2010 Annual School Report
Normanhurst Boys High School

NSW Public Schools – Leading the way
Contents
Principal’s Message 2
P&C Message 3
Student Leaders’ Message 5
Our School at a Glance 5
Student enrolment profile 6
Student attendance profile 6
Retention to Year 12 7
Post School Destinations 7
Staff Information 7
Financial Summary 8
Student Achievement 8
Academic Results 14
Significant Programs and initiatives 19
Progress on 2010 Targets 21
Key Evaluations 22
Targets for 2011 26

Messages
Principal's message

It is with great pleasure that I present to you the Annual Report of 2010 for Normanhurst Boys High School. It captures many of the achievements of our school in a diverse range of areas.

2010 has certainly been a significant year in establishing navigation points. This year, we focussed on four main domains – Technology, Boys’ Education, Gifted and Talented Education and Literacy. Much work was done both inside and outside of the classroom in all four of those areas, and we look forward to further consolidation during 2011.

Academically, the school continued to perform amongst the best in the state as evidenced by the results in public examinations and tests. A High Achievers Assembly was initiated this year which provided us with the opportunity to recognise and celebrate the outstanding achievements of the previous year’s HSC cohort. We were particularly delighted to acknowledge two students, Isaac Freelander and Karan Singh who achieved first place in the HSC in Mathematics and Geography, respectively.

In the area of co-curricular activities, 2010 provided many highlights with our students achieving much acclaim and recognition. Our debaters and public speakers continued to impress; on the sporting field, we were again the premiere school in the zone winning the championship trophy for overall best performance in athletics, cross country and swimming; our rugby boys undertook a successful tour to Canada; we were successful in having one of our Year 12 student’s art works selected for the prestigious Art Express exhibition; students from the school represented Australia at international level in the Informatics Olympiad held in Canada; we recorded our best ever results in the UNSW Titration Competition and successes were achieved in prestigious technology competitions. A group of our boys also participated in a cultural journey, travelling to Japan. Finally,
one of the highlights of the year was unquestionably, the school’s production of *Joseph and the Amazing Technicolor Dreamcoat*, an extravaganza of song, music and dance that captivated all who saw it.

It was also a year in which we put in place further strategies to build leadership capacity, with our Prefects and Student Representative Council engaged in important redefining of their roles.

During 2010 we saw a continuation of the improvements to the physical environment of the school. Our Science Labs were completely refurbished, a new colonnade was added to the quadrangle to provide us with much needed shade and shelter, the school’s hallways were repainted and recarpeted, a smart new fence now surrounds the school, and funding was attained for the refurbishment of the school oval. Our P&C continued to make an outstanding contribution through the working bees which further enhanced the beauty of the school grounds.

So much of what was achieved at our school was the result of many dedicated members of staff who gave so selflessly of their time and talents to ensure that the boys were provided with wonderful learning opportunities. I would like to extend my thanks to them all on behalf of the community of Normanhurst Boys High School.

This year, we farewelled a number of long term members of our staff who retired after providing many years of service to public education. Our Careers Adviser, Mrs Ivy Packham, Social Science teacher, Mr John Spoon and TAS teacher, Mr Bruce Kimberley.

I would particularly like to acknowledge the outstanding contribution made to the school by Mr Frank Johnson who retired this year after 18 years as Deputy Principal.

These are all teachers who will be sadly missed and we wish them good health, happiness and contentment in their lives after Normanhurst.

2011 promises to be another exciting chapter in the life of Normanhurst Boys High School. We look forward to welcoming our first intake of students into the new autism unit, a facility that will provide not only a wonderful learning environment for the students in that class, but also an outstanding opportunity for the boys in the rest of the school to further develop their skills of empathy, tolerance, compassion and acceptance. Our student leaders will lead initiatives that will focus upon programs of social justice, including establishing a relationship with an Aboriginal community in a remote area. Technology will continue to make a dramatic impact upon the way in which teaching and learning is conducted in our classrooms and a range of new projects has been planned to further enable us to deliver a dynamic curriculum that meets the needs of the boys who attend our school.

**Jeff Bruce, Principal**

**P&C message**

2010 has been a busy time for the school and the P&C Association. During the past year, the P&C provided support for the daily running of the school, from the staffing of the canteen, to the provision of catering for school functions. The P&C operated canteen continued to provide an excellent range of healthy food, as well as serving as a contact point between parents, students and staff.

The P&C also provided members for panels to select staff and students, and to discuss particular issues such as uniforms.

The P&C continued to function as a forum for information flow and discussion amongst parents and staff. An important initiative in 2010 was the attendance of student representatives at most P&C meetings. This
provided feedback for the parents about how particular issues may affect students, and helped us understand their needs. Our first meeting included a vigorous discussion with Jeff Bruce about the “My School” website, which certainly helped to clarify a lot of the confused messages in the media, and some of the advantages and disadvantages of this type of information. Mr Bruce’s enthusiastic sharing of information about the school was a feature of every P&C meeting.

The P&C organised a range of speakers during the year including staff, students and educational specialists. We also heard about the great opportunity for students to experience overseas adventure through the World Challenge initiative, and the potential for the P&C to run an interactive website through the “My School” website software, sponsored by the NSW P&C Federation. A particular highlight was the address by the incoming School Captain and Vice-Captain, Luke McKerrell and Chris Walsh. It is always both amazing and inspiring to see the character of the students that Normanhurst produces, and to hear about the high standards that they set themselves.

One of the major functions of the P&C continued to be the facilitation of contact amongst the school community. The P&C organised Year Lists for the parents of each year. The P&C also organised two social nights – Crazy Whist Night, which was held in conjunction with Hornsby Girls High School, and the Father-Son Challenge, both of which were enjoyed greatly by the participants.

The P&C raised funds to support the school through parent contributions, and through a number of activities. The sale of Entertainment Books raised over $500 and the raffle raised over $5,000 to add to our fund base. With these funds we were able to provide support for major projects within the school, notably half the cost of the new colonnade in the quadrangle to provide much-needed shelter from sun and rain. The P&C also provided support for smaller items, including assisting in the cost of staging “Joseph and the Amazing Technicolor Dreamcoat”, and the purchase of new equipment for the Robotics Club. The P&C also supported students who were selected to compete in various competitions at state, national and international level.

Another major area of endeavour was the Grounds Days, which saw large numbers of parents and students turn up to make major improvements to the school grounds, particularly along Pennant Hills Road and the school entrance on Fraser Road. Over 1,000 plants have now been planted, and combined with the new fence, the school is looking more attractive every season.

I would like to thank the P&C Executive of 2010, for providing great support throughout the year, especially the Treasurer, Ganesh Luharuka, and the Secretary, Mamta Pillutla. Apart from the people mentioned previously, the Deputy President, Pevlin Price, Jasmine Madon, Yvonne Farrell, Robert Liu, and Richard Simpson all provided vigorous input and enthusiasm. Michael Miller stepped in to provide assistance on a number of occasions. And of course, our great thanks to Jeff Bruce and the dedicated staff of Normanhurst Boys High School. It is easy to contribute our efforts to support the school when we see the great work that the staff and students achieve.

Jonathan Sanders, P&C President
Student representative's message

The 2010/2011 prefect body entered their tenure enthused and ready for action. This attitude translated positively over the year, with not only many existing initiatives continuing but also multiple new programs starting up. 2009 saw a large scale shifting and amending of leadership roles within Normanhurst and as a result the prefect body developed a portfolio system that allowed multiple operations and initiatives to occur simultaneously. These portfolios included: Co-Curricular, Student Voice, Student Welfare, Multicultural and Social Justice, each consisting of three prefects. One of the largest leadership reforms of 2010 linked the prefect and the SRC bodies directly, with the Senior Prefect role being replaced by an ‘SRC President’. This role encompasses running the SRC, being an active member of the prefect body and representing it as part of its executive.

During 2010, the prefect body continued the concept of a culture of the month, an initiative started by the 2009 prefects. We aimed to raise awareness and appreciation of various cultures by supplying information, food and festivities to the students of Normanhurst Boys High School. The cultures we celebrated were Mexican and American, with a Moroccan theme planned for the new year.

The Student Welfare portfolio developed a tutoring program which grouped Year 7 and 8 students with Year 11 and 12 tutors respectively. The aim was to develop not only the younger student’s knowledge in their subjects but provide a platform for junior/senior interaction and mentoring. This program has been a huge success with over 40 students attending meetings, for both English and Maths.

Currently on the drawing board for 2011, is the ‘Normo Rally’. This is planned to be a week of fun and school-spirit building activities, that endeavours to increase school spirit and create inter- and intra-year bonding. This event is one of the largest events ever planned by a prefect body at Normanhurst Boys.

In summary, our prefect tenure has been a very successful one, with many new initiatives being born and many old ones being even more firmly set in stone. Lastly, I would like to thank Ms Wright who again has been the heart and soul of the prefect body, providing assistance and direction at crucial times, and Mr Bruce for his ongoing support.

Luke McKerrell, School Captain

Our school at a glance

Normanhurst Boys High School is an academically selective school for boys and is located in the north-west suburbs of Sydney. The school was established in 1958 and became fully selective in 1994.
Expansive, attractive grounds

Our school motto, ‘Know Thyself’, reflects the idea that within each individual lies the capacity for self discovery. At Normanhurst, we encourage each student to recognize both his strengths and weaknesses and in doing so be able to establish 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.

School Context

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

Student enrolment profile
Normanhurst Boys had a student enrolment of 725 students during 2010. Approximately 70% of students were from a non English-speaking background, with most students living in the north-western suburbs. Year 7 entry to the school is coordinated by the Selective Schools Unit. For other years, applications are made directly to the school and places are offered on merit as they become available.

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

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<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>715</td>
<td>712</td>
<td>709</td>
<td>711</td>
<td>725</td>
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<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</table>

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

The following table reflects the attendance rates of students in Years 7-12 over a 3 year period. Comparisons are given with regional and state statistics.

<table>
<thead>
<tr>
<th>Years 7-12 Attendance Rates</th>
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</tr>
<tr>
<td><strong>Year</strong></td>
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<tr>
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</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Region</strong></td>
</tr>
<tr>
<td>7</td>
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<td>8</td>
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<td>9</td>
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<td><strong>Total</strong></td>
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<td>10</td>
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</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></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.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10*</th>
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<tr>
<td>School</td>
<td>97.5</td>
<td>93.3</td>
<td>87.7</td>
<td>80.5</td>
<td>68.6</td>
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<td>SEG</td>
<td>77.9</td>
<td>75.9</td>
<td>79.3</td>
<td>75.5</td>
<td>77.5</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
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</table>

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

Post-school destinations

100% of students who completed the HSC in 2010 gained entry to tertiary institutions. The following table reports on the post-school destinations of Year 12.

University of NSW 35%
Sydney University 26%
UTS 18%
Macquarie University 14%
UWS 3%
Australian Catholic University 3%
Other 1%

Staff information

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>42.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>64.8</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>
Student Achievement in 2010

2010 was a highly successful year for our students with many of them achieving success in a broad range of areas.

Arts

Visual Arts

2010 was a very productive and rewarding year in the area of visual arts.

Year 12 students created an excellent range of Bodies of Work, demonstrating skills in painting, digital animation, design, drawing and photography. Lachlan Ford, Karan Singh, Matheesha Gunaratne and Lasath Siriwardena had their Bodies of Works shortlisted for the prestigious HSC Art Exhibition “ArtExpress”. Lasath Siriwardena’s work was later chosen for exhibition.

Jeffrey Chen’s painting “A Vivid Glistening City” was purchased by the school to add to our permanent collection.

Two artworks were selected as finalists in the prestigious Silkcute Award for Linocuts exhibition which showed at the Glen Eira City Council Gallery in Caulfield, Victoria. In this national competition there were only four place winners in the school section and we were proud to announce that Roland Warner in Year 10 gained second place with his entry “The sun sets
over Cockatoo Island”. This is an acquisitive award and his work will be gifted to the National Gallery of Australia.

The Sun Sets on Cockatoo Island

Ananya Parthasarathy, Brendan Loh, Jonathan Scott, Warner Liao and Nicholas Ooi, had their lino prints combined into a collaborative work which was also selected to be a finalist.

Enoch Chiu in Year 8 won three external awards last year in the "International Peace Cup paintings and Calligraphy Arts in Malaysia". The three awards received include a Platinum, Gold and Silver award. All three artworks were hung in the 'Young Stars' Painting and Calligraphy exhibition.

Physical improvements continued in the art department with the addition of a cover to the courtyard to extend the area available to students working on practical tasks. We also had new floor covering put down in the hallway and a smart board put into one of the art rooms. The school also built up various resources such as digital cameras and wacom drawing tablets to use in a number of visual arts areas.

There were a number of art excursions conducted during the year. Year 7 students viewed “Sculpture by the Sea”. Year 8 had an incursion where they worked with staff from the Digi-Ed company to create a claymation animation. Year 9 inspected the iconic architecture of Sydney, while Year 10 visited Cockatoo Island and Year 11 and 12 viewed ArtExpress.

Our annual art exhibition was well attended. A number of visitors came and supported Year 12 Visual Arts, Music and Drama students in an exhibition of their Major Works. We inspected outstanding artworks, listened to wonderful music and watched engaging drama performances.

Music

The ensembles performed at various concerts during the year, most notably the term three musical evening, Anzac Day ceremony and the prefect induction. Students from all years have taken it in turns to play at formal assemblies.

One of the highlights of the year was the musical Joseph and the Amazing Technicolor Dreamcoat, a joint production with Hornsby Girls High School. The entire company worked very hard to produce an outstanding performance, highly acclaimed by those who saw it.

Jonathon Ramsay was selected to play in three Arts Unit ensembles– Jazz Orchestra, Symphony Orchestra and Symphonic Wind Ensemble.
Jonathon Ramsay also won the Orchestra Rehearsal Award at the NSW Secondary Schools Concerto Competition.

Yutaro Okuda and Henry Lau were both nominated for the HSC Encore performance.

**Drama**
The Drama Department continued to provide opportunities for students to gain experience in performing to an audience.

Year 12 Drama students presented an entertaining series of performances at “A Night of Romance”

Sam Farrell (Year 12) was selected for the State Drama Ensemble

Year 9 performed Shakespeare to an evening audience and Year 12 performed at MEAD – the Music, English, Art and Drama Evening, showcasing HSC Artworks and performances.

**Public Speaking and Debating**
2010 was another successful year for debating at Normanhurst Boys. Junior Debating in 2010 was made up of a Year 7 team and a Year 8 Team, both competing in the Premier’s Debating Challenge. Both teams performed exceptionally well, winning their first round debates. The Year 8 team were Zone Champions and won through to the Regional Semi Finals.

The Year 12 debating team participated in the University of Sydney Union Senior Debating Tournament and were narrowly defeated in the final. In the Premier’s Debating Challenge the team won the Zone to qualify for a place in the Regional Semi-Final.

There were also thirty-two students involved in Public Speaking this year, ranging from Year 7 through to Year 12. Students competed in many different competitions and there were some exceptional achievers in this area.

Sam Farrell (Year 12) was one of only six students who competed in the state finals.
of the Sydney Morning Herald Plain English Speaking Competition.

Christopher Walsh (Year 11) was chosen for the State Schools’ team to debate against the Private Schools’ team part of the Commonwealth Day commemoration. The debate was held at Parliament House.

Gajan Shivaramanan of Year 8, won the Zone Finals of the Legacy Public Speaking competition (a competition for students from both public and private schools)

**Sport**

In the sporting domain, this was a wonderful year for our school, marked by winning the zone athletics championship and winning the zone cross country championship for the tenth year in a row.

Our cumulative efforts over the Swimming (3rd), Cross Country (1st) and Athletics (3rd) were reinforced when the School was presented with an authentic 1956 Olympic Torch (donated by Macquarie BHS) for being the Champion School for Carnivals within the Zone.

Blue for his outstanding season in Basketball where he was named MVP for the NSWCHS team. David also represented Sydney North in Athletics at State level.

Malcolm Ramsay also became a dual representative for Sydney North in Athletics and Cross Country. Other Sydney North representatives who competed at State level were Lachlan Ford (athletics), Daniel Yu (golf), Jonathon Ramsay (swimming), Luke McKerrell (cross country) and Dylan Earl (athletics).

Our teams put in strong performances in Grade Sport where Normanhurst fielded 26 teams in Summer sport and 25 teams in Winter sport. A number of teams won Premierships. In the winter competition, premiership winning teams were the 4th Football, 13c Football, 15 Tennis, 14 Tennis, 15 Hockey and 15 Lawn Bowls while in Summer 14a Cricket, 15 Basketball and 15 Table Tennis claimed the title. Another 4 teams (summer) and 5 teams (winter) finished as runners up.

The Petar Stegnjaic Award for consistency and effort in Sport was won by Luke McKerrell.

Luke McKerrell was presented with the Pierre de Coubertin Award for demonstrating the values which are consistent within the Olympic movement and sporting endeavour.

The school’s Junior Sportsman of the Year was again Jonathon Ramsay with the Senior Sportsman of the Year being awarded to his brother Malcolm Ramsay.

David Hayman was awarded a Sydney North Blue and a North West Metropolitan
The school organised a highly successful Rugby Tour to Canada, playing in a number of games against schools in the Vancouver and Victoria regions on the west coast.

Daniel Patten came 3rd in the 18 years age group at the Sydney North Cross Country Championships; Andrew Robertson finished 4th in the 17 years and Adam Halmy came 1st in the 13 years race.

Daniel Hill was selected for the NSW Schools Orienteering Team which competed in the Australian Schools Orienteering Championships held in South Australia.

Alex Colli (Year 9) was selected to attend the Talented Athlete Program by Basketball NSW.

Other

Sam Farrell and Dennis McCarthy were successful in reaching the Sydney Regional Final of the Lions Club Youth of the Year Competition.

Luke Harrison (Year 12) came first in the international group at the Australian Informatics Olympiad and later went on to represent Australia at the International Olympiad in Informatics in Canada in August.

Chatwin Lee (Year 11) achieved the Bronze Award in the Duke of Edinburgh Program.

Devpaal Singh, (Year 11) was selected to be part of the NSW Youth Parliament for 2010.

Leon Woodward (Year 10) was selected to attend the American National Student Leadership Conference at the University of Maryland in June and July.

Our Geography team entered the National Geography competition, finishing 6th in Australia.
Top academic students from eighty schools participated in the Da Vinci Decathlon held at Knox Grammar School. The Year 10 team finished 1st in the Mathematics task, 3rd in the General Knowledge task, 4th in the Games of Strategy and 7th in the Engineering Challenge, earning them a final ranking of 5th out of 44 schools which entered the competition. The Year 7 team placed 2nd in Mathematics, 3rd in Code Breaking and 7th in Science, finishing 3rd overall. The Year 8 team placed 4th in Mathematics, 8th in Forensic Science and finished 20th overall.

Our Titration Teams achieved wonderful success in the UNSW Titration Competition, with our teams placing 2nd, 3rd and 4th out of 35 teams, drawn from both private and government schools. In the National Finals the team won six Gold and three Silver Medals. These results surpass the outstanding achievements of 2009 when they won three Gold Medals and consolidated Normanhurst’s reputation as one of the top schools in the country in this prestigious competition. Congratulations to the following boys: Daniel Patten, Robin Liu, Sameed Khan, Jacky Lui, Kelvin Kwan, Kendrick Cheng who received Gold Medals and Kishan Shah, Chris Gentile and Charles Zhang who received Silver Medals. Congratulations also to Mrs Barbeler and Dr Hooper who did so much to achieve these outstanding results.

Luke Harrison, Alex Herlihy and Andrew Semler represented the school at the Grand Final of the UNSW Progcomp and were runners-up in the competition, losing by just one point to the team from James Ruse. For their efforts, the boys received a cheque for $2500.

Luke McKerrell was invited to compere the Department of Education’s Year of Learning for Sustainability Awards.

Enoch Chiu was selected to represent New South Wales at the Val Nesbitt Trophy and the Australian Under 15 Badminton Championships.

Daniel Phillips (Year 8), achieved exceptional results in the Australian Informatics Olympiad ranking him amongst the top students in Australia.

Duke of Edinburgh Awards were presented to the following students: Bronze Medallion to Jonathon Yip (Year 12) and Silver Medallions to Thomas Tsang (Year 11) Gary Tam (Year 12) and Christopher Walsh (Year 11).

Daniel Phillips, won the NICTA’s 2010 Embedded Systems Challenge Award. Daniel’s project, a simulation game, was chosen as the outstanding entry and he was presented with his award by NSW Treasurer, Mr Eric Roozendaal.

Our Year 9 Commerce teams entered the NSW Teachers Credit Union Financial Literacy Competition and were successful in jointly winning 2nd prize.

Harry Morris (Year 9) came first in the NSW and ACT ICAS Computer Skills Competition organised by the University of New South Wales.

Midy Balachandran was successful in winning an AFS Genesis “Experience Japan” Scholarship valued at $8000.

Kishandth Sivapalasundaram was shortlisted for the Malcolm Chaikin Foundation Scholarship at the University of New South Wales.

Alex Zhang was selected to attend the NSW Schools Constitutional Convention held in the Old Parliament House in Canberra in March next year.
Student Leadership
A major focus area for 2010 was to review the role of the Student Representative Council (SRC). We held a one-day seminar involving all members of the current SRC with a view to expanding the opportunities that are provided to students to develop leadership capacity at our school. In particular, students explored the role of SRC members and the ways in which they could promote the views of students and encourage students to become actively involved in our school. The student leadership and representation structure at Normanhurst Boys High is unique in that it comprises two distinct but complementary bodies, the SRC and the Prefects. This seminar was also used to determine how best the SRC could function in this structure.

As a result of the seminar, agreement was reached on ways that, through the SRC, students could have their say on a wide variety of issues from school uniform and appearance to anti-discrimination policies in the school. The SRC would also facilitate opportunities for articulating student voice by holding open meetings where all students can personally voice their opinions and by holding special activities/events in which students could participate.

During 2010, the role of the Staff Coordinator of the SRC was taken on by Mr Ian Wall.

Year Camps
In 2010, the school continued to provide opportunities for students in Years 7, 8, 9 to participate in Year Camps. These camps provide outstanding opportunities for students to engage in a wealth of learning opportunities that develop them socially as well as intellectually. For the first time, a camp for Year 10 was run, replacing the Year 11 camp.

NAPLAN Year 7, 9
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 the assessments.
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy & Numeracy – NAPLAN Year 7**

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<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
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<td>537.7</td>
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<tr>
<td>Writing</td>
<td>619.9</td>
<td>599.8</td>
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<td>Spelling</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Numeracy</td>
<td>723.5</td>
<td>665.2</td>
<td>542.2</td>
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</tbody>
</table>

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

**Percentage of Year 7 students achieving at and above minimum standard**

<p>| | |</p>
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<tr>
<td>Punctuation and grammar</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

**Literacy & Numeracy – NAPLAN Year 9**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>665.9</td>
<td>642.3</td>
<td>567.7</td>
</tr>
<tr>
<td>Writing</td>
<td>662.5</td>
<td>634.9</td>
<td>551.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>708.0</td>
<td>665.4</td>
<td>579.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>677.2</td>
<td>659.5</td>
<td>572.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>750.3</td>
<td>703.0</td>
<td>583.7</td>
</tr>
</tbody>
</table>

In all areas tested in NAPLAN, the average for the Year 9 students at the school was significantly higher than both the SSG (Statistically Similar Group) and State averages.

**Minimum standards**

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

**School Certificate**

In the 2010 School Certificate 120 students sat for tests in English, Mathematics, Science, History, Geography and Civics and Computing Studies. The overall results continue to be strong with a similar percentage of students scoring in the top two Bands compared with the 2009 cohort.

In the School Certificate the performance of students is reported in performance Bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The following is a summary of the 2010 School Certificate results.

- **English**: The average mark was 86.6 compared with 83.0 for the SSG and 75.1 for the state
- **Mathematics**: The average mark was 92.3 compared with 83.6 for the SSG and 70.2 for the state
- **Science**: The average mark was 88.5 compared with 84.3 for the SSG and 74.6 for the state
- **Australian history, civics and citizenship**: The average mark was 83.7 compared with 78.7 for the SSG and 67.9 for the state
- **Australian geography, civics and citizenship**: The average mark was 84.9 compared with 80.1 for the SSG and 69.9 for the state
- **Computer skills**: The average mark was 91.4 compared with 86.5 for the SSG and 77.4 for the state

**Higher School Certificate**

Our Year 12 cohort achieved the best results that the school has ever achieved, enabling our school to be placed 17th in the state, based on the percentage of students achieving Band 6 results in their courses. This continued the trend of the past three years when the school ranked 34th in 2008 and 21st in 2009.

There were some outstanding performances in all faculty areas with an increase in Band 6 results recorded across the board.

Particularly pleasing, was the improvement in English which saw 30% of the cohort achieving Band 6 (15% in 2009). Our mathematics results were once again outstanding placing us in the top 6 of the state.

The Dux of the school was Isaac Freelander who achieved the highest possible ATAR of 99.95.

Twenty-four students were placed on the Premier’s All Rounders list, for scoring a top band in all of their subjects. This was a 160% improvement on the previous year. These students were Sachit Barooah, Jordan Cheung, Jeremy Dean, Sam Farrell, Isaac Freelander, Matheesha Gunaratne, Gabriel Huen, Viran Jayanetti, Shahin Kazemzadeh, Sameed Khan, Matthew Kodsi, Dennis McCarthy, Harrison Nguyen, Khoa Nguyen, Daniel Patten, Andrew Robertson, Shanuka Samaranayake, Karan Singh, Kishandth Sivapasundaram, Jonathan Sun, Gary Tam, Matthew Taylor, William Wang, Matthew Wang.

Students from Normanhurst achieved Top 10 in the State placings in Ancient History (Sam Farrell 1st) Modern History (Matthew Wang 6th), Extension History (Sam Farrell 5th), Economics (Jeremy Dean 10th), Software Design and Development (Luke Harrison 10th) and Engineering Studies (Chris Sharple 9th).

The following is a summary of the HSC results and shows a comparison between the school’s performance in 2010 and the previous year. It also compares the school’s performance in 2010 with state averages for the same year. The average mark for each subject is shown.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School 2009</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>88.3</td>
<td>86.2</td>
<td>70.5</td>
</tr>
<tr>
<td>Biology</td>
<td>85.3</td>
<td>83.3</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>86.4</td>
<td>86.3</td>
<td>72.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>85.3</td>
<td>84.7</td>
<td>73.8</td>
</tr>
<tr>
<td>Subject</td>
<td>Band 6</td>
<td>Band 5</td>
<td>Band 4</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Economics</td>
<td>84.2</td>
<td>85.7</td>
<td>72.6</td>
</tr>
<tr>
<td><strong>English (Advanced)</strong></td>
<td>86.6</td>
<td>84.3</td>
<td>79.9</td>
</tr>
<tr>
<td><strong>English (Ext 1)</strong></td>
<td>80.0</td>
<td>84.3</td>
<td>80.1</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>85.7</td>
<td>88.4</td>
<td>72.1</td>
</tr>
<tr>
<td><strong>IPT</strong></td>
<td>89.8</td>
<td>86.7</td>
<td>72.2</td>
</tr>
<tr>
<td><strong>Legal Studies</strong></td>
<td>86.8</td>
<td>86.2</td>
<td>70.7</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>89.1</td>
<td>88.6</td>
<td>75.0</td>
</tr>
<tr>
<td><strong>Maths Ext 1</strong></td>
<td>88.9</td>
<td>87.1</td>
<td>81.3</td>
</tr>
<tr>
<td><strong>Maths Ext 2</strong></td>
<td>90.4</td>
<td>89.4</td>
<td>84.2</td>
</tr>
<tr>
<td><strong>Modern History</strong></td>
<td>84.4</td>
<td>85.0</td>
<td>73.7</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>84.9</td>
<td>86.2</td>
<td>74.4</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>89.7</td>
<td>86.7</td>
<td>77.4</td>
</tr>
</tbody>
</table>

**English**

All our students sat for the English Advanced course. There was a very significant improvement in the results in the Advanced English course with 100% more students achieving in the top Band than in the previous year.

30% of students achieved a Band 6, compared with 13.98% for the state. 56.66% of our students achieved a Band 5 compared with 43.87% for the state.

In Extension 1 English, 13.15% of students achieved a Band 4, compared with 24.48% for the state. 73.68% of our students achieved a Band 3 compared with 61.08% for the state.

In Extension 2 English, 16.66% of students achieved a Band 4 compared with 28.06% for the state. 33.33% of our students achieved a Band 3 compared with 53.4% for the state.

**Mathematics**

18 Year 11 students were accelerated in the HSC Mathematics course and all achieved Band 6.

In General Mathematics, 37.5% of students achieved a Band 6, compared with 6.55% for the state. 50% of students achieved a Band 5 compared with 19.55% for the state.

In 2 Unit Mathematics, 62.79% of students achieved a Band 6 compared with 19% for the state. 30.23% of students achieved a Band 6 compared with 28.98% for the state.

In Extension 1 Mathematics, 55.12% of students achieved a Band 6, compared with 36.93% for the state. 42.3% of students achieved a Band 5 compared with 45.62% for the state.

In Extension 2 Mathematics, 69.44% of students achieved a Band 6 compared with 37.44% for the state. 30.55% of students achieved a Band 5 compared with 52.57% for the state.

**Science**

Students were entered for the Biology, Chemistry, Earth and Environmental Studies and Physics courses.

In Biology, 37.5% achieved Band 6 compared with 7.38% for the state. 43.75% of students achieved a Band 5 compared to 25.96% for the state.

In Chemistry, 30.88% of students achieved Band 6, compared with 10.17% for the state. 50% of students achieved a Band 5, compared with 29.22% for the state.

In Earth and Environmental Science, 33.33% achieved Band 6, compared with 7.51% for the state. 33.33% of students achieved Band 5, compared with 34.8% for the state.

In Physics, 32.36% of students achieved Band 6, compared with 8.35% for the state. 47.05% of students achieved a Band 5 compared with 30.77% for the state.
History
Sam Farrell was placed 1st in the state in Ancient History and 5th in the state in Extension History.
Matthew Wang was placed 6th in the state in Modern History.
In Ancient History 47.05% of students achieved a Band 6, compared with 11.08% for the state. 47.05% of students achieved a Band 5, compared with 27.24% for the state.
In Modern History 27.27% of students achieved a Band 6, compared with 8.07% for the state. 59.09% of students achieved a Band 5, compared with 33.64% for the state.
In History Extension, 75% of students achieved a Band 4, compared with 23.22% for the state. 25% of students achieved a Band 5, compared with % for the state.

Social Science
In Economics, Jeremy Dean was placed 10th in the state.
In Business Studies, 47.05% of students achieved a Band 6, compared with 9.58% for the state. 41.17% achieved a Band 5, compared with 27.45% for the state.
In Economics, 34.28% of students achieved a Band 6, compared with 13.22% for the state. 31.42% achieved a Band 5 compared with 27.92% for the state.
In Legal Studies, 30.0% of students achieved a Band 6, compared with 11.52% for the state. 70% of students achieved a Band 5 compared with 26.22% for the state.
In Geography, all the 19 students were Year 11 accelerants. 10.52% achieved a Band 6 compared to 8.76% for the state. 84.21% achieved a Band 5 compared to 29.56% for the state.

Languages
In the Japanese Continuers course, 42.85% of students achieved a Band 6, compared with 20.87% for the state. 57.14% achieved a Band 5, compared with 27.27% for the state.
In the Japanese Extension course, one student achieved a Band 4 and one student achieved a Band 3.

Creative Arts
In Visual Arts, 60% of students achieved a Band 6, compared with 11.66% for the state. 40% of students achieved a Band 5 compared with 38.92% for the state.
In Music 1, two of the five students who sat the exams achieved a Band 6 (40% compared with 16.06% for the state). Two students achieved a Band 5 (40% compared with 44.16% for the state). The other student achieved a Band 4.
In Music 2, five of the nine students who sat the exams achieved a Band 6 (55.55%, compared with 32.26% for the state). The other four students all achieved a Band 5 (44.44%, compared with 50.06% for the state).
In Drama, of the 10 students who sat the exams, one student achieved a Band 6 (10% compared with 10.6% for the state). Six students achieved a Band 5 (60%, compared with 29.12% for the state.

Personal Development Health and Physical Education (PDHPE)
In Personal Development, Health and Physical Education, of the six students that completed the course, 50% achieved a Band 6, compared with 9% for the state. The other 50% of students achieved a Band 5, compared with 29.39% for the state.
Technological and Applied Studies (TAS)
In Software Design and Development, Luke Harrison was placed 10th in the state.

In Engineering Studies, Christopher Sharples was placed 9th in the state.

In Information Processes and Technology (IPT), the ten students who completed the course were all Year 10 accelerants. 80% of the students achieved a Band 6, compared with 9.65% for the state. 10% achieved a Band 5, compared with 24.42% for the state.

In Software Design and Development (SDD), of the six students who sat the exams, four students achieved a Band 6, 66.66% compared with 8.4% for the state. Two students achieved a Band 5, 33.33% compared with 19.12% for the state.

In Engineering Studies, of the eight students who sat the exam, one achieved a Band 6, 12.5% compared with 8.90% for the state. Six students achieved a Band 5, 75% compared with 30.96% for the state.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

**Significant programs and initiatives**

**Aboriginal education**
2010 was yet another active year in the promotion and integration of Aboriginal education in the life of the school.

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

In February, the second anniversary of the apology to Australia’s indigenous peoples was commemorated with a formal school assembly where students listened to Archie Roach’s perspective on the Stolen Generations via his song Took the Children Away and our Head Teacher English spoke poignantly about the history of the Stolen Generation and reminded everyone of the need for the apology.

In April our Aboriginal Education coordinator Mr Briefrel spoke to the Hornsby Area Residents for Reconciliation (HARR) group about Aboriginal initiatives at NBHS and what may be transferable to other schools and community groups.

As a result, our students were invited to MC and perform at the local Children’s Voices for Reconciliation concert in Hornsby Mall (a HARR initiative). The introduction to the event was done in traditional aboriginal language by Christopher Walsh, which provided a very emotional beginning for the local elders of the Guringai people.
Performances by other students of poetry readings focusing on reconciliation were received positively by all in attendance.

Faculties continued to seek ways to integrate indigenous perspectives into their programs. To this end the English faculty through Mrs Claire Ormiston-Oxley worked with the district office Aboriginal Education officer to look at our ICT Aboriginal unit in Year 9. This unit will go on-line for access by all teachers in 2011.

Finally, our Presentation Night saw the school invite the Minister for Community Services Ms Linda Burney MP, a Wiradjuri woman, to be the keynote speaker. Ms Burney became the first Aboriginal person to speak at this prestigious school event. She reminded us all of our connection to Aboriginal people and the land and why acknowledgement is important.

Multicultural education

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

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

The school has an anti-racism officer whom students are encouraged to access to resolve such issues. 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. A number of students participated in these programs which enriched their understanding of other cultures. During 2010, our students travelled to Japan and Germany.

Respect and responsibility

In 2006 the NSW government announced an initiative to promote the key community values of respect and responsibility in government and non-government schools.

These two values are fostered in the school in many ways and are embedded within the School Welfare Policy.

Student Welfare

Student welfare continues to have a strong link to the core business of the school which is teaching and learning. It encompasses all that the school does to ensure that our students can learn in a safe, secure and supportive environment.

The school’s Welfare Committee consisting of executive members, year advisers and the school counsellor takes a proactive role in the design and implementation of appropriate welfare strategies to meet the needs of adolescent boys. During 2010, programs included workshops on bullying, resilience, road
safety, mental health issues and challenging stereotypes.

Under the School’s Fair Discipline Code, students are encouraged to be responsible for their own behaviour. They have both expectations and responsibilities. Students are expected to abide by the CORE RULES, which are printed in the student diaries.

Discipline is only one aspect of welfare. A Levels System of discipline operates in the school.

Respect for others and their property is emphasised in all aspects of schooling. Students are rewarded through the merit system for service/leadership. Other specific activities fostering respect and responsibility include:

- Peer support
- Student Representative Council
- Prefects
- High Resolves
- Vertical Rolls
- Crossroads
- Drug Education program
- Specific initiatives for each year group
- Barista program

Progress on 2010 targets

Target 1
To continue to increase the performance of students in English at the HSC

Our achievements include:

- All recommendations from the 2009 English Review were implemented
- An English Faculty Review Action Plan was devised and implemented
- A significant increase in the number of students achieving Band 6 in English in the HSC. 30% of the cohort achieved a Band 6 compared to 15% the previous year and 7% in 2008

Target 2
To enhance the delivery of programs addressing the needs of gifted and talented students in the context of a selective boys’ school

Our achievements include:

- All staff engaged in professional development activities targeting effective delivery of gifted and talented strategies for boys
- Leadership opportunities were expanded through the reinvigoration of the roles of the SRC and Prefect bodies
- More students were engaged in extracurricular activities involving higher order thinking skills
- Faculty programs continued to implement strategies addressing the needs of gifted and talented students within each cohort

Target 3
To further embed technology into teaching and learning programs

Our achievements include:

- All staff engaged in professional development programs to increase their confidence and understanding of technology applications in the classroom
- All faculties incorporated teaching and learning material on the school’s intranet utilising the Moodle application
- Students in Year 9 and 10 had increased exposure to the use of technology as a tool for learning through the Laptops program
• An additional four interactive whiteboards were allocated and installed to faculties
• The program to install full wireless connectivity in the school was completed

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Occupational Health and Safety and the teaching of mathematics.

Occupational Health and Safety

Background
In 2010, the occupational health and safety committee undertook a major review of the school’s OH&S Policy and procedures. This involved the incorporation of new DET policies regarding safety, student welfare and learning support.

Findings and conclusions
In 2010 the school undertook a review of the school’s Occupational Health and Safety (OHS) policies, and practices leading up to an audit in September. The review involved: meetings with consultants, the OHS committee, executive and staff; staff inspections of the workplace; and the development of an OHS management plan. The review examined: policy and commitment; management responsibility; planning process; consultation; risk management; procurement, maintenance and repairs; information instruction and training; student, contractor and visitor safety; injury treatment and management; and incident reporting, investigation, analysis and review.

• There was a need to place all OHS documentation into a central place in the school’s office
• The school needed to maintain an OHS training register
• Employment assistance program information was placed in a central location within the teacher’s lounge
• Statistics of student, staff and visitor accidents and injuries should be kept so that trends can be examined and action taken to minimise risks
• School and department policies should be displayed prominently around the school.

On finalising the review all of the above matters were addressed. In September, the Department of Education’s OHS audit highly commended the school for its OHS policies and practices.

Future directions
Each year the school will develop an OHS management plan that will guide safe practices within the school. Part of the plan will be to continue collecting and analysing data on accidents to determine trends that will allow the school to make informed decisions aimed at keeping the school safe for the school community.

The Teaching of Mathematics

During 2010, the school reviewed the Mathematics Faculty as part of the cyclical review process of the school’s key learning areas.

Background
Information and data for this review were obtained primarily through direct interview
forums and via a common confidential written survey. Interviews included small group as well as whole class discussion and contained quite a diverse basis of enquiry. The interview encouraged comment on current practice as well as exploring ideas for future development in what was effectively an open forum. These interview forums contained common elements across each class/interest group. The written item had a common theme of questions surveying the Mathematics teaching staff, the student body across all year/interest groups as well as the parent body. This survey was done anonymously, confidentially and on an individual/family basis and targeted a common set of areas via a DET endorsed proforma. The general purpose was to draw out strengths and weaknesses of the teaching of mathematics in an effort to determine implications, identify future focus areas and help set future directions. Efforts were made to complete this in a systematic and comprehensive manner.

Current Situation
Mathematics has always delivered excellent outcomes at Normanhurst Boys High School and the key learning area embraces all aspects of the school’s approach to holistic learning. In particular, there have been well documented outstanding School Certificate and Higher School Certificate results over many years. Indeed the quality and consistency in this area is a known strength. This has been achieved through the dedication, professionalism and high quality teaching by an excellent and most experienced staff.

The whole school is well funded and mathematics has been well resourced. Technology has been a whole school focus and mathematics regards that as a high priority as well. Time has been devoted to professional skilling in this area and an upgrade has begun in terms of improved hardware and software. Sharing of ideas in this area has been a strong point and staff are enthusiastic and keen to further develop their skills for the betterment of students. Greater use of technologies is evolving and there has been an obvious increase in class use as well as for general administration.

There has always been a close link with career education and community involvement. Close links have been established with Macquarie University and the faculty has a very sound rapport in the wider community. The faculty has had a genuine interest in mathematics development and has been very supportive of trainee teachers, casual staff, specialist staff and special interest groups such as religious education. Close links exist with professional associations such as the Board of Studies, MANSW, the Australian Maths Trust and the development of the National Curriculum.

Cross-curricular activities with other faculties are encouraged and staff involvement in Year (welfare) excursions, sport, Business Week, Year 8 Jamberoo experience and Market Day, which has been written into the mathematics program, are testimony to this commitment.

The Mathematics faculty is a leader in the area of gifted and talented education. The accelerated HSC Year 11 class, two Extension 2 classes and the associated Talented Maths Days, involvement with UNSW Maths and Australian Maths Olympiad competitions, Year 7 (problem solving and technology) Fun Day, the Australian Maths Competition, the Maths...
Enrichment and Maths Challenge for Young Australians extended program and the Enigma Club (Maths -Science initiative) are annual fixtures on the calendar. GAT specialised texts have been useful, and a series of extension problem solving booklets have recently been produced for Senior and Junior level. The theme of working mathematically (problem solving) is programmed and encouraged, and has been incorporated into every junior topic. This theme is also regularly assessed in assessment tasks.

**Issues, Implications and Future Directions**

An abbreviated summary appears below which simply outlines possible areas for future faculty investigation. A more comprehensive breakdown of the following items, point by point, was issued to the staff and will be available to the wider school community. There is no set order to the items.

1. The draft Australian (National) Curriculum.
2. The impact of external coaching.
3. The Yr 11 HSC acceleration concept.
4. Senior curriculum and subject level selection/offering. General Mathematics needed.
5. Investigate broadening the assessment base in both junior and senior programs.
6. Comments include ‘Don’t focus all results on tests’ & ‘Mark homework very regularly’.
7. Write more GAT activities into the junior programs. Review the Yr 7 Stage 4 program.
8. ‘We should be taught the same work as other classes…”’; ‘…some classes are taught harder work which we should be taught at the same time…”’.
9. Technology: including classroom use, hardware/software, staff professional development, administration use, resourcing, GAT, student assessment, BER laptops, interactive whiteboard, class research, use of labs, email and online usage etc
10. Funding, resourcing and an environmental upgrade in the whole mathematics area.
11. Remediation, support and consolidation strategies for under performers and students experiencing difficulty. Homework centre, tutorials, senior workshops a possibility.
12. Communication; including teacher, student, parents connections; school and wider community promotions; feedback on assignments and assessment tasks; welfare issues.
15. Subject and level selection, especially for Yr 10 into Yr11. Early identification for acceleration and Extension classes.
16. Extension and enrichment programs, senior workshops, current cross-faculty initiatives, excursions and talented maths/science camp.
17. Faculty policy review; possibly the main focus on assessment and homework.
18. Continue to foster cross-faculty initiatives and maintain links through careers with the wider community and universities, especially the Macquarie University partnership.

**Conclusion**

Written comments from across the board included ‘Professional, skilled and helpful’, ‘Really good teaching has dramatically improved performance’, ‘Maths rules’, ‘Maths is cool’, ‘….excellent Mathematics teaching,'
enforcing good discipline, helps us to learn and make excellent progress….’, ‘The Maths department is fair and sets a good learning environment’, ‘Maths classes are fun; enjoyable overall which encourages learning’, ‘..outstanding learning environment..’, ‘Exceptional welfare’, to list a few.

In general, the Mathematics faculty evaluation was extremely positive and encouraging. Students, ex-students, staff and parents were liberal with their praise and gave insightful and constructive feedback. The faculty has great ‘esprit de corps’, is very committed, well organised, interested in excellence, sets and maintains high standards and expectations and is delivering the best of mathematical education in the most creative and holistic way possible. Ex-students have been very satisfied with their experience, most being ecstatic with the final outcome, including their HSC results and ATAR.

In conclusion, in the words of one staff member,

“…..I am very happy and enjoying working with staff, students and their parents. ….”.

Other evaluations

Student and Parent Satisfaction

A survey of 100 students in Years 7, 8, 9 and 11 was conducted in Term 4 of 2010 in order to determine attitudes towards school. The questions focused on the areas of self-image, relationships with other students and with members of staff and levels of enjoyment and satisfaction with school work.

The survey revealed a high level of satisfaction in the following areas: 93.5% of the survey group indicated that they felt proud to be a student and 92% of students felt that teachers treated them fairly in class. 83% of the group indicated that they felt that they were treated with respect by other students, 86.7% indicated that other students are very friendly and 82.5% indicated that they got on well with other students. 83% also indicated that they believed other students accepted them as they were. Questions relating to school work revealed that 81% of students believed they have acquired skills that will be of use to them when they leave school and 77.2% indicated that the things they were taught were worth learning. 77.7% indicated that they knew they could do well enough to be successful.

The survey revealed areas of concern in the following. It was noted that many of these reflected the increased levels of stress and anxiety that accompany the academically rigorous nature of the school. 27.7% of students indicated that they felt depressed, 24.7% indicated that they felt lonely and 24.7% indicated that they got upset. 42.2% of the group also indicated that they felt restless and 44% indicated that they felt worried. 44.3% of the students responded that they did not find school work to be fun.

The results of the survey will be distributed to staff for discussion in Term 1 of 2011 to devise strategies to further support and enhance the student well-being programs implemented at the school.

A second survey of parents was conducted to determine opinions on school management. The survey consisted of eleven questions.

The most positive responses were about the school caring about the students and that the discipline was fair (95% agreeing or partly agreeing) and that the school was well organised (75% agreeing on partly agreeing). 73.6% of responders also agreed or partly agreed that the educational needs of all students are met by the school.
Responses that were less positive were in reference to the statement that the school makes major changes from time to time to improve what it does (33% disagreeing). 29% of respondents also disagreed that teachers undertook extra training to improve their classroom teaching.

Professional learning

In 2010 there were 95 professional learning activities undertaken by staff, an increase of 20% on the previous year. Total funds expended were $50009.99 which was a significant increase on funds expended in 2009. The increase was due to the digital education (DER) funding for professional development.

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

The school development days were held at the commencement of Terms 2 and 3 and the end of term 4. The Term 2 and Term 3 days concentrated on integrating gifted and talented, technology, literacy and boys’ education perspectives into teaching and learning programs. Consultants presented latest research into each of the perspectives and worked with staff on integrating the perspectives into teaching programs. In the final days, teachers and office staff members were involved with first aid training in CPR and incorporating focus areas into 2011 programs.

In September the executive were involved in a highly successful weekend conference which undertook a review of the year and formulated focus areas for 2011.

School development 2009 – 2011

Targets for 2011

Target 1

To continue to enhance the quality of student learning

Strategies to achieve this target include:

- Implementation of GATS, Boys’ Education and Literacy initiatives
- Review of current assessment and reporting procedures
- Address areas of student underachievement in Stage 4
- Continue to promote the concept of the school providing an ‘holistic’ education and provide opportunities for students to engage in a wide range of extra-curricular programs
- Review of Science Faculty

Our success will be measured by:

- All staff have engaged in rich and appropriate professional learning in the areas of GATS and Boys education
- All Teaching and Learning programs have GATS and Boys’ education at their core
- Increased profile and opportunities provided for students to demonstrate leadership capacity throughout the school and community
- Improved outcomes in national and state testing programs
- Science faculty reviewed and a plan formulated for implementation in 2012
Target 2
*To continue to enhance teacher quality within the school*

Strategies to achieve this target include:
- Review and revise TARS (Teacher Assessment Review Schedule) and EARS (Executive Assessment Review Schedule)
- Increasing use of data to support teaching and learning
- Expand number of staff undertaking roles and responsibilities beyond the classroom
- Revised schedule of Monday meetings to focus upon professional development in the four focus domains of boys education, gifted and talented education, technology and literacy

Our success will be measured by:
- A revised schedule of teacher and executive assessment has been implemented
- All staff have engaged in professional learning targeting the use of data from HSC and SC to inform teaching practice
- A broad distribution of staff filling roles and responsibilities within the school
- A schedule of Monday professional development afternoons implemented

Target 3
*To continue to provide high quality opportunities for students to engage in connected learning*

Strategies to achieve this target include:
- Continue program of installing Interactive whiteboards and provide opportunities for professional learning
- Laptops being used effectively in Years 9/10/11
- Increasing staff awareness of video conferencing opportunities as a teaching and professional learning tool
- Expand use of Moodle

Our success will be measured by:
- All faculties have interactive whiteboards installed and being used
- More staff accessing video conferencing facilities for teaching and professional learning
- Survey of staff, students and parents to assess effectiveness of the programs indicates high degree of satisfaction
- More staff utilising the school’s video conferencing facility
- All staff accessing Moodle to assist in delivery of teaching and learning programs.

Target 4
*To continue to enhance the welfare support available to students*

Strategies to achieve this target include:
- Establishment of Autism Unit
- Continue to develop roles of SRC and Prefects
- Provide increased opportunities for student leadership
- Provide opportunities for community forums to focus upon issues of adolescent mental health
• Reinvigorate the house system
• Introduce and trial a modified merit award system

Our success will be measured by:
• Successful integration of autism students into the school
• Increased level of involvement of SRC and Prefects in a range of school activities
• Forums held and well attended by members of the school community
• Greater enthusiasm and participation in an expanded house structure
• Greater consistency in the distribution of merit certificates and an increased value placed in their attainment

Target 5

To further improve the school's physical environment and resources

Strategies to achieve this target include:
• Increased shade areas
• Refurbishment of school sporting precinct
• Revise the School Environmental Management Plan (SEMP)
• Refurbishment of old PE Change Room
• Review of staffroom allocation
• Refurbishment of office reception area

Our success will be measured by:
• Shade areas constructed
• Improved irrigation, drainage and playing surface installed on oval
• SEMP completed
• Old PE change room established as an additional performance space
• New science staffroom established and reallocation of staff to appropriate staff study areas
• Work commenced on stage 1 of refurbished office reception area

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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