**School context**

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. At Normanhurst, we encourage each student to recognize both his strengths and weaknesses and in doing so be able to establish the navigation points that will lead to personal growth and the fulfilment of potential.

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.

**Staff**

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

**Significant programs and initiatives**

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 range of programs are in place that contribute to 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
Principal’s message

During 2013, Normanhurst Boys High School continued its tradition of providing a rich educational experience within a broad curriculum and outstanding co-curricular program. The Annual School Report of 2013 for the school captures many of the achievements from across the disciplines and activities undertaken this year.

In 2013 Normanhurst Boys again played a major role in supporting Gifted and Talented Education within the school and across the Region. Our school based High Performance Differentiated Learning Team developed a suite of differentiated units of work, in TAS and History, for classroom use across region. They contributed significant resources to the production of a Regional DVD of teaching and learning resources.

During 2013 the Extended Learning Project (ELP) delivered opportunities for students in Year 10 to develop a wide range of critical and creative thinking skills as they worked on their individual projects throughout the year. As a result of this work six students were invited to participate in an undergraduate program at Macquarie University where they will build their critical thinking skills while gaining credit points for a future degree at the University.

Learning experiences are always more powerful and engaging when they are set in authentic contexts. During 2013 there were numerous opportunities for students to apply their knowledge and skills in a range of real work settings and situations. Students at the school engaged in numerous authentic learning experiences such as Market Day and the yearly Business Enterprise Day conducted with the University of Technology Sydney.

During 2013 our programs continued to provide opportunity to build the leadership skills of our students as they took on a variety of roles in the many cultural and charity events coordinated by the students throughout the year. The year saw a particular emphasis on further refining of the roles of the Prefects and the SRC and an exploration of opportunities for them to work more collaboratively across the school.

Our debaters and public speakers continued to impress; we were successful in having two music students were nominated for Encore; students from the school gained multiple placing in regional state and national competitions in geography, science, technology, mathematics and commerce.

On the sporting field 2013 was another successful year in competition. The school continued to make use of the Olympic Venues at Homebush Bay for its annual Swimming carnival and Athletics carnival. Many students also participated in the extensive range of social sports being offered at the school with Karate being a popular option in 2013.

The successes of the year have been many. I encourage you to take some time to read about the many and varied success of our students, staff and school community during 2013.

The Principal’s message in this Annual School Report is a compilation of the thoughts and comments of Mr Jeff Bruce, the Principal of school up until the end of Term 2 and the Relieving Principal for Terms 2 and 3, Mr Glen Sawle.

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.

Glen Sawle: Relieving Principal
P & C and/or School Council message

The NBHS P & C Association plays a vital and active role to ensure that the boys receive an All Round 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.

In assisting Normanhurst Boys, the P & C has enjoyed a great working relationship with Jeff Bruce in his previous role as Principal, as well as Glen Sawle (Acting Principal of 2013) and Asli Harman, Deputy Principal, and we thank them for that.

At the commencement of the 2013 year we committed our support towards the major projects requested by the School:

- Insulation of A and B blocks roofing (Work is started and expected to complete in 2014)
- Construction of covered area adjoining the Hall
- Refurbishment of the old change rooms
- Technology update – data projector replacement

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

P & C makes continuing 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 each year one per term.

Of course Normanhurst Boys is a dynamic place, and as other requests have been made upon the P & C throughout the year we have done our best to assist. On the financial side, our support amounted to around the $150,000 mark, and this is very much appreciated by the School.
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. It is great to see some of our older students volunteering at such events as the grounds days.

This year a new Endeavour SYMTA (Supporting Young Men To Achieve) to support the students from Business & Companies have been started. Another new event started was used uniforms trading – P & C volunteer maintains uniform items listing in the newsletter to enable parents to buy cheaper uniform if they wish and also an alternative for older students to dispose of their beloved uniform in a useful/beneficial way.

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 2013. I would like to thank and acknowledge the assistance of:

President- Michael Miller
Vice-President- Jasmine Madon
Secretary- Helmut Hiebl
Treasurer- Sade Kalasabail
Functions Coordinator- Audrey Chin Quan
Canteen Coordinator- Karen Campbell
Ground Coordinator- Jonathan Sanders
Fundraising Committee- Francis Fok

Fundraising Committee (Grants)- Felicity McDonnell
Committee Members- Pauline Zhao & Noel Christie-David
Assisting with SYMTA- Eresha de Silva

Sade Kalasabail
NBHS P&C President 2013

Student representative’s message
The prefects of 2012-2013 left rather wide shoes to fill, however not only have we aimed to fill these metaphorical ‘shoes’, we have endeavoured to widen and reciprocate the many wonders and opportunities that Normanhurst has provided us with. This year we have seen the emergence of numerous initiatives; be it continuations of traditional events or attempts at new things, they all shared the same purpose; to provide a better atmosphere at school in combination with bringing prosperity and glory to Normo.

In terms of tradition, we started the year off with a bang by celebrating the diverse nature of multiculturalism within our school through a Lebanese culture day. Rather than selling the usual sausage and drink combo, we provided students with the scrumptious alternative of prefect made kebabs and falafel, as well as fun facts about Lebanese culture and the customary inter-grade competition; a bellydance-off!
As well as hosting **mufti days**, we have aspired to make the daily life of students more enjoyable by continuing the **Prefect Radio** every Tuesday. As one of our aims was to promote student involvement in school activities, we have opened up the Prefect Radio to be hosted by Liam Fairgrieve in Year 12, with Shane Edippuliarachchi as DJ. The atmospheric feel of the music in the quadrangle on Tuesdays has been known to make all the difference in the world, however this is not only restricted to Tuesdays, with DJ Shane providing rather ambient music as a Valentine’s Day special and on other significant calendar events.

With charities and support for school initiatives as yet another of our focuses, we have also provided numerous barbeques in order to raise money for genuine causes. Such BBQ’s have ranged from supporting in school events such as the **Twilight Market** to raising money for charities including donating $500 to **Canteen** as well as another $500 to the **Cancer Council** through events such as Bandana day. We also ran a **school donation for the bushfires of late 2013**, with many of the boys digging deep in order to raise over $1200 for bushfire victims. However, with every cause that seeks monetary support, we have made sure to accentuate the genuineness and importance of the cause rather than simply looking at numerical figures. This is particularly discernible with our upcoming event, **The Sleep Out for Youth Homelessness**. This event is primarily focused on raising awareness about the over 100,000 homeless Australians that walk the streets and will be done **at cost** to the prefects in order to achieve this goal. We have kindly received the support of the P&C as well as donations to our online profile that will act as our contribution to the charity for this event.

Although we’ve reached the half way mark for our time as prefects, we look forward to serving the school to the best of our ability and would like to thank our prefect advisor Ms Santangelo for her support and guidance while she too adjusted to the new role.

**Ryan Lum- Prefect**

**Student information**

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

**Student enrolment profile**

Normanhurst Boys High School had an enrolment of 728 students during 2013. 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>2007</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
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**Student attendance profile**

The average rate of attendance for 2013 was 94.4% improving by 1.4% and continued to be significantly above regional and state averages.
Management of non-attendance

During 2013 the school introduced a program of monitoring student attendance on a period by period basis.

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

All students who graduated in 2013 received a main round university offer. A number of our boys received offers not only from NSW/ACT Universities but also interstate. Most of the boys in year 12 received either their first or second university preference.

The university destinations and the percentage of year 12 (2013) attending that university are indicated as follows:

- UNSW (50%),
- University of Sydney (14%),
- UTS (14%),
- Macquarie University (14%),
- UWS (3%),
- ANU, ACU, Newcastle, Charles Sturt, University of Queensland and James Cook University (5%).

The following areas of tertiary study were very popular: Commerce/Business/Actuarial/Economics (27%), Health Related courses (23%) and Engineering and ICT (19%).

Fewer boys this year opted for double degrees (17%).

Students received offers into Medicine, Dentistry, Diagnostic Radiography, Psychology, Science, Medical Science, Physiotherapy, Occupational Therapy, Nursing, Medicinal Chemistry, Engineering, Architecture, Actuarial Studies, Economics, Finance, Business/Commerce, Law, Arts, Communications, Media, Visual Arts, Design, Computer Science, IT, Education plus others.

A significant number of students also received a scholarship and/or cadetship offer, many receiving multiple offers. This was a reflection not only of their academic ability and their support but also their involvement in the school and their community.

Year 12 students undertaking vocational or trade training - No students from the school chose to access vocational or trade training in 2013.

Year 12 students attaining HSC or equivalent vocational educational qualification - In 2013 no students attained a vocational education qualification.

Workforce information

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.

<table>
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<tr>
<th>School</th>
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<td>89.9</td>
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Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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</thead>
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<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Careers Adviser</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support</td>
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<td>Total</td>
<td>64.6</td>
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</table>

In 2013 no members of staff identified as being of aboriginal or Torres Strait Islander background.

During 2013 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.

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.

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>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>133919.92</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

English

The Picture Book and Circus Travelling Road Show, visited and performed for twelve local primary schools and, for the first time a local child care centre. 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. The measure of their success can be seen in the rush to re-book the tour by all the schools and two day care centres for the end of 2014. We thank all the schools for their on-going support.

The Creative Writers and Film Makers Camp successfully completed its fifteenth 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 to State-wide averages.

**Mathematics**

Excellent results were obtained in the Australian Mathematics Competition. Of the 589 students who participated, 4 were awarded prizes, 25 were awarded high distinctions, 254 were awarded distinctions and 244 were awarded credits.

The 52nd Annual School Mathematics Competition run by the University of NSW attracted 63 entries from Years 7 to 12. This very difficult competition is designed to assess mathematical insight and ingenuity rather than efficiency in tackling routine examples. The results from this competition were among the best the school has achieved. Credit certificates were attained by three students in the junior division and four students in the senior division.

In the Junior Division of the Mathematics Challenge for Young Australians, one student was awarded a high distinction and two students were awarded distinctions. In the Intermediate Division, one student was awarded a high distinction and two students were awarded distinctions.

**Science**

Our Titration Team competed in the National Titration Competition, firstly at state level at Macquarie, then for the nationals at UNSW. They out performed all of our previous teams, with success achieved by Alex Joule, Mikhail Martin and Christopher Ong who each received a gold medal for individual excellence. As a school we were awarded a plaque of School Excellence. Two teams were placed in the top five at the Nationals and the

Science Competition results were again very strong and of particular note were the performances of Nisal Lorensu Hewa (Year 7), James O’Brien (Year 9) and Adam Halmy (Year 10). In the Royal Australian Chemical Institute Chemistry Quiz Yang Yang Jiao (Year 10) and Andrew Virgona (Year 7) were awarded plaques for scoring in the 100th percentile.

**History**

In 2013 history students achieved some outstanding results in the HSC. This was particularly evident in terms of Z-scores, which show a school’s performance relative to the state mean. They indicate a widening gap between our performance and the state cohort.

Our third cohort of accelerated society and culture students maintained the remarkable success of the previous two years with all students achieving either a band 5 or band 6 result and the class achieved a Z-score of 1.19.
The Z-score for the ancient history cohort was a very impressive 1.24, our highest ever; in this course 30% of students scored an HSC mark of 95 of more. The other history courses also achieved very favourable Z-scores as well, with modern history’s 0.83 and history extension’s 0.63 both being the second highest we have ever achieved. In these courses all students scored in the top two bands.

The most successful history student was Philip Brophy who completed all three courses; he was named Historian of the Year and his outstanding results led to him being awarded the Macquarie University Partner Schools’ Academic Prize for Excellence.

Social Sciences
2013 was again significant for the academic tertiary-secondary partnership between the School and the University of Technology, Sydney Business School Enterprise Challenge (UTSEC) that renewed the professional relationship and commitment to learning demonstrated by the UTS Business School in 2012. This week-long curriculum based program partially funded by the NSW DEC School to Work Initiative was staff and student mentors from UTS delivering challenging activities and engaging tuition to the combined Year 10 students of Normanhurst Boys and Hornsby Girls High Schools. All students benefitted tremendously from the opportunities of collaborative problem solving, designing and creating exhibition material, negotiating business processes and production as well as extending verbal presentation, written and numeric skills in a competitive environment of toy manufacturing. The overwhelming success of the event was a credit to the hard work and enthusiasm displayed by all students and with the investment made by parents in the program, making it a truly memorable and authentic learning experience for Year 10. The University of Technology, Sydney has expressed their ongoing commitment to the event in 2014. Our students continued to have great success a number of related competitions in 2013. In the Australian Geography Competition Normanhurst placed third in the country up from fourth last. We achieved an outstanding number of High Distinctions.

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.

Creative Arts
Year 12 music students achieved excellent results with all students gaining a top band in all three courses. Jonathan Wong and Christopher Tran
had their compositions nominated for Encore. Jonathan had written a piece for trombone and piano and Christopher wrote a Jazz fusion piece for strings and jazz ensemble in his elective composition.

All students spent the year rehearsing hard and improving their skills in their chosen fields of music. The ensembles performed at various concerts and school functions including the High Achievers Ceremony, Musical Evening, Anzac Day ceremony and the Prefect and SRC Inductions. The stage band was once again invited to perform with Judy Bailey’s Jazz Ensemble – Jazz Connection - and the concert band was honoured to be invited to play for the final parade of the conscripted Vietnam veterans who trained at the Officer Training Unit Scheyville training camp near Windsor. The band also performed live on air for the breakfast radio show on 2UE when they came to our school in June as did Music 1 student Matthew Sutcliffe on guitar. Matthew was a finalist in the AICM scholarship competition in September.

Keita Richardson and Ashkan Khoshab were both successful in their auditions for two of the musical ensembles at the Arts Unit - Keita in the Symphonic Wind Band on saxophone and Ashkan on violin in the Orchestra. A number of students took part in the Senior and Junior State Music Camps.

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. It was a very entertaining night with a wide variety of styles represented.

The highlight for Visual Arts in 2013 was a 12 day cultural tour to Italy where students saw artwork in Rome, Florence, Venice and Milan. This excursion focussed music, drama and the visual arts.

Capafest was another great event where a large range of artworks produced by students in years 7 to 12, with the HSC Bodies of Work being the highlight were enjoyed by an enthusiastic and appreciative audience.

A new course of study was launched as a part of Visual Design – “Building Connections” which explores the connections between architecture
and other art forms, investigating ideas and themes through images, text and artmaking activities.

Students participated in a number of competitions, such as video editing for the Tropfest Junior and the Sydney North film Festival, printing for the Silk Cut Award and photographing for the Ilford Awards.

Year 9 drama students did training to prepare for a week on tour where they did circus performances for local primary schools. Year 10 drama students performed cross KLA performances. Students created and performed puppet shows for year 7 classes where they investigated such issues as bullying and workloads. Year 10 also performed “Mid Summer Nights Dream” and “Romeo and Juliet” for other classes. Students were also extremely privileged to have a workshop with the Commedia d’el Arte company visiting form Italy. This was a real highlight of the year.

**School Sport**

On the sporting field Normanhurst had some very pleasing results. In the summer competition we had a total of 10 teams make the grand finals with zone premierships going to the 2nd grade baseball team, as well as the 1st and 2nd grade tennis teams. Other teams to reach zone grand finals were 15’s basketball, 3rd grade volleyball, 14’s tennis and the 1st, 2nd, 15’s and 14’s cricket teams. In fact NBHS had the more cricket teams in grand finals than any other school in the zone – a highly creditable performance.

In the winter competition our results were even more impressive with eight of the ten teams to make grand finals going on to win them. Of particular note were our zone victories in 15A football, 15B football (joint premiers), 15’s tennis, 1st grade table tennis, 2nd grade table tennis, 14’s table tennis, 1st grade badminton and 2nd grade badminton.

The runners up were 13C football and the senior lawn bowls team. We were also joint winners in the zone athletics carnival.

**Academic achievements**

**NAPLAN**

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

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

Year 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).

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

Student performance in the area of Reading presented no significant difference between the School and the mean for all students at a selective school (SSG) with all results significantly higher than State averages. Our students performed significantly higher than SSGs in the area of Spelling.

**NAPLAN Year 7 - Numeracy**

In the area of Numeracy tested in NAPLAN, the average for the Year 7 students at the school was higher than average for SSGs and significantly higher than the State average.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>648.5</td>
<td>649.0</td>
<td>544.5</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>612.0</td>
<td>607.9</td>
<td>516.9</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>672.9</td>
<td>665.1</td>
<td>559.4</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>670.8</td>
<td>670.7</td>
<td>542.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>738.4</td>
<td>714.6</td>
<td>549.5</td>
</tr>
<tr>
<td><strong>Data, Measurement, Space &amp; Geometry</strong></td>
<td>749.8</td>
<td>725.9</td>
<td>550.7</td>
</tr>
<tr>
<td><strong>Number, Patterns &amp; Algebra</strong></td>
<td>724.1</td>
<td>699.0</td>
<td>548.0</td>
</tr>
</tbody>
</table>

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

Student performance in the areas Reading, and Spelling presented no significant difference between the School and the mean for all students at a selective school with all results significantly higher than State averages.

**NAPLAN Year 9 - Numeracy**

Student performance in Numeracy, Number, Patterns and Algebra significantly outstripped the performance of other selective schools. Performance in Data, Measurement, Space and Geometry was aligned with average performance levels at other selective schools.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>670.2</td>
<td>673.4</td>
<td>585.6</td>
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<tr>
<td><strong>Writing</strong></td>
<td>649.0</td>
<td>656.6</td>
<td>554.2</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>686.0</td>
<td>687.0</td>
<td>591.8</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>686.6</td>
<td>701.2</td>
<td>579.3</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>802.8</td>
<td>780.2</td>
<td>596.0</td>
</tr>
<tr>
<td><strong>Data, Measurement, Space &amp; Geometry</strong></td>
<td>800.8</td>
<td>775.9</td>
<td>595.1</td>
</tr>
<tr>
<td><strong>Number, Patterns &amp; Algebra</strong></td>
<td>799.2</td>
<td>780.7</td>
<td>596.8</td>
</tr>
</tbody>
</table>

**Progress in literacy**

Performance of students in in the aspects of Reading, Spelling, Punctuation and Writing is illustrated in the graphs below. The data provided shows growth over time in the literacy aspects of spelling, punctuation and grammar, reading and writing for students in Years 7 and 9 who completed NAPLAN testing in 2013.
Progress in numeracy

The data provided in the two tables below shows growth over time in numeracy for students in Years 7 and 9 who completed NAPLAN testing in 2013.

![Percentage in bands: Year 9 Numeracy](image)

Higher School Certificate (HSC)

The 2013 Year 12 cohort produced a strong set of results maintaining the standard of excellence established by students over recent years.

Whilst the total number of Band 6 results achieved by the school declined, the average ATAR result achieved by students remained very high. In English we again saw at least 29% of the cohort achieving Band 6 in Advanced English. Our mathematics results were once again outstanding, placing us in the top 10 in the state.

The Dux of the school was Bryan Tang who achieved an ATAR of 99.80

There were 15 students on the Premier’s Distinguished Achievers List, indicating that they scored Band 6 in at least 10 units of their HSC courses. Those students were: Christopher K C Chan, Rey Du, Scott Fatt, Sean Hew, Kai Wai David Ho, Alexander Horn, Enoch Kavelin, Eugene Kwok, Alex Lin, Cameron Mar, Ryley Miller, Siddharth Sharma, Gur Kanwal Singh, Amar Subramaniam and Bryan Tang.


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).

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>89.8</td>
<td>88.1</td>
<td>86.0</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>83.9</td>
<td>83.7</td>
<td>84.6</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>88.2</td>
<td>86.2</td>
<td>86.7</td>
<td>71.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>84.7</td>
<td>84.1</td>
<td>85.7</td>
<td>75.4</td>
</tr>
<tr>
<td>Economics</td>
<td>82.4</td>
<td>83.0</td>
<td>82.9</td>
<td>73.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>86.8</td>
<td>86.0</td>
<td>85.5</td>
<td>78.5</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>85.7</td>
<td>82.7</td>
<td>86.8</td>
<td>81.3</td>
</tr>
<tr>
<td>Geography</td>
<td>87.3</td>
<td>87.0</td>
<td>80.8</td>
<td>67.6</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>88.3</td>
<td>88.2</td>
<td>89.4</td>
<td>72.6</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>87.6</td>
<td>87.1</td>
<td>87.7</td>
<td>72.8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88.7</td>
<td>88.0</td>
<td>86.3</td>
<td>76.3</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>87.6</td>
<td>87.9</td>
<td>87.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>86.7</td>
<td>88.8</td>
<td>88.0</td>
<td>83.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>87.0</td>
<td>86.1</td>
<td>86.6</td>
<td>73.5</td>
</tr>
<tr>
<td>History Extension</td>
<td>85.2</td>
<td>81.9</td>
<td>83.3</td>
<td>74.6</td>
</tr>
<tr>
<td>Physics</td>
<td>81.3</td>
<td>83.8</td>
<td>84.0</td>
<td>73.3</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>91.2</td>
<td>90.4</td>
<td>91.3</td>
<td>77.4</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>85.8</td>
<td>88.8</td>
<td>85.0</td>
<td>79.7</td>
</tr>
<tr>
<td>Ancient History</td>
<td>89.8</td>
<td>88.1</td>
<td>86.0</td>
<td>69.3</td>
</tr>
</tbody>
</table>
It also compares the school’s performance in 2013 with state averages for the same year and to the average for a group of statistically similar school (SSG). The mark shown is the average for each subject. No data appears for the SSG if there was a small candidature in that subject.

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

For extension courses, E4 is the top band.

**English**

All students completed the English (Advanced) course. Students consolidated the result of last year’s cohort with 29% of students achieving a Band 6, compared with 11.96% for the state, 64% of our students achieved a Band 5 compared with 41% for the state.

In English (Extension 1) 41.17% of students achieved a E4, compared with 24.65% for the state. 55.88% of our students achieved a E3 compared with 63.69% for the state.

In English (Extension 2), 11.11% of students achieved a Band 4 compared with 22.6% for the state. 67% of our students achieved a Band 3 compared with 55.28% for the state.

**Mathematics**

There were 23 Year 11 students who were accelerated in the HSC 2-Unit Mathematics course. All students achieved Band 6. These were by far the best results attained by accelerants at Normanhurst Boys.

In 2-Unit Mathematics, 60% of students achieved a Band 6 compared with 18% for the state.

In Extension 1 Mathematics, 57% of students achieved a Band E4, compared with 33% for the state.

In Extension 2 Mathematics, 35% of students achieved a Band E4 compared with 34% for the state.

**Science**

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

In Biology, 23.8% achieved Band 6 compared with 5.7% for the state. 52.4% of students achieved a Band 5 compared to 23.3% for the state.

In Chemistry, 22.7% of students achieved Band 6, compared with 13.3% for the state. 57.6% of students achieved a Band 5, compared with 27.7% for the state.

In Physics, 12.9% of students achieved Band 6, compared with 9.9% for the state. 45.2% of students achieved a Band 5 compared with 23% for the state.

**History**

Society and Culture continued to achieve results significantly above state averages with 66.66% achieving Band 6 compared to 15.33% in the state and 33.33% Band 5, compared with 32.36% in the state.

In Ancient History 52.94% of students achieved a Band 6 compared to 8.42% in the state. 41.17% of students achieved a Band 5 compared to 26.27% in the state.

In Modern History 33.33% of students achieved a Band 6 compared to 10.83% in the state and 66.66% achieved a Band 5 compared to 36.61% in the state.

In Extension History 40% achieved a E4 compared to 22.8% in the state and 60% achieved a E3 compared to 51.91% in the state.
**Social Sciences**

In Business Studies, Cameron Mar achieved 9th position in the state. 41.17% of students achieved a Band 6, compared with 7.96% for the state. 47.05% of students achieved a Band 5, compared with 26.9% for the state.

In Economics, 21.87% of students achieved a Band 6, compared with 12.37% for the state. 40.62% of students achieved a Band 5, compared with 30.74% for the state.

In Geography, 38.23% of students achieved a Band 6, compared with 8.68% for the state. 52.94% of students achieved a Band 5, compared with 31.09 for the state.

In Legal Studies, 25% of students achieved a Band 6, compared with 11.9% for the state. 66.66% of students achieved a Band 5 compared with 30.67% for the state.

**Languages**

In the Japanese Continuers course, 9.09% of students undertaking the course achieved a Band 6, compared with 13.58% for the state. 81.81% achieved a Band 5 compared with 41.21% for the state.

In the Japanese Extension course 20% of students undertaking the course achieved a Band 4, compared with 33% for the state. 80% achieved a Band 3 compared with 57.63% for the state.

**Creative Arts**

In Visual Arts 33.33% of students achieving Band 6, compared with the state average of 12.24%. 66.66%, achieved Band 5 compared with 39.2% for the state. In music 1 100% of the students who sat the exam achieved a Band 6 compared with 15.6% for the state. In music 2, 100% of the cohort achieved a Band 6 compared with 36% for the state. In extension music all 3 of the students who completed the course achieved an E4 compared with 70.49% of the state.

In Drama 2 students, representing 22.2% of the cohort achieved a Band 6 compared with 13.8% of the state. Of the remaining 7 students, 2 students (22.2%) achieved a band 5 compared to 29% of the state and 5 achieved a band 4.

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

In Personal Development, Health and Physical education, 11.11% of students achieved a Band 6 compared to 5.41% in the state and 55.55% achieved a Band 5 compared to 23.15% in the state.

**Technological and Applied Studies (TAS)**

In Design and Technology of the 8 students who completed the course 1 student achieved a Band 6 (12.5% as against state DEC 3.4%) and 1 student received a band 4 (12.5% compared to 40.8% for the state. The other 6 (75%) achieved a Band 5 compared to 21.3% for the state.

In Information Processes and Technology (IPT) the 16 students who completed the course were all Year 10 accelerants. Of these students 56.3% received a Band 6 compared to 11.5% for the state. 37.5% achieved a Band 5 compared to 22.7% for the state.

In Software Design & Development (SDD) from the 6 students 33.3% (two) students achieved a Band 6 compared to 6.7% for the state. 66.7% (4) students achieved a Band 5 compared to 20.5% for the state.

In Engineering Studies of the 5 students who sat the examination 2 students, 40%, achieved a Band 6 compared to 7.9% for the state. Two students 40%, achieved a Band 5 compared to 21.6% for the State.

**Record of School Achievement (RoSA)**

The RoSA is a cumulative credential for students who leave school before completing their HSC. It was introduced for school leavers in Year 10 in 2012.
While formal RoSA credentials are for school leavers, all Year 10 students in 2013 were awarded course grades for each of the subjects undertaken in Year 10. Students are able to access their results electronically from the Board of Studies website and print a transcript of these results as needed.

Other achievements
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 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
The school has a rich cultural mix, with approximately 83% of students coming from non-English speaking backgrounds. There continues to exist a harmonious atmosphere that recognises and celebrates this diversity. In 2013 the school recognised this 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.

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.

Opportunities for students to travel overseas on school organised excursions are offered. In January of 2013 a group of students traveled to Italy as part of a cultural enrichment excursion.

Duke of Edinburgh Scheme
The 2013 year has been one of outstanding achievement for NBHS Duke of Edinburgh’s Award candidates with a very large number completing their Gold Award. Cameron Mar, Bryan Tang, James McCabe and Tim Taylor all being notified of their successful completion of the Gold Award and we await confirmation for Matthew Wong and Brian Yim. All of these boys took part in the Langtang Valley Trek, Himalayan Mountains, Nepal in 2011-12.

Robert Tiong has also been notified for his Gold Award having completed treks in The Blue Mountains, much of which he organised for himself and other members of the teams.

Hayden Evans from Year 12 2011 was presented with his Gold Certificate on the lawns of Government House by Professor Marie Bashir in August of this year.
Many boys continued with their awards with Jethro Yuen (Yr9), Semonn Oleksyn (Yr10), Praveen Ramchandani and Gajan Shivaramanan (Yr11) teaming up with Chirath Hewa Gamage and Matthew Gore on an Adventurous Journey to Costa Rica & Nicaragua in December 2013 and into January 2014.

**Robotics**

In the last days of last term 2 Normanhurst Boys High’s Thunderbolt team ably led by Dominik Daners designed and built a frisbee throwing robot to challenge teams from across Australia. The Thunderbolts duelled competitively for three days, problem solving, tweaking and tinkering.

Though knocked out in the semi-final rounds they are planning to take the robot “on the road” and tour other schools promoting this wonderful event. The team were fortunate to receive a visit from our sponsor, the CEO of SENTRAL and Normanhurst old boy Antony Mawer.

From Normo to CEO, Antony is a great role model for the technologically interested and talented students at our school. The software he developed is run in 1200 schools across New South Wales. Antony and his father (another Normanhurst old-boy) were welcomed to the pits and played witness to the event. Mr. Mawer was very impressed with the advances in technology and the capabilities of our students.

**Competition Chess and Social Chess**

2013 saw Normanhurst Boys field 2 junior and 1 intermediate and senior team each in the Northern Metropolitan NSW Junior Chess League Competition. Whilst each week saw fortunes ebb and flow it was always a pleasure to see the junior boys respond maturely and with good humour to defeat, humility in victory and ever-present sportsmanship.

On the social Chess front each Tuesday and Thursday lunch time continued to be a hive of activity in Room 16 as boys excitedly retreated from the heat of the day or took time with friends to chat socially over a chess board. It was noteworthy that Chinese chess continued to be a very popular past time in 2013 and many students watched on to the games played at a Junior and Senior level learning this ancient game.

**Significant programs and initiatives**

**Positive Partnerships**

Our Year 10 students and students in the Autism Unit (A Team) participated in an initiative called Positive Partnerships that provided mainstream students with an insight into individuals with autism. The program was funded by the Department of Education and Communities and aimed to educate Year 10 students about Autism.
Spectrum Disorder (ASD), while at the same time providing opportunities for ASD students in the A Team class to integrate into the school community. Most importantly, the program reinforced the core values of respect, care, fairness and co-operation for all students.

**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.

**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 enable ease of access and structured to enable frank and honest feedback by ensuring anonymity.

- 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 2012—2014: progress in 2013**

**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 2013:**

- The school Differentiated Program Team developed a number of units of work that have integrated G and T strategies into teaching and learning programs in TAS and History. These have been implemented at NBHS, published on DVD and made available to schools across the region.

- Year 10 presented their ELP work at the school expo where their work was assessed by a range of academics and industry representative. As a result of this activity 6 students were invited to be part of a Creative Thinking undergraduate program at Macquarie University in 2014.

- The school welfare team regularly evaluates the data provided within SENTRAL to develop individualised support programs and put in place pro-active strategies with students experiencing difficulties.

- Completion of a revised Welfare and Discipline policy for initial implementation in 2014.
Strategies to achieve these outcomes in 2014

- In 2014 the Year 10 Extended Learning Project (ELP) will continue to be delivered in its current format. During the year the program will be evaluated and assessed before being considered for further implementation.

- The welfare team will continue to systematically track and monitor student behaviour, attendance, academic performance and welfare to assist in the early detection and response to individual students experiencing difficulties.

- The school Gifted and Talented team will develop Individual Learning Plans for the profoundly gifted.

- All KLA’s will be further integrating strategies to foster high-order learning in classes across the school. The focus will remain on strategies which have high effect sizes, in the context of boys Gifted and Talented settings.

- A detailed analysis will be undertaken of current practice on the setting, marking and provision of feedback on examination.

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 2013:

- All 2013 new scheme teachers seeking accreditation achieved this status.

- 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 2014:

- 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.

- All staff members will undertake a focused analysis of past HSC results and identify specific improvement strategies to be incorporated into teaching and learning programs. A detailed analysis of HSC results using the BOSTES Results Analysis Package and the DEC SMARTDATA data package is integral to this process.

- A team will be established to undertake a review of the existing staff induction program and align support strategies and programs to the AITSIL Professional Teaching Standards. Beginning teacher support, including a reduced load, will be integrated into the whole school timetable to maximise the effectiveness of mentors and avoiding any negative impact resulting from extracting 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 2013:**

- Full implementation of the SENTRAL management system with all staff confident in its use for monitoring and managing attendance, welfare, assessment and reporting.
- Initial school based investigation of BYOD strategies and implications.

**Strategies to achieve these outcomes in 2014:**

- Significant upgrades to school ICT infrastructure and planning for the implementation of network upgrades in 2014 as the school moves to the new eT4L system to support implementation of a BYOD strategy.
- Consultation, development and implementation of the school’s BYOD strategy.
- Upgrade to the schools Moodle system and teacher training on its effective use as a content delivery system.

**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.

**Evidence of progress towards outcomes in 2013:**

- Refined and expanded Team Normo parent information night structure for Years 7, 11 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 2014:**

- Whole school review of sport to be undertaken in 2014.
- Implementation of the student and parent SENTRAL dashboard to improve communication between the school, parents and students and delivery of electronic resources to students.
- Refurbishment of the main student toilet block to improve the amenity provided to students.
- The establishment of a new Design and Technology room. This room will provide students the best Food Technology facilities in the school’s history and support effective teaching and learning in Stage 4.

**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 2013:**

- 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 2014:**

- 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.

**Professional learning**

In 2013 there were in excess of 80 different professional learning activities undertaken by staff. Total funds expended in supporting teacher professional development in 2013 included the $33,000 dollars provided by the DEC and a further $25,000 from the schools global funding.

While activities undertaken continue to be varied and included professional development on subject specific needs activities also included diverse areas such as voice training, conducting, and sustainability planning, and implementation of the Sentral management system.

A significant focus of professional learning in 2013 was in the areas of beginning teacher support and the development and implementation of Gifted and Talented Education Strategies. In 2013 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 of Term 2’s School Development Days was a joint event held with Hornsby Girls High School led by Andrew Churches in the effective integration of 21st century learning skills into teaching and learning programs. Day two of this event focused on the development of programs for the new Australian curriculum and incorporating ideas from the previous day.

The Term 3 day focused on the effective development of assessment of, and assessment for learning. The focus was on quality assessment and the importance of providing explicit feedback to students. Each KLA spent some time developing assessment items to achieve the objectives established in the earlier session.

The school again drew heavily on teacher experience and expertise from within the school to deliver workshops and lead discussion in each of these areas. A key focus of the schools professional learning program for 2013 continued to be the building of capacity within the school to lead and realise change well into the 21st Century.

In the final days of Term 4, teachers and office support staff undertook CPR training and the management of anaphylaxis and allergies in students. A seminar was conducted by Dr Carmel Harrington on the impact of sleep on academic performance. Maryann Das Neves led a session on positive psychology in the school and in the classroom.

In June 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. Asli Harman led the team through an analysis of the views of Gifted and Talented students on what they believed effective teaching and learning really is. Executive shared faculty experiences of successful strategies which fostered higher level performance with Gifted and Talented boys.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Formal evaluations were made of Year 7, 9, 11 and 12 Parent Information Evening’s and all showed an overwhelmingly positive response. 96% found the information presented to be highly relevant. 91% found the workshops or sessions to be highly useful or useful. The quality of the information presented was deemed good to excellent by 95% of parents surveyed.

Year 7, 8 and staff were surveyed on the benefits and effectiveness of home rooms for Year 7. Based on the data collected it was decided that we would try a different approach in 2014. Year 7 will be (as much as possible) timetabled in to same room for the same subject. This will be reviewed in 2015 for its effectiveness and benefits.

Formal evaluations of our joint School Development Day with Hornsby Girls on Assessment provided an overall positive response. 65% of staff either agreed or strongly agreed that the workshops were interesting and engaging. As an opportunity to learn about Assessment for Learning, Assessment of Learning and Quality Feedback on average 86% of staff rated the day in the top 3 scales.

Program evaluations

School Welfare Policy

Normanhurst Boys High School has a very effective and successful Welfare Program, aspects of which are reviewed each year. In 2013 the Welfare and Discipline Policy was reviewed.

The review process started with the Learning and Support Team (year advisers, their assistants, the school counsellor, our Learning and Support Teacher, and the Deputy Principals) early in the year. It was decided that the policy be closely aligned with departmental guidelines and incorporate positive psychology strategies.

A subsequent broad based consultative process involving staff, students and parents, led to the development of a new framework for the NBHS Welfare and Discipline Policy based on respect. Respect for Self, Others, Learning and the Environment was adopted as the foundation of the policy. The language used in the policy incorporates positive guidelines and expectations.

The new Welfare and Discipline Policy was finalised at the end of the year and adopted in 2014.

The Teaching of Science – Stage 6

Background

During 2012, the school undertook an analysis of teaching and learning within the Stage 6 Science courses of Biology, Chemistry and Physics. At the beginning of 2013 it was decided to utilise review findings and data from the 2012 HSC examinations to undertake a deeper examination of teaching practice and student performance.

All science staff members were involved in a detailed analysis of the longitudinal data on student performance in each of these subjects and a more detailed and focussed item analysis of student performance on specific types of questions in past HSC papers.

Findings and conclusions

- While the vast majority of students in Chemistry and Physics develop an extensive understanding of the knowledge content of the course they lack the consistency of skill needed to structure questions that enable them to demonstrate this knowledge at the highest level required in the HSC examinations.
- School based assessment tasks need to provide greater opportunity for students to practice and refine their skills at structuring responses to questions that target the higher order verbs defined by the BOS.
- After an analysis and review of the optional topics undertaken by students at the school
and the relevant expertise and interests of the teaching staff a change in the options being offered was trialled.

- Further analysis, planning and trialling of alternate teaching and learning strategies for the development of these skills was investigated and integrated into new teaching and learning programs for the Australian Curriculum Years 7 – 10.

**Future directions**

In general it is believed that while students have been very successful at building a bank of core and in-depth knowledge of scientific facts, potential exists to strengthen their ability to apply their knowledge more effectively and creatively. It is also felt that students need to understand the importance of doing science rather than just learning about science.

**About this report**

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

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