Normanhurst Boys High School
Annual School Report
Our school at a glance

Normanhurst Boys High School is an academically selective school for boys and is located in the north-west suburbs of Sydney. The school was established in 1958 and became fully selective in 1999.

Expansive, attractive grounds

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 recognize both his strengths and weaknesses and in doing so be able to establish a pathway that will lead to personal growth and the fulfillment of potential.

Our school’s colours are red and black and are incorporated in the school uniform and in sports clothing.

Our school emblem incorporates a blue gum of the district.

Students

Students gain entry into Year 7 at Normanhurst Boys High School through the state run Selective Schools Test. A small number of students gain entry to Years 8 - 11 when positions become available through a school based testing program and interview process.

Our students come from a very broad geographical area with some students travelling up to 1 hour by public transport.

Staff

The staff at Normanhurst Boys High School comprises a mix of highly experienced and dynamic new teachers. The collegial and supportive learning environment created by staff contributes significantly to the outstanding learning outcomes achieved by our students.

Significant programs and initiatives

The curriculum at Normanhurst Boys High School emphasises and promotes the development of the whole individual. The school therefore offers a broad range of extra-curriculum activities to also promote and enhance the social, emotional and physical wellbeing and development of students.

A range of programs are in place that contribute to the achievement of these goals including:

- Peer Support
- Social Work – local community service
- Musical Ensembles
- Competitive and recreational sporting activities
- Debating and Public Speaking
- Club Activities – Robotics, Chess, Coffee Club
- Environmental Awareness – Streamwatch, Sustainability Group

Student achievement in 2011

The following statements are a summary of student performance in key state-wide assessment measures.

In all areas tested in the National Assessment Program – Literacy and Numeracy (NAPLAN), the average for the Year 7 and Year 9 students at the school was higher than the SSG (Statistically Similar Group) and significantly higher than State averages.

In the 2011 Essential Secondary Science Assessment (ESSA) 84% of the students achieved in the top two bands with the remaining 16% achieving in the next two highest bands. The result in the top two bands was well above state average.

In all courses examined at the School Certificate, students scored significantly higher than State averages and exceeded or compared favourably to the SSG (Statistically Similar Group).
The Year 12 cohort maintained the standard of excellence established by students over recent years, achieving enough Band 6 results to again place the school in the top 20 in the state, for the second year running.

Messages

Principal’s message

It is with great pleasure that I present to you the Annual School Report of 2011 for Normanhurst Boys High School. The information contained in this report will provide you with an excellent overview of the achievements of our school community during the year.

As we look back on 2011, it has been a very special year in the history of Normanhurst Boys High School. During the year, we saw significant change in key personnel at the school. We farewell our Deputy Principal, Mr John Fielding, who had been at the school for 18 years and welcomed new Deputy Principal, Mr Glen Sawle. Also appointed as Deputy Principal was Mrs Asli Harman, who took up her duties from the commencement of 2012. We also welcomed several new members of staff; Mrs Rahman and Mrs Spaccavento to our Social Sciences Faculty, Mr Sekaran to our Mathematics Faculty and Mr Gould our new School Counsellor.

Academically, the school continued to show strong growth. Our High Achievers Assembly held early in Term 1 gave us an opportunity to celebrate the outstanding achievement of the previous year’s HSC cohort, a group which delivered to the school its best HSC results ever, enabling the school to be placed 17th in the State on the HSC merit list. I was particularly proud to recognise the achievements of our 2010 School Captain, Sam Farrell, who was placed first in the state in Ancient History. The academic strength of the school was further underlined in strong NAPLAN results, the national tests for Years 7 and 9, which assess students skills in the areas of literacy and numeracy.

Much work was done by the staff on implementing new programs in the area of Gifted and Talented education strategies. One of the most exciting was the Year 7 Past, Present, Future Project, a cross curricular activity that used the Jenolan Caves camp as its focus. We look forward to further development of this project in 2012.

I would also like to mention an outstanding success in another area. This year, the school introduced an Autism Unit, to cater for the needs of Year 7 boys in the district. Five boys were placed in the unit during 2011 and the program has been an unqualified success, thanks to the outstanding efforts of the staff in the unit, Mrs Marsh, Mrs Somerville and Mrs Bird and to the marvellous way in which the boys have been accepted into the school by the staff and students.

The outstanding learning experiences were not confined to the classroom. The school excelled in public speaking and debating with students reaching the later rounds of prestigious competitions. In the performing arts, the tradition of joint performances with Hornsby Girls continued with this year’s musical Annie. Jonathon Ramsay, again achieved success in music by winning the Players Award in the NSW Secondary Schools Concerto Competition.

Our Theatre Sports team put in a fine performance to reach the State finals. We had students shortlisted for the prestigious HSC Art Express and the HSC Music Encore performances. One of the highlights of the year was the Creative and Performing Arts Tour to London and Paris, a wonderful experience enjoyed by 41 boys and 7 members of the staff.

In sport, it was a year of mixed success. Our 11 year reign as Champion Cross Country school came to an end but we did achieve excellent results with a number of boys winning their events at the Zone Athletics Carnival. Adam Halmy’s performance in winning his age group in the Regional Cross Country Championship deserves special mention.

Our leadership programs continued to evolve, with the position of Senior Prefect being replaced by SRC Captain. Our Prefects continued to develop and refine the leadership portfolio areas as well as raising funds for special projects. Their leadership of the school was very visible in many ways, for example, their gift of the Chinese Lion Dance that delighted the school during the week of the Chinese New Year. One leadership project in particular, the Breakfast for the Japanese Tsunami victims, deserves special mention. At the breakfast, which raised over $2000, the school welcomed the Premier, Mr O’Farrell as well as Deputy Consul-General, Mr Kazutoshi Inadome

[2]
and Chief Superintendent Rob McNeill, who was the Task Force Commander of the Rescue Team sent by Australia in the wake of the disaster.

Our big grounds improvement project for the year was the refurbishment of the school oval. With the assistance of grants from the Department of Education and the State Government, we finally have a quality playing surface that will be enjoyed by all members of the school community. As part of a joint project with TAFE, we were able to construct outdoor tables and seating and the last stage of the project will hopefully be completed by the end of the year, with the installation of tiered seating alongside the oval.

Internally, the Science Staff were relocated to a new staff room. In 2012, we will construct a large covered area adjacent to the Hall and create additional shaded space in the canteen area.

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.

Jeff Bruce, Principal

P & C message

2011 has been a good year for the School and the P&C. The School has continued to make an excellent job of the education and personal growth of our boys, with notable improvements in both academic results and in the school environment. The P&C has been successful in getting a steady increase in parent participation, and in providing significant support for the operation and improvement of the school.

This year the P&C was successful in an application to the NSW Government’s Community Building Partnership Programme for approximately $60,000 to refurbish the oval. Originally this was to be funded “dollar-for-dollar” by the P and C, but the work done on this grant enabled the school to put in a strong application for a Department of Education and Training grant that was offered at short notice to provide additional funding, bringing the total available to $154,924.

The refurbishment of the oval adds greatly to the opportunities for both informal play and sport at the School, and fixes a long-running issue.

The Canteen continued its tradition of providing healthy food at a reasonable price, under the guidance of two new canteen staff. We have now decided to refurbish the Canteen which should make a considerable difference to the experience of working there. Thanks are due to all the parents who have made this facility function so well during the year. I note with pleasure that the Canteen continues to run at a profit.

The two main fundraisers this year were the sale of Entertainment Books which raised $722 and the raffle which raised $3,442. A small profit of $477 was also made from social events, which this year included the Father-Son Trivia Challenge Night in Term 1, Crazy Whist Night with Hornsby Girls High in Term 2 and Year 8 social evening in Term 3. These events were well attended and were enjoyed by all.

We were also successful in organising a fabulous talk by Celia Lashlie in Term 3 on raising boys with compassion and insight. This wonderful talk drew an audience of parents and teachers from Normanhurst Boys High and seven other schools, with overwhelmingly positive feedback.

The Catering Committee provided catering for the Year 7 Orientation and Year 10 Graduation in Term 4, the HSC Recognition Assembly, Prefects Induction Ceremony, Year 8 Information night and Celia Lashlie talk in 2011. This Committee is an important, but sometimes overlooked aspect of the P&C’s activities.

Four Grounds Days were held during 2011. Parent participation was excellent, with our largest-ever attendance at a Grounds Day (~70 people) recorded this year. Almost 1,000 plants were planted again this year, which has been a major effort, and several times that number of weeds were also pulled out, with weeds now diminishing greatly in most areas of the garden beds. The School Prefects Group again provided great participation. Their enthusiasm and hard work provided an exemplary example to the boys
and the parents, and served as a great encouragement to all.

Work continued on the re-landscaping of the front (Fraser Road) entrance. Garden beds along the walls and the fences have now grown considerably, and have made a major difference to the appearance of the School. The new garden beds alongside the entrance road also completely change the feel of the School entrance, which is now starting to resemble an “avenue” approach.

This year also saw the new initiative taken of engaging professional help in some of the most intractable areas, notably the Jasmine Street corner on Pennant Hills Road. The results so far have been very good, and this initiative is likely to continue next year.

In 2011, we again emphasised social events that encouraged participation and interaction by the parents and the boys, as well as inter-school socialising (with HGHS) as detailed above. The Grounds Days also provided this type of opportunity, and I am sure that these events continue to make parents feel more included in the school community as a whole, with real benefits for the boys. This year I attended the Year 8 and Year 10 Information Nights, to talk about the P&C’s role in the School, and I was encouraged by the positive response from the parents.

Our sincere gratitude deservedly goes to all of the P&C Executive members and the parents who have helped on the various committees such as fundraising, functions, and canteen, as well as the parents who have provided other help around the School for things as mundane (but important) as washing the sick-bay sheets. I know that we all get great rewards as well from our participation in the P&C, and there is no doubt that the School, and especially our boys, benefit from our involvement.

There have been numerous other items of physical and financial support which have been provided by the P&C during this year, including the purchase of a number of new electronic Smartboards. The School has been discussing its plans for further improvement, and I am particularly excited by the proposed refurbishment of the “kitchen classroom”, which will allow our boys to be taught about cooking in a much more inviting and practical space.

I believe that the P&C continues to be in good shape at the end of 2011, and I look forward to the ongoing success of the P&C in supporting this wonderful school in future years. All of this is very much dependent upon the ongoing support of the parents and families, and particularly for functions such as the School Canteen and Grounds Days. I would like to take this opportunity to extend the sincere and heartfelt gratitude of the school community to all those parents who have given such great assistance, and especially those who have now left the School as their families embark on the next stage of their journey.

On behalf of the parents and families, I would particularly like to recognise the efforts of the staff of Normanhurst Boys High, and the support provided by the Principal, Mr Jeff Bruce, and the Deputy Principal, Mr Glen Sawle.

Jonathan Sanders
P&C President, 2011

Student representative’s message
The Prefect Body

The 2011-2012 Prefects continued what has become a tradition of celebrating and increasing the awareness of a variety of cultures. Our first Culture Day since picking up the baton was the Ramadan/Middle Eastern Culture Day.

Our predecessors organised Chinese Lion dancers for their Chinese New Year celebration, so it was up to us to go one step better. Whether or not we did so is up to the boys to decide, but it was definitely a rousing success, with the School Captain of Malek Fahd High School paying us a visit and quoting the Koran to the boys; definitely a day to remember.

Chinese Lion dancers for their Chinese New Year celebration
2011 was also a time of shock and dismay at the earthquake in Japan. The Normanhurst Prefects showed their support with a Breakfast and Morning Tea in support of the earthquake recovery and rebuilding effort. Among the guests were Kazutoshi Inadome from the Japanese Embassy, The Hon. Barry O’Farrell, Premier of NSW and Rob McNeill who was the Task Force Commander of the Australian support effort. Also present were the Prefects of a multitude of other schools in the Metropolitan area. The event raised over $2,000 and a cheque was presented to Mr. Inadome on the day. All involved would agree that the event was highly successful.

The Prefects continued a number of other initiatives that contribute to the holistic nature of the student experience at Normanhurst. Free tutoring during lunchtimes continued and the program expanded upon that run in previous years. Normanhurst Boys won the Vampire Shield from the Australian Red Cross for the highest number of blood donations thanks to Kyle Wong, whose efforts deserve a special mention. A political forum was established providing opportunities for discussion during one of the most politically turbulent times in Australia’s history. We held a barbecue during Movember, to raise funds for men’s health research.

We would like to acknowledge the guidance and support of our Prefect Coordinator Ms. Suzi Wright, whose coordination has been invaluable to the functioning of the Prefects, Mr. Ian Wall, who is equally important to the SRC, and the work of Mr. Jeffrey Bruce and Mr. Glen Sawle, who have often sought the input of the Prefects and SRC into important school matters.

Chris Hayman, School Captain
Kevin Gatdula, School Vice Captain

The School Representative Council (SRC)

The SRC had a productive year in 2011, working hard for the benefit of the student body. For the first time the SRC accepted four Prefects into its ranks which helped to increase co-operation between these two key representative bodies and facilitate joint action towards common goals.

Under the leadership of the SRC President, and together with the enthusiasm shown by Mr. Wall, the SRC co-ordinator and Mr. Bruce, our Principal, the SRC has fulfilled its mandate to represent the student body.

Our attempts to benefit the students that we represent ranged from the relatively minor, to major undertakings such as the cataloguing of clothing items in preparation for a new second-hand clothes store (to be run in conjunction with the P&C). We also introduced a book wish list with Mr. Gow to guide the Library’s acquisition of new books.

We ran a number of charity fundraisers to represent the school’s social conscience, beginning with the selling of badges and assorted items in the areas of Hornsby and Pennant Hills stations for the Alzheimer Foundation, helping to raise funds for much needed research and medical equipment. We also held a ‘UNICEF Day for Change’ that generated a substantial amount to help the education of disadvantaged children in Mozambique, acting as an important step in breaking the poverty cycle. Another event coordinated by the SRC was a collection for the victims of the Christchurch Earthquake through the Red Cross.

Members of the SRC have also been active in the District, Regional and State SRC structures, discussing the common goals that participating schools face, and helping us improve our leadership skills in order to be more effective representatives in our own schools.

The SRC were particularly impressed and encouraged by an excellent speech given by Glen Gerreyn at the NSW state conference, encouraging all of us to ignore limitations and fulfil our dreams, whatever they may be.

Daniel Filan, 2010/11 SRC Vice President
School context

Student information

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

Student enrolment profile

Normanhurst Boys had a student enrolment of 728 students during 2011. Approximately 70% of students were from a non English-speaking background, with most students living in the north-western suburbs.

Year 7 entry to the school is coordinated by the Selective Schools Unit. For other years, applications are made directly to the school and places are offered on merit as they become available.

The following table reflects the total enrolment of the school over a five year period.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>712</td>
<td>709</td>
<td>711</td>
<td>725</td>
<td>728</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The school enrolment pattern is very stable due to the capped intake of students into the junior years.

Student attendance profile

Student attendance rates last year were consistent with those of previous years and considerably above both regional and stateaverages.

Management of non-attendance

Parents of students who are not present at school are sent a text message via their mobile phones. A written explanation is required for each day a student is absent from school.
Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.3</td>
<td>87.7</td>
<td>80.4</td>
<td>68.6</td>
<td>72.3</td>
</tr>
<tr>
<td>SEG</td>
<td>75.9</td>
<td>79.3</td>
<td>75.5</td>
<td>77.5</td>
<td>75.2</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

*The above retention rates include students who completed accelerated School Certificate courses in 2006-2008 and did not therefore sit the HSC with the same cohort reported upon in these figures.

**Post-school destinations**

100% of students who completed the HSC in 2011 gained entry to University. The following table reports on the post-school destinations of Year 12.

University of NSW 39%
University of Sydney 24%
UTS 16%
Macquarie University 15%
Australian National University 3%
Other 3%

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

Only a small number of students from the school choose to access vocational or trade training. In 2011 one student undertook a Certificate II Programming (AIE). This represents 0.8% of students.

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

In 2011 twelve students attained a Certificate II Accounting (TVET), representing 3.3% of students at the school.

**Staff information**

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

The school is fortunate to have a very experienced and committed staff who strive to provide the highest quality of learning experiences for all students.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>38.4</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>64.0</td>
<td></td>
</tr>
</tbody>
</table>

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

There is currently no member of the teaching or support staff at Normanhurst Boys that has self identified as having an Indigenous background.

**Staff retention**

The teaching staff at Normanhurst Boys has overall been very stable in recent years, however, there is always some movement into and out of the school.

During 2011 the school welcomed Mr Sawle as the new Deputy Principal replacing the retired Mr J Fielding. We also welcomed to the school Ms F Rahman and Ms L Spaccavento in to the Social Sciences faculty, Mr Sekaran to Mathematics and Mr S Gould as School Counsellor.

We farewelled Mr K Pico who accepted a promotion as Head Teacher HSIE, Mr B Bennet who transferred to another selective school and Mr T Treleaven who accepted a promotion as English Head Teacher.

**Teacher qualifications**

Our school has a highly experienced staff, all of whom meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$2,119,257.26</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>394,215.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>433,232.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>210,853.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>756,530.04</td>
</tr>
<tr>
<td>Interest</td>
<td>29,852.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>294,573.81</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,119,257.26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>236,887.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>230,827.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>178,055.47</td>
</tr>
<tr>
<td>Library</td>
<td>534.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>845.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>201,292.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>96,432.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>224,134.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>94,366.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>89,545.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>339,031.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>584,012.29</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,663,563.27</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>455,693.99</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Visual Arts:

2011 saw a number of highlights. The Creative and Performing Arts Faculty escorted 41 students on a cultural tour of Paris and London for two weeks. Students visited art galleries, attended opera, musical and drama performances as well as visiting other cultural icons of these two great cities.

Back at school students were involved in successful art making tasks, with Year 12 students developing exciting and thought provoking Art Major Works.

![Expressions D'eau](image)

A range of students won external awards for their artworks. The short film, “Tied Up” won the award for Best Film in the Brain Art Award at the Global Art Gallery, Paddington. Year 10 students had a photojournalistic piece chosen for the State Gallery Archives as part of the Doug Moran Prize for Photography with another student receiving a major award for the Ilford Photographic Competition.

Music:

All the students spent the year rehearsing hard and have been a delight to work with. All the ensembles have performed well throughout the year at various concerts – Term three musical evening, Anzac Day ceremony and the Prefect Induction.

A highlight of the year for some music students was the CAPA tour to London and Paris. Students were given a tour of the Royal Opera House at Covent Garden and were able to see an opera – Fidelio – in the same venue. We were lucky to see a musical – Les Miserables – which is always exciting and full of very memorable songs. For those students who enjoy performing, the workshop at Disneyland was a once in a lifetime experience. Students worked with a choreographer and a vocal tutor surrounded by state of the art facilities.
Jonathon Ramsay and Keita Richardson were our representatives in the musical ensembles for the Arts Unit. Jonathon played in three Arts Unit ensembles this year – Jazz Orchestra, Symphony Orchestra and Symphonic Wind Ensemble. Jonathon was recognised for his service to the Arts Unit ensembles with a scholarship and a Managers Achievement award as he had been in Arts Unit ensembles for a great many years. Ian Thorveldson attended the Junior State Music Camp.

This year, students from the HSC music classes performed at our annual CAPAFEST. Surrounded by art from the Visual Arts exhibition, our boys played for parents and friends with great enthusiasm and musicality. It was a very entertaining night with a wide variety of styles represented.

Jonathon Ramsay achieved full marks in Music Extension and came 5th in the state. Bregan Soh and Jonathon Ramsay were both nominated for Encore for performance and Bregan was also nominated for Composition. Jonathon went on to be chosen to play in the Encore concert at the Sydney Opera House in 2012.

**Drama:**

In 2011 the school celebrated the success of the first ever English/Drama travelling road show whereby a group of twenty students from Year 8 and twenty from Year 9 visited six local primary schools to present to the students their range of picture books that were developed at school as part of the English Year 8 course and a circus performance presented by our Year 9 students which was a large component of their third term drama course.

This road show was such a success that it even made headlines in the local media and was later expanded to twelve primary schools in November.

The Creative Writers and Filmmakers’ Camp, held annually at Collaroy, was an outstanding success, where a group of gifted and talented writers from Year 8 at Normanhurst Boys High School and Hornsby Girls High School, came together to listen to published authors and filmmakers about how they crafted their work.

**Sport**

As a relatively small selective school our performance in the sporting domain remains strong. Despite relinquishing our 11 year dominance as Zone Cross Country Champion School we still achieved a 2nd in Athletics and 3rd in Swimming.

Our 2011 School Swimming Carnival was held at night at Dence Park after the closure of Hornsby Pool. A reduced number of competitors attending the night carnival may have had an impact on the depth of strength of the team selected to go to Zone. The Athletics program was also impacted on as a result of the school oval being unavailable due to its reconstruction. We would certainly expect to see our results rise again in 2012 with the use of vastly improved playing and training surface on the oval.

Our Carnival Results were:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Warrigal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Warrigal</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>Warrigal</td>
</tr>
<tr>
<td>Athletics</td>
<td>Warrigal</td>
</tr>
<tr>
<td>Champion House</td>
<td>Warrigal</td>
</tr>
</tbody>
</table>

Our athletes in action
Our representation at Sydney North Area level was again good with the following boys selected.

<table>
<thead>
<tr>
<th>Daniel HILL</th>
<th>Orienteering &amp; Cross Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua ATTARD</td>
<td>Swimming</td>
</tr>
<tr>
<td>Jourdon WHITFIELD-HORESH</td>
<td>AFL</td>
</tr>
<tr>
<td>Justin CHAN</td>
<td>Tennis</td>
</tr>
<tr>
<td>Alan FOK</td>
<td>Athletics</td>
</tr>
<tr>
<td>Alex COLLI</td>
<td>Basketball</td>
</tr>
<tr>
<td>Adam HALMY</td>
<td>Orienteering &amp; Cross Country</td>
</tr>
<tr>
<td>Matt OSBORNE</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Matthew GORE</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Gabriel LOW</td>
<td>Swimming</td>
</tr>
<tr>
<td>Zihao LIU</td>
<td>Athletics</td>
</tr>
</tbody>
</table>

In the 2010-11 Summer season we fielded 27 teams with 11 teams reaching the finals. This placed the school 3rd overall in the Zone.

The teams successful in their finals were:

<table>
<thead>
<tr>
<th>Winning Team</th>
<th>Defeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Waterpolo</td>
<td>North Sydney</td>
</tr>
<tr>
<td>15 Waterpolo</td>
<td>Epping</td>
</tr>
<tr>
<td>2nd Basketball</td>
<td>North Sydney</td>
</tr>
<tr>
<td>15 Basketball</td>
<td>North Sydney</td>
</tr>
</tbody>
</table>

In the 2011 Winter season we fielded 30 teams (also finishing 3rd overall in the Zone)

<table>
<thead>
<tr>
<th>Winning Team</th>
<th>Defeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Soccer</td>
<td>Homebush</td>
</tr>
<tr>
<td>Junior Hockey</td>
<td>Homebush (Draw)</td>
</tr>
<tr>
<td>1st Table Tennis</td>
<td>North Sydney</td>
</tr>
<tr>
<td>15-Table Tennis</td>
<td>North Sydney</td>
</tr>
<tr>
<td>14-Table Tennis</td>
<td>North Sydney</td>
</tr>
<tr>
<td>2nd Badminton</td>
<td>North Sydney</td>
</tr>
</tbody>
</table>

The Petar Stegnjaic Award for consistency and effort in Sport was won by Kris Hayman.

The school’s Junior Sportsman of the Year was Adam Halmy (Cross Country and Athletics) with the Senior Sportsman of the Year being awarded to Dylan Earl (Athletics and Soccer).

Other

Debating

During 2011 a number of teams competed in both the Junior and Senior sections of the Premier’s Debating Challenge.

The school fielded two teams of debaters in the junior section with the Year 8 team displaying some impressive skills in first becoming Zone Champions and then going on to secure impressive victories against Castle Hill High School, North Sydney Girls High School and Manly Selective High School making them the Northern Sydney Regional Champions.

This talented team became the first team from Normanhurst Boys to compete in the State Championships and be part of the associated three day debating camp at Sydney University.

In the senior section our boys went head to head with some of the State’s best and brightest, contesting many of the most pertinent and important Issues of the day.

Our teams debated against local teams in the Premiers Debating Challenge as well as teams from all over Sydney in the Macquarie University cup, the UNSW Debating Society competition and Sydney University Secondary Schools Debating competitions.

Chris Walsh was selected to form part of the prestigious Combined High Schools (CHS) State Debating team.

The highlight of the year for the senior debaters was their debate against the English Faculty as the two teams thrashed out whether "English should be compulsory In the HSC".

All the debaters are thankful for the work of Mrs Ormiston and Ms Santangelo for their tireless work behind the scenes, co-ordinating events and making it happen.

Robotics

Every year the TAS faculty are proud to announce the successes of its students in the many robotics and programming competitions we enter.

These include:

- UNSW Progcomp: distinctions achieved by four teams
NCSS Challenge: Daniel Phillips achieving at the Advanced level

AIO Informatics Challenge: Luke Alderman, Daniel Phillips and Gabriel Low selected to compete in Canberra and in the French - Australian Regional programming competition for possible placement in the National team

UNSW Robocup finalists. Dominic Daners third in the State Premier Rescue competition. Justin Or, Phillip Lentz and Declan McDonnell achieving second in the State Junior Robocup soccer competition.

UNSW Comp Skills students achieving 17 High Distinctions.

CLI Webawards finalists: our Year 10 "Black Ice" winning this state web award.

University of Wollongong Engineering Reports awarded for excellence to Martin Kuchera, Brendan Yau, Gabriel Low, Ken Joe Wong, Melvin Linardy and John Paton

Titration
Twenty-four boys from Normanhurst competed in the State Titration Competition. Teams of 3 competed and their total score was compared with schools across the state.

A team from Year 12 (Kong Chan, Scott Du and Andrew Kwok) achieved a result of excellence and a team of Year 11 students (Hamid Bigdeli, Justin Kim and Kelvin Koong) received a merit result. These boys should be very proud of their efforts as it means they have the skills to work analytically to a degree of accuracy of 4 decimal places.

Australian Mathematics Competition
Students achieved some excellent results in the Australian Mathematics Competition. Of the 580 students who participated, 5 were awarded prizes, 32 were awarded high distinctions, 198 were awarded distinctions and 286 were awarded credits. Geoffrey Li, Timothy Tsang and Christopher Zeng of Year 7 and Mark Virgona and Christopher Ho of Year 11 were awarded prizes.

Fifty-nine students from Years 7 to 10 participated in the Mathematics Challenge for Young Australians. Twenty-nine students were awarded high distinctions, 14 were awarded distinctions and 9 were awarded credits. A small number of students also entered the Mathematics Olympiad.

Daniel Filan, Alex Zhang, Mark Virgona and Oliver Fisher each received a credit certificate in the 50th Annual School Mathematics Competition run by the University of NSW. This very difficult competition is designed to assess mathematical insight and ingenuity rather than efficiency in tackling routine examples. These results placed them in the top 50 in the state.

Mock Trial:
It was with an astute and precise plan that the whole of Year 11 Legal Studies put their shoulders to the wheel to meet the challenges of the NSW Law Society Mock Trial Competition in 2011. Nicholas Hurden brought sophistication to preparing the brief whilst Joshua Andrews and Kris Haymen developed advocacy skills which rivalled any barrister appearing before an honourable magistrate in a civil or criminal trial.

Our witnesses drawn from the ranks of the Legal Studies class were eager, precise and theatrical as they channelled the pleasure and the pain of the prosecution/accused or plaintiff/defendant.

Students displayed their commitment and dedication to presenting the best case possible, leaping onto the evidential omissions of the opposing team and to the monthly classroom brain-storming that characterised a spirited exchange of ideas, opinions and diverse knowledge of the group.

Mooting
The 2011 competition saw an excellent performance by the Senior Mooting team made up of Year 12 students Brendan Xi (Solicitor), Thomas Gardner (Junior Counsel) and Christopher Walsh (Senior Counsel) as they took a complex Appeal to the Tribunal of 3 academic judges from Bond University, Queensland.

Each member of the team received recognition for their application to the task with special mention and commendation awarded to Christopher Walsh for his Advocacy skills presented to only 10 of some 160 participants in the NSW regional competition.
**Sustainability Group**

During 2011 a dedicated band of students met each Friday to pursue their interests in sustainability. A productive vegetable garden was created, that for the first time provided produce for use in food technology classes.

Planting of native trees and maintenance of existing garden areas was undertaken. Lobbying for more sustainable practices in the school including expansion of the solar panel installation and attempting to have the school move to a greener photocopy paper was pursued.

**Academic**

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

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

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

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

**Literacy & Numeracy – NAPLAN Year 7**

In the areas of Writing, Spelling and Numeracy tested in NAPLAN, the average for the Year 7 students at the school was higher than the Statistically Similar Group (SSG) and significantly higher than State averages. In the areas of Grammar and Writing there is no significant difference between the School and SSG averages.

While Reading averages for 2011 were below the SSG, data over the last three years indicates that this gap is being reduced.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>674.8</td>
<td>679.1</td>
<td>573.2</td>
</tr>
<tr>
<td>Writing</td>
<td>674.7</td>
<td>675.0</td>
<td>547.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>707.5</td>
<td>692.0</td>
<td>581.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>684.7</td>
<td>685.0</td>
<td>564.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>766.7</td>
<td>737.8</td>
<td>581.5</td>
</tr>
</tbody>
</table>

**Progress in literacy**

The data provided in the two tables below shows growth over time in the literacy aspect of Grammar and Punctuation. Improved student performance by Year 9 is driving the percentage of students achieving Band 10 as a school average above the SSG percentage by this stage of schooling. At Year 7 the school average for the highest band (Band 9) is below the SSG percentage.

**Literacy & Numeracy – NAPLAN Year 9**

In the areas of Spelling and Numeracy tested in NAPLAN, the average for the Year 9 students at the school was higher than the Statistically
Progress in numeracy

While all of the students represented in the following table entered Year 7 at high school with numeracy scores well above the state average in the test aspect of numeracy, the Year 9 data for the same cohort shows further development of numeracy skills with results not only well above state average but also significantly above statistically similar schools.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

School Certificate

In the 2011 School Certificate 120 students sat for tests in English, Mathematics, Science, History, Geography and Civics and Computing Studies. The overall results continue to be strong with a similar percentage of students scoring in the top two Bands compared with the 2010 cohort.

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The following is a summary of the 2011 School Certificate results.

School: The school average mark  
SSG: Similar School Group  
State: State average mark

<table>
<thead>
<tr>
<th>Course</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>87.0</td>
<td>87.3</td>
<td>75.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>93.0</td>
<td>91.1</td>
<td>68.9</td>
</tr>
<tr>
<td>Science</td>
<td>87.9</td>
<td>88.6</td>
<td>73.6</td>
</tr>
<tr>
<td>History</td>
<td>84.5</td>
<td>86.3</td>
<td>70.1</td>
</tr>
<tr>
<td>Geography</td>
<td>84.0</td>
<td>86.0</td>
<td>69.7</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>94.4</td>
<td>93.0</td>
<td>76.8</td>
</tr>
</tbody>
</table>

- **English**: The schools average mark was 87.0 compared with 87.3 for the SSG and 75.6 for the state

- **Mathematics**: The schools average mark was 93.0 compared with 91.1 for the SSG and 68.9 for the state

- **Science**: The schools average mark was 87.9 compared with 88.6 for the SSG and 73.6 for the state

- **Australian history, civics and citizenship**: The schools average mark was 84.5 compared with 86.3 for the SSG and 70.1 for the state

- **Australian geography, civics and citizenship**: The average mark was 84.0 compared with 86.0 for the SSG and 69.7 for the state

- **Computer skills**: The average mark was 94.4 compared with 93.0 for the SSG and 76.8 for the state

School Certificate relative performance comparison to Year 5 (value-adding)

The 2011 value added data shows that this cohort made significant gains in their relative performance during their junior secondary years (Years 7-10).

Higher School Certificate

Our Year 12 cohort have maintained the standard of excellence established by students over recent years, enabling our school to be placed in the top 20 in the state, for the second year running. This continued the trend of the past four years where the school has continually lifted its ranking from 34th in 2008.

There were some outstanding performances in all faculty areas with an increase in Band 6 results recorded across the board. This overall increase was also achieved by a greater number of students within the cohort.

In English we again saw at least 30% of the cohort achieving Band 6 in Advanced English. Our Mathematics results were once again outstanding, placing us in the top 6 in the state.

The Dux of the school for 2011 was shared by Daniel Filan and Alex Zhang who both achieved an ATAR of 99.65.

Thirteen students were placed on the Premier’s All Rounders list, for scoring a top band in all of their subjects. These students were Christopher Chan, Hayden Evans, Daniel Filan, Thomas Gardner, Andrew Kim, Andrew Kwok, Howard Liang, Vincent Liu, Justin Ng, Devpaal Singh, Christopher Walsh, Kyle Wong, Alex Zhang.
Three students from Normanhurst achieved Top 10 in the State in their course. This was achieved in Society and Culture with Taseen Rahman being placed 2nd in the state and Leo Saito placed 10th in the state. In Music Extension Jonathon Ramsay was placed 5th in the state.

The following is a summary of the HSC results and shows a comparison between the school’s performance in 2011 and the school average 2007-2011.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>89.9</td>
<td>85.8</td>
<td>86.8</td>
<td>70.4</td>
</tr>
<tr>
<td>Biology</td>
<td>84.6</td>
<td>82.5</td>
<td>85.3</td>
<td>71.5</td>
</tr>
<tr>
<td>Business Studies</td>
<td>86.0</td>
<td>84.9</td>
<td>84.9</td>
<td>70.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>84.1</td>
<td>84.6</td>
<td>84.8</td>
<td>74.1</td>
</tr>
<tr>
<td>Economics</td>
<td>83.7</td>
<td>83.7</td>
<td>84.5</td>
<td>73.7</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>86.1</td>
<td>85.1</td>
<td>85.4</td>
<td>74.2</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>87.0</td>
<td>84.3</td>
<td>86.8</td>
<td>79.1</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>80.1</td>
<td>79.2</td>
<td>86.0</td>
<td>79.5</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>75.0</td>
<td>79.2</td>
<td>84.0</td>
<td>78.3</td>
</tr>
<tr>
<td>Geography</td>
<td>86.6</td>
<td>86.5</td>
<td>82.5</td>
<td>71.0</td>
</tr>
<tr>
<td>IPT</td>
<td>87.8</td>
<td>88.7</td>
<td>89.1</td>
<td>69.8</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>88.8</td>
<td>86.8</td>
<td>86.6</td>
<td>72.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87.4</td>
<td>87.7</td>
<td>86.6</td>
<td>76.2</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>88.9</td>
<td>86.9</td>
<td>88.4</td>
<td>81.4</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>88.8</td>
<td>89.6</td>
<td>89.0</td>
<td>84.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>85.9</td>
<td>83.5</td>
<td>86.6</td>
<td>73.1</td>
</tr>
<tr>
<td>History Extension</td>
<td>79.7</td>
<td>76.0</td>
<td>85.8</td>
<td>76.0</td>
</tr>
<tr>
<td>Music 1</td>
<td>89.8</td>
<td>87.8</td>
<td>78.3</td>
<td></td>
</tr>
<tr>
<td>Music 2</td>
<td>91.4</td>
<td>87.0</td>
<td>88.9</td>
<td>85.4</td>
</tr>
<tr>
<td>Music Extension</td>
<td>97.3</td>
<td>86.7</td>
<td></td>
<td>89.1</td>
</tr>
<tr>
<td>PH/H/PE</td>
<td>88.6</td>
<td>85.4</td>
<td>85.3</td>
<td>72.0</td>
</tr>
<tr>
<td>Physics</td>
<td>83.7</td>
<td>84.3</td>
<td>84.5</td>
<td>74.5</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>88.4</td>
<td>88.4</td>
<td>88.1</td>
<td>73.6</td>
</tr>
<tr>
<td>SDD</td>
<td>90.0</td>
<td>88.1</td>
<td>82.8</td>
<td>69.5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>88.0</td>
<td>87.5</td>
<td>88.2</td>
<td>76.5</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>94.2</td>
<td>89.0</td>
<td>88.2</td>
<td>78.6</td>
</tr>
</tbody>
</table>

It also compares the school’s performance in 2011 with state averages for the same year and to the average for a group of statistically similar schools (SSG). The mark shown is the average for each subject.

Note:
In extension courses the small candidature can provide result that appears quite distorted as a single candidate can represent a significant proportion of results.

For extension courses Band 4 is the top band.

**English**

All students sat the English Advanced course. Students consolidated the result of last year’s cohort with 30.6% of students achieving a Band 6, compared with 12.5% for the state. 63.7% of our students achieved a Band 5 compared with 39.6% for the state.

In Extension 1 English, 7.3% of students achieved a Band 4, compared with 24.7% for the state. 87.8% of our students achieved a Band 3 compared with 56.1% for the state.

In Extension 2 English, 0% of students achieved a Band 4 compared with 20.1% for the state. 83.3% of our students achieved a Band 3 compared with 59.9% for the state.

**Mathematics**

Gabriel Low, a Year11 accelerant, received a perfect score of 100 in the HSC 2 Unit Mathematics exam.

There were 14 Year 11 students who were accelerated in the HSC 2 Unit Mathematics course. All these students achieved Band 6.

In General Mathematics, both students achieved a Band 6, compared with 6% for the state.

In 2 Unit Mathematics, 47% of students achieved a Band 6 compared with 16% for the state. The percentage of Normanhurst Boys candidates in band 6 was lower than in previous years due to a significant increase in the number of our students studying the Extension 2 course in preference to undertaking the 2 Unit Mathematics course.

In Extension 1 Mathematics, 62% of students achieved a Band E4, compared with 36% for the state.
In Extension 2 Mathematics, 52% of students achieved a Band E4 compared with 39% for the state.

**Science**

Students were entered for the 2 Unit Biology, Chemistry and Physics courses.

In Biology, 31.0% achieved Band 6 compared with 6.9% for the state. 48.3% of students achieved a Band 5 compared to 20.0% for the state.

In Chemistry, 23.2% of students achieved Band 6, compared with 11.4% for the state. 50.7% of students achieved a Band 5, compared with 26.8% for the state.

In Physics, 22.2% of students achieved Band 6, compared with 9.6% for the state. 54.2% of students achieved a Band 5 compared with 26.9% for the state.

**History**

This year saw the first cohort of accelerated Year 11 students complete the HSC Society and Culture course.

Taseen Rahman was placed 2nd in the state and Leo Saito was placed 10th in the state.

In Society and Culture the cohort overall achieved 40.0% Band 6 compared to 8.4% in the state and 53.3% Band 5, compared with 23.4% in the state.

In Ancient History Alex Zhang was placed 20th in the state with 54.5% of students achieving a Band 6 compared to 7.9% in the state. 40.9% of students achieved a Band 5 compared to 22.0% in the state.

In Modern History 36.8% of students achieved a Band 6 compared to 7.7% in the state and 52.6% achieved a Band 5 compared to 29.3 % in the state.

In History Extension 33.3% achieved a Band 4 compared to 22.7% in the state and 50.0% achieved a Band 3 compared to 45.4% in the state.

**Social Science**

In Business Studies, 18.8% of students achieved a Band 6, compared with 4.9% for the state. 68.8% achieved a Band 5, compared with 20.3% for the state.

In Economics, 18.8% of students achieved a Band 6, compared with 11.4% for the state. 56.3% achieved a Band 5 compared with 30.4% for the state.

In Legal Studies, 30.8% of students achieved a Band 6, compared with 8.2% for the state. 69.2% of students achieved a Band 5 compared with 24.7% for the state.

In Geography, all 32 students were Year 11 accelerants. 25.0% achieved a Band 6 compared to 3.6% for the state. 75.0% achieved a Band 5 compared to 21.0% for the state.

**Languages**

In the Japanese Continuers course, 100% of students undertaking the course achieved a Band 6, compared with 20.9% for the state.

In the Japanese Extension course, two of our three students achieved a Band 4 and one student achieved a Band 3.

**Creative Arts**

In Visual Arts our students achieved well above state average, with 36.4% of students achieving Band 6, compared with the state average of 6.4%. The remaining students, 63.6%, achieved Band 5 compared with 31.6% of the state.

Two Bodies of Work were nominated for inclusion in ARTEXPRESS, with one of these works selected for exhibition at the Newcastle Gallery.

In Music 1, 50.0% of the students who sat the exam achieved a Band 6 compared with 10.9% for the state. The remaining cohort, 50.0% achieved a Band 5 compared with 38.4% for the state.

In Music 2, three students representing 60.0% of the cohort achieved a Band 6 compared with 29.2% for the state. The other two students, 40.0%, achieved a Band 5 compared with 50.06% for the state.

**Personal Development Health and Physical Education (PDHPE)**

In Personal Development, Health and Physical Education, 40.0% of students achieved a Band 6, compared with 6.2% for the state. The other 60.0% of students achieved a Band 5, compared with 22.1% for the state.
Technological and Applied Studies (TAS)
In Information Processes and Technology (IPT) the 17 students who completed the course were all Year 10 accelerants.

Of these students 58.8% received a Band 6 compared to 9.6% for the state. 35.3% achieved a Band 5 compared to 18.8% for the state.

In Software Design & Development (SDD) of the six students who sat the examination, 5 students achieved a Band 6, 83.3% compared to 5.7% for the state. One student achieved a Band 5, 16.7% compared to 25.4% for the state.

In Engineering Studies of the 12 students who sat the examination 4 students achieved a Band 6 33.3% compared to 10.5% for the state. Six students achieved a Band 5, 50.0 % compared to 23.3% for the State.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
The percentage data shown here varies significantly from year to year because of a range of factors beyond the schools control.
The school average, however, for the period 2007-2011 is higher than the SSG Average for the high and middle bands.

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2011</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>School Average 2007-2011</td>
<td>0.3</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>SSG Average 2011</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
At all assemblies and major functions an Acknowledgement of Country is now delivered by a different student each time, to stress our direct association with a culture that is over 60000 years old. This acknowledgement includes the paying of respect to both indigenous and non-indigenous elders.

Faculties continue to seek ways to integrate indigenous perspectives into their programs. During 2011 the English faculty worked with the Regional Aboriginal Education officer to look at an Information and Communication Technologies (ICT) Aboriginal unit in Year 9. This work is ongoing and the unit, when completed, will go on-line for access by all teachers.

Multicultural education
The school has a rich cultural mix, with approximately 70% of our students coming from non-English speaking backgrounds. We continue to enjoy a harmonious atmosphere that recognises and celebrates this diversity.

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

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.

Opportunity exists for students to travel overseas on school organised excursions. A number of students participate in this program which enriches their understanding of other cultures. During 2010/11, our students travelled to France and England while in 2012/13 an opportunity will exist for students to travel to and experience the culture of Italy.

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 Prefect body also organised a highly successful breakfast fund raiser for the 2011 Japanese earthquake victims. This event was attended by a representative from the Japanese Royal Commission and by senior state politicians.
Other programs

A-Team Report

During 2011 an Autism class was established at the school. The boys in the A-Team have had an amazing year and have all adjusted to high school routines with the help of a wide variety of social stories and role plays.

Some of the highlights for the Year 7 boys were the Maths Fun Day, Geography excursion to Gibberagong and the Zoo. Boys from the class also participated in Market Day and in the Jenolan Caves camp.

During the year the boys were busy in a range of creative and productive pursuits including creating unique pieces of art and pottery, producing thumb pianos, tool boxes and mastering computer technology.

In Science the boys had many thrills conducting experiments and have joined 7 Bukkandi music lessons producing music in the sound house and playing ukuleles.

There has been a lot of opportunities for the boys to engage in the social aspect of the school as well as being involved in Year 7/8 Sport, the Chess Club, becoming regular visitors to the library or just using the freshly painted handball court near the classroom - for friendly games, where "No one gets out, everyone plays fairly and has great fun with each other".

The A-Team has run smoothly this year with the help and support of all staff.

Progress on 2011 targets

Target 1

To continue to enhance the quality of student learning

Our achievements include:

- All staff engaged in either internally or externally delivered professional learning in a number of areas with a focus on Gifted and Talented Students. Faculty programs and teaching practices were developed in order to maximise the learning outcomes of our students.

Target 2

To continue to enhance teacher quality within the school

Our achievements include:

- A revised schedule of teacher and executive assessment was implemented. A strong performance management system allowed us to acknowledge and build on the expertise and contribution of staff.
- All staff have engaged in professional learning to build capacity to access data available from the Board of Studies and individual faculties have been given time to analyse and use this data as a means of informing teaching practice.
- A schedule of Monday professional development afternoons was trialled. Special focus areas such as Gifted and Talented Students and Technology in the classroom were targeted.

Target 3

To continue to provide high quality opportunities for students to engage in connected learning

Our achievements include:

- All faculties now have access to interactive whiteboards or alternative technology. The school’s Autistic Unit and Library were provided with portable IWBs to better facilitate their use.
- More staff and students have accessed interactive and resource sharing sites such as Moodle and group emails have also been set up in order to give students greater access to staff expertise and group discourse. Students have been encouraged to interact with one another through the use of either school or social media sites in order to provide support and to work as a team to improve outcomes.

Target 4

To continue to enhance the welfare support available to students

Our achievements include:

- The successful integration of autism students into the school. Whilst the students have had their own separate lessons they have also
been able to integrate into many other classes in a variety of subjects as well as attending excursions, sports carnivals and camps.

**Target 5**

**To further improve the school’s physical environment and resources**

Our achievements include:

- Improved irrigation, drainage and playing surfaces were installed on the school oval, providing a resource which will now be available throughout the year.
- A new Science staffroom was established to accommodate a growing Science faculty. Science staff now have individual preparation areas as well as a designated space for meetings and collegial professional discourse.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of our integration of gifted and talented (GATs) strategies, whole school administration procedures and policies including student tracking and recognition and our emergency procedures with respect to evacuation and lockdown procedures.

**Educational and management practice**

For a number of years the school has used a range of disconnected administrative structures to support key management requirements such as student attendance, academic progress, behaviour and achievement / student recognition. Many of these structures relied on outdated technologies which increased workload and reduced efficacy of their use.

In 2011 broad consultation and trialling of alternate strategies in some areas management requirements was undertaken with staff. A decision was made to introduce new infrastructure which brought these many functions together in one package to increase ease of use and provide greater consistency and access to data generated.

**Background**

The school, like many others, has been waiting for the DEC to release its long proposed replacement to OASIS. The provision of a technology package that enabled management of the day to day administrative requirements and student tracking was keenly anticipated.

Delays and continually changing timelines for the release of this package led the school to decide that it could no longer wait for this package and to look for alternate opportunities to update practices and infrastructure.

**Findings and conclusions**

While significant attendance data was being collected through the front office, ease of access to this data and therefore its use in identifying and managing student concerns, welfare and academic progress issues was less than ideal.

Use of the existing merit system for recognising and celebrating success was haphazard, administratively cumbersome and time consuming. An alternative system was trialled during 2011 and while this provided some improvements other capabilities and improved teacher ease of use were identified as a essential requirements.

The centralisation of student welfare and student academic progress data was identified by staff as a high need, as was access to a means for recording and tracking this data. Many hours were lost in manually collecting, tracking and monitoring this information through the existing processes. It was also identified that information was not always made available in a timely and consistent manner.

These key concerns along with the opportunity to streamline, simplify and integrate the different administrative components involved needed to be addressed as a matter of priority.

While many of these elements are direct administrative demands, it is the time that these tasks took under previous process that was of greatest concern as it impacted on the time available to prepare and plan for the core business of teaching and learning. Inconsistent and sometimes incomplete data also impacted on the effectiveness and timely implementation of appropriate intervention strategies where needed.
Future directions

At the end of 2011 a new school administrative package was purchased and installed during the 2011-12 summer holiday period.

This technology infrastructure will be implemented across the school in a series of stages. This process will enable staff to engage with aspects of package without being overwhelmed by its overall complexity, build confidence and skills in a gradual and manageable way and enable the school to undertake an ongoing evaluation and modification of the package as needed.

By the start of 2013 it is anticipated that all aspects of this package will be either in use, in the final stages of implementation or being rolled out during Semester 1.

Curriculum

The Teaching of Science

During 2011, the school undertook an initial review of the teaching and learning within the Science Faculty as part of the cyclical review process of the school’s key learning areas.

Background

Information and data for this review were obtained primarily through professional dialogue with the Head Teacher and the teaching staff and through an initial analysis of SMART data.

The general purpose of this initial review was to look for any trends and patterns evident in student performance linked to the teaching of Science in an effort to determine implications, identify future focus areas and help set future directions.

This initial review was conducted to ensure that future work could be undertaken in a systematic and comprehensive manner.

Current Situation

Science has delivered excellent outcomes across the years at Normanhurst Boys High School and the key learning area embraces all aspects of the school’s approach to holistic learning.

While there have been outstanding School Certificate and Higher School Certificate results in Science in a number of years, initial analysis suggests that there is an opportunity to improve the consistency with which these results are achieved on a year by year basis.

It is important to note that the Science staff are actively involved in a wide range of whole school activities and have provided leadership in many areas of the wider school. The faculty as a whole are motivated to achieve outstanding results for students and demonstrate a caring and nurturing attitude when dealing with welfare issues.

Science is well funded and resourced. Technology has been integrated into teaching and learning by all staff to different degrees. Sharing of ideas and resources in this area has been a strong point and staff are enthusiastic and keen to further develop their skills.

The faculty has demonstrated an interest and played an important role in supporting the development of science education beyond the school and has been very supportive of trainee teachers and Science teachers from other regions.

The Science faculty is keenly involved in a range of extension activities such as the Science Olympiad, Titration competition and Stream-Watch. These activities provide a strong focus for the development of higher order skills and extending gifted and talented students.

Issues, Implications and Future Directions

The introduction of Australian Curriculum and the impending release of new K-10 Science Syllabuses for NSW will underpin and provide a context for all work that will be undertaken in the next few years. The proposed development and release of an Australian Curriculum - Science Years 11-12 in the next few years will further impact on this ongoing review and development.

The implementation of new NSW syllabus underpinned by the New Australian Curriculum will have resourcing implications for the faculty in both the areas of textbook resources and hands-on practical demands.

Initial evaluation of science data suggests that further analysis, planning and trialling of alternate strategies needs to be investigated in the following key areas:

- The development and strengthening of student’s scientific literacy skills -
 Explicit and systematic teaching and development of the scientific literacy skills. Students need to apply their knowledge of scientific concepts and processes to the evaluation of issues and problems that may arise and to the decisions that they make in their daily life, about the natural world and changes made to it through human activity.

 Embedding opportunities within teaching and learning programs for students to engage in the recognition and construction of scientific questions and to build confidence and competence in evaluating evidence, drawing conclusions and in communicating their scientific understanding to a variety of audiences.

 Student engagement with and appreciation of the value of Scientific Inquiry and Investigation –

 Build appreciation that through inquiry and investigation students develop a deeper appreciation of scientific endeavour, of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas

 Explicitly and systematically teach and provide opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes

 Develop and administer consistent and common high quality assessment of the skills of working scientifically within cohorts and across stages of learning.

 A more comprehensive breakdown of these items, point by point, and a detailed plan for implementation will be developed during 2012 and made available to the wider school community. This program will form a key element of 2012-2014 school plan.

 Conclusion

 In general it is believed that while students have been very successful at building a bank of core and in-depth knowledge of science fact potential exists in strengthening their ability to apply their knowledge more effectively and creatively.

 It is also felt that they need to understand the importance of doing science rather than just learning about science. By strengthening their understanding of the importance of and their engagement with the doing science their ability to apply their knowledge will be enhanced.

 Parent, student, and teacher satisfaction

 In 2011 the school sought the opinions of parents, students and teachers about the school. The nature of the feedback sought was directed by the result of the 2010 satisfaction surveys conducted and involved the identification of strategic groups in representing these key stakeholders.

 The School Representative Council have met both separately and with the Principal to provide input into the preparation of the 2012-2014 school plan. This input has provided the opportunity for student voice to be clearly and strategically integrated into and be reflected in the 2012-2014 school plan.

 The SRC indicated that would like to see some discussion and evaluation take place in relation to:

 The school timetable structure, in particular, period length and organisation across the week. They raised the question of what does the research show about varying period lengths and arrangements. For example: 40 minute periods versus 80 minute periods, the impact of this on frequency and distribution of lessons.

 They also queried how this would impact on morning and afternoon periods and the number of lessons run before or after the normal school hours.

 They also indicated a desire to look at exploring and building school policy and strategies around building productive relationships between staff and students.

 The P&C through their committee structure receives significant support from the school through staff attendance and participation at regular P&C meetings and events and staff feedback and input to P&C decisions. The P&C has a high level of satisfaction with the school’s involvement with the parent community.

 The P&C has reviewed the 2012-2014 school plan and provided input into the identification of
school priorities. This includes significant input into identification of the strategic outcomes for the school over the next 3 years.

Key issues and concerns raised by the P&C included the need to:

- Continue to improve rates of parent participation in the school, and opportunities for participation
- Continue to improve communication between the P&C and the parents, and the school staff and the P&C, especially in terms effective use of the school website
- Develop a long-term plan for refurbishment of tired/old equipment and infrastructure – e.g. finishing canteen, syllabus/teaching materials, building/grounds
- Continue to support the school in its everyday activities, and especially, in understanding and meeting the changing demands and needs of students in a selective high school environment.

The SRC and the P&C will continue to play an important role as key groups in the implementation and evaluation of school strategies over the next three years and in the evaluation of the success of these strategies in the annual school reporting process.

Professional learning

In 2011 there were 75 professional learning activities undertaken by staff. Total funds expended were $50,000 across this broad range of activities and in support of a significant number of teaching staff and learning areas.

Activities undertaken were varied and included training in such diverse areas as faculty professional development days, gifted and talented students, creative writing, conducting, and implementing the digital education revolution, principal and deputy principals’ conferences, beginning teacher courses and faculty network meetings.

In 2011 school development days were held prior to the commencement of Terms 1 and 2, supplementing the traditional staff development days held at the commencement of Terms 1, 2 and 3.

The Term 2 and Term 3 days were both used in part to evaluate the success or otherwise of key elements of the 2009-2011 school plan and to focus thinking on areas for further and future development and action. Time was also spent during these days discussing key strategies and programs such as the integration of gifted and talented strategies within and across Key Learning Area’s (KLA’s) and on the integration of ICT’s into teaching and learning programs in line with our boy’s education strategy.

The school drew heavily on teacher experience and expertise within the school to deliver workshops and lead discussion in each of these areas. A key focus of the schools professional learning program for 2011 and into the future is building capacity within the school and creating a critical mass of staff with the skills to lead and realise change.

In the final days of Term 4, teachers and office staff members were involved with first aid and mandatory CPR training.

In September the executive were involved in a highly successful weekend conference which undertook a review of the year and teacher feedback gathered at staff development days and throughout the year. Draft focus areas for 2012-14 were formulated and these became the template for further work in finalising the three year plan.

School planning 2012—2014

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

School priority 1

**Student Learning and Well Being**

**Outcome for 2012–2014**

- A rich intellectual, social and cultural environment which allows for the development of excellence, individuality and self-reliance so that all students can achieve to their potential
- Boys Education strategies and GATs theory and practice underpin all curricula and co-curricular activities to support continued high levels of achievement for every student
• Improved social and emotional wellbeing and skills for life for every student

2012 Targets to achieve this outcome include:
• Teachers develop a deep understanding of the needs of gifted and talented boys
• The transition program supports student’s experiencing stress or the inability to cope with the pressure of a selective school environment
• Teachers are able to use the SMART package to accurately analyse student performance data

Strategies to achieve these targets include:
• Undertake a review of the school’s GATS policy
• Professional learning delivered on how to use the SMART data analysis software to analyse student performance
• Conduct and analyse initial surveys to identify the nature, depth and breadth of any bullying issues within the school

School priority 2
Teacher Capacity Building and Support

Outcome for 2012–2014
• A dynamic teaching staff supported through professional learning, resources and strategies to enable optimum learning outcomes for boys in a selective school setting
• Teachers develop individualised professional learning plans which are supported through the TARS and EARS process
• New scheme teachers are supported and developed in their early career phase and successfully achieve accreditation.

2012 Targets to achieve this outcome include:
• Staff actively engaged in professional learning build their capacity to effectively analyse SMART data and to further their understanding of and skills in the delivery of quality GAT strategies
• The school executive have developed their skills in support teachers to develop individualised professional learning goals and plans

Strategies to achieve these targets include:
• Deliver professional learning on the use of the SMART Data Analysis package
• Refine the TARS and EARS process to incorporate the identification of professional learning goals and development of individualised professional learning plans

School priority 3
Integration of Technology into Teaching and Learning and School Organisation and Management

Outcome for 2012–2014
• Staff are effectively using Information and Communication Technologies (ICTs) available in Year 7 home rooms to optimise teaching and learning outcomes
• Improved organisational structures and strategies result in improved levels of student management, tracking, recognition of achievements and reporting to parents

2012 Targets to achieve this outcome include:
• All Year 7 staff trained in the use of existing IWB technologies and utilising this ICT in their teaching strategies.
• Phase 1 Implementation of whole school management system (SENTRAL) complete with staff regularly using the student welfare and attendance components of the package.

Strategies to achieve these targets include:
• Deliver professional learning on the use of IWBs and the SENTRAL school management system
• Complete the staff survey and collate results of perceived levels of confidence and satisfaction with use of ICT’s.

School priority 4
The School Environment and its Community

Outcome for 2012–2014
• The school and its parent community working as partners towards the common goal creating an effective holistic educational environment
• Improved levels and means for communication within and across the school community
• A teaching and learning environment that enables all students and staff to realise their full potential

2012 Targets to achieve this outcome include:
• Achieved increased satisfaction with the level of communication between school and community as indicated by increasing numbers of hits on the school website
• Completion of Phase 1 of the 2012-2014 refurbishment and building plan

Strategies to achieve these targets include:
• Establish the new School Website and build functionality to enable staff and P&C to provide the school community with easy access to up-to-date information
• Complete the proposed upgrade and new installation of shade facilities within the school and the construction of new teaching and learning Kitchen facilities.

School priority 5
The Australian Curriculum

Outcome for 2012–2014
Initial implementation of the Australian Curriculum and the new Year 7 - 10 Board of Studies Syllabuses (Phase 1 – English, Mathematics, Science, History)

2012 Targets to achieve this outcome include:
• Increased understanding of the demands of the Australian Curriculum and how it will be implemented in NSW
• Increase in staff confidence to deliver Australian Curriculum

Strategies to achieve these targets include:
• Staff to engage in professional learning delivered by the Board of Studies and DEC in relation to implementation strategies
• Establish opportunities for continued professional dialogue within the school community.

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 in consultation with the school executive and teaching staff have determined targets for the school's future development.

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