 provided experiential learning through fieldwork, whereby students engaged in collecting primary data and discovering answers for themselves in the real world. Year 7 visited Bobbin Head where they investigated ecosystems and toured an ancient rainforest as part of their Jenolan Caves camp. Year 8 investigated a variety of alpine ecosystems on their Bungarra camp. Year 9 went to Collaroy and Long Reef beaches to analyse wave patterns and the impact of coastal development. In their Northern Explorer camp, the boys explored the coast and wetland environments as well as participating in an indigenous cultural tour. Year 10 Preliminary students hiked through our local bushland for their biophysical field study. Year 11 HSC Geography students undertook fieldwork at Avalon dunes and Careel Bay wetlands and engaged in an urban study at Pyrmont.

In 2015 the HSIE department maintained its long standing relationship with Hornsby Girls High School on two occasions to promote teamwork. Year 11 Business Studies students engaged in the third annual Business Challenge, working in teams to solve business related problems. Year 10 students also undertook the fourth annual academic secondary-tertiary partnership with the University of Technology, Sydney, in the week long Business School Enterprise Challenge (UTSEC).

In the area of History it is pleasing to see so many students continuing to choose to study the subject and meeting with such academic success. In 2015 there were six senior history classes, including History Extension, which means more than 50% of students undertook History as part of their HSC pattern of study. In History Extension Dilir Ali achieved 1st place in the ‘Generation to Generation’ category in the 2015 NSW HTA History Extension Prize.

Our accelerated Society and Culture students completed their extensive Personal Interest Projects and attained outstanding results in the 2015 HSC exam. Our top performer was Jash Vanjara who attained equal 5th in the Society and Culture HSC exam and was awarded 2nd place for his Personal Interest Project, evidence of his outstanding achievement in the subject.

**CAPA**

The 2015 Visual Arts cohort gained results above state average. 25% of the cohort achieved band 6 compared to a state average of 8.8%. 75% of the class achieved band 5 compared to 34.4% of the state.

The results of the HSC Music courses were exceptional. All students in Music Extension gained a top band, with Keita Richardson achieving 50/50. All students in Music 2 worked extremely hard to gain a band 6 with Keita Richardson and Ashkan Khoshab receiving nominations for Encore for both Extension and Music 2.

There were many highlights in the Visual Arts and Music departments throughout 2015.

At the start of the year, in response to a demand from students, a *Creator’s Club* was established. This club is to cater for students in the junior year who wish to be more involved in the creative process across visual arts, music and creative writing. The club is open to all students including those who do not study a creative arts course. They are autonomous in choosing projects in which to engage and they meet once a week in the art rooms. A group of boys in the creators Club collaborated on a painting (pictured below) which was exhibited in the World Biggest Classroom Exhibition at Westfield Hornsby.
As an extension of the Creators Club we ran a short course on digital animation in term 4. It was taught by UTS Animation graduate. This was well attended and students have continued on their work in 2016.

The Music and Visual Arts departments and Year 9 Visual design students were involved in the production of a Teaching Resources booklet for the Opera Pecan Summer being performed at the Opera House in 2016. The Visual Design classes were involved in the production of mood boards and posters for this opera. They were privileged to have a visit from the writer of this opera and will be travelling to see the performance of it in September of 2016. Some students will be interviewing the designer for the opera in 2016.

A major highlight of 2015 for CAPA was the Creative and Performing Arts Cultural Tour to New York in the April school holidays. Visual Arts, Music and Drama staff escorted a tour group of 40 students to New York and Washington to experience some of the best art, architecture, music and drama in the world. Amongst the many activities, the tour group climbed the Statue of Liberty, rode the subway, climbed to the top of the Empire State Building, toured the Guggenheim and participated in art and drama workshops. The group also rode through Central Park, toured Radio City Music hall, tried on costumes at the New Amsterdam Theatre and then returned to watch a performance of Aladdin. The group also walked across the Brooklyn Bridge, lunched in Grand Central Station and was taken on a ghost tour of East Village. The tour was extensive and also included the highlights that Washington had to offer.

A successful Music Art and Drama (MAD) Year 12 HSC showcase was presented in August. This evening was well attended by the family and friends of year 12 students who displayed HSC Bodies of Work and performed pieces of HSC Music and Drama performances.

The annual music camp took place in December at Collaroy Conference Centre. Visiting tutors assisted the students to work on their technique and ensemble awareness as well as improving their interpretative skills. It was a most productive and intensive time for the students and staff with all
ensembles focussed on working collaboratively to improve their sound.

A number of students took part in the Arts Unit ensembles throughout the year. Philip Lentz and Hamish Andrews were successful in gaining a place in the Arts Unit Senior Singers. Julian Moore gained a place in the State Senior Wind Band and performed at the Opera House in Festival of Instrumental Music and Amerthan Thevathasan from 8 Bukkandi had the opportunity to perform with the State Choir at the Festival of Choral Music.

**Languages**

In the Japanese Continuers course, 28.57% of students undertaking the course achieved a Band 6, compared with 18.91% for the state and 42.85% achieved a Band 5 compared with 35.55% for the state.

In the Japanese Extension course 66.66% of students undertaking the course achieved an E4, compared with 33.17% for the state and 33.33% achieved a Band 3 compared with 54.8% for the state.

The main languages other than English that are taught at Normanhurst BHS are Japanese and French. However, we also have a number of students who are accessing a range of other languages through either the Saturday School of Community Languages program or the Open High School Languages program. In 2015, 60 of the 120 Year 8 students chose to study Japanese for their mandatory language study; the other sixty chose French. Japanese classes were conducted in each of years from Year 9 to Year 12.

**Technology and Applied Studies**

In Information Processes and Technology (IPT), the 16 students who completed the course were all Year 10 accelerants. Of these students 62.5% received a Band 6 compared to 7.21% for the state. 37.5% achieved a Band 5 compared to 21.22% for the state.

In Software Design & Development (SDD) of the ten students who sat the examination, 1 student achieved a Band 6, 10% compared to 8.36% for the state. Five students achieved a Band 5, 50% compared to 21.99% for the state.

In Engineering Studies of the 13 students who sat the examination 5 students achieved a Band 6 38.46% compared to 9.4% for the state. Six students achieved a Band 5, 46.15% compared to 27.29% for the State.

In Design & Technology of the 4 students who sat the examination 1 student scored a Band 5 5.25% compared to 24.43% for the state.

**STEM: Engineering, Programming and Robotics Awards**

Two students won the major prize in the University of Wollongong Engineering report challenge.

Twenty eight junior students competed in the UNSW Robocup junior competition.

Ten stage 5 students entered both the FIRST FRC Regional at Homebush Stadium and FTC competitions winning the Google Design award in the former.

Declan McDonnell represented Australia in Kazakhstan in IOI (informatics). Declan’s team of 3 students received a third place in UNSW Progcomp behind two year 12 teams.

The Year 11 Software Design class made history by becoming the first Australian team to make the final of ZERO robotics (NASA & MIT) and have their code run robotic spheres on the International Space Station. They featured on the ABC 7.30 report, BTN and various Sydney University publications.

Senior students continued to mentor growing numbers of juniors during the programming club.
Personal Development, Health and Physical Education (PDHPE)

In Personal Development, Health and Physical education, 90.09% achieved a Band 5 compared to 20.94% in the state.

All students complete the mandatory health and physical education courses in Years 7-10. Stage 4 students study factors that affect health and engage in team sports involving gross motor skills concentrating on hand-eye coordination. In Stage 5 students investigated study behaviours and consequences related to health issues affecting young people. The elective course, Physical Activity and Sport Science, was taught in 2015 and in it students studied the impact of sport in Australian society and the impact of nutrition on physical activity. The mandatory personal development and health aspects of the Crossroads program was taught via a week long learning opportunity held at Lake Burrendong and at Ryda Driver Education Centre.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Normanhurst Boys this is undertaken in two major reviews each year. The responses of all stakeholders including parents, students, staff and the broader community is presented below.

School Library Program Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2015 our school carried out an evaluation of the school’s Library Program.

Background

During 2015 a Library Review Team was established, consisting of Ms Asli Harman Deputy Principal as the convener, Ms Jennifer Bowen from James Ruse High as the visiting Librarian, Ms Margaret Johnson as the Executive Member and Mr Peter Edwards as the Staff Representative (2014 ProgramReviewed Member). The team was established to evaluate the effectiveness of current practices and services related to the school Library. A broad based consultative process involving staff, students, parents and representative from another selective high school was used. Staff and student representatives from across all year groups were interviewed. This was then followed up with online surveys across the whole school community including parents. There were 318 responses that were incorporated with the other data sources. Using the triangulated data, 9 major findings and more than 38 recommendations were made.

Findings and recommendations

Overwhelmingly the school community has a vision for a modern, aesthetically pleasing, comfortable and well-resourced Library.

In the area of resource awareness the more traditional Library resources such as books, printing, study areas and computers were acknowledged by over 80% of staff, students and parents. However, only a small percentage of the school community was aware of the many other useful resources found in the Library including only 12% of students and 24% of staff knew of the existence of past HSC papers, and 19% of students and 22% of staff were aware of the availability of critical text articles. To raise awareness it was recommended that staff, parents and students be regularly updated regarding the available resources in the Library through a variety of means of communication, including a Library pamphlet. It was recommended that this information be emailed to students, staff and parents along with regular updates. Also HSC past papers, along with HSC tutors and Olympiad texts should be located in the main Library and a designated HSC specific area be established in the main Library.

In the area of effectiveness of communication regarding available Library resources and services on average 56% of the school community thought the communication regarding the Library resources
was effective and adequate with recommendations that include regular updates by email every fortnight to staff and students, and be included in the weekly school newsletter at least twice per term, as requested by most parents.

In terms of utilisation of resources and services, a significant number of students and staff are aware of the non-fiction books in the Library but have never made use of them. It was recommended that, in addition to the review data, an audit of the use of resources and services be completed by the end of Semester 1 2016, to determine the needs of staff and students and also to better utilise all space. The removal of obsolete non-fiction books and update of the collection was also recommended.

In the area of effectiveness of resources and services meeting community needs staff indicated that resources such as printing and Clickview were adequately meeting their needs. Students also indicated that printing and WiFi provided in the Library were adequately meeting their needs but the unavailability of seminar rooms for study and group activities was a concern raised by both students and staff. It was recommended that all seminar rooms be made available to staff and students and that the seminar rooms be refurbished, with adequate resources such as whiteboards and audio visual equipment. Students and staff should be able to book these rooms for both group study and quiet areas.

In the area of awareness of access to the Library it was recommended that opening times of the Library be effectively communicated including clear signs on the front door and down the bottom of the stairs and also publishing these times in the newsletter and website to alleviate any confusion that may exist. When the Library and/or parts of it is to be closed for other events students and staff it was recommended that staff and students be informed the day before and that opening hours be consistent and reliable as much as possible.

In the area of desired access to the Library to meet the school communities needs it was recommended that there be an investigation into how the opening times of the Library can be extended to range from 7:30am to 5:00pm and that Library be open recess, lunch 1 and lunch 2.

In terms of the physical learning environment it was recommended that more comfortable, modern and ergonomic furniture be provide in all Library learning spaces.

In the area of the purpose and Library vision it was recommended that the Library be set up as a dynamic space with multiple purposes including class research, collaborative group work, quiet area for study, meetings, careers, games (chess, puzzles), collegial activities and student displays etc. A clear vision of the Library needs to be developed to cater to the multiple learning needs of all stakeholders, taking into account the dynamic and flexible environment requested by the school community.

It was also recommended that the role of the teacher librarian be developed within a 21st century context.

Future Directions

Following on from the Library program evaluation a Library Review Implementation team has been established who are currently in the process of implementing the recommendations. Some recommendations have already been adopted.

Curriculum Review: Mathematics KLA

As part of the school improvement program at NBHS, faculties are reviewed annually to explore current staff knowledge and attitudes, and to determine a benchmark of good practice. In 2015, the Mathematics faculty was selected for review.

The review panel included a teacher from another school and an external panel member with experience leading a successful Mathematics faculty in a similar selective school. The terms of reference for the review included faculty management systems, teaching and learning, assessment practices and the learning environment. An important feature of the review was the input from
the external panel member who brought to the review a wider perspective of practices that have been successful in another setting. The review was conducted over three days and involved a tour of facilities, interviews with the Head Teacher, all faculty teachers, selected students from each year group as well as input from parents. At the end of the process, findings and recommendations were presented to the faculty in the form of a series of recommendations to establish future targets and a timeline for implementation. At the beginning of 2016, the faculty will organise planning sessions to develop a set of milestones and to prioritise the implementation over a number of years.

**Faculty Structure**

The panel acknowledged the enthusiasm and passion of staff, and the strong connection between students and teachers. NBHS is fortunate to have such a dedicated team to support the learning of students. There were many outstanding examples of educational practice showcased, particularly in the areas of curriculum knowledge, administrative practice and teacher professionalism. The documentation in these areas was appropriate and reflected the roles and responsibilities of staff.

**Management systems**

The faculty used appropriate methods for record keeping, which included student marks entered on a computerised system and curriculum planning and registration. The faculty used ICT to develop teaching resources and to communicate with students and parents. Teachers regularly entered student information into the school welfare administration system to keep track of student’s learning and well-being. There were clear and precise communication and understanding of school policies and procedures when dealing with assessment and student referrals.

**Teaching/Learning and assessment**

The faculty had teaching and learning programs for all courses that were used by all teachers. Subject course planners and content registers provided structure for the delivery of learning and information for teaching content coherently. The quality of programs and teachers preparation to create engaging, differentiated lessons was high. Scope and sequences for all stages were reviewed in 2015 and made available on Moodle for students to use during study and learning. As staff requested ongoing professional learning to share knowledge and experience, they will be developing a peer observation and collaboration matrix to share pedagogy during lessons. Teaching programs will need to include the use of technology and ICT such as Hotmaths.

**Faculty environment**

The tour of the faculty highlighted some areas in need of improvement, however, the main area that required attention was the staff room. The storage of student records, learning material, teaching resources and equipment should be moved to a single location and rearranged to be more accessible. The faculty will be developing a plan for the possible redevelopment of the staff room area. They will also investigate whether the computer facilities in the faculty need to be upgraded.

**Mathematics Staff Professional Learning**

All staff demonstrated awareness of the importance of quality teaching on learning and engagement. Staff involvement in extra-curricular activities also impacted positively on their understanding of the learning and well-being needs of students. The review highlighted the importance of developing a faculty professional learning plan for staff to access learning of practical skills and understanding of the programming requirements of selective students during faculty meetings throughout the school year.

**Students – high levels of satisfaction with teachers and intervention programs**

All students interviewed expressed very high levels of satisfaction with the quality of the teaching and the effort made by teachers to provide the best educational outcomes. Students were able to articulate the benefits of learning in the mathematics.
Policy requirements

Aboriginal education

At all assemblies and major functions an Acknowledgement of Country is delivered to stress our connection to Indigenous culture. On a number of occasions, including the Year 12 Graduation Ceremony, students delivered this acknowledgement in Gurringai language.

Faculties continue to seek ways to integrate indigenous perspectives into their programs. The English faculty integrated new texts into senior courses of study that focused on aboriginal perspectives and culture.

This year the Music and Visual Arts departments and Year 9 Visual design students were involved in the production of a Teaching Resources booklet for the Opera Pecan Summer being performed at the Opera House in 2016.

The Visual Design classes were involved in the production of mood boards and posters for this opera. They were privileged to have a visit from the writer of this opera and will be travelling to see the performance of it in September of 2016. Some students will be interviewing the designer for the opera in 2016.

Multicultural Education and Anti-racism

The school has a rich cultural mix, with approximately 85% of students coming from non-English speaking backgrounds. There continues to exist a harmonious atmosphere that recognises and celebrates this diversity. In 2015 the school continued to recognise and celebrate diversity by staging a highly successful Harmony Day.

Teaching and learning programs have strong multicultural threads with opportunities for student to explore multicultural issues offered through the study of topics in the social sciences, in languages, literature and in the performing arts.

Opportunities for students to travel overseas on school organised excursions are offered. In April of this year a group of students traveled to New York as part of this program.

Through the SRC and Prefect leadership body a number of cultural days were held in the school providing students with the opportunity to experience and reflect on the beliefs and practices of a number of cultures.

The school has an anti-racism officer and a school counsellor whom students are encouraged to access to resolve any issues of racism. The program has proved to be successful as it challenges student perceptions and requires those involved to take ownership for their behaviour.