Our school at a glance

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

- Leadership Programs in Years 7-12
- Community Service Programs
- Overseas Cultural Experiences
- Comprehensive Music Program
- Drama Performances
- Competitive and recreational sporting activities
- Debating and Public Speaking
- Club Activities
- Environmental Awareness

Student achievement in 2012

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

In all areas tested in the National Assessment Program – Literacy and Numeracy (NAPLAN), the average for the Year 7 and Year 9 students at the school was significantly higher than State averages. In Literacy, the results were similar to those of the SSG (Statistically Similar Group) and significantly higher than the SSG in Numeracy.
In the 2012 Essential Secondary Science Assessment (ESSA) 86% of the students achieved in the top two bands with the remaining 14% achieving in the next two highest bands. The result in the top two bands was well above state average.

Principal’s message

During 2012, the school continued to provide a very rich educational experience with a broad curriculum and outstanding co-curricular programs where all disciplines and activities are equally valued.

A major focus of our teaching and learning programs continued to be in the area of promoting gifted and talented education strategies. This year, three of our faculties, Technological and Applied Studies, Mathematics and Science were involved in a regional initiative called Imagination First. To showcase the project, Normanhurst Boys was one of the schools invited to present at the Northern Sydney Annual Gifted and Talented Conference. The school also played a major role in the Northern Sydney Regional Review of Gifted and Talented education with many of our students contributing valuable data for a major research project. We look forward during 2013 to an exciting initiative that will be delivered to Year 10 students and will incorporate differentiated learning opportunities within the framework of an extended learning project.

Students at the school also engaged in authentic learning experiences such as Market Day and the inaugural Business Enterprise Day conducted with the University of Technology Sydney.

During 2012 our programs continued to acknowledge the pivotal role of leadership as we put in place further strategies to build capacity in our students. With the reinvigoration of the house system, one of the main focuses of the year was on redefining the role of House Captains. There was also further refinement of the roles of the Prefects and the SRC.

In the area of co-curricular activities, 2012 provided many highlights with our students achieving acclaim and recognition in a diverse range of areas. Our debaters and public speakers continued to impress; we were successful in having a student work short-listed for the prestigious Art Express Exhibition; students from the school gained multiple placing in regional state and national competitions in geography, science, technology, mathematics and commerce. Finally, one of the highlights of the year was the school’s production of The Pirates of Penzance, a joint production with Hornsby Girls High School.

The successes of the year have been many and I am sure you will enjoy reading about them in this report.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jeff Bruce

P & C message

I believe that the “P” in P&C actually stands for participation. Participation is an essential social skill – the ability to join in can make the difference between success and failure in work and in play, and it is a skill that doesn’t come easily to everyone. The participation by parents in the P&C provides a clear signal to children that you are interested and involved in their whole lives. It also gives them an example of how to join in, which they can emulate later in their own lives.

Normanhurst Boys High School P&C provides great opportunities for parents to participate by attending Grounds Days and assisting at the school canteen, and these have become a particular strength of this P&C.

Normanhurst Boys High School is exceptional in the quality and vigour of its canteen, at a time when many schools have contracted out this service. The canteen staff, and the canteen Committee, have great enthusiasm and drive which deserves our especial recognition and thanks. This year we refurbished the canteen, to provide parents who volunteer to work in this facility the environment that they deserve. I would particularly like to thank Karen Campbell, the Canteen Committee and the School Prefects who provided great support behind the counter when it was really needed.

I believe that the “C” in P&C more properly stands for “Caring”, because it is through the P&C’s operations that we demonstrate to the students and staff that we care about our school in very tangible ways, and this is undoubtedly reflected in the dedicated efforts made by Jeff and his staff.

The Functions Committee of the P&C quietly went about its business with little fanfare. Audrey Chin Quan and her helpers provided an essential service for the school on big and small occasions, by providing delicious catering for the various events. I would like to take this opportunity to thank all of them for all of their efforts and caring.

The Fund-Raising Committee has also been very important over the years. Fund-raising is often fairly thankless, but the Committee’s efforts have been exceptional over the time that I have been involved. Mai Brett, Jean Tung, Pearl Mar, Michael Miller and Jasmine Madon have been major contributors under the leadership of Robin Aitken, and I thank all of them for the funds they have procured, which has allowed the P&C to do great things.

These funds have led to some major achievements including numerous pieces of equipment such as Smartboards, as well contributing to internal refurbishments. One major work was the reconstruction of the school oval, which has gone from a very ordinary bare paddock to a lush playing field with irrigation and drainage. This makes a major difference for our boys, and it would not have happened without the efforts of the P&C, and particularly the work that Robin Aitken did with the Principal, Jeff Bruce and Acting Principal, Glen Sawle.

The P&C funded numerous small items that helped the school to function in everyday operations, such as venue hire for school sports carnivals, and referee’s costs for inter-school competitions. We also paid for counselling and student support services, as well as assisting students with costs when they were selected for state or national competitions.

The P&C organised four Working Bees during the year (1 per term), and we planted 1,000 plants in the grounds. The beautiful gardens that you see
at Normanhurst Boys are the result of the combined efforts of the school staff and the work put in by parents, and by the boys. Funding was also provided by parents who could not attend a Grounds Day. I would like to particularly thank Michael Miller, Jasmine Madon, Paul McCabe, and of course our Principal, Jeff Bruce, all of whom rarely missed a Grounds Day.

P&C Working Bee

I would like to thank the school staff, both teaching and administration. I know first-hand how much they care for our boys and for their welfare and development. They do their jobs with both passion, and compassion, and this is a wonderful thing that demands and deserves both our recognition and thanks.

I would also like to thank the boys – following Jeff’s initiative they are included in both P&C meetings and Grounds Days, and their presence greatly enriched both of these occasions.

Finally, I would like to thank the parents of Normanhurst Boys High School, particularly our Secretary, Michael Miller, Treasurer, Sadanand Kalasabail and Helmut Hiebl. These wonderful people have not only kept the P&C running, but they have also put us on to the Web and given me absolute confidence that the P&C will continue to grow and prosper in coming years.

Jonathan Sanders

Student representative’s messages
Prefects’ Report

The mid-2012 prefect changeover brought with it various structural changes to the previous system. The number of prefects increased from 18 to 20 enabling a more efficient spread of duties and a greater representation of our school community. Furthermore, we welcomed back the position of Senior Prefect to the executive, replacing the previous role of an SRC leader within the prefect body.

The 2012 Prefect Body

This year we have been mindful about having a balance between the maintenance of tradition and developing innovation. As had been a motif of the prefects in previous years, we chose to continue the celebration of the diverse multiculturalism within our school through our various Culture Day celebrations, of which we had two, USA and Italian, with further days planned for 2013.

Another central theme has been ‘hair’. First came a month long celebration of manliness in our Movember celebration, with a small group of dedicated students decorating their upper lips with a moustache to raise money and awareness for prostate cancer and other men’s health issues. There was also a World’s Greatest Shave event held to raise money for the Leukaemia Foundation in which students shaved their heads and sported a variety of different hair styles for the day. We are very proud to have raised $1125 and $1220 from these two events to go to their respective foundations.

An overarching aim for the prefects was to increase communication between the various year groups and to facilitate cooperation through
a revitalised school spirit. The prefect body played a significant role in reinvigorating the house system, especially in the roles of the House Captains and Vice-Captains. This has subsequently led to a strengthened electoral process and a greater presence of the leaders at school events. We also pitted the grades against each other in our quarterly competitions in which each grade competed for the prestigious Champion’s Trophy. It is currently held by Year 10.

Other projects undertaken by the Prefects included “Radio Normanhurst”, a music and announcement service, as well as ongoing peer mentoring and tutoring in various subject areas. There was also a new orientation booklet published for Year 7 and a revamped ‘Normo Alerts” Facebook page.

Prefix performance at Presentation Night 2012

We plan on ending our term of office with a bang, with the biggest and best Rally Week yet!

We look forward to the remainder of our electoral term and would like to thank our prefect adviser, Ms Wright, for her guidance and support.

Aaresh Madon, School Captain
James McCabe, School Vice-Captain

SRC Report

It was a pleasure to work with the 2012-2013 SRC. Whilst maintaining many of the existing strategies, several initiatives were introduced in an effort to further raise the profile of the SRC.

As part of an amendment to the Constitution by the previous SRC body, a further reshuffle of the structure of the SRC took place during 2012. The role of the Senior Prefect as the leader of the SRC was discarded, resulting in four new executive positions being made available to students in Year 11. At the 2012 election, I was successful in attaining the position of SRC Captain, Tom Xavier was elected Vice Captain, Tom Howie was appointed to liaise with Hornsby Girls and John Kim was appointed to the position of Treasurer.

Our aim during 2012 was to promote student welfare and to be involved in issues that would bring benefit to all students. This led to many achievements such as improving the lighting in the toilets and taking up the issue of students being allowed to wear sport uniform to and from school if a PE class occurred at the start or finish of the day.

A major focus for the year was to increase student involvement in a range of activities. Our term began with an array of sporting competitions involving numerous grades. These included events such as a Year 8 soccer day with Year 9’s operating a store, a Year 7 basketball day and a Year 10 soccer competition. We learnt a great deal from organising these events allowing us to make each one progressively better. The students brought a great spirit to these events with many spectators on hand to cheer their houses at lunchtime.

During 2012 we were also able to organise two successful dances with Hornsby Girls. With a successful advertising campaign conducted by both schools and Yannick De Silva of Year 11 providing his services to DJ the event. Both dances attracted some of the highest attendance rates of recent times.
The SRC also participated in other activities including assisting with the barbecue to raise funds for the CAPA Tour, fundraising for research into women’s breast cancer and attending a breakfast held at Asquith Girls High School to celebrate international Women’s Day.

The year has certainly been a positive experience for members of the SRC and a wonderful opportunity to benefit the students of the school. I would like to acknowledge and extend our appreciation to Mr. Wall and Mr. Bruce as they have allowed ideas to transform into achievements. Finally, I would like to express my gratitude to members of the SRC for all the hard work they did during the year.

Ryan Lum, SRC Captain 2012-2013

School context

Student information

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

Student enrolment profile

Normanhurst Boys High School had an enrolment of 731 students during 2012. 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 five year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td></td>
<td>709</td>
<td>711</td>
<td>725</td>
<td>734</td>
<td>733</td>
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</table>

Student attendance profile

Student attendance rates during 2012 declined by 1.2% compared to the previous year but continued to be significantly above regional and state averages.
The following data reflects the attendance rate of students in Years 7-12 over a 3 year period. Comparisons are given with regional and state statistics:

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>7</td>
<td>97.6</td>
<td>97.9</td>
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<tr>
<td>8</td>
<td>97.1</td>
<td>96.7</td>
<td>96.2</td>
<td>95.9</td>
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<tr>
<td>9</td>
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<td>10</td>
<td>96.3</td>
<td>97.1</td>
<td>97.5</td>
<td>95.3</td>
</tr>
<tr>
<td>11</td>
<td>97.9</td>
<td>97.5</td>
<td>97.2</td>
<td>96.2</td>
</tr>
<tr>
<td>12</td>
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<td>96.7</td>
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<tr>
<td>Total</td>
<td>97.2</td>
<td>97.2</td>
<td>97.2</td>
<td>96.0</td>
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<table>
<thead>
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<th>2011</th>
<th>2012</th>
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<td>7</td>
<td>95.4</td>
<td>95.3</td>
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<td>8</td>
<td>93.7</td>
<td>94.2</td>
<td>93.9</td>
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<td>9</td>
<td>92.8</td>
<td>93.2</td>
<td>93.6</td>
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<tr>
<td>10</td>
<td>92.2</td>
<td>92.4</td>
<td>92.4</td>
<td>92.3</td>
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<tr>
<td>11</td>
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<td>92.7</td>
<td>92.5</td>
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<tr>
<td>12</td>
<td>91.6</td>
<td>92.1</td>
<td>92.7</td>
<td>92.4</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>93.3</td>
<td>93.5</td>
<td>93.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
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<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
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<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
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<td>10</td>
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<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
</tr>
<tr>
<td>Total</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

Post-school destinations

All students who graduated in 2012 received a main round university offer. Six students received main round Undergraduate Medicine offers. 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 following table identifies the universities that students gained entry to:

UNSW (51%)
Macquarie University (14%)
University of Sydney (14%)
UTS (10%)
ANU
UWS
ACU
Newcastle
University of Melbourne
University of Queensland

Engineering, Business/Commerce and Science were very popular with more students this year opting for double degrees (36%). Students also reflected state data with an increased number of students in Science including the Health Sciences.

Students received offers into Medicine, Optometry, Oral Health, Diagnostic Radiography, Engineering, Architecture, Actuarial Studies, Economics, Finance, Business/Commerce, Law, Arts, Communications, Psychology, Science, Medical Science, Visual Arts and Design, Physiotherapy, Computer Science, IT and Education.

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.

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

During 2012 no members of staff identified as being of aboriginal or Torres Strait Islander background.

Year 12 students undertaking vocational or trade training

No students from the school chose to access vocational or trade training in 2012.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 3 students attained a Certificate II Accounting (TVET) and 2 students completed the Entertainment Industry 2 Unit course.
**Staff information**

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

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

**Staff establishment**

<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 Teachers</td>
<td>38.4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilites</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64.6</strong></td>
</tr>
</tbody>
</table>

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

During 2012 there were no members of staff who identified as being of Indigenous background.

**Staff retention**

During 2012, three members of staff left the school. Two Head Teachers left the school as the result of permanent retirement and one classroom teacher left the school as the result of being promoted to Head Teacher.

**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>100</td>
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<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>465,584</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133,303</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>798,427</td>
</tr>
<tr>
<td>Interest</td>
<td>24,690</td>
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<tr>
<td>Trust receipts</td>
<td>458,202</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2,335,899.00</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>259,707</td>
</tr>
<tr>
<td>Excursions</td>
<td>297,716</td>
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<tr>
<td>Extracurricular dissections</td>
<td>233,470</td>
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<tr>
<td>Library</td>
<td>635</td>
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<tr>
<td>Training &amp; development</td>
<td>2,479</td>
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<tr>
<td>Tied funds</td>
<td>148,566</td>
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<tr>
<td>Casual relief teachers</td>
<td>105,024</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>238,348</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>114,210</td>
</tr>
<tr>
<td>Maintenance</td>
<td>63,934</td>
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<tr>
<td>Trust accounts</td>
<td>473,227</td>
</tr>
<tr>
<td>Capital programs</td>
<td>57,064</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1,994,378</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>341,521.00</td>
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</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

The Arts

One of the highlights of the year was the musical production of *The Pirates of Penzance* which was acclaimed by all who attended the performances. The production was a joint effort between Normanhurst Boys and Hornsby Girls.

![Joint Production of Pirates of Penzance with Hornsby Girls High School](image1)

Visual Arts

2012 was a very successful year for Visual Arts at the school. In the HSC examinations, students achieved 9.6% above state average with 36.3% of students achieving a Band 6. Joseph Ku’s major work “Lost in Translation” was selected for exhibition in the Newcastle Gallery. Vernon Cheung’s collection of paintings entitled “I Spy” was short listed for inclusion in Artexpress.

![“I Spy” by Vernon Cheung](image2)

Four artworks were selected for inclusion in the prestigious Silk Cut Award competition in Melbourne. Ikneet Kalsy had his work highly commended by the judging panel.

![Four artworks selected for Silk Cut Award](image3)

Two students, Christopher Ho and Nicholas Ho were selected to attend the National Art School Intensive Practice Course.

A very successful excursion was organized to Canberra to view the Renaissance Exhibition at the National Gallery and other key artistic exhibitions.

Student artworks from all years including HSC bodies of work were presented at our annual CAPAfest and were viewed by large numbers of parents, staff and students.

![Student work on display at CAPAfest](image4)

Each year the school purchases an artwork from a student in the Year 12 HSC course. In 2012, the chosen piece was a lino print created by Warner Liau and entitled “Transmigration”

![“Transmigration” by Warner Liau](image5)

Music

Jordan Sexty, a candidate in Music 1 2012, was placed on the honour roll of the Encore program for his musicology vivas. Encore is the showcase at the opera house of HSC music performances and compositions. Jordan’s vivas were based on
his comparison of Penderecki’s *Threnody to the Victims of Hiroshima* with Greenwood’s *Popcorn Superhet Receiver* and an analysis of the electronic techniques employed by Noise bands.

**Drama**

In addition to the school musical, drama students took part in a highly successful travelling circus performance visiting a number of primary schools in the district. There were numerous excursions to theatrical productions as well as professional actors conducting workshops in the school.

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 invited to perform at Manly with Judy Bailey’s Jazz Ensemble –Jazz Connection and the string ensemble played at Lisgar Gardens.

Keita Richardson of Year 9 was selected to play in the NSW State Schools Symphonic Wind Ensemble. The ensemble took part in the National Band Championships in Melbourne and were the national winners.

Lincoln Hung of Year 7 was selected to perform in the NSW State Schools Junior Wind Ensemble. A number of students from the school also took part in Senior and Junior State Music Camps.

Year 12 HSC students produced an impressive array of individual monologues as part of their course work.

Junior drama students were involved in a range of exciting initiatives during 2012. Year 10 students worked on a cross curriculum project involving the presentation of a series of seminars on Shakespeare to junior classes. They also scripted, filmed and edited melodramatic films and devised Commedia routines.

Another highlight of the year was the “Supper Club Event”- a cabaret style performance entitled “WAIT”.

**Sport**

During 2012, our students achieved success in a variety of sporting events.

Seven students were chosen to represent Sydney North in the following sports: Joshua Attard in swimming, Justin Chan in tennis, Alex Colli in basketball, Michael Burton in athletics, Adam Halmy in cross country and athletics, Tim Taylor in hockey and Adam Hall in water polo.

Two students were selected to represent NSW in the Combined High Schools (CHS) competitions.
These were Joshua Attard in swimming and Adam Hall in water polo. Adam Hall was recognised as Junior Sportsman of the Year, Josh Attard was named Senior Sportsman of the Year and 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.

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.

We were placed 3rd in the Overall Champion Summer Sports competition, with teams from the school winning the 15A’s Cricket and 1st Tennis Premierships.

We were placed 2nd in the Champion Winter Sports competition. Teams from the school won Premierships in Junior Hockey, 1st Tennis, 2nd Tennis, 1st Table Tennis, 15’s Table Tennis, 14’s Table Tennis, 1st Badminton and 15’s Badminton.

In the Zone Carnivals, Normanhurst Boys was placed 4th in Swimming, 4th in Athletics and 2nd in Cross Country.

In swimming, we sent a strong team to the Regional Swimming Carnival held in March at the Homebush Aquatic Centre. Josh Attard was named the 16 Years Age Champion for his performance in winning six and coming second in two of his total of eight events. Gabriel Low and the Open Medley Relay Team were also victorious on the day.

Eight boys were selected to represent the Region at the State Swimming Championships. As a school we placed 4th overall in the Region.

At the State Swimming Championships, Joshua was runner up in the 16 years Age Champion NSW CHS (State) Schools after coming first in the 16 years 800m, 400m and 200m Freestyle, second in the 100m freestyle and fourth in the 50m freestyle.

Daniel Hill was selected in the NSW Orienteering Team that competed in the Australian Schools Orienteering Championships held in Tasmania. In the national finals, Daniel finished 3rd in the 16yrs division. Daniel was subsequently chosen to represent Australia at the World Orienteering Championships held in New Zealand in January 2013.

Adam Hall selected for the NSW All Schools Water Polo Team and represented NSW in the NZ Pan Pacs Water Polo Tournament in June.

Anthony Zhao, Thomas Ng and Matthew Wang were selected to represent New South Wales State at the Australian Open Table Tennis Championship in Brisbane, from 1 July to 7 July.

Anthony also won a Gold medal in Under 15 Boys’ Singles; Silver medal in Under 15 Boys’ Doubles in the New South Wales Junior and Under 18 Closed Championships on 20 May 2012.

During the year, the school held carnivals in swimming, athletics and cross country. In each of these carnivals, the winning house was Warrigal.
who were accordingly awarded the title of Champion House for 2012.

Debating and Public Speaking

This year our school participated in a range of public speaking competitions for both junior and seniors, with several students progressing to the final rounds.

In the Speaker’s Bank Youth Speaker of the Year Competition, Jash Vanjara won first place. In the United Nations Youth Speaker of the Year, Dharvesh Sharma won a place in the final round. Strong results were also recorded by Hugh Harrington and Lachlan Jones in the Legacy Public Speaking Competition.

In debating, there was an increase in the number of students participating in the various debating competitions that the school entered.

Other

James McCabe came 1st in NSW in the Year 11 National Geographic Channel Australian Geography Competition. In the same competition, Liam Fairgrieve, Year 10, won 4th place.

David Zhu was the national winner in the Lions International Peace Poster Competition.

James O’Brien (Year 8) & Anthony Hannigan (Year 10) each achieved the top score for NSW and ACT in their respective age divisions of the UNSW ICAS Science Competition.

In the NSW Schools Titration Competition we achieved first place overall. The team consisting of Michael Csomore, Fardin Ferdous and Yuntai Shen then represented NSW in the National Finals, winning 2 gold medals and a silver medal.

In the UNSW ProgComp, a computing competition organised by the School of CSE at UNSW, Normanhurst Boys placed 1st in the Open Round. The team consisted of Daniel Phillips, Oliver Fisher and Alvin Prijatna.

James Luo won one of three Sydney Metropolitan awards at the Moneystuff Youth Forum, James won a prize of $200 for himself and a further
Mr Cusick, a member of our Social Science Faculty was awarded one of two Sydney Metropolitan Teachers’ Awards and received a cheque for $500.

Daniel Phillips achieved a score of 100% in the National RACI Chemistry Quiz and was presented with the Class Excellence Award.

Anthony Hannigan and James O’Brien were awarded medals for their outstanding performance in Science at the International Competitions and Assessments for Schools (ICAS).

Academic

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

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

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

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

and/or

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></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>639.5</td>
<td>646.9</td>
<td>535.2</td>
</tr>
<tr>
<td>Writing</td>
<td>600.3</td>
<td>613.8</td>
<td>507.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>654.2</td>
<td>656.0</td>
<td>548.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>670.3</td>
<td>670.9</td>
<td>541.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>737.6</td>
<td>716.6</td>
<td>536.3</td>
</tr>
</tbody>
</table>

Literacy and Numeracy – NAPLAN Year 7

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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>664.4</td>
<td>671.1</td>
<td>568.5</td>
</tr>
<tr>
<td>Writing</td>
<td>656.2</td>
<td>663.1</td>
<td>540.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>690.7</td>
<td>687.3</td>
<td>577.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>675.9</td>
<td>689.8</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>784.4</td>
<td>755.9</td>
<td>585.4</td>
</tr>
</tbody>
</table>
Progress in literacy

The data provided in the two tables below 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 2012.
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 2012.

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.
Higher School Certificate

The 2012 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 30% 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 Taseen Rahman who achieved the highest possible ATAR of 99.95, the second time this has been achieved by a student at the school.

There were 17 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: Curtis Cai, Raymond Chan, Fardin Ferdous, Isaac Foo, Melvin Linardy, Gabriel Low, Nicholas Moor, Saurabh Narain, Parth Nathani, Taseen Rahman, Leo Saito, Joshua Tong, Roland Warner, Brandon Wong, Ken Joe Wong, William Xiao, Kevin Zhang.

Three students achieved a top 10 placement in the State: Taseen Rahman 4th in ancient history, Isaac Foo 6th in business studies and Gabriel Low 9th in engineering studies.

The following is a summary of the HSC results and shows a comparison between the school's performance in 2012 and the school average 2008-2012.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>86.4</td>
<td>86.9</td>
<td>83.4</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>81.4</td>
<td>82.4</td>
<td>84.7</td>
<td>71.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>84.0</td>
<td>85.1</td>
<td>85.0</td>
<td>71.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>81.9</td>
<td>83.8</td>
<td>85.1</td>
<td>75.0</td>
</tr>
<tr>
<td>Economics</td>
<td>79.2</td>
<td>82.9</td>
<td>83.8</td>
<td>74.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>86.2</td>
<td>85.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>85.5</td>
<td>84.8</td>
<td>85.7</td>
<td>79.0</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>83.7</td>
<td>80.6</td>
<td>86.5</td>
<td>80.7</td>
</tr>
<tr>
<td>Geography</td>
<td>87.1</td>
<td>86.9</td>
<td></td>
<td>69.4</td>
</tr>
<tr>
<td>IPT</td>
<td>88.6</td>
<td>88.5</td>
<td></td>
<td>69.4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>86.2</td>
<td>86.5</td>
<td>86.8</td>
<td>72.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>86.2</td>
<td>87.5</td>
<td>86.5</td>
<td>76.6</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>87.0</td>
<td>87.6</td>
<td>88.4</td>
<td>82.2</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>88.6</td>
<td>89.2</td>
<td>88.2</td>
<td>83.4</td>
</tr>
<tr>
<td>Modern History</td>
<td>88.1</td>
<td>84.2</td>
<td>87.2</td>
<td>73.1</td>
</tr>
<tr>
<td>Physics</td>
<td>82.7</td>
<td>84.3</td>
<td>83.4</td>
<td>73.2</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>91.7</td>
<td>90.1</td>
<td></td>
<td>75.6</td>
</tr>
<tr>
<td>SDD</td>
<td>85.0</td>
<td>87.3</td>
<td></td>
<td>70.4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>88.2</td>
<td>87.7</td>
<td></td>
<td>77.7</td>
</tr>
</tbody>
</table>

It also compares the school’s performance in 2012 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, Band 4 is the top band.
**English**

All students sat the English Advanced course. Students consolidated the result of last year’s cohort with 30.6% of students achieving a Band 6, compared with 12.5% for the state. 50% of our students achieved a Band 5 compared with 41.5% for the state.

In extension 1 English, 31.8% of students achieved a Band 4, compared with 24.9% for the state. 61.3% of our students achieved a Band 3 compared with 62.1% for the state.

In extension 2 English, 12.5% of students achieved a Band 4 compared with 21.8% for the state. 75% of our students achieved a Band 3 compared with 56.5% for the state.

**Mathematics**

There were 18 Year 11 students who were accelerated in the HSC 2Unit mathematics course. Of these students, 15 achieved Band 6.

In 2 Unit mathematics, 35% of students achieved a Band 6 compared with 18% for the state.

In extension 1 mathematics, 49.42% of students achieved a Band E4, compared with 35% for the state.

In extension 2 mathematics, 61.5% of students achieved a Band E4 compared with 38% for the state.

**Science**

Students were entered for the 2Unit biology, chemistry and physics courses.

In biology, 19.2% achieved Band 6 compared with 6.3% for the state. 30.7% of students achieved a Band 5 compared to 20.5% for the state.

In chemistry, 20% of students achieved Band 6, compared with 13.5% for the state. 42.8% of students achieved a Band 5, compared with 29.5% for the state.

In physics, 22.5% of students achieved Band 6, compared with 7.9% for the state. 45.1% of students achieved a Band 5 compared with 26.1% for the state.

**History**

In society and culture Taseen Rahman placed 2nd in the state and Leo Saito placed 10th in the state.

Society and culture continued to achieve results significantly above state averages with 64.7% achieving Band 6 compared to 38.8% in the state and 29.4% Band 5, compared with 30.1% in the state.

In ancient history Taseen Rahman placed 4th in the state and 27.2% of students achieved a Band 6 compared to 7.2% in the state. 54.5% of students achieved a Band 5 compared to 19.5% in the state.

In modern history 44.4% of students achieved a Band 6 compared to 11.5% in the state and 50% achieved a Band 5 compared to 34.3% in the state.

In Extension history 0% achieved a Band 4 compared to 18.1% in the state and 71.4% achieved a Band 3 compared to 47.8% in the state.

**Social Science**

In business studies, 18.1% of students achieved a Band 6, compared with 8.4% for the state. 63.6% achieved a Band 5, compared with 29.7% for the state.

In economics, 3.4% of students achieved a Band 6, compared with 12.5% for the state. 58.1% achieved a Band 5 compared with 34.6% for the state.

In legal studies, 30% of students achieved a Band 6, compared with 10.5% for the state. 60% of students achieved a Band 5 compared with 29% for the state.

In geography, all 22 students were Year 11 accelerants. 40.9% achieved a Band 6 compared to 8.3% for the state. 50% achieved a Band 5 compared to 31.8% for the state.

**Languages**

In the Japanese Continuers course, 42.8% of students undertaking the course achieved a Band 6, compared with 19.9% for the state. 28.5% achieved a Band 5 compared with 26.7% for the state.
In the Japanese extension course all three students achieved a Band 3.

Creative Arts
In drama, 0% of students achieved a Band 6 compared to 12.1% for the state. 88.8% of students achieved a Band 6 compared with 31.6% for the state.
In visual arts 27.2% of students achieving Band 6, compared with the state average of 11.14%. 72.7%, achieved Band 5 compared with 42.8% for the state.
In music 1 12.5% of the students who sat the exam achieved a Band 6 compared with 13.7% for the state. The remaining students, 87.5%, achieved a Band 5 compared with 44.6% for the state.
In extension music, of the 4 students that completed the course, 2 students achieved a Band 4 and 2 students achieved a Band 3.

Personal Development Health and Physical Education (PDHPE)
In personal development, health and physical education, the 3 students who sat the course all achieved Band 5.

Technological and Applied Studies (TAS)
In information processes and technology (IPT) the 15 students who completed the course were all Year 10 accelerants.
Of these students 53.3% received a Band 6 compared to 8.6% for the state. 46.6% achieved a Band 5 compared to 22.5% for the state.
In software design & development (SDD) 25.8% of students achieved a Band 6 compared to 5.9% for the state. 50% of students achieved a Band 5 compared to 17.3% for the state.
In engineering studies of the 11 students who sat the examination 4 students, 36.3%, achieved a Band 6 compared to 8.2% for the state. Five students, 45.4%, achieved a Band 5 compared to 27.1% for the State.

Significant programs and initiatives
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 2012 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 will travel to Italy as part of a cultural enrichment excursion.

Other programs

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.

Progress on 2012 targets

Target 1

Student Learning and Well Being

Our achievements include:

- A deeper staff understanding of strategies to enhance the teaching of gifted and talented boys through engagement in professional learning and through participation in and contribution to the Regional GAT’s initiative.
- Trialling and evaluation across all learning areas of a range of Higher Order Thinking strategies through the refined activities embedded within the Year 7 Jenolan Caves initiative.
- Implementation of an enhanced transition strategy for Year 7 students and their parents in 2012, with a greater focus on supporting students and parents in coping with the change from a primary to a secondary learning environment and in managing and coping with the pressures of the demands in a selective school environment.
Target 2

Teacher Capacity Building and Support

Our achievements include:

- The continuation of a strong performance management system allowing the school to acknowledge and build on the expertise and overall contribution of staff to student outcomes and well-being.
- All staff have engaged in professional learning to build capacity to access the new electronic welfare monitoring system within the school resulting in increased information being gathered about student progress and a more responsive approach being implemented in areas where students are requiring support.
- A successful and well attended series of professional learning forums, held throughout the year, providing an opportunity for teachers to meet and discuss key educational topics relevant to their current work. Special focus areas included the Australian Curriculum, Gifted and Talented Students and the integration of ICT.

Target 3

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

Our achievements include:

- All faculties continued to trial and integrate a range of technologies within their classroom teaching and learning practices.
- An increased use of Moodle supporting student access to electronic resources and information.
- Introduction of a reinvigorated website which includes a P&C area as well as up-to-date school information and parent support articles.

Target 4

The School Environment and its Community

Our achievements include:

- The completion of the upgrade to the school oval which now provides an outstanding sporting facility for use by the students at the school.
- The upgrade of the school sound system in the quad resulting in improved quality and clarity of sound during school assemblies. It has also provided an opportunity for the Prefects and SRC to include sound as a key component of fund raisers and special events – including a trial of a school radio on special occasions.

Target 5

The Australian Curriculum

Our achievements include:

- All teachers’ utilised opportunities to provide input into the state-wide discussions on the development of the new NSW syllabuses based on the Australian Curriculum.
- Progress beyond this was hampered by delays in the release of the final curriculum documents; however teachers have accessed these documents and have begun to identify the impacts and changes that need to be considered during 2013 for an initial implementation in Years 7 & 9 in 2014.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of Gifted and Talented Education programs and a review of the teaching of Stage 6 science.

Gifted and Talented Education

Background

During 2012, the school was one of two high schools selected to provide data for the Northern Sydney Regional review of Gifted and Talented Education. A total of 356 students in Years 7-10 at Normanhurst Boys High School were surveyed and their responses incorporated with other regional data.
Findings and conclusions
In the area of curriculum planning and delivery, the majority of students indicated that they learnt key ideas through structured activities and teacher/student generated questions (60%). A significant majority also indicated that they worked on challenging tasks that met their needs (71%).

91% of students indicated that they were expected by their teachers to demonstrate their best effort in all learning areas.

A large number of students (51%) also indicated that they were given few or infrequent opportunities to engage in self-assessment of their work.

In the area of problem solving, the survey indicated that 73% of students felt that they were encouraged to engage in problem solving in all areas of the curriculum.

In the area of critical thinking strategies, 65% of students felt they gained a deep understanding of ideas and concepts from the study of texts.

Responses in the area of creative thinking strategies indicated that almost half of all students (48%) felt that they engaged in imaginative and creative solutions to problems.

In the area of research skills, 67% of students indicated they gathered data from a wide variety of research and 63% indicated that they were able to communicate the findings of their research to the best of their ability.

Findings and Future Directions
The data that was produced in the survey indicated a number of important issues concerning student perception of their learning. In particular, it was clear that students felt that they needed to have a greater voice in curriculum planning and the need to incorporate creative thinking opportunities into the curriculum.

A future direction will be the implementation of an extended Year 10 program that will seek to embody a differentiated learning project utilizing creative, research and information gathering skills.

The Teaching of Stage 6 Science
During 2012, the school undertook a detailed analysis of teaching and learning within the Stage 6 Science courses of Biology, Chemistry and Physics as a result of identified opportunities from the cyclical review conducted in 2011.

Background
The detailed analysis drew on longitudinal data from the 2009 - 2012 HSC available through the SMART data package and the Board of Studies Results Analysis Package.

The specific purpose of the analysis was to look for any trends and patterns evident in student performance on a question by question basis. It also looked at trends and patterns across question type, structure and degree of difficulty.

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

While there have been excellent School Certificate and Higher School Certificate results in Science for a number of years, the detailed analysis suggests that there is an opportunity to implement a number of teacher and learning strategies to assist the students maximise their results, particularly in the areas of Chemistry and Physics.

The introduction of new K-10 Science Syllabuses for NSW based on the Australian Curriculum will provide a further opportunity for this detailed analysis to inform and drive the development of new teaching and learning programs for Years 7 – 10 which will further enhance student performance in the senior years.

Findings and Future directions
The evaluation of science data suggests that:
- While the vast majority of students in Chemistry and Physics develop an extensive understanding of the knowledge components of the course and are able to produce excellent responses to questions that focus on knowledge/recall they perform less confidently when they are required to utilise
the higher order thinking skills such as analysis and evaluation in their responses.

- The explicit and systematic teaching of higher order thinking skills and the application to these skills to examination technique and process needs to be expanded and refined across all of the Stage 6 science courses and should address the core and elective modules within the course.

- School based assessment tasks need to provide greater opportunity for students to practice and refine their skills at addressing questions that require the use of the higher order thinking skills.

- A change in recent years to the optional topics undertaken by students at the school needed to be reviewed with a broader range of options being considered to better reflect student interest and skills and to provide greater opportunities for reinforcement of core content.

- Further analysis, planning and trialling of alternate strategies for the development of these skills needs to be investigated and integrated into teaching and learning programs for Years 7 – 12.

Conclusion
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.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about three significant issues concerning the school. These were in relation to the 2012-2014 School Plan, a proposal for a new timetable structure, and the use of digital devices by students.

Their responses are presented below.

School Plan 2012-2014
During 2011 extensive consultation had taken place with the various stakeholders in the school to create the 2012-2014 School Plan. In Term 1 of 2012, following the publication of the draft plan, meetings were held between staff, parents and student representative groups to gain feedback and to provide modifications before the final plan was published.

New Timetable Structure
Staff, students and parents were surveyed to ascertain the degree of satisfaction with the school timetable. The existing eight period day was considered to be unsuitable for the school and particularly with the school’s renewed focus on the provision of gifted and talented education strategies.

Several options were presented for a new timetable structure that would better suit the needs of the school and its students and based upon the consultation that occurred, it was decided that a five period day with a two-week cycle would be introduced from the commencement of the 2013 school year.

Technology
With the cessation of the Digital Education Revolution (DER) program that has provided students in Years 9 – 12 with laptop computers, the school is investigating other options to provide digital hardware for students from 2014 onwards. Students were surveyed to ascertain the degree to which digital devices were owned that could be suitable for a Bring Your Own Device (BYOD) strategy in the school. The survey revealed that 86% of students had one or more digital devices at home for their personal use. These included laptops and ipads.

The survey results, in addition to a parent and staff survey will be used to determine future directions for the delivery of technology supported learning at the school.

Professional learning
In 2012 there were in excess of 80 different professional learning activities undertaken by staff. Total funds expended in supporting teacher professional development in 2012 included the $33 K dollars provided by the DEC and a further $25 K from the schools global funding.
While activities undertaken were varied and included training in such diverse areas as creative writing, conducting, and implementing the digital education revolution, participation in teacher education conferences a significant focus of professional learning in 2012 was in the areas of beginning teacher support, the development and implementation of Gifted and Talented Education Strategies and in supporting faculty network days. In 2012 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 Term 2 staff development day was used to build staff understanding and capacity to build student resilience as an integral part of the school focus on student welfare. The Term 3 day focused on providing staff with the skills necessary to implement the new school management system which has a direct impact on welfare procedures and practices as well as assessment and reporting of student outcomes.

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 2012 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 ancillary staff undertook mandatory first aid and CPR training with a particular emphasis on managing anaphylaxis and allergies.

In September the executive were involved in another highly successful weekend conference which undertook a review of the year. Discussions and workshops identified areas of success and areas for further improvements into the future. This conference also provided an opportunity to consider and support the implementation of a range of administrative changes within the school in 2013 including the revised school day and school administrative system including SENTRAL.

School planning 2012—2014

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

School priority 1

Student Learning and Well Being

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

Teachers achieve a deeper understanding of effective strategies to develop the Higher Order Thinking skills of boys.

Refined and enhanced transition programs enable improved identification and management of student welfare and well-being.

A minimum of 20% of students in each 2 Unit HSC courses achieves band 6 with a minimum of 5% or less achieving below Band 5 in any HSC course.

Strategies to achieve these targets include:

- Teacher involvement and engagement with the two key GATs projects in 2013, the Year 10 Extended Learning Project and the Regional Differentiated Learning Project will build deep understanding of the Higher Order Thinking Skills (HOTs) and how to embed HOTs strategies into teaching and learning programs.
- The systematic and coordinated tracking and monitoring of student behaviour, attendance, academic performance and welfare and the early detection and response to individual students experiencing difficulties.
- To be achieved through a data driven analysis of teaching and learning and the utilisation of
SMART data, the RAP package and SENTRAL (in-house data).

School priority 2
Teacher Capacity Building and Support

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

2013 Targets to achieve this outcome include:
• Teachers articulate explicit individualised professional goals and develop a 2013-14 professional learning plan with support from the school executive.
• Faculty revision and refinement of existing teaching learning programs in Stage 6 and for the development of programs for initial implementation of Australian curriculum is based on sound data analysis.
• A revised and refined staff induction program developed and in place for 2014.

Strategies to achieve these targets include:
• Executive are guided in the development of personal professional learning plans. Professional learning put in place to build their capacity to support each member of staff in the development of a clear and explicit plan to achieve their professional goals and targets
• Each faculty completes a specific data-driven program of assessment of past HSC results and identifies specific improvement strategies to be incorporated into teaching and learning programs
• A project team undertakes a review of the existing staff induction program and develop/align support strategies and programs to the Professional Teaching Standards.

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

Outcome for 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

2013 Targets to achieve this outcome include:
• Full implementation of the whole school SENTRAL management system.
• Development and articulation of a school based 2014 ICT plan to address the end of the DER scheme

Strategies to achieve these targets include:
• Implementation of the student and parent SENTRAL dashboard to improve communication between the school, parents and students and delivery of electronic resources to students
• Completion of staff ICT skills audit and development of school plan for the integration of technology post DER program finalization
• Continued upgrade of existing ICT infrastructure within the school including the upgrade of classroom ICT resources and wireless access across the school.

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.
2013 Targets to achieve this outcome include:

- Completion of Phase 2 of the School Upgrade Plan including:
  - the installation of a shade area behind the hall
  - the upgrade of the Food Technology facilities in the TAS area
  - re-commissioning of the old PE change rooms and staffroom as a multipurpose area/music rehearsal studio
  - insulation of roof to A, B and C blocks.
- Improved level of awareness of day to day school events and school expectations of students
- Increased satisfaction with the level of communication between home and school and an expansion of the existing communication strategies

Strategies to achieve these targets include:

- Expansion of the Team Normo parent information night structure to Years 9 and 11
- Implementation of the SENTRAL student and parent dashboard as a means of enabling greater communication and awareness of day to day activities
- Continued implementation of facilities upgrades and refurbishment of existing infrastructure.

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)

2012 Targets to achieve this outcome include:

- Increased understanding of the demands of the Australian Curriculum and how it will be implemented in NSW
- Increase in staff confidence as evidenced by survey and evaluation tools to deliver Australian Curriculum.

2013 Targets to achieve this outcome include:

- Teaching and Learning programs for Years 7 and 9 fully developed for English, Mathematics, Science and History
- Existing teaching and learning resources refined and adapted to support the implementation of the new syllabuses in Years 7 and 9
- New resources identified and ready for trialing during implementation of new syllabuses for Years 7 and 9.

Strategies to achieve these targets include:

- Implementation of HT professional learning to support teaching and learning program development using BOS programming tools and assessment guidelines
- Utilisation of Professional Development days for individual faculty planning and for collaborative PD and planning with Hornsby Girls High School.

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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: