School context statement
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 by 1999.

Our school motto, “Know Thyself”, reflects the idea that within each individual lies the capacity for self-discovery. 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.

Principal’s Report
Normanhurst Boys is indeed one of the premier educational settings in New South Wales. There is something special about Normanhurst Boys, or “Normo” as it affectionately known. Apart from the large grounds populated by substantial trees and space for the boys to run around, the obvious thing that strikes you is the focused and friendly feel of the school.

Academically Normanhurst continues to produce performances that are amongst the best in the state. Our top performer in the HSC was Bryan Tang with an ATAR of 99.80. With 11% of our students last year gaining an ATAR above 99, about half receiving an ATAR of 95 or above and 70% over 90, we have continued to produce results that demonstrate continual improvement and epitomises the school philosophy of striving for personal best and raising the bar.

Every year is a year of change and this year has been no different. We have said goodbye to another wonderful cohort of year 12 students who appear destined to continue the trend of lifting the bar for school performance levels. While space prevents me from reiterating most of the outstanding performances this year, it is very obvious that the calibre of our students results in some outstanding achievements at International, National and State levels and on a regular basis. While there are far too many to mention I will mention the first three that come immediately to mind when I look back on the year that was.

1. Victory at PROGCOMP: Oliver Fisher, winning the competition
2. NSW Lions Youth of the Year: Raul Vellani’s journey to becoming the very first ever Normanhurst boy to earn this accolade.
3. The School Musical - The Scarlet Pimpernel: This amazing showcase of the talent of both Normanhurst Boys and our sister school Hornsby Girls was a breathtaking production showcasing the acting and musical talents of our boys and the skills of our dedicated CAPA staff.

This year we said goodbye to several long-term staff members and welcomed some new members of staff who are as excited to be here as I am. In particular I would like to welcome Mr Frank Abas our new Deputy Principal replacing Mr Sawle who was successful in gaining the position of Principal at Wauchope High School. Mr Steed our Head Teacher Science and Mr John Gow our librarian also retired this year. The Head Teacher of Science position has been filled through the merit process by Ms Barber. We have also welcomed our new librarian Ms Menzies. She was only appointed in term 3 but she is making a significant contribution in transitioning the library into a vibrant 21st century learning centre. This year also saw the introduction of a second autism class taught by Ms Free and ably supported by Mr Slade. It is fantastic to witness the way the new boys have
been welcomed into the broader school community.

Within the context of a school like Normanhurst it is vital to engage and challenge students to fulfil their potential and equip them for life through the provision of a meaningful and relevant learning environment. This will continue to be focus for all we do in the coming years. As a school we pride ourselves on the holistic educational experience provided. Through continuing to challenge students to engage with authentic learning opportunities and become passionate, life-long learners in a variety of practical and rewarding activities, we will continue to encourage adaptability, resilience, empathy, humility and tolerance - all great qualities in boys and men. We are also committed to providing 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. These areas will be central to all we do over the next planning period.

This year saw the P&C make a very significant contribution to the resources of the school. In an increasingly sparse funding landscape all government schools will rely on the support of generous parents to assist in “adding the cream” to the educational resources and facilities offered. I would like to sincerely thank all of our parents who assist financially by paying fees associated with courses, and assisting by supporting the Library, Building and P & C funds. Without this support we would not be able to provide all of the things our talented boys truly deserve. Thank you also all of those who helped out in the canteen and on grounds days to make Normo the best it can be.

**P &C President Report**

The NBHS P & C Association plays a vital and active role to ensure that the boys receive a well-rounded and enriched educational experience at Normanhurst Boys High School. Normanhurst Boys High School is a publicly-funded selective high school. Funds tend to fall short of the requirements and desired developments that the school has as it pursues a path to enhance the learning environment and experience of those students within. This is an area where the P & C can and does provide significant assistance. A major focus of the P & C is to provide better learning facilities to enhance the learning environment and experience of the students and also to provide financial and material support to the highly-skilled and dedicated staff of this fine establishment.

We are glad to note that the P&C has supported the school through the establishment of three aspects of Normanhurst Boys High school strategic directions. We believe that this focus will help the school to provide the perfect environment for our boys to learn and grow to be young men of great character, knowledge and wisdom.

We received a lot of help from and enjoyed a great working relationship with our principal Mark Anderson, as well as with Asli Harman and Frank Abas the deputy principals, and Margaret Johnson in her role as acting deputy principal.

We committed our support towards the following major projects requested by the School:

- Address the Pennant Hills Bus Stop Safety Issue – with a new service from Denman Parade
- Insulation of A and B blocks roofs
- Upgrade of the TAS Kitchen
- Renovation of the SRC hub and relocation of the barista program coffee machine
- Technology updates – new server to host Sentral, data projector for Hall etc
- Reimburse English Department for Purchase of New Year 12 Prescribed English Texts
We also committed our ongoing support of school programs and special funding for events, such as:

- Support for Public Speaking and Debating
- Gifted & Talented Education Programs
- Welfare Initiatives
- Referee payments for grade competitions
- Hire of Homebush Athletics Ground
- School Presentation Night
- Year 12 Graduation Night
- Student Insurance

The cost for these programs was around $150,000 and this is very much appreciated by the school.

The P&C makes major contributions to enhance school life of the students by running of the Canteen, where we maintain a choice of fine, healthy and nutritious food balanced with the need for the Canteen to essentially be a self-funded enterprise helped by Parent Volunteers. P&C also organises Grounds Days to help maintain and beautify the school gardens and grounds. There are four Grounds Days during the year, one per term. This year we had excellent representation from the parents on these Grounds Days, more than twice the numbers from previous years. Also the school prefects and some teachers had joined us in helping to beautify and maintain the school grounds.

Besides this material support we also contribute to a good school spirit through coordinating volunteers in such areas as the Canteen, the Grounds Days, Sick Bay laundry and at the various functions held throughout the year. And it is great to see some of our older students volunteering at such events as the Grounds Days.

This year we have started a new endeavour using Linkedin to get in touch with NBHS Alumni and Business under the SYMTA (Supporting Young Men To Achieve) banner to support the students and school. As of date we have 215+ of the NBHS alumni who have joined us and who are very pleased to hear about the activities at their old school.

The P&C does not run without the willingness and abilities of those who have so kindly given their time and effort throughout the year to be part of the Executive and the various Committees for 2014. We thank and acknowledge the assistance of:

- President- Sade Kalasabail
- Vice-President- Pauline Zhao
- Secretary- Philippa Stewart
- Treasurer- Helmut Hiebl
- Functions Coordinator- Audrey Chin Quan
- Canteen Coordinator- Karen Campbell
- Ground Coordinator- Jonathan Sanders
- Fundraising Committee- Francis Fok, Nandita Bajaj
- Fundraising Committee (Grants)- Felicity McDonnell
- Assisting with SYMTA- Eresha de Silva
- Social Functions Group – Ros Horsburgh, Tony Hill, Henry Liong and Nandita Bajaj
- Canteen Focus Group- Praveen Aranha, Henry Liong

Sade Kalasabail
NBHS P&C President 2014
Prefect Report

This year, the prefect body have been mindful about continuing Normanhurst’s tradition of celebrating the wonderful cultural diversity of our school. In 2014, we chose to celebrate Indian culture; offering delicious butter chicken and providing traditional Indian/Bollywood music and dance to entertain the school. It was clear that all enjoyed the festive atmosphere of the day.

The prefects have also been very proud in introducing several new initiatives this year. We held our first ever Breakfast Barbecue, at which we served bacon and egg sandwiches which were thoroughly enjoyed by students and teachers alike. A sausage sizzle barbecue was also organised alongside the social justice group during the 40 Hour Famine event which, along with collections from the student body, helped to raise over $1000 for a truly worthy cause.

Another major event for the prefects was the Phillip Hughes Memorial cricket match, which was held following the regrettable passing of a truly talent sportsman. Many thanks to the staff who took the time out of their own lunch, pitting themselves against the year 12 cricket team in a suspenseful game of well-played cricket. Both students and teachers enjoyed the stunning match from the sidelines, cheering loudly as the students’ team emerged victorious, leading by only one run. It was an event which truly demonstrated the spirit of Team Normo.

In the final holidays of 2014, many prefects kindly gave up their free time to volunteer at a soup kitchen in Ashfield. Their involvement with the Exodus Foundation was greatly appreciated and all those who attended enjoyed this opportunity to help those in need. Plans have been made to continue this effort, with more prefects volunteering their assistance to the soup kitchen in the following holiday breaks.

On a weekly basis, the prefects have provided assistance with canteen supervision, bus duty and peer tutoring over their term.

The 2014-2015 prefect body have focused on maintaining the school’s high reputation with the public as well as its reputation within the school itself. Many events throughout the year have been successfully held. They have also implemented their own new events, primarily the morning barbecues, which they hope will be carried out with the future prefect bodies.

Charlie Seppelt and Anderson Long
- Prefects 2014-2015

Student information

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.

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

A broad range of programs are in place to facilitate the achievement of these goals including:

- Club Activities
- Community Service Programs
- Competitive and recreational sporting activities
• Comprehensive Music Program including ensembles and School Musical
• Debating and Public Speaking
• Drama Performances
• Environmental Awareness
• Leadership Programs in Years 7-12
• Peer Support and Mentoring
• Positive Partnerships
• Overseas Cultural Experiences
• Robotics and Programming Club

Student enrolment profile
Normanhurst Boys High School had an enrolment of 729 students during 2014. Approximately 83% 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 seven year period.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>709</td>
<td>711</td>
<td>725</td>
<td>714</td>
<td>733</td>
<td>728</td>
<td>741</td>
</tr>
</tbody>
</table>

Student attendance profile
During 2013 the school introduced a program of monitoring student attendance on a period by period basis. This program continues to be refined ensuring that 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.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</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>

All of the year 12 students who graduated in 2014 received a main round university offer. A number of the boys received offers not only from NSW/ACT Universities but also interstate with one boy being accepted into the New York Institute of Dramatic Arts after a successful application and audition. Most of the boys in year 12 received either their first or second university preference. The university destinations and the percentage of year 12 (2014) attending that university are indicated as follows:

UNSW (55%), University of Sydney (16.5%), Macquarie University (13%), UTS (7.5%) with University of Western Sydney, Australian National University, Australian Catholic University, Swinburne, MIT (Sydney), University of Queensland and the New York Institute of Dramatic Arts accounting for the remaining 8%.

The following areas of tertiary study were very popular: Commerce/ Business/ Actuarial Studies/ Economics (34%), Engineering & ICT (26%) and Health Related courses (16%). Many more students opted for double degrees this year (41%).
The boys received offers into Medicine, Optometry, Diagnostic Radiography, Pharmacy, Physiotherapy, Nursing, Human Physiology, Science/Advanced Science, Medical Science, Veterinary Science, Engineering, Architecture, Design, IT, Computer Science, Actuarial Studies, Economics, Finance, Business/Commerce, Law, Arts, Communications, Media, and Education. A significant number of students also received a scholarship and/or cadetship offer, many receiving multiple offers. We were proud to have Robert Cook as one of the five NSW ANU Tuckwell Scholarship recipients for 2014. Also, year 12 2014 received our highest number of UNSW Co-operative Scholarships of any year to date with Tony Hannigan (Actuarial Studies), Jourdon Whitfield-Horesh (Finance and Banking), Hyungseok John Kim (Business Information Systems), David Kong (Business Information Systems) and Gajan Shivaramanan (Industrial Chemistry). There were also many other boys who received an academic and/or equity scholarship/cadetship. This was a reflection not only of the student’s academic ability and their support but also their involvement in the school and their community. A number of the boys also accessed the ‘Schools Recommendation Schemes (SRS)’ and ‘Educational Access Scheme (EAS)’ through UAC.

Year 12 students undertaking vocational or trade training
No students from the school chose to access vocational or trade training in 2014.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2014 no students attained a vocational education qualification.

Workforce information
Our school has a very experienced and committed staff who strive to provide quality learning experiences for all our students.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.1</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>2</td>
</tr>
<tr>
<td>Computer Co-ordinator</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.682</td>
</tr>
<tr>
<td>Total</td>
<td>65.682</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
In 2014 no members of staff identified as being of aboriginal or Torres Strait Islander background.
During 2014 a number of experienced staff sought and gained promotion to positions outside of the school. Although their skills and
enthusiasm is an initial loss to the school they have been replaced by experienced teachers who have brought new skills and interests to the school.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>9</td>
</tr>
</tbody>
</table>

Beginning Teachers
The school had four permanent beginning teachers commence in 2014. As part of the Great Teaching Inspired Learning reform these teachers were provided with support in the form of mentoring, relief from face to face and professional development opportunities.

The teacher professional learning program within the school will continue to provide opportunities for staff to build their leadership capacity to take on these roles both within the school and the broader educational community.

Professional learning and teacher accreditation
During 2014 seven temporary staff members were working towards accreditation at proficient and two staff members completed their submissions and are now accredited.

Staff professional learning throughout 2014 continued to impact on their ability to support more engaging and focused student learning. There were in excess of 100 different professional learning activities undertaken by staff at school and external providers. While participation continued to be varied and primarily aimed at professional learning for subject specific development, other activities as diverse as positive psychology, flipping the classroom, iPad video production and participation in professional association workshops and conferences highlighted the interest and enthusiasm for staff learning. As the year progressed, an increasing number of teachers sought to gain a greater engagement in the accreditation process for higher levels of teacher accreditation.

A significant focus of professional learning in 2014 was on the implementation of the new school planning process and the development of the school strategic directions. There was also a large proportion of support for beginning teachers and the development and implementation of gifted and talented education strategies. In 2014 School Development Days were held at the commencement of Terms 1, 2 and 3 with two additional days being held at the end of Term 4.

The first School Development Day focused on the school administration and the welfare and discipline policy and strategies that can support students with special needs. The second School Development Day introduced staff to the use of an open source learning platform, Moodle and continued to support staff in the implementation of Gifted Education across learning areas. The main component of the professional learning was on learning preferences of high achieving students and effective teaching of gifted and talented students. The presentation of a school based survey on the learning preferences of senior students supported the need to embed broader connected learning activities and deep knowledge strategies.

The Term 3 Staff Development Day reintroduced staff to the Quality Teaching Framework and coding models. The activities were developed to support teachers in the implementation of the Quality Teaching in relation to assessment practice. Staff used elements of the NSW Quality Teaching Framework and a 1-5 coding scale to
examine assessment tasks and learning activities. The focus was on quality assessment and the importance of providing explicit feedback to students.

The school again drew heavily on teacher experience and expertise from within the school to deliver workshops and to lead discussions in each of these areas. The school professional learning program in 2014 continued to be on building capacity within the school to lead and realise change for the NSW Professional Teaching Standards and to support professional collaboration and ongoing learning of teachers at the school.

In August the executive were involved in another highly successful weekend conference which involved a review of the year. Discussions and workshops identified areas of success and areas for further improvements. The main focus of the executive conference was on 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 purpose, and identified practices and products that were built on the valuable traditions of the school.

Also in term 3 the English faculty hosted a two day regional workshop on the new Year 12 Area of Study for English; Discovery. Teachers explored the new Discovery teaching scaffold, assessment, related and core texts. Ms Claire Ormiston organised and managed the workshop and led sessions on teaching scaffold analysis, creative writing and related materials. The model used in this program will be used to inform future professional learning at the school.

In Term 4, teachers and office support staff undertook CPR training and the management of anaphylaxis. A seminar was conducted by Ms Shiqi Burton on cross cultural communication and the impact of culture on student’s manner, behaviour and learning in Australia. Staff participated in practical activities that highlighted characteristics of students at school, direct and indirect communication and strategies to overcome cultural barriers and support students and parents to effectively engage with the school and learning in Australia.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>290113.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>588912.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>246550.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>913443.51</td>
</tr>
<tr>
<td>Interest</td>
<td>13887.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>316387.74</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2369295.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 487197.34 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

NAPLAN

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

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

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

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

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>655.2</td>
<td>649.0</td>
<td>538.9</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>588.8</td>
<td>607.9</td>
<td>499.0</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>657.3</td>
<td>665.1</td>
<td>545.1</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>727.7</td>
<td>714.6</td>
<td>542.9</td>
</tr>
</tbody>
</table>

NAPLAN Year 7 - Numeracy

Year 7 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>660.9</td>
<td>670.7</td>
<td>538.5</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>682.2</td>
<td>673.4</td>
<td>575.0</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Numeracy

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>722.1</td>
<td>714.6</td>
<td>542.9</td>
</tr>
</tbody>
</table>

Note:

- Paste tables and graphs into ASR
- Highlight table or graph
- Metafile (including Reading, Writing, Spelling and Grammar and Punctuation)
The 2014 Year 12 cohort produced a strong set of results maintaining the standard of excellence established by students over recent years. The Dux of the school was Tony Hannigan who achieved an ATAR of 99.85.

There were 19 students on the Premier’s Distinguished ‘All Rounders’ List, indicating that they scored Band 6 in at least 10 units of their HSC courses. Those students were: Uddhav Bhargava, Justin Cai, Justin Chan, Robert Cook, Liam Fairgrieve, Oliver Fisher, Matthew Gore, Aneesh Gupta, Anthony Hannigan, Alex Joule, Hyungseok John Kim, Sungho Kim, Benjamin Liu, Bayan Manasian, Rocky Shi, Gajan Shivaramanan, Lawrence Wang, Jourdon Whitfield-Horesh and Brian Ka Lok Wong. Five students achieved a top 10 placement in the State: Oliver Fisher 1st in Software Design & Development, Martin Ho 2nd in Japanese Extension, Victor Tse 2nd in Engineering Studies, Alex Joule 4th Japanese Extension, and Ashkan Khoshab (Year 12 2014 - Accelerated) 6th in Geography.

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

**HSC: Course Summary Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-14</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>83.3</td>
<td>87.1</td>
<td>69.1</td>
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<tr>
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**Year 9 NAPLAN Writing**

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<th>SSG</th>
<th>State DEC</th>
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**Year 9 NAPLAN Grammar and Punctuation**

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<th>State DEC</th>
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<tr>
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In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Mathematics
The 2014 HSC results were among the best the school has achieved. The mathematics and extension 1 courses had particularly pleasing results.

14 out of 15 Accelerated year 11 students were awarded Band 6 in their HSC examination.

In 2 Unit Mathematics, 89.5% students achieved in the top two bands compared with 53.7% for the state. 68.2% students achieved Band 6 as compared with 21.7% for the state. Four students attained a HSC mark of 99%.

The number of extension 1 candidates has been steadily increasing and the number of students in band E3 and E4 was very pleasing. 96% of students achieved in the top two bands. Out of that 48% students achieved Band 6 as compared with 30.4% for the state.

The student interest in studying extension 2 course continued to increase. 93% students achieved in the top two bands where 33% achieved Band 6 as compared with 31% for the state.

English
All students completed the English (Advanced) course. Students consolidated the result of last year’s cohort with 40 or 32% of students achieving a Band 6, compared with 14.67% for the state. In addition 53% of our students achieved a Band 5 compared with 45% for the state. Therefore over 85% of students achieved a result in the top two bands of the course.

In English (Extension 1) 43% of students achieved an E4, compared with 30.52% for the state. 54% of our students achieved an E3 compared with 62.47% for the state. 100% of students in the course achieved a result in the top two bands.

In English (Extension 2), 75% of students achieved a result in the top two bands with one student achieving an E2.

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

In Biology, 23.08% achieved Band 6 compared with 5.80% for the state. 61.54% of students achieved a Band 5 compared to 22.65% for the state.

In Chemistry, 28.57% of students achieved Band 6, compared with 11.72% for the state. 62.86% of students achieved a Band 5, compared with 34.55% for the state.

In Physics 62.32% of students achieved either a band 5 or 6 compared with 31.29% for the state.
Human Society and its Environment

Social Sciences

In Business Studies, results were consistent with the previous year with 41.17% of students achieving a Band 6, compared with 8.92% for the state. 29.41% of students achieved a Band 5, compared with 28.37% for the state.

In Economics, results showed an improvement on prior years with 77.77% of students achieving in the top two bands. 27.77% of students achieved a Band 6, compared with 10.93% for the state. 50% of students achieved a Band 5, compared with 33.79% for the state.

In Geography, results were consistent with the previous year with 37.03% of students achieving a Band 6, compared with 7.53% for the state. 48.14% of students achieved a Band 5, compared with 36.46% for the state.

In Legal Studies, 21.42% of students achieved a Band 6, compared with 12.68% for the state. 57.14% of students achieved a Band 5 compared with 27.54% for the state.

Society and Culture continued to achieve results significantly above state averages with 100% of students achieving in the top two bands. 57.14% achieved a Band 6 compared to 12.51% in the state and 42.85% achieved a Band 5, compared with 32.49% in the state.

History

Society and Culture continued to achieve results significantly above state averages with 57.14% achieving Band 6 compared to 12.51% in the state and 42.85% Band 5, compared with 32.49% in the state.

In Ancient History 24.13% of students achieved a Band 6 compared to 8.66% in the state. 48.27% of students achieved a Band 5 compared to 24.12% in the state.

In Modern History 17.64% of students achieved a Band 6 compared to 8.65% in the state and 64.7% achieved a Band 5 compared to 33.63% in the state.

In History Extension 0% (of 2 students) achieved an E4 compared to 22.34% in the state and 100% achieved a E3 compared to 55.36% in the state.

Creative and Performing Arts

In Visual Arts 75% of the class achieving band 6, with one student attaining the highest mark for band 5, placing the group well above the state mean.

The results of the HSC Music courses were exceptional. All students in Music Extension gained a top band, with Ernest Leung achieving 50/50. Two students in Music 2 also gained a top band and Victor Zhu was nominated for Encore for his performance and Ernest in piano.

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 six students who sat the examination, 6 students achieved a Band 6, 60% compared to 6.9% for the state. Four students achieved a Band 5, 40% compared to 21.12% for the state. One student achieved first in the state for this subject which represents two years in a row for this subject.

In Engineering Studies of the 11 students who sat the examination 5 students achieved a Band 6 45.45% compared to 9.5% for the state. One student achieved a Band 5, 9.09% compared to 23.61% for the State One student achieved a State second ranking.

PDHPE
In Personal Development, Health and Physical education, 16.66% of students achieved a Band 6 compared to 8.42% in the state and 33.33% achieved a Band 5 compared to 22.07% in the state.

Languages
In Japanese Contnuers 66.66% of students undertaking the course achieved a Band 6, compared with 17.12% for the state. 33.33% achieved a Band 5 compared with 40.8% for the state.

In Japanese Extension 100% of students undertaking the course achieved an E4, compared with 29.31% for the state.

KLA Performance Overviews
Mathematics
In 2014, the national curriculum was implemented for the first time in years 7 and 9. While changes to the curriculum were not significant the faculty took the opportunity to purchase new textbooks published by Cambridge University Press. The faculty decided on these textbooks because of the quality of the examples and exercises, the emphasis on literacy, and the fact that they enabled students to access the online support program HOTMATHS at a much reduced price. Faculty members worked on programming for years 8 and 10 for the national curriculum for implementation in 2015.

The introduction of BYOD provided increased opportunities in Mathematics. The faculty has trialed the use of Moodle in the year 7 assessment tasks and on the Jenolan caves assignment. Due to its success, online assessment task and assignments will be implemented again in 2015. HOTMATHS allowed for greater differentiation within the classroom and enabled students to do extension work at their own pace.

Excellent results were obtained in the Australian Mathematics Competition. Out of the 621 students who participated, Caleb Chan was awarded a prize, 35 students were awarded high distinctions, 222 were awarded distinctions and 295 were awarded credits.

Three students, Caleb Chan, Daniel Berry and Harrison Chudleigh were invited to participate in an enrichment workshop organised by Australian Mathematics Trust.

29 students from Years 7 to 12 entered the 53rd 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. The results from the competition were among the best the school has achieved. In the senior division, Oliver Fisher was awarded a high distinction and a prize of $100; and Antonio He and Woody Lin were awarded credit certificates. In the junior division, Declan McDonald was awarded a high distinction and a prize of $100; and Addi Ong, Eddy Li and Jash Vanjara were awarded credit certificates. All the above students were invited to receive the awards in a ceremony at UNSW in September.

In March, Year 7 was involved in the Maths Fun Day which involved students doing a range of “hands-on” and computer generated problem solving activities. Year 8 went on a combined mathematics and TAS excursion to Jamberoo which was packed with fun and
enjoyable learning experiences for all. The mathematics faculty has investigated various options to enrich and extend the classroom experiences for the students. The programs have been put in place to run in 2015 that will help further develop problem solving skills for year 8 students who will be attending workshop run by Inquisitive Minds in partnership with Mathematics Association of NSW. The links have also been developed with CSIRO to run the ‘Mathematicians in Schools’ program.

English
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. For the first time this year 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 2015 and the numerous letters and emails of thanks received at the school. We thank all the schools for their on-going support.

The Creative Writers and Film Makers Camp successfully completed its sixteenth year at Collaroy. A group of thirty Year 8 students, a small band of Year 9 group leaders from Normanhurst Boys, and a similar number from Hornsby Girls, gathered to listen to experts in the areas of creative writing and film making to learn how to create their own narratives and films.

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 compared with State-wide averages.

Science
2014 has been a year of planning and programming for the science faculty. Year 7 and 9 began the new national curriculum and with careful consultation the curriculum offered to our students has been increased: Senior Science is now running in Year 12-allowing students who have taken a preliminary science to pick it up if they feel it would enhance their learning outcomes. In 2015 30 year 10 students invited to join the accelerated chemistry class will begin their HSC journey.

ICAS Science Competition results were excellent with 52 High Distinctions and 200 Distinctions and similar results were awarded in the RACI Australian National Chemistry Quiz: 62 High Distinctions and 247 distinctions. 4 students were also presented with Plaques of class excellence.

Five 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. Each student was able to attend lectures and experimental sessions of their choice.

Keita Richardson was successful in being selected to attend training at ANU for the Australian Biology Olympiad team after an excellent performance in the qualifying exam which saw him awarded a gold medal for his efforts.

The faculty has worked hard to initiate co-curricula activities to enrich the boys’ scientific experiences: a joint project was piloted with
University of Sydney Engineering faculty where advanced engineering students taught a unit of work to Year 9 and then had the boys apply their learning in fun hands-on challenges. A scientists in schools partnership has been approved by CSIRO with our partner being Dr Danny Wong, an analytical chemist who will run workshops for our Year 12 chemistry students and he has offered work experience places to interested Year 10 students in 2015. He has also created opportunities for Year 11 students who wish to pursue scientific careers to participate in genuine research activities.

Our Titration Team competed in the National Titration Competition, firstly at state level at Macquarie, then for the nationals at UNSW. Three of our teams were placed in the top five in the state round at Macquarie University and all received certificates of excellence.

Social Sciences

The Social Science faculty again facilitated many co and extracurricular activities in 2014, supporting our subjects in a truly engaging and holistic education. The majority of the students were involved in our activities and many achieved outstanding success in competitions.

In the UNSW Australian Economics and Business Studies competition, Year 12 student Oliver Fisher earnt first place Australia wide for Economics and Uddhav Bhargava scored in the 99.41 percentile. In the Business Studies division, Adam Li scored in the 98.33 percentile, with all 3 boys earning prizes. along with the majority of our competitors earning High Distinctions and Distinctions.

The Australian Geography Competition saw Year 11 student Keita Richardson achieving equal first place in Australia, earning an invitation to the ‘Geography Big Week Out’ in October. Year 8 student Luke Stewart-Yates achieved equal second place in NSW and Normanhurst Boys ranked third overall place in Australia.

In Stage 5 Commerce, Year 9 Commerce student Samuel Sebastian won the title in the NSW Department of Fair Trading’s “Money Stuff Competition”.

Our students achieved many other meritorious awards. The team of HSC Legal Studies students Raul Vellani, Liam Fairgrieve and Thomas De Martino achieved praise at the Administrative Appeals Tribunal taking out an advocacy recognition award which is reserved for the best 4 teams out of 20. The State Parliament house was another destination on a few occasions through invite-only events. Our successful delegation in the Sydney University Model United Nations, made up of Robert Cook and Liam Fairgrieve, participated in the Best and Brightest IVth Honours Showcase, where they connected with university students and academics. “Global Dignity Day” involved two Year 10 boys, Jethro Yuen and Sanjay Balakumar contributing ideas about dignity and its place in the community. At the NSW Schools Constitutional Convention with 92 delegates from high schools where students contributed their voice about the constitution, Year 11 student Dilir Ali was selected as one of 30 students to attend the National Constitution Convention in Parliament House, Canberra, in March 2015.

Students 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 game challenged our enthusiastic investors managing their share portfolio. The Downing Centre local law courts were another area of practical learning for our Year 10 Commerce students as they listened to accounts of various crimes and sentences. We were able to harness the rare opportunity of a school visit by Mr Ross Gittins, editor of the Sydney Morning Herald. He addressed our Year 11 and 12 boys with a lecture and discussion on the 2014 Budget. The boys were intrigued by the fact that Mr Gittins presently works with 3 ex NBHS students in the Economics section at the Herald. Year 11 Business Studies visited the Head Office of McDonalds at Thornleigh to learn first-hand about business operations.

Geography excursions across Stages 4 to 6 provided experiential learning through fieldwork: 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 camp. Year 8 investigated a variety of alpine ecosystems on their Bungarra camp despite the relentless rain for most of the week. Year 9 went to Collaroy and Long Reef beaches analysing 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 hiked through our local bushland for their biophysical field study. Year 11 HSC Geography class undertook fieldwork at Avalon dunes and Careel Bay wetlands. They also learnt about their case studies in Viticulture at Scarborough Wines in the Hunter Valley and Urban Renewal in Newcastle.

We have partnered with Hornsby Girls High School on two occasions in challenging teamwork. Year 11 Business Studies students engaged in the second annual Business Challenge with girls working in teams solving problems and presenting solutions. We undertook the third annual academic secondary-tertiary partnership of Year 10 Normanhurst Boys and Hornsby Girls High School with the University of Technology, Sydney in the week long Business School Enterprise Challenge (UTSEC) which was partially funded by the NSW DEC School to Work Initiative. NBHS and HGHS Staff along with UTS student mentors and industry guest speakers inspired the Year 10 students to work collaboratively in their specialised business functions. This authentic learning experience involved the skills of problem solving, designing, costing, creating and marketing exhibition material in the competitive environment of toy manufacturing. We continued to build tertiary partnerships. HSC Business Studies benefitted from an incursion with the University of Sydney’s Business School academic, Dr Jane Andrew providing valuable information in her lecture to the students about Business Operations.

Student feedback is overwhelmingly positive about the wide range of activities offered by our faculty, commenting on the enjoyment of learning and the extra support provided to the boys’ performance in our curriculum.
History

This year has seen significant change in the history faculty at NBHS. Two highly valued members of staff left us in 2013 to move on to other challenges. However, our new teachers have brought a range of new skills to the faculty, and our teaching programmes have benefited greatly from their contributions. They have both also brought their own vision to the new Year 7 course, which is based on the National Curriculum. This year has been the last year of the current Stage 5 history syllabus, and Year 8 is the last year group to transition to the new.

It’s great to see so many students continuing to choose to study history at Normanhurst. The Year 10 elective course has been well designed to provide students with the historical skills of research, analysis and communication that will be of great benefit, not only in the senior school, but in tertiary study as well. Those who choose accelerated society & culture have engaged in conceptual sophistication that they would not have otherwise experienced; we anticipate most of them will continue the course to the HSC exam.

This year there were six senior history classes, excluding history extension, which means more than one in every three students undertakes History as part of their HSC pattern of study.

Languages

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 2014 the 90 of the 120 Yr8 students chose to study Japanese for their mandatory language study; the other 30 chose French. There is a small French class in Year 10 and Japanese classes from Year 9 to Year 12.

PDHPE

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 they study behaviours and consequences related to health issues affecting young people. The elective course, physical activity and sport science, was taught this year and in it students studied the impact of sport in Australian society and the impact of nutrition on physical activity. PDHPE students in Year 11 investigate a range of topics that include: better health for individuals, body in motion, first aid, and fitness choices. In the HSC course they: explain how training can affect performance, explore treatment and rehabilitation procedures in sports medicine, investigate planning and ethical issues in improving the athlete's performance and they design and implement training plans to improve performance.
Creative and Performing Arts (CAPA)

The highlight of the school year for the CAPA faculty was the production of the school musical, The Scarlet Pimpernel. Students from Normanhurst Boys High School and Hornsby Girls High School, along with the staff of Normanhurst Boys, rehearsed throughout term 1 and the April school holidays under the direction and production of the CAPA staff. The musical was a resounding success, combining excellent performances with beautiful costumes, scenery and lighting, to thoroughly entertain our enthusiastic audiences for four nights in April.

The annual Creative Arts camp, a combination of visual arts and music students, took place in December and was extremely successful with all students developing their creative skills in these two areas. One of the highlights was the coming together of both visual arts and music students to learn a four part harmony in Zulu!

A number of students took part in the Arts Unit ensembles throughout the year. Keita Richardson was successful in his audition for an Arts Unit ensemble – the Symphonic Wind Band and toured with the band to Chicago in December. A number of students took part in the Senior and Junior State Music camps and Hamish Andrews and Philip Lentz gained a place in the NSW Combined Schools Choir which performed at the Schools Spectacular in November. Students also took part in CAPAFEST and the annual Musical Evening event as a showcase of the exceptional talent developed and present at Normanhurst.

Sport

During 2014, our students achieved a variety of success throughout the year in many sporting events. One of the standout performances of the year involved our table tennis squad earning a state title for the second consecutive year. The Squad included - Anthony Zhao, Bob Liang, Thomas Ng and Matthew Wang. This was an outstanding performance by these young gentlemen who managed to back up a rare sporting achievement.

This year we were well represented at the regional level in all of the carnivals. This included a stand out seven regional placegetters in swimming earning themselves a spot at the CHS
State level. An impressive fourteen placegetters in athletics, also progressing on to the CHS and three runners earned a spot progressing on to the cross country CHS state carnival.

Three students were selected to represent NSW in the Combined High Schools (CHS) competitions. These were Joshua Attard in swimming, Adam Hall in water polo and Adam Halmy in Cross Country. These gentlemen were all awarded with a CHS blue to honour their achievements. Adam Hall was also selected for the National Australian water polo team, and as an Australian All Schools Representative in 2014, this is recognised as an outstanding achievement.

Adam Hall was awarded Senior Sportsman of the Year, Richard Chen was named Junior Sportsman of the Year and for the second time in recent history Adam Halmy received the Petar Stegnjaic Award as the student who has shown the greatest effort and consistency in a wide range of sports including athletics, cross-country, orienteering and hockey. Bob Liang received the Premiers Sporting Challenge Medal as an up and coming talent in basketball and table tennis.

During our Wednesday afternoon sporting competition and as one of the smaller schools in the Zone, our results continued to be strong with a number of teams winning zone finals in both the summer and winter competitions. This included the success of 2nds baseball, 1sts and 2nds opens tennis during the summer season. 4ths grade opens soccer, opens hockey as well as and 2nds grade table tennis during winter. For the first time in many years we managed to progress all five of our cricket teams into the grand finals and we were awarded with the Metropolitan North West Zone - Best Cricketing School.
The A-Team

2014 saw a second Autism class 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.

The Year 7 A-Team students have adapted to high school routines. All Year 7 A-Team students have been very engaged studying English, Mathematics, Ancient History, Geography and Social Skills in their home classroom. The boys also enjoyed attending Science, TAS, Music and Visual Arts in specialist classrooms. Some of the Year 7 A-Team students have had opportunities to attend mainstream Geography, PDHPE and History classes. Some of the standout highlights of this year have been attending the Year 7 Geography excursion to Gibberagong, the Jenolan Caves Virtual Tour incursion, Maths Fun Day, School Cross Country and Athletics Carnival. Some of the Year 7 A-Team students participated in social tennis. Other popular sports were table tennis and winter court sports.

2014 was a very hectic year for the Year 10 A-Team boys. The year started with a new classroom, teacher Miss Free and SLSO Mr Slade. The boys adjusted well to their new surroundings and their Year 10 routine. All Year 10 A-Team boys studied English, Mathematics, Geography, History, Science, TAS, Music and Visual Arts. The boys were also given the opportunity to attend mainstream elective classes. Some also attended Commerce and IST classes.

There were many highlights for the boys throughout the year including undertaking work experience in the new school kiosk, attending an excursion to Flemington Markets, World Cup Day and participating in the Jenolan Caves Virtual Tour Incursion. All the boys have had great personal achievements this year. All Year 10 A-Team boys also took part in a transition program to prepare them for Year 11 and 12.

Other achievements

Significant programs and initiatives – Policy and equity funding

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.

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 2014 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. Extensive planning has been undertaken this year to facilitate the school’s bi-annual tradition of organising a cultural enrichment excursion. In April of 2015 a group of students will travel 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. In 2014 the focus was on learning about and celebrating Indian culture.

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.

Aboriginal background

In 2014, no students identified as having an Aboriginal background.

Socio-economic background

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Percentages are rounded and may not add to 100

English language proficiency

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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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Team Normo

The school strives to ensure that students feel nurtured and supported at all stages of their high school experience. An important component of this is the focus on being part of a team and accepting the responsibilities and privileges that this entails.

This concept, “Team Normo”, forms an important element of the school’s welfare programs and is reinforced at the various Year Camps that students attend. In Year 7, students spend a week at Hill End and Jenolan Caves, in Year 8 at Bungarra, in Year 9 on the Northern Explorer and in Year 11 at Burrendong.
Robotics and Programming

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: Normanhurst won this $5000 prestigious event defeating James Ruse in the final.
- NCSS Grok Challenge: a growing number of students achieved at the Advanced level
- AIO Informatics Challenge: Oliver Fisher was awarded 5th place in the world amongst 70 countries and over 300 competitors. Declan McDonnell was selected as reserve for the Australian team
- Three students were selected for the AIO National camp to trial for 2015 Australian team.
- UNSW Robocup entry and participation.
- UNSW Computer Skills students achieving 17 High Distinctions
- Entry into FIRST Nationwide Robotics competition, event involving design & construction of large robots
- University of Wollongong Engineering Reports awarded for excellence to Sukrut Mysore

Debating and Public Speaking

In 2014 Years 7-12 excelled in a range of debating competitions, including the Premier’s Debating Challenge, Metro, the Macquarie University, Sydney Union and Janene Best Memorial Debating competitions.

Of particular note in 2014 was the success of the Year 8 debating team in the Premier’s Debating Challenge. The students reached the Grand Final of the challenge, coming up against our neighbours Hornsby Girls. The two teams put forward a thought provoking exploration of a topic no doubt close to their heart, whether ‘single sex schools should be scrapped’ with victory going to Hornsby. Year 8 also experienced success in the Sydney Union as well as the annual Janene Best Memorial Debating competition hosted by Hurlstone Agricultural against strong competition, taking advantage of workshops at both events to develop their skills further.
Years 9 and 10 put forward a marvellous show in both the Macquarie Cup and Premier’s Debating Challenge. After defeating Riverside Girls A and B teams and triumphing against our own Normanhurst B team, Year 10 reached the Regional Finals of the competition. Hugh Harrington of Year 10 warrants particular praise for his leadership as team captain and also for securing a position on the Northern Sydney team for the Junior State Debating Championship. As part of the Northern Sydney team, Hugh made it to the Finals of this event, narrowly missing out on victory.

Additionally, Years 11 and 12 debating teams also distinguished themselves through their efforts in the Macquarie Cup, Premier’s Debating Challenge and Metro Debating competitions. The year 12 team concluded the year by winning the Regional Final of the Hume Barber Competition. Another highlight of the year was the Normanhurst Boys Public Speaking shield. Mr Briefrel, Head Teacher of English chose the topic “Know Thyself” as this year’s theme and students looked at a range of issues from the shaping of their own personal identity, world charity and cynicism, magic, media and religious ethics.

With over 80 students auditioning for junior debating in 2015, no doubt Normanhurst will continue to impress in 2015

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student, Parent and Teacher surveys conducted on-line via Survey Monkey to enable ease of access and structured to enable frank and honest feedback by ensuring anonymity.
- Increased opportunity for reflective team and faculty meeting and discussion time through the use of the Professional Learning Forums run throughout the year, structured whole school Staff meetings and focused faculty meeting discussion and feedback.
- Student consultation and feedback through the SRC and Prefect body.
- Focus discussion times conducted during the monthly P & C meetings.

School planning and evaluation
2012—2014

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School planning 2012—2014: progress in 2014

School priority 1

Student Learning and Well Being

Outcomes from 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 G and Ts 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.

Evidence of progress towards outcomes in 2014:

- The school Differentiated Program Team developed a number of units of work that have integrated G and T strategies into teaching and learning programs across the school. These have been implemented at NBHS, published on DVD and made available to schools across the region.
- A refined Year 10 Extended Learning Project (ELP) continued to develop across 2014. Through the assistance of academics and industry representatives, students were able to develop and have assessed a broad range of investigations focused on an area of interest. 6 students attended a Creative Thinking undergraduate program at Macquarie University as part of this program.
- A review of the executive structure of the school facilitated the eligibility and creation of a new Head Teacher Welfare position. Planning for 2015 has commenced with a view to enhancing the support to staff and students related to reactive and proactive welfare initiatives.

Strategies to achieve these outcomes in 2015

- The development of the new School Plan for 2015-17 has commenced. Extensive collaboration with students, parents and staff has occurred and student well-being will continue to be a major priority over the next three years. Strategic Direction 3, “To foster global citizenship, inclusivity and well-being” is testament to this pledge of commitment.

School priority 2

Teacher Capacity Building and Support

Outcomes from 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.

Evidence of progress towards outcomes in 2014:

- All 2014 new scheme teachers seeking accreditation achieved this status. A significant readjustment in the role of Head Teachers as a result of the amalgamation of Social Sciences and History into one Head Teacher HSIE has facilitated the introduction of a Head
Teacher Senior Studies. This position and the realignment of the Head Teacher Administration role has enabled far greater time resource for the effective development of the school wide professional learning plans and increased support for all staff members.

- A significant number of externally developed professional development courses were accessed by staff from across the Key Learning Areas.
- All staff members were involved in significant internal professional development programs and opportunities including staff development days, professional learning forums and specialised professional development programs delivered internally.

**Strategies to achieve these outcomes in 2015:**

- All Executive staff members will develop personalised Professional Learning plans (PLP) and then assist members of their KLA in the development of their own PLP’s. Targeted professional learning is integral to this process and will be put in place to build leadership capacity across the school. This will be undertaken as part of the Professional Learning Framework as announced in November of 2014.
- All staff members will undertake a focused analysis of past HSC and NAPLAN results and identify specific improvement strategies to be incorporated into teaching and learning programs. A detailed analysis of HSC and NAPLAN results using the BOSTES Results Analysis Package and the DEC SMARTDATA data package is integral to this process. A significant amount of training was undertaken early in the year resulting in all staff members accessing both data sources and utilising the information to identify patterns in student performance and factors which may have contributed to performance levels.
- A team lead by the Head Teacher Administration and Deputy Principal Mr Abas will be refine the newly implemented staff induction program and more closely align support strategies and programs to the AITSIL Professional Teaching Standards. Beginning teacher support, including a reduced load, has been integrated into the whole school timetable to maximise the effectiveness of mentors and reduce negative impact resulting from the extraction of teachers from face-to-face duties.

**School priority 3**

**Integration of Technology into Teaching and Learning and School Organisation and Management**

**Outcomes from 2012–2014**

- Improved organisational structures and strategies result in improved levels of student management, tracking, recognition of achievements and reporting to parents
- All students and staff effectively use Information and Communication Technologies (ICTs) to optimise teaching and learning outcomes.

**Evidence of progress towards outcomes in 2014:**

- Full implementation of the SENTRAL management system with all staff confident in its use for monitoring and managing attendance, welfare, assessment and reporting. Work continues to facilitate the introduction of the Parent Portal.
BYOD was fully introduced during term 2. The development of User Charters, Specification Requirements and the hiring of a full-time Technical Support Officer assisted the smooth introduction of the policy.

Strategies to achieve these outcomes in 2015:

- Significant upgrades to school ICT infrastructure and planning for the implementation of network upgrades as the school moves to the eT4L system to support implementation of a BYOD strategy in March of 2015. This includes the addition hardware and the consolidation of classroom support infrastructure. A new technology lab has been established in the TAS block to support the provision of hi-specified devices in the area of the school where BYOD has the greatest limitations as a result of specific software requirements.

- Ongoing training of the effective use the schools Moodle system will continue to be a priority into 2015.

Evidence of progress towards outcomes in 2014:

- Refined and expanded Team Normo parent information night structure for Years 7, 10 and 11 and implemented 2013 – 2014.

- Continued implementation of facilities upgrades and refurbishment of existing infrastructure including completion of the P&C funded covered learning area at the back of the hall and the new band room.

- Refurbishment of classrooms in A block and C block including painting and new carpets.

- Completion of new classroom for a second Autism class to start in 2014.

Strategies to achieve these outcomes in 2015:

- Finding of the whole school review of sport to be undertaken in 2014 to be implemented.

- Implementation of the student and parent SENTRAL dashboard to improve communication between the school, parents and students and delivery of electronic resources to students.

- The establishment of a Software Design and Development Lab to support effective use of ICT in a BYOD environment.

- The establishment of a new kitchen classroom in TAS to support skill development in Design and Technology.

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.

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, and History)
Evidence of progress towards outcomes in 2014:

- Collaborative planning and professional development undertaken with Hornsby Girls High School to develop a deeper understanding of the demands of the new syllabuses.
- English, Mathematics, Science and History faculties undertook professional learning and skills development in the use of programming tools and assessment guidelines.
- English, Mathematics, Science and History faculties utilised the planning days provided to develop new programs in Years 7 & 9 for implementation in 2014.

Strategies to achieve these outcomes in 2015:

- Ongoing development of new Stage 4 and Stage 5 teaching and learning programs in English, Mathematics, Science and History to align with the new NSW syllabuses incorporating the Australian Curriculum.
- Staff will be involved in ongoing consultation managed by the BOSTES, on the development of Phase 2 and 3 NSW syllabuses.
- Faculties to be provided with planning time to further develop Years 7 and 9 programs and prepare Years 8 and 10 programs for initial implementation in 2015.

School Sport Program Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2014 our school carried out an evaluation of the schools Sport Program.

Background

During 2014 a Sport Review Team was established consisting of Asli Harman Deputy Principal as the convener, Georgina Meakin and Sekaran Rakakrishnar the staff representatives, and Athina Konstantopoulos as the federation and staff representative. The team was established to evaluate the effectiveness of current practices and processes used in the coordination of our school sports program. A broad based consultative process involving staff, students, parents and other selective and local high schools was used. Staff and students 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 340 responses that were incorporated with the other data. Using the triangulated data 7 major findings and more than 35 recommendations were made.

Findings and recommendations

70% of parents were generally pleased with the school sports program.

In the area of policy and procedure most staff requested an easier access to policies and procedures particularly for the sport that they take. To make sport allocations more equitable it was recommended that staff members be allocated to various sports on a rotating basis and that records are kept.

In the area of support for staff many staff members requested more training in a variety of sports with a recommendation that annual training sessions be provided for staff members and greater publicity of sport TPL.
In the area of *communication* staff members indicated that the sports coordinator was always helpful and accommodating with a recommendation that sport notification be emailed the week prior. It was recommended that House Captains take a more active role in communicating sports information. Parents requested greater communication lines via email or the school newsletter.

In the area of *transportation* to and from sport it was recommended that return buses be arranged for students travelling to distant locations. 60% of parents surveyed were prepared to pay upfront at the beginning of the season for sport and an annual levy less than $50.00.

In the area of *effective promotion and value of sport* the majority of the community surveyed valued sport as an important part of Normanhurst Boys High School curriculum. It was recommended that an annual audit of sports equipment and jerseys be conducted and updated as necessary to promote each sport.

In the area of *venues and variety of sport available* it was recommended that a wider range of recreational sports encompassing popular grade sports be provided and investigate the introduction of competitive intra-school recreational sport.

**Future Directions**

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

**Curriculum Review: TAS 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 2014, the TAS faculty was selected for review.

The review benchmarks staff attitudes, knowledge and faculty operation against a minimum standard, which is developed from the Department of Education and government policies and school planning models. The review panel included teachers from the school and an external panel member with experience leading a successful TAS faculty in a selective school. The examination included the faculty management systems, teaching and learning and assessment practices and 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 a similar setting. The review was conducted over three days and involved a tour of facilities, interviews with the Head Teacher, all faculty teachers, and selected students from each year group. 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 end of 2014, the faculty organised planning sessions to develop a set of milestones and to prioritise the implementation over a number of years.

**Faculty Structure**

The panel acknowledged the skill, professionalism and commitment of all of the staff in the Faculty. NBHS is fortunate to have such a dedicated team to support the learning of the students. There were many outstanding examples of educational practice showcased, particularly in the areas of expertise, administrative practice and teacher professionalism. The documentation in these areas was appropriate and reflected their roles and responsibilities. It was recommended, due to the large amount of staff and syllabuses under the supervision of the TAS/A Team faculty would be separated for 2015. This will also support the faculty to implement the recommendations of the review.
Management systems
The faculty had appropriate methods of record keeping which included student marks entered on a computerised system and curriculum planning and registration. 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 concerns and student referrals.

Teaching/Learning and assessment
The majority of stage groups had faculty teaching and learning programs that were used by all stage teachers. Faculty registers were sighted and recommendations were made as to how the documentation could be better implemented. The majority of assessment tasks were created using backward mapping techniques and students work samples provided evidence that student understanding of course outcomes was high. The quality of programs and teachers preparation to create engaging, differentiated lessons was generally good. Scope and sequences for all stages need to be updated and the stage 4 programs should reflect new projects that suit contemporary technology and staff expertise.

Learning environment
The tour of the faculty areas highlighted some areas needing improvement, including the storage and organisation of materials and tools, maintenance and upgrading of some tools and equipment. Some recommendations included; painting of the corridors and classrooms, removing unwanted equipment and tools and arrangement of equipment to effectively use the available space. The audit of faculty tools and equipment would include satisfying WHS requirements. The faculty will be developing a plan for the possible redevelopment the teaching spaces and investigating the use of composite rooms to minimise rotation and encourage ownership of the learning space. The review of teaching and learning included the feasibility of purchasing new technology including 3D printers, Vacuum Formers, CNC, and a Laser Cutter. These technologies would enhance student learning and offer more contemporary connected learning experiences.

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 TAS faculty and enjoyed the practical nature of the subjects. Students felt that the robotics, engineering challenges and new food technology programs provided them with real life experiences. Students indicated that there was a connection between the knowledge presented in class and the practical activities in the workshops. Students believed that the assessment tasks and learning within the faculty provided an opportunity to practice and refine their skills in the design and technology area. The students thoroughly enjoyed the experiences and opportunities that the faculty provided.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

2014 saw the end of the current School Management Plan and the beginning of planning for the next three years. Part of this process involves extended consultation with students, parents and staff. While we are still working on the plan it has been relatively easy to identify the three things that are essentially pillars of the educational experience and philosophy of Normanhurst projecting into the future.

- To pursue academic excellence within a quality learning environment
- To maximise opportunity for holistic education
- To foster global citizenship, inclusivity and well-being

About this report

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

Mark Anderson, Principal
Asli Harman, Deputy Principal
Frank Abas, Deputy Principal
Margaret Johnson, Head Teacher Administration
All Faculty Head Teachers
Fiona Hokin, SAM
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: