

# Normanhurst West Public School

## Annual Report



2016



4275

## Introduction

The Annual Report for **2016** is provided to the community of **Normanhurst West Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Greg McLaren JP MEd(Syd)

Principal

## School contact details

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## Message from the Principal

The Annual School Report affords us the opportunity to focus on the achievements, the initiatives and the relationships from 2016. The report will showcase the very essence of our school.

I am proud of our students.

This year has been another successful one. We have continued to provide a wide range of opportunities for our students to develop and demonstrate personal excellence across academic, social, sporting and cultural domains. Students and their families can be justifiably proud of the excellence demonstrated by the students throughout 2016.

In 2016, our students were once again provided with an incredible variety of supplementary learning experiences and opportunities throughout the year. The many learning opportunities included choir, band, languages other than English, chess, gymnastics, dance, debating, public speaking as well as leadership development, Maths Olympiad, camps, excursions and incursions. We also participated in SPECTRA Science Program and Premier's Reading Challenge. The Performing Arts Concert was a highlight with every student participating on stage, making for a memorable event.

NAPLAN data shows that our rate of growth in Literacy and Numeracy is excellent whilst we are continually well above the State and National Average.

I continue to be incredibly proud of the pedagogical capacity of our staff and their commitment to lifelong learning in an increasingly digital world. They combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute well above normal expectations. They are well supported by an equally committed team of administrative and support staff.

A strong partnership exists within the school, between staff and our parent community which is one of the many reasons for our successes this year. We thank our P&C, its various subcommittees and all of our volunteers for their time and tireless efforts in supporting our school, all of which enhances our teaching and learning programs.

We look forward to a successful 2017 where we, as a staff, will work towards: consolidating and enhancing our pedagogical practice; fostering personalised and transformative learning for our students; implementing the Creative and Critical Thinking Skills program; extending the transformative use of ICT for learning including robotics; as well as further connecting our vibrant community of learners at a local, national and global scale. Our aspiration as always is to continue our focus on individuals and personalising their learning pathways, expanding our expectations of their capacities and capabilities, and in doing so, continuously improving what we do.

Overall, I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2016. The achievements outlined in this report would

not be possible without your continued support. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2017.

### Message from the school community

Normanhurst West Public School P&C has been proud to support our school throughout 2017. We are a non-for-profit organisation of parents and community members who promote the interests of our school. Our aim is to bring parents, community, students and teaching staff together, to provide facilities and equipment for the school that promote improved welfare of all students. We recognise and value the impact and vital contribution the teaching staff of our school have in educating our children. Education is enhanced by collaboration with community, so it is important to us to value the strengths and contribution that can be made by all members of our school community. We extend an open invitation to everyone in our community to participate in our discussions, held each month in the school library. We would like to thank each and every parent, grandparent and community member who has volunteered their time and expertise in the past year to contribute to the ongoing growth of the school environment.

Best Regards

Mrs Bec Downing

P&C President

### Message from the students

#### SRC Annual School Report

Students from Kindergarten to Year 6 are part of our school leadership team. A member from each class is voted into the Student Representative Council and along with the prefects, meet fortnightly to make decisions about upcoming events and fundraising opportunities for the school.

In 2016 the SRC has had two major fundraising events. We ran two K–2 and Years 3–6 disco nights in the school hall. The first disco was a Pyjama Disco and the second theme was 'Crazy Bright White'. The children danced, played games, ate snacks and had a wonderful time with their friends. This year, the SRC used some of their funds to buy new lights for the hall to enhance our discos. We enjoyed the effect of the blue lights at our White Disco. The SRC has continued to support a primary school student through The Smith Family charity and generously donated to Stewart House as the Department of Education supported charity.

#### Prefects Role

The Prefects have a significant role at Normanhurst West Public School. We have organised numerous events like the amazing discos. Every fortnight the prefects have a meeting to discuss the school's events and concerns.

The prefects are also assigned a class to take care of after recess and lunch, before the teachers arrive at their class.

We would like to thank Miss Habkouk, Miss Noglik, Mrs Boustany and Mr Pinchbeck for all their support. We also thank everyone who voted for us at the end of 2015. Last but not least, thank you to Mr McLaren for giving us these opportunities.

2016 Captains, Prefects and SRC Representatives (one student from from each class)

## School background

### School vision statement

Our vision is that children leave school with the ideals of trust, honesty, responsibility, respect for oneself and others and to always “Aim High”. Normanhurst West provides a positive, caring environment which encourages students to achieve their personal best and develop a love of learning. We provide quality programs in a wide range of academic, cultural and sporting activities. Our professional and highly motivated staff aims to equip students for the demands and opportunities of the 21st Century by offering a differentiated, effective and rigorous curriculum for all. We want students to contribute actively to the life of the school and the wider community, ultimately preparing them for life as worthwhile citizens of the community. We value the partnership that exists between school, parents and the community and the part it plays in realising this vision.

### School context

Normanhurst West Public School offers a broad, well-balanced quality learning environment that caters for all students. The school is committed to high educational standards and offering opportunities for students to participate in a wide range of cultural and sporting experiences. The dedicated staff strives to deliver high quality teaching in a nurturing environment. The school is supported by an educated and engaged parent community.

Community participation is significantly high compared with many other schools. P&C activity includes the executive and its sub committees: band, canteen, craft, languages–LOTE, Family Fun Day, fundraising, grounds, website, vegetable garden, OOSH and uniform pool. Parents also assist with book club, student banking, reading and craft lessons. Staff cater for a multitude of extra curricula activity including SRC, public speaking, debating, dance groups, sporting teams, choirs, chess club, SPECTRA–science, peer reading tuition, etc.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

Normanhurst West Public School is mindful of the wellbeing of students. Demonstrating this, diligent school staff work extremely well to establish and maintain a positive rapport to support the community and its diverse needs.

Normanhurst West Public School is developing an effective Learning Support Team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for.

Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents, NSW Health and Department of Education specialists is an important part of this process. The effective organisation of school resources to, maximise time and instruction, is a priority.

### Teaching

The establishment of a future focus innovative learning initiative reflects the commitment to technology and best practice. This area has been supported by the school P&C.

In line with the School Plan and covering our Strategic Directions 2015–2017 collaborative planning days, professional development, executive support and provision for aspirational staff ensures excellence in Learning, Teaching and Leading.

The school leadership team monitors and evaluates individual teacher's professional development requirements to determine where support and training are required. Overviews are developed for staff with professional development matched to school priorities and teacher strengths, resulting in greater opportunities for staff to provide the best learning

experience for students. Through this, a culture that includes instructional rounds to initiate and build conversations around classroom practice and teaching has been established. These are constantly matched against the Professional Standards for Teachers.

## **Leading**

Normanhurst West Public School representatives take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

The staff represents the Department of Education at a range of events including: universities, state and interstate educational leadership conferences, and state sporting events. A significant relationship has been built with senior Departmental personnel. This is evidence of the leadership quality and commitment to excellence and reform that exists within the school.

Normanhurst West Public School communicates effectively with parents and the wider community through the use of the school website, App system and newsletters.

In consultation with the school leadership team, the 'School Plan' has been developed to prepare the school for the future through collaborative decision making with teaching, support staff and the community. Clear improvement measures have been identified in this process. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Learning for Student Growth

#### Purpose

To develop and provide a comprehensive and challenging curriculum enabling students to become 21st Century learners. Individual student learning needs are to be accommodated, including catering for those with special needs as well as gifted and talented students.

#### Overall summary of progress

Future focused learning opportunities and skills were embedded in teaching and learning programs. Students have been provided with skills to monitor their learning in literacy and numeracy through formulating, writing and reflecting on personal learning goals.

Effective use of technology through iPads, tablets and laptops as a tool for learning has been a key focus throughout 2016. Staff have investigated the use of iPad technology as a successful learning tool for students. Staff have participated in collegial sharing sessions to improve App awareness and to develop effective teaching and learning programs.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| Collaborated Integrated units showing higher student engagement in developing their deep understanding and significance.                   | 100% teachers supported in Integrated units for differentiation. High engagement of students is being seen by the teachers in the seclases. Sharing of this knowledge collaboratively and teacher mentoring is in the developing stages to increase this engagement by students through teacher programs. | n/a                           |
| Student work samples demonstrate improved 21st century learning skills (creativity, problem solving, technology, feedback and reflection). | Student work samples and teaching programs showed increased use of 21st century learning skills including increased use of technology for creative and collaborative tasks, increased engagement with google apps and student projects showed evidence of critical thinking and student led learning.     | n/a                           |
| Students are creative and productive users of technology and confident communicators.  | Students have access to a greater range of technology as a form of communication. School purchased iPads, notebook computers and IWBs. Students work in teams, collaborate and communicate ideas through open ended and inquiry based learning.   | \$19435.00                    |

#### Next Steps

Evidence Based Pedagogy through action learning, mentoring and professional learning, develop and implement evidence-based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning. Continue to develop deep understanding and application of the assessing, planning, teaching, learning, reflecting cycle in literacy and numeracy. Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.

Provide state of the art 21st Century infrastructure that supports student learning. Our students live a modern high tech world and we continue to provide this environment to our students. By enabling our teachers to be mobile in a flexible learning environment, our students are given opportunities to collaborate and inquire whilst being provided with immediate feedback.

## Strategic Direction 2

### School Involvement in Learning

#### Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. Teachers will be responsive to students' needs and be facilitators of learning.

#### Overall summary of progress

During 2016, Normanhurst West Public School provided teachers with a range of quality professional learning opportunities to empower them to be the best teachers they can be. Teachers have been focussing on creating an engaged classroom environment.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth. Staff members continue to deepen their understanding of the new English, Mathematics and Science syllabi as we also implement History and Geography.

The Tell Them from Me Survey was used as a reflection and evaluative tool so teacher could have a greater understanding.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans and Qualitative evidence through teacher surveys. | Quality Teaching summary Data. Staff Survey. Parent survey data. PDP Annual review document links to school plan and professional standards. Summation of pre/post data is collated and linked to research practices providing informative and summative assessment of past learnings and future directions. A strong culture of professional learning is embedded in Normanhurst | \$11235.00                    |
| All staff working collaboratively to implement and support their Professional Development Plans (PDP) through collegiality and mentoring.  | All teachers support with the Performance and Development Framework. All teachers developed and implemented professional development plans. All teachers engaged in classroom observation. All teachers engage in professional learning activities that support the achievement of the goals.   | n/a                           |

#### Next Steps

In 2017, our aim will be to continue to build the capacity of staff to understand new syllabus requirements and effectively incorporate Information Communication and Technology (ICT) skills in the delivery of their teaching and learning programs in English, Mathematics, Science, History and Geography. The challenge for the school's leadership team will be to maintain a positive culture for staff to feel supported and work collaboratively as part of a highly effective, innovative team.

One of our key strategies in 2017 will be to further unpack the School Excellence Framework and to use this to reflect on aspects of curriculum delivery, teaching practice, assessment and reporting. In staff meetings, we will regularly refer to Quality Teaching elements, ICT skills and inquiry-based learning to provide our students with meaningful and engaging learning.

Further refinement of teacher Performance and Development Plans will continue in 2017. Greater opportunities will be created within the school for teachers to work collaboratively and learn from each other's practices. Formal and informal reflection opportunities for staff will enable staff to reflect on their teaching practice as they continue to provide students with highly effective and innovative learning.

## Strategic Direction 3

### School Culture and Values

#### Purpose

To foster a strong focus on student, staff and community wellbeing and resilience. To inspire an inclusive school community which works together to build a culture of success with clear values.

#### Overall summary of progress

Student wellbeing has been a key focus at Normanhurst West Public School in enhancing an environment and culture that promotes engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best.

School fixed and human resources were used successfully to improve student outcomes in line with the school plan. The Learning and Support Team (L&ST) consistently met throughout the year to develop new processes to make L&ST referrals more effective, ensuring appropriate support for identified students. This allowed classroom teachers access to a variety of learning and social supports. Appropriate strategies were provided and support offered where applicable through the school counsellor, School Learning and Support Officers and Learning and Support Teachers.

School data was used to inform future school directions by using surveys, interviews and focus groups promoting parent and grandparent engagement. Therefore a need to revise and enhance current communication with parents and the wider community. Normanhurst West Public School is characterised by the very strong involvement of parents/carers and community members in a wide and varied range of activities. Parents and grandparents are extremely supportive of all school activities and a high level of attendance occurs at all school events. Student learning and wellbeing are enriched by parent volunteers working in partnership with school staff on various academic, sporting, administrative, fundraising, promotional, cultural and curriculum programs.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| Website and school stream App provides updated communication to parents inclusive of new policy implementation and school initiatives inclusive of student learning and teacher professional learning initiatives. | Ongoing initiatives to communication with website and App. School newsletter enhancements. Increasing parents awareness of 'how student learn' and building student capacity.           | n/a                           |
| Learning and Support Team database provides percentage of students that have parent consultation that supports individual accommodations in curriculum and wellbeing programs.                                     | Learning and Support Team database showed over 150 students referred and accessing accommodations to their learning. Drivers for disengagement were anxiety and psychological problems. | \$13000.00                    |

#### Next Steps

Investigate strategies to increase the meaningful participation of parents in educational programs to share responsibility for student learning and wellbeing through building parent capacity to support learning at home through ongoing communication. Provide outside agency support in achieving resilience building through parent forums.

Develop a deeper understanding of effective personalised learning plans to enable teachers to develop teaching activities that incorporate reasonable adjustments and differentiated strategies to support the learning needs of each individual student in partnership with teachers, parents and the learning support team. As in Strategic Direction 1, continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.

| Key Initiatives                            | Impact achieved this year   | Resources (annual) |
|--|---|--------------------|
| <b>Aboriginal background loading</b>       | During 2016, Aboriginal background funding was utilised for the development of Personalised Learning Plans (PLPs) for students of Aboriginal background. These learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment for these students.  | \$1339.96          |
| <b>English language proficiency</b>        | During 2016, English language proficiency funding was used to employ specialist staff to develop individual language programs for students who needed more intense tuition, thereby meeting the English language needs of our EAL/D students. Students have progressed and gained confidence in reading and writing activities, increasing their English language proficiency and positively impacting on their participation and engagement in learning.   | \$31992.40         |
| <b>Low level adjustment for disability</b> | During 2016, low level adjustment for disability funding was utilised to supplement learning and support programs and the employment of School Learning Support Officers (SLSOs) for the provision of additional learning and support in the classrooms for these students. This resulted in increased levels of student participation and engagement in learning and supported consultative and collaborative processes to personalise learning and support reflecting students' needs through engaging students and their parents/ carers in the development, implementation and evaluation of Individual Learning Plans (ILPs).  | \$19659.00         |
| <b>Socio-economic background</b>           | During 2016, socioeconomic funding strengthened partnerships between our school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra curricular activities. Funding was also utilised to supplement existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans. | \$4140.58          |
| <b>Support for beginning teachers</b>      | All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.  | \$8161.00          |

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2013       | 2014 | 2015 | 2016 |
| Boys     | 234        | 238  | 248  | 269  |
| Girls    | 205        | 212  | 231  | 236  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 97   | 97   | 96.8 | 95.7 |
| 1         | 96.2 | 96.3 | 96.4 | 95.2 |
| 2         | 95.6 | 96.1 | 96.5 | 95.6 |
| 3         | 96.4 | 95.7 | 95.9 | 96.3 |
| 4         | 96.3 | 96   | 95.1 | 95.9 |
| 5         | 95.8 | 95.8 | 96.8 | 95.7 |
| 6         | 95.1 | 95.9 | 95   | 96   |
| All Years | 96.1 | 96.2 | 96.1 | 95.7 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

### Class sizes

| Class | Total |
|-------|-------|
| KM    | 21    |
| KC    | 22    |
| KT    | 22    |
| KP    | 22    |
| 1/2G  | 25    |
| 1P    | 25    |
| 1M    | 24    |
| 1BP   | 24    |
| 2JC   | 24    |
| 2V    | 23    |
| 2S    | 24    |
| 3R    | 27    |
| 3DV   | 26    |
| 3/4   | 27    |
| 4JW   | 28    |
| 4D    | 29    |
| 5BM   | 23    |
| 5/6M  | 24    |
| 5K    | 23    |
| 6P    | 22    |
| 6H    | 21    |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 19.74 |
| Learning and Support Teacher(s)       | 0.5   |
| Teacher Librarian                     | 1     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 4.46  |
| Other Positions                       | 0.18  |

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their

workforce.

Two staff members are of Aboriginal background.

### Workforce retention

At the conclusion of 2016, the school farewelled an outstanding educator and long term staff member, Mrs Robyn Barrett retired. The school community celebrated Mrs Barrett's contribution as a former student, parent and teacher via retirement functions.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 26         |

### Professional learning and teacher accreditation

In 2016 Normanhurst West Public School continued to develop and enrich its staff in their professional learning. There were several major initiatives implemented this year.

All teachers were involved in professional development activities during 2016. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development takes many forms, including whole school staff development days, subject specific inservices, meetings and conferences. When individual staff members attend an inservice course, they then share their acquired knowledge with the staff, which aids in developing a culture of professional learning and teacher leadership.

The school executive discusses professional learning opportunities and decides on the allocation of available funds. Teachers are able to advise the school executive of specific areas in which they would like to extend their professional development.

In 2016, we once again achieved our goals and met our targets in the area of staff development. Despite the fact that most courses had significant fees and that we had to find funds for casual teachers to replace teachers on inservice days, we were able to successfully implement a wide range of professional learning for our staff. As in previous years, this report acknowledges the goodwill of staff members who often attended inservice courses in their own time and then presented and shared their knowledge. A strong and supportive collegiate body has enabled our school to develop the knowledge, practices and attitudes that are

needed to achieve agreed goals and expectations.

One major focus for 2016 has been preparation for the delivering of the new Australia wide curriculum which was mandatory from 2016. History was taught in conjunction with Human Society and its Environment (HSIE) until the new Geography curriculum was implemented. Several staff members attended courses throughout the year where they undertook training to learn all facets of the new curriculum. They then presented training modules to all staff on a regular basis. Special acknowledgement is given to these teachers who completed many, many hours of extra work in preparation, planning and programming. New units of work have been developed and existing units have been researched and adapted.

Staff also revised both the Mathematics and Science curriculums which were started in the previous year. We developed further units and refined the Scope and Sequence documents based on our teaching experiences this year.

Another major implementation in 2016 was the use of Learning Management and Business Reform (LMBR) system. The Department of Education is confident that this program gives teachers and support staff a chance to more fully obtain reports in detail and it accurately reflects a more contemporary way of operating a school. There were considerable hours of both school and personal time devoted to learning how to use this system in the most productive way.

2016 also saw the full implementation (by the NSW Department of Education) of a Performance and Development Framework for principals, executives and teachers in NSW Public Schools. The purpose of this framework is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. Phase 1 of this plan requires teachers, executives and the Principal, to create an individual *Performance and Development Plan* (PDP). In this plan, staff set meaningful and appropriate professional goals, which recognise their experience and expertise, their existing strengths and also areas for professional growth. This is done through collaboration and professional dialogue with colleagues. All staff members began the first phase of this framework this year.

A final major part of professional learning at Normanhurst West PS in 2016 was the expansion of the iPad program. This program was headed by staff members who were trained in the implementation process and they in turn, worked with classroom teachers to put the program in place on a regular basis.

The staff also completed all other mandatory professional learning courses (such as CPR, Child Protection and Emergency Care) and attended a wide variety of courses in other Key Learning Areas.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 772 911.84              |
| (2a) Appropriation                    | 647 089.81              |
| (2b) Sale of Goods and Services       | 18 273.30               |
| (2c) Grants and Contributions         | 105 686.79              |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 1 861.94                |
| <b>Expenses</b>                       | -439 397.95             |
| Recurrent Expenses                    | -439 397.95             |
| (3a) Employee Related                 | -200 910.72             |
| (3b) Operating Expenses               | -238 487.23             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 333 513.89              |
| <b>Balance Carried Forward</b>        | 333 513.89              |

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3 256 294.00            |
| Base Per Capita       | 26 045.33               |
| Base Location         | 0.00                    |
| Other Base            | 3 230 248.67            |
| <b>Equity Total</b>   | 108 142.39              |
| Equity Aboriginal     | 1 339.97                |
| Equity Socio economic | 4 140.58                |
| Equity Language       | 31 992.40               |
| Equity Disability     | 70 669.44               |
| <b>Targeted Total</b> | 146 844.13              |
| <b>Other Total</b>    | 22 108.76               |
| <b>Grand Total</b>    | 3 533 389.27            |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3 Reading** Normanhurst West PS had 87.1% of students in the top three bands (Bands 4, 5 & 6). The State of NSW had 70.8% of all students in the top three bands.

**Year 3 Spelling** Normanhurst West PS had 88.5% of students in the top three bands (Bands 4, 5 & 6). The State of NSW had 76.1% of all students in the top three bands.

**Year 3 Writing** Normanhurst West PS had 87.2% of students in the top three bands (Bands 4, 5 & 6). The State of NSW had 80.8% of all students in the top three bands.

**Year 3 Punctuation & Grammar** Normanhurst West PS had 88.5% of students in the top three bands (Bands 4, 5 & 6). The State of NSW had 71.9% of all students in the top three bands.

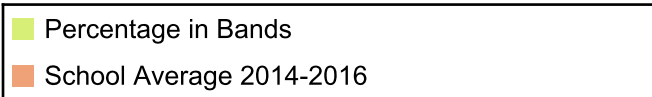
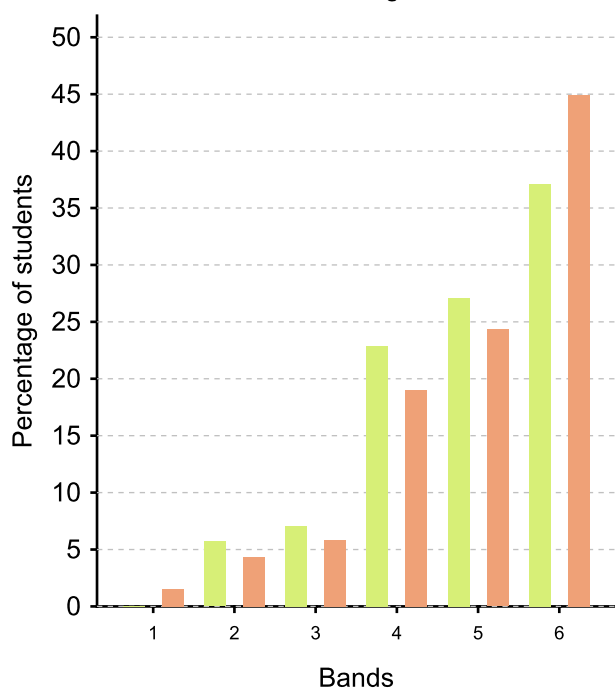
**Year 5 Reading** Normanhurst West PS had 75.1% of students in the top three bands (Bands 6, 7 & 8). The State of NSW had 62.3% of all students in the top three bands.

**Year 5 Spelling** Normanhurst West PS had 71.1% of students in the top three bands (Bands 6, 7 & 8). The State of NSW had 63.3% of all students in the top three bands.

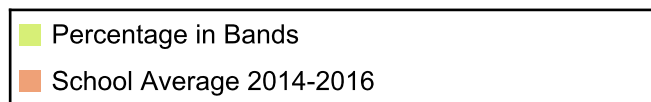
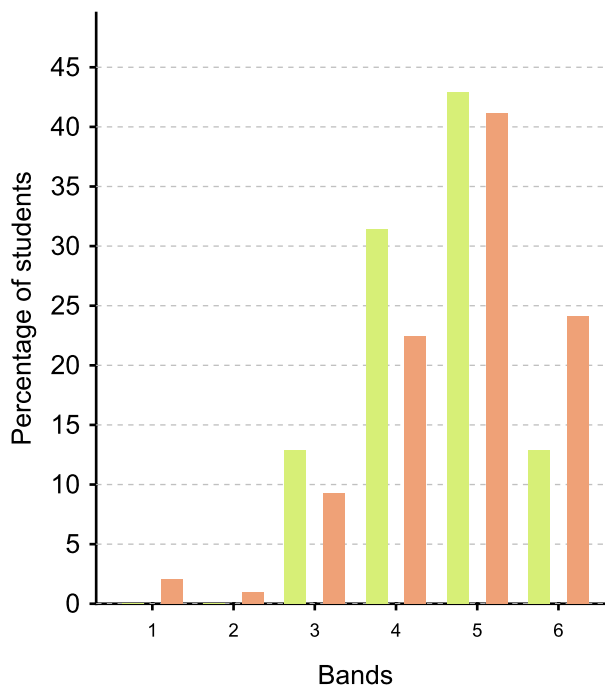
**Year 5 Writing** Normanhurst West PS had 61.7% of students in the top three bands (Bands 6, 7 & 8). The State of NSW had 50.0% of all students in the top three bands.

**Year 5 Punctuation & Grammar** Normanhurst West PS had 76.3% of students in the top three bands (Bands 6, 7 & 8). The State of NSW had 64.2% of all students in the top three bands.

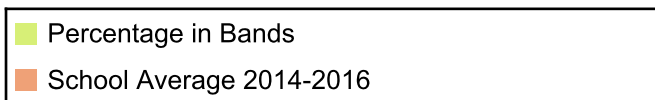
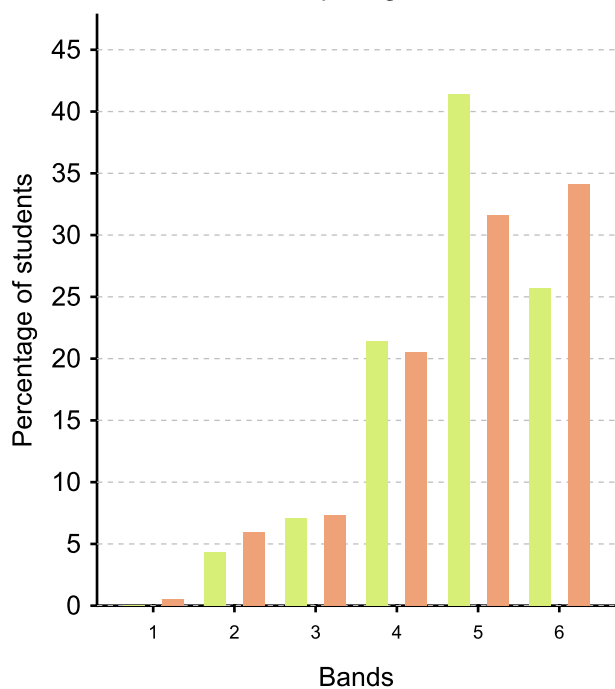
**Percentage in bands:**  
Year 3 Reading



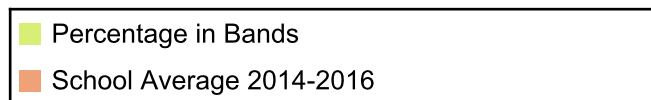
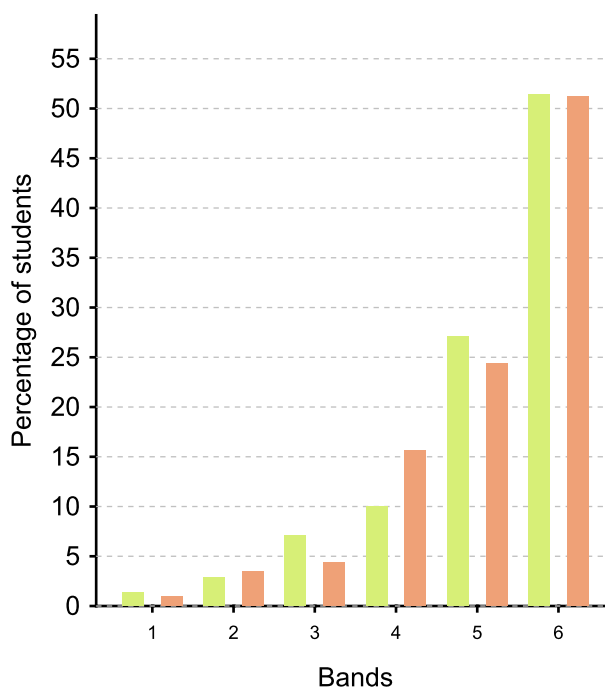
**Percentage in bands:**  
Year 3 Writing



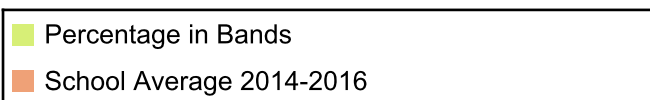
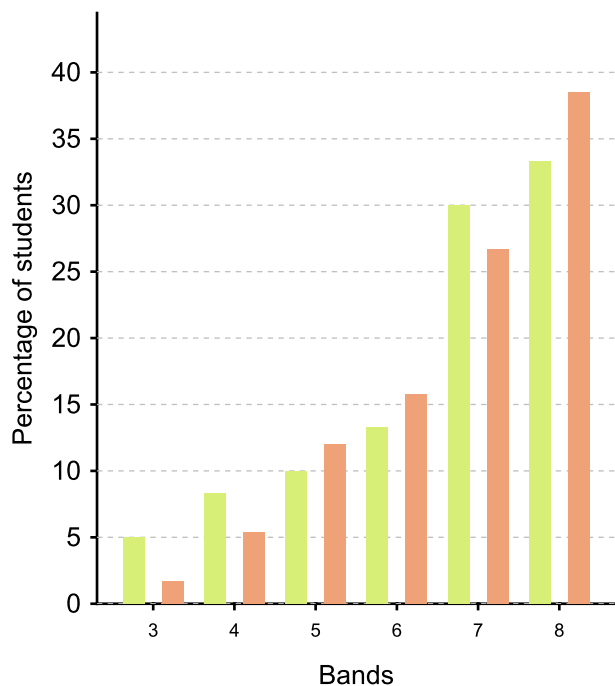
**Percentage in bands:**  
Year 3 Spelling



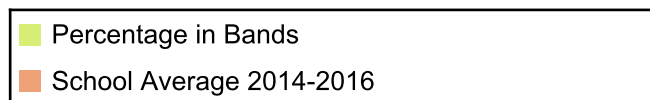
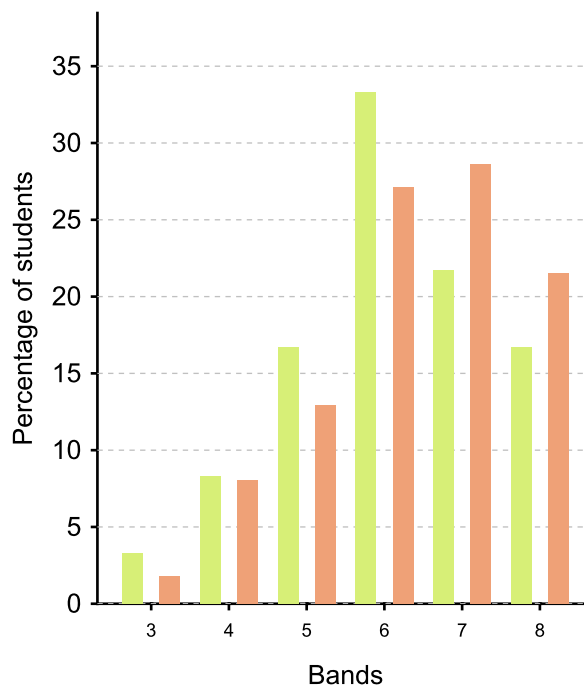
**Percentage in bands:**  
Year 3 Grammar & Punctuation



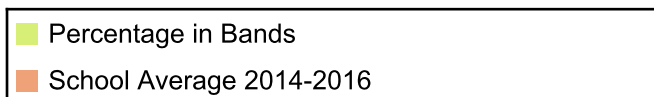
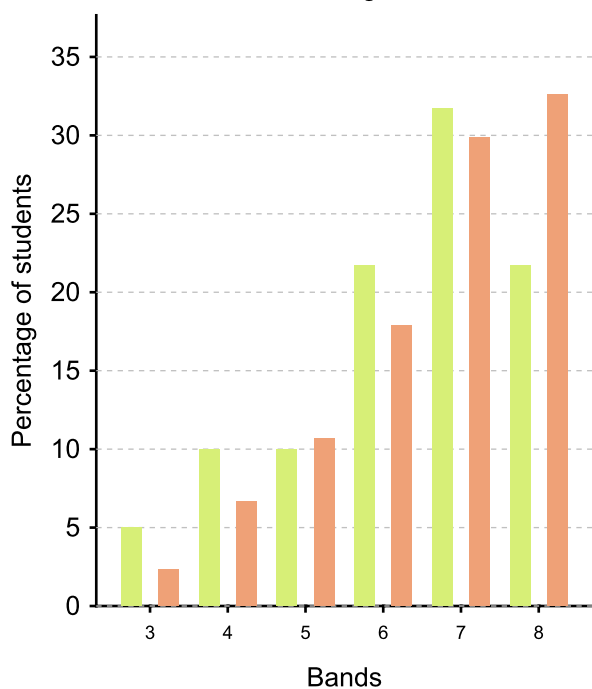
**Percentage in bands:**  
Year 5 Grammar & Punctuation



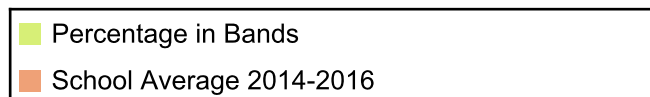
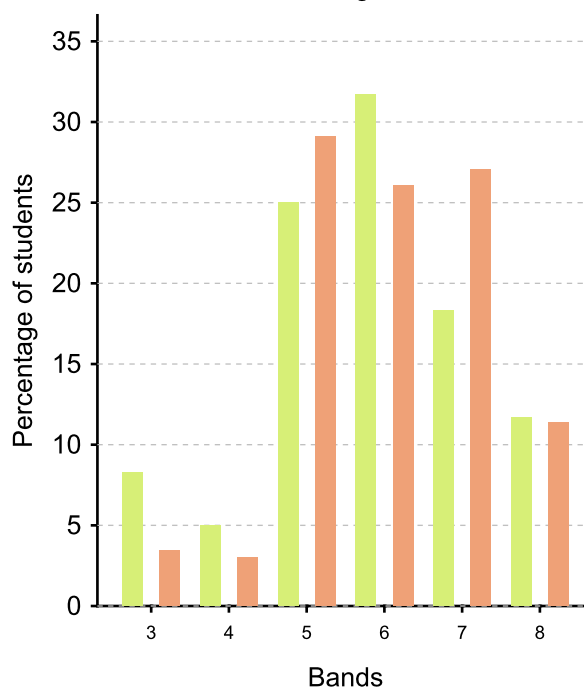
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

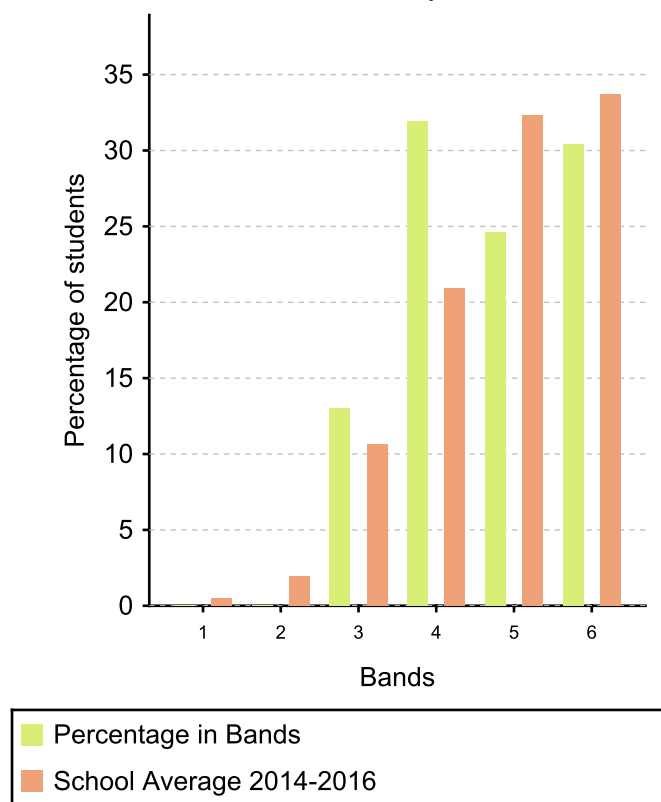


**Year 3 Numeracy** Normanhurst West PS had 86.9% of students in the top three bands (Bands 4, 5 & 6). The State of NSW had 61.0% of all students in the top three bands.

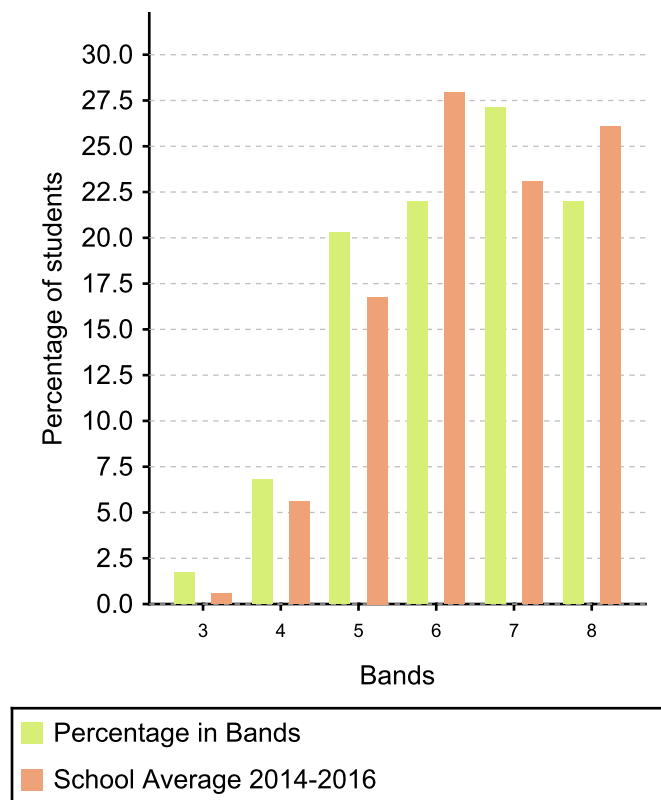
**Year 5 Numeracy** Normanhurst West PS had 71.1% of students in the top three bands (Bands 6, 7 & 8). The State of NSW had 57.1% of all students in the top three

bands.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



## International Competitions and Assessment for School (ICAS)

ICAS is an independent, skills-based assessment

program which recognises and rewards student achievement. Each test is sat at the student's school and is invigilated by teachers under normal examination conditions. Over one million student entries are accepted from over 6,300 schools in Australia and New Zealand annually. In addition, students from over 20 countries including Hong Kong, India, Malaysia, Singapore, South Africa and the USA participate in ICAS each year. All Years 3–6 students at Normanhurst West Public School may opt to attempt the tests. The 2016 outstanding results from these challenging tests include:

### Science – 2016 International Competitions and Assessment for School

**Year 3 21 Students in School** 1 High Distinction Award, 1 Distinction Award, 7 Credit Awards, 1 Merit Award, 11 Participation Awards

**Year 4 13 Students in School** 5 Credit Awards, 4 Merit Awards, 4 Participation Awards

**Year 5 11 Students in School** 3 Distinction Awards, 3 Credit Awards, 1 Merit Awards, 4 Participation Awards

**Year 6 11 Students in School** 2 Distinction Awards, 3 Credit Awards, 3 Merit Awards, 3 Participation Awards

### English – 2016 International Competitions and Assessment for School

**Year 3 21 Students in School** 2 Distinction Awards, 4 Credit Awards, 2 Merit Awards, 13 Participation Awards

**Year 4 16 Students in School** 1 High Distinction Award, 2 Distinction Awards, 7 Credit Awards, 6 Participation Awards

**Year 5 13 Students in School** 3 Distinction Awards, 5 Credit Awards, 1 Merit Awards, 4 Participation Awards

**Year 6 15 Students in School** 1 Distinction Award, 6 Credit Awards, 5 Merit Awards, 3 Participation Awards

### Mathematics – 2016 International Competitions and Assessment for School

**Year 3 27 Students in School** 1 High Distinction Award, 8 Credit Awards, 4 Merit Awards, 14 Participation Awards

**Year 4 20 Students in School** 1 High Distinction Award, 2 Distinction Awards, 7 Credit Awards 1 Merit Awards, 9 Participation Awards

**Year 5 17 Students in School** 4 Distinction Awards, 6 Credit Awards, 1 Merit Awards, 6 Participation Awards

**Year 6 16 Students in School** 7 Distinction Awards, 2 Credit Awards, 4 Merit Awards, 3



## Parent/caregiver, student, teacher satisfaction

In 2016 Normanhurst West Public School took part in the *Tell Them From Me* student, teacher and parent survey. All teaching staff attempted the survey, the parent survey had 86 respondents, while 40 students completed the survey.

The student survey provided us with feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve.

The parent survey includes seven separate measures, which were scored on a ten-point scale. The 86 parent respondent scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

**Parent Survey Results** (86 respondents –approx. 10% of parents)

### ***Parents Feel Welcome 7***

- \* I feel welcome when I visit the school. – 7.5
- \* I can easily speak with my child's teachers. – 7.7
- \* I am well informed about school activities. – 6.6
- \* Teachers listen to concerns I have. – 7.5
- \* I can easily speak with the school principal. – 5.3
- \* Written information from the school is in clear, plain language. – 7.4

\* Parent activities are scheduled at times when I can attend. – 6.9

\* The school's administrative staff are helpful when I have a question or problem. – 7.1

### ***Parents are Informed 5.8***

\* Reports on my child's progress are written in terms I understand. – 7.4

\* If there were concerns with my child's behaviour at school, the teachers would inform me immediately. – 6.2

\* I am informed about my child's behaviour at school, whether positive or negative. – 5.7

\* The teachers would inform me if my child were not making adequate progress in school subjects. – 5.9

\* I am well informed about my child's progress in school subjects. – 5.7

\* I am informed about opportunities concerning my child's future. – 4.8

\* I am informed about my child's social and emotional development. – 5.1

### ***Parents Support Learning at Home 5.8***

*Does someone in your family do each of the following?*

\* Discuss how well your child is doing in his or her classes. – 5.2

\* Talk about how important schoolwork is. – 4.7

\* Ask about any challenges your child might have at school. – 5.6

\* Encourage your child to do well at school. – 6.7

\* Praise your child for doing well at school. – 6.5

\* Talk with your child about feelings towards other children at school. – 6.2

\* Take an interest in your child's school assignments. – 5.9

### ***School Supports Learning 7***

\* Teachers have high expectations for my child to succeed. – 6.6

\* Teachers show an interest in my child's learning. – 7.1

\* My child is encouraged to do his or her best work. – 7.4

\* Teachers take account of my child's needs, abilities, and interests. – 6.3

\* Teachers expect homework to be done on time.  
– 7.5

\* Teachers expect my child to work hard. – 7

### **School Supports Positive Behaviour 7.7**

\* Teachers expect my child to pay attention in class.  
– 8.1

\* Teachers maintain control of their classes. – 7.3

\* My child is clear about the rules for school behaviour. – 8.5

Teachers devote their time to extra-curricular activities. – 6.8

### **Safety at School 7.1**

\* Behaviour issues are dealt with in a timely manner.  
– 6

\* My child feels safe at school. – 7.9

\* My child feels safe going to and from school. – 8.2

\* The school helps prevent bullying. – 6.3

### **Inclusive School 6.2**

\* Teachers help students who need extra support. – 6.2

\* School staff create opportunities for students who are learning at a slower pace. – 5.9

\* Teachers try to understand the learning needs of students with special needs. – 6.1

\* School staff take an active role in making sure all students are included in school activities. – 6.5

\* Teachers help students develop positive friendships. – 6



## **Policy requirements**

### **Aboriginal education**

Students at Normanhurst West Public School are given an opportunity to engage with and learn about

Aboriginal and Torres Strait Islander people's culture and heritage. At all major school assemblies or events an "Acknowledgement of Country" is also included. In May, ten students were selected to represent NWPS at the Guringai Festival in Hornsby. They wrote poems about "Reconciliation" and participated in the "Children's voices for Reconciliation". During NAIDOC week in July, the Kindergarten and Years 1 and 2 students participated in a colouring competition. This was to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people. In November, NWPS students participated in the Indigenous Literacy Foundation's "Great Book Swap". Once again, NWPS students and our parent helpers demonstrated their support for the needs of remote indigenous communities and raised funds to provide them with literacy materials.



### **Multicultural and anti-racism education**

Harmony day is an annual event at Normanhurst West Public School. This year it was held on 21 March, to coincide with the United Nations international Day for the Elimination of Racial Discrimination. Harmony Day celebrates Australia's cultural diversity, with a focus on inclusiveness, respect and a sense of belonging for everyone. The theme for Harmony Day 2016 was 'Our Diversity is Our Strength'.

This year, Normanhurst West Public School celebrated Harmony Day by inviting students to come dressed in an outfit inspired by a particular country or culture. Clothing reflected traditional dress, flag colours or items of clothing associated with a country of choice. Alternatively, orange could be worn as Harmony Day's official colour.

Students were encouraged to share a song, game or story with their class that had a link to their chosen country or the concept of multiculturalism. Our school canteen also got involved by offering a variety of 'orange' foods for sale, including rockmelon cups, carrot sticks with hummus and orange jelly.

It was wonderful to see the variety of colourful costumes worn by our students and inspiring to hear

their poems and stories. Normanhurst West PS is proud to be a welcoming and inclusive school which celebrates and embraces cultural diversity.

## **Anti-racism**

At Normanhurst West Public School we believe education is the key to effective anti-racism strategies. We celebrate our multicultural population with many events including Harmony Day and implementation of learning programs with consideration of multicultural Australia. Age appropriate discussions on world events are held if deemed necessary by the class teachers. We have two trained Anti-Racism Contact Officers who can intervene and assist students who have complaints.

## **Other school programs**

### **Technology**

Technology is an important part of a student's learning in the 21st Century. School leaders and teachers have the responsibility to prepare students for the demands of an ever-changing world by facilitating learning in a technology-rich environment where students and teachers don't just learn about technology, they use technology to achieve powerful learning and teaching, and to improve student outcomes. Information and communications technology (ICT) has an important role in enhancing the learning process at all levels and across a broad range of activities in each of the six Key Learning Areas (KLAs).

Our school has wireless networking enabling all staff and students access to the Internet, NWPS computer network, laser printers and the school intranet from all school computers, laptops and iPads. The installation of Wi-Fi throughout the school has increased the convenience of using Notebooks, Tablets and iPads.

Through the Department of Education's 2016/2017 T4L (Technology for Learning) Program our school received 25 new desktop computers which were installed in the Computer Lab. In the Lab there are 32 desktop computers, a laser printer and an IWB with Apple TV.

In every classroom, the Computer Lab and the library there is an interactive board. These are gradually being upgraded as the need arises. There are also three desktop computers in each classroom for student and staff use. Classroom computers have been upgraded where necessary.

Laptops and Tablets are being used in Stage 2 and Stage 3 classrooms. The number of laptops has been increased by 23. These have been reimaged and are ready for use in Stage 3 classrooms for 2017.

Currently there are 76 iPads which are being used regularly by all classes K-6. To facilitate iPad instruction, Apple TVs have been purchased for classrooms so that iPad Apps and student projects can be readily viewed on the interactive screens using Apple Airplay. There has been ongoing staff training for the use of iPads and Apps for supporting and

enhancing all areas of the curriculum. TPL (Teacher Professional Learning) meetings regularly include sessions where staff members share information about the use of technology in the classroom, either with an IWB, iPad, laptop or desktop computer.

## **Learning and Support**

At our school we have a very strong and professional Learning and Support Team (L&ST). The purpose of this team is to ensure all students are receiving the help and support they need to achieve their maximum learning outcomes. This includes those students needing extension programs. A key feature of the learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. The L&ST committee is chaired by the Principal and includes all executive staff members, Learning and Support Teacher (LaST) –Mrs Rajvanshi, K-6 Support Teacher Learning Assistance (STLA) –Mrs Anthonisz and School Counsellor –Mrs Hardingham.

The L&ST team meets fortnightly during each term to review the learning programs of students who have been referred. These children are those identified as gifted and talented, needing further numeracy and literacy support as well as others in need of additional learning support. The L&ST also reviews students who are being funded through various State or Commonwealth programs. Both teachers and parents can refer a student to the L&ST. Referrals to the L&ST may be for reasons related to gifted and talented opportunities or support for learning difficulties. If a teacher refers a child, the parent is informed.

## **Early Intervention Unit (EIU)**

Apart from our twenty one mainstream classes we are also fortunate to have a Department of Education (DoE) early intervention class attached to our school. This support class (early intervention) is situated right next to the independently run community preschool. EIU caters for preschool children from 3 years to school entry age who have an identified disability. Many children with intellectual, physical or sensory disability, emotional disturbance or a diagnosed language disorder are supported through this program. The class is one of only two of its kind in the formerly known Northern Sydney Region of the DoE.

Children in this class may attend mainstream classes at Normanhurst West if they live in our drawing area or they may even attend a school for specific purposes. Mrs Leach, a valued member of the Normanhurst West Public School's staff, is the early intervention teacher for our unit. I regularly enjoy a visit to our EIU to witness the progress of these amazing children. When you often read my statements it identifies our school as a unique and diverse learning environment, the wonderful things happening in our EIU is another example to qualify these claims.

## **SPECTRA Science**

Science Program Exciting Children Through Research Activities or SPECTRA, is a national science award

program developed and administered by the Australian Science Teachers Association (ASTA) for students between Years 1 and 10.

At Normanhurst West Public School there were 127 students enrolled in this program in 2016. Of these 69 were Infants students and 58 were from Primary.

SPECTRA students met once a fortnight. Due to the volume of participants in this program, the children were organised into 2 groups (Infants and Primary) and met on alternating Thursday lunchtimes. Miss Redford led the Infants program and Mrs Macnaughtan led the Primary program.

There are two levels in the program: Junior SPECTRA (for Years 1–4) and SPECTRA (for Years 5–10). Each student chose a topic card from the appropriate program and carried out a range of practical and observational activities, research, experiments and projects, related to their chosen topic. When the required number of activities had been completed the students were awarded a certificate and badge.

There were 117 students enrolled in the Junior SPECTRA program. These students from grades 1–4 received a Junior SPECTRA card containing 5 activities. To qualify for the award certificate and badge these students had to complete 3 of the 5 activities. Some activities were entitled 'Extra for whiz kids'. These were small extension activities for more capable students but did not have to be completed.

There were 10 students from grades 5 and 6 enrolled in the SPECTRA program. These students received a SPECTRA card with between 8 and 15 activities, each worth between 1 and 4 stars, depending on the difficulty of the activity or the effort required. Many activities also contained bonus stars whereby students could attempt further tasks to increase the stars earned for a particular activity. To complete this more demanding program these students were required to undertake a minimum of 20 stars.

Once students completed a project they were required to present their work at the next SPECTRA club meeting for their grade. During this meeting they had the chance to discuss their work with other members of the SPECTRA group before the supervising SPECTRA teacher assessed their work and signed their SPECTRA card.

In addition to the research and activity portion of this program, we also organised and ran 2 SPECTRA Open Days for the first time this year. These open days coincided with National Science Week activities and provided our SPECTRA students with an opportunity to showcase their work to the rest of the school. Each SPECTRA student was given a 'station' in the school hall where they could display their work. Visitors were then invited to wander through the hall, enjoying the displays and asking questions of the students. In addition, one of our parents, a high school science teacher, setup a station devoted to 'squishy circuits' where the children could learn about electric circuits in a hands-on way. The open days ran during recess and lunch, with grades 1 and 2 showcasing their work on

the Monday while grades 3–6 shared their work on the Friday.

In the end, we had 70 students complete the SPECTRA program. They were presented with their award certificate and badge at our morning assembly.

### **Peer Tutoring Reading Program**

In Terms 3 and 4 the Peer Tutoring Program commenced for the children in Years 2 and 3 with Year 6 children providing mentoring assistance. The Years 2 and 3 children were selected by their class teacher and benefitted from extra assistance in their reading skills.

Mrs Pearce provided the training for the Year 6 tutors. The Year 6 tutors participated in a training tutorial in Term 2 prior to the program beginning in Term 3. Mrs Harvey and Miss Habkhouk ran the program before school in the Library. The program ran every Monday and Wednesday morning at 8.15am to 8.35am. Class teachers and Year 6 tutors greatly valued the program and the children attending also improved their reading skills during this time. The Peer Tutoring Reading Program went exceptionally well and all the students participated positively.

### **Chess Club**

The Normanhurst West Chess Club was once again held afterschool on Thursdays from 3pm to 3:45pm, under the supervision of Miss Duncan. Each week up to 30 children from Years 2 to 6 participated in a series of round robin competitions. They demonstrated great enjoyment in playing whilst supporting each other and increasing their level of skills.

In Term 4, fifteen students from Years 3 to 6 formed five teams to compete in the NSW Junior Chess League Primary Schools One-Day Chess Teams Tournament. They played in eight rounds against 26 teams from seven different schools. The students represented Normanhurst West Public School with pride and excellent sportsmanship throughout the day. At the conclusion of the competition our A and B Teams were awarded 13th place. This great opportunity was made possible by the parents willing to assist in transporting the students to and from the venue.

### **NSW Premier's Reading Challenge**

Throughout Terms 1 to 3, students were encouraged to participate in the NSW Premier's Reading Challenge. K–2 students were required to read or experience 30 books and students in Years 3–6 were expected to read 20 books independently. Reading logs were submitted online and then validated by the school coordinator, Miss Jones.

The 2016 NSW Premier's Reading Challenge attracted a greater number of participants than in previous years, with 131 students from K–6 successfully completing the Challenge. 10 of these students received a Gold Award for having completed four years of the Challenge and two Year 6 students received a Platinum Award for their seventh year of participation. There were five Stage 1 students who undertook the 3–4 Challenge. All

students who completed the NSW Premier's Reading Challenge received an official PRC certificate.

### **Kindergarten Buddy Program**

One of the highlights for both the Kindergarten and Year 6 students is the Kindergarten Buddy Program. Each Kindergarten student is paired with a Year 6 student as part of the NWPS transition to school program. The Year 6 students get to know the Kindergarten students in the first week of school by eating lunch with them and playing with them in the playground at recess and lunch. These activities help the Kindergarten students settle in to their new school. Throughout the term, the Year 6 students assist Kindergarten students with various activities. The parent community values this partnership and many students make life long connections.

### **National Science Week**

This year we ran a number of programs to coincide with the National Science Week. Events ran for a week, beginning with our grade 1 – 2 SPECTRA Science 'experts' sharing their research and findings with the school at the first of two SPECTRA Open Days. Each SPECTRA student was given a 'station' in the school hall where they could display their work. Other students and teachers were invited to visit these stations and ask questions of the SPECTRA students. One of our parents, a high school science teacher, set up a station devoted to 'squishy circuits' where the children could learn about electric circuits in a hands-on way.

On the Wednesday and Thursday Stage 2 and 3 students busily designed and constructed paper planes in our second ever NWPS Paper Plane competition. Each student had the opportunity to enter in either the Distance or Time Aloft category.

To qualify for the NSW All School Paper Plane Competition to be held at Sydney University, students had to achieve a distance of 12 metres or an air time of 5 seconds. We had 7 students in stage 2 and 7 students in stage 3 participate at the NSW All Schools Paper Plane competition. These 14 students represented our school at the state-wide event.

Providing a fitting end to the week-long activities, the Years 3–6 SPECTRA students became our second panel of science 'experts', sharing their scientific discoveries with the school.

### **Crunch & Sip**

Normanhurst West Public School has continued to participate in the Crunch&Sip program this year. Each class has a short break during the morning session to eat fresh fruit or vegetables and have a sip of water. The program has encouraged children to eat fresh food and learn more about food that is good for your body. We have also utilised the Crunch&Sip health program about nutrition to support our PD/H/PE units. The children and families have committed to the Crunch&Sip program and the students have thoroughly benefitted from this opportunity. Some classes have even walked to the Garden Club area to taste some

fresh foods that have been growing in our school grounds. Kindergarten thoroughly enjoyed tasting fresh snow peas and beans that they picked from the plant. We will continue Crunch&Sip next year.

### **Years 3–6 Sport**

Normanhurst West Public School offers a variety of sporting programs and extra-curricular opportunities to enhance and develop students' fundamental movement skills and knowledge and confidence to participate in different games.

2016 saw the continuation of specialist programs to ensure our students receive the best knowledge and skills available. Students in Years 3 – 6 participated in the 'Be Skilled Be Fit' gymnastics program during Term 1 and Professional Athletics program run by 'Dance Fever' in Term 2 which focused on explicit teaching of field athletics skills. Years 3 – 4 students participated in the 'Auskick' AFL program where they developed their handeye coordination skills, ball skills and knowledge of the game. All programs were received very well by the school community and students participated enthusiastically.

The in-school sport program for Years 3–6 continued with teacher led programs which aimed to develop the fundamental movement skills and knowledge of various sports in a fun and inclusive environment. This year we offered a wide range of sports such as AFL, soccer, cricket, netball, basketball, volleyball and aerobics. The program certainly increased student engagement and has played an important role in the development of our students sporting skills.

Normanhurst West Public School was actively involved in the Beecroft Zone PSSA soccer and netball inter-school competitions during Term 2 & 3. There were record numbers of students trying out for these teams. A team of Stage 3 students also participated in the PSSA State Knockout cricket competition and 5 teams from stage 2 and 3 enthusiastically competed at the Zone Ball Games Carnival.

Students were again heavily involved in the Swimming, Cross Country and Athletics carnivals at both a school level and at the Beecroft Zone PSSA carnivals. Our school carnivals were fantastic, with a large percentage of students participating in many events and numerous school records broken. This success at a school level also carried over into the Zone carnivals. 28 students attended the Zone Swimming Carnival and 7 of these went on to compete at the Sydney North Carnival. 40 students represented our school at the Zone Cross Country carnival with 3 students successfully making it to the Sydney North Carnival. In athletics we had 45 students compete at the Zone carnival, 5 of which successfully qualified for the Sydney North Carnival.

Finally, this year saw many students from Stage 3 participate in a range of individual Beecroft Zone sports trials. These trials are aimed at our talented athletes with a goal of representing Sydney North and eventually NSW PSSA in their specific area of strength. This year students trialled for netball, basketball, rugby league, rugby union, soccer, cricket, hockey and water

polo. Several students went on to participate in Sydney North trials for water polo, cricket, rugby union and rugby league. It was fantastic to see so many students recognised for their talents in a wide variety of sports.

## **K–2 Sport**

Students in Kindergarten and Year 1 had an enjoyable time learning fundamental movement skills with Mrs Warland this year. They improved skills in throwing, catching and kicking. They became more skilful controlling their bodies and coordinating their movements to balance, skip, gallop and side step. All K–2 students participated in the school Cross Country and Athletics Carnivals. During Term 3 the gymnastics program continued with instructors from “SportsPro” providing expert guidance and equipment as they instructed students on the bar, springboard, mats and balance beam. Weekly sport sessions focussed on the development of game and movement skills. Year 2 students also had the opportunity to participate in a Swim Skills program in term 3 which will no doubt prepare them for the challenges of competitive swimming in the future.

## **Performing Arts Concert**

It was another fantastic achievement and an amazing spectacle! The Performing Arts Concert 2016 was bigger and better with more performances and a very exciting evening performance to conclude the event. Teachers and students prepared each of the acts as part of the Creative Arts program and many skills in dance, drama and music were displayed. The creative director, Mrs Georgiou linked the acts with a “Mission Impossible” theme that required our secret agents to seek out the missing pieces to the puzzle. Everything culminated in Brazil where all the students celebrated the different cultures from around the world. It was brilliant to see all the children perform and everyone on stage for the finale.

## **Band Program**

The Normanhurst West Band and Strings Program, comprising three bands and one strings group, had a very successful year in 2016. Led by a team of professional musicians, a large of students from Years 1 to 6 participated in this excellent program. The Band and Strings Program nurtures children as they progress from beginner instrumentalists through to proficient musicians. At all stages, the program provides a fun, challenging and inclusive environment. It helps to develop children by fostering creativity, instilling discipline, building confidence, promoting teamwork and teaching patience.

Activities included the Term 1 Band and Strings Workshop, aimed at developing the individual sections of each ensemble, and an enjoyable and musically-enriching Band and Strings Camp in Term 2. The four ensembles represented the school in many festivals, intra and inter-school performances and community events. Highlights included the joint school concert involving local primary schools and hosted by Normanhurst West PS, and the Concert Band tour to other schools.

## **K–2 Music**

This year we were delighted to have Miss Kelly deliver a very comprehensive music program to all K–2 classes. Miss Kelly is a specialist music teacher and the students were highly engaged in playing a variety of instruments including tambourines, drums and castanets among others. The program also provided a basic introduction to rhythm and beat.

## **Junior Dance**

In 2016 Miss Redford and Ms Shelverton were the dance coordinators for the Junior Dance Group, which included children from Years 3 and 4. A small group of Year 6 students assisted the teachers in choreographing a dance called ‘Stronger Than Before’. This item was presented at LaBS Day, Grandparents Day and the Sydney North Public Schools Dance Festival. Colourful costumes were made to give a professional touch to the staging of the item.

These opportunities allowed the students to develop their confidence and presentation skills when appearing in front of an audience. Performing at the Glen Street Theatre gave students the opportunity to perform on a professional stage with expert lighting and sound. The students rehearsed enthusiastically three times a week for two terms, to ensure that they were able to give their best at the performances. We are very proud of their efforts.

## **Senior Dance**

In 2016, Miss Keevy was the coordinator for the Senior Dance Group which involved children from Years 5 and 6. The Senior Dance Group worked well as a team to perfect a dynamic dance which was part choreographed by Year 6 children. The Senior Dance Group performed at the Sydney North Public School Dance Festival at Glen Street Theatre along with various school demonstrations like LABS Day and Open Day.

The colourful and creative costumes complemented the Senior Dance Groups dance and looked equally impressive on the stage. The children improved their dance and performance skills, enjoyed rehearsing with their peers and entertaining an audience which was a recognition of all those who were involved in the Senior Dance Group this year.

## **Premier’s Debating Challenge & Interschool Debating Competition**

Throughout Terms 2 to 4, students in Years 5 and 6 participated in The Normanhurst West PS Debating Team under the supervision of Miss Duncan.

A team of six Year 6 students competed in four rounds of debating as a part of the Premier’s Debating Challenge. Students competed against various schools from the local area on the themes of Education, The Media, Parents and Kids, and Health and Fitness. The team was given their actual topic an hour before the debate began and had to prepare their case in this

time. We improved as the competition continued and at its conclusion we were rewarded with our first win.

This year, two teams of four Year 5 students competed in six rounds of debating as apart of the Interschool Debating Competition. Students competed against various schools from the local area on a range of given topics. The teams had a period of approximately three weeks between each debate and learned skills in preparing their case, developing the content of their arguments and developing their unique presenting styles. Throughout the debating season we were awarded with three wins.

### **K–1 Choir**

This year 50 students from Kindergarten and Year 1 rehearsed a range of repertoire each Tuesday lunch time. This choir performed at a variety of school events such as Grandparents' Day, Open day and Presentation Night. This choir was coordinated by Mrs Bretherton and Mrs Power.

### **Years 2–6 Choir**

45 students from Years 2–6 rehearsed a range of repertoire each Wednesday lunch–time. This choir performed at a variety of school events such as Grandparents' Day, ANZAC Day Ceremony, Remembrance Day Ceremony, K–2 Presentation Day and Years 3–6 Presentation Night. This choir was coordinated and trained by a classroom teacher, Mrs Voss.

### **Arts Alive Choir**

18 students from Years 5 and 6 performed at The Sydney Town Hall on the 9 August, 2016 as part of a massed choir of approximately 800 students and teachers. This choir performed a repertoire of 10 songs in soprano and alto parts as within the Arts 'Alive Primary Choral Concert'. The repertoire was learnt during Monday lunch–time sessions throughout the year. This choir also performed at a range of school events such as Remembrance Day Ceremony, ANZAC Day Ceremony, K–2 Presentation Day, Years 3–6 Presentation Night, and the Year 6 Graduation Ceremony, and a farewell song to Mrs Barrett. This choir was coordinated and trained by a classroom teacher, Mrs Voss.

### **Languages Other Than English (LOTE)**

We had another great year in French Classes. The students have shown very pleasing progress as they acted, sang, wrote and parlez francais in lessons. The classes were established into Intermediate and Beginners. The end of year concert provided the students with an opportunity to show just some of the things they learnt.

### **Book Club**

A challenge for some parents and teachers is to find the right book for individual reading differences. Book Club at Normanhurst West PS has assisted and service is proving popular. Book Club is an easy and often

inexpensive way for the school and families to purchase a variety of books, DVDs, educational games and much more. A group of volunteer parents oversee Book Club using Scholastic Book Club which is a very popular book supplier in Australia and overseas. The number of volunteer hours devoted to Book Club is usually between 12 and 15 hours per term.

### **Garden Club**

This year Garden Club has continued to invite students from Years 1 and 2 to contribute to the planting, maintenance and harvesting of a variety of fruit, vegetables and herbs. We now have eight garden beds and three fruit trees which have produced snow peas, broccoli, potatoes, carrots, basil, rosemary, mandarins and more for the students to take home and enjoy with their families. Some crops were bought as seedlings and others were planted from seed including the wonderful pumpkin which was awarded second place at the Royal Easter Show as the largest pumpkin grown at a school. It was a very proud moment when we heard of this exciting news. from Mrs Cook and Mrs McCarthy.

### **Recycling**

Normanhurst West Public School pride themselves in caring for the environment by using scrap paper and recycling unwanted paper. The staffroom, offices and classrooms each have a recycling bin in which all unwanted paper is stored. Each week the Year 5 students collect these bins and empty them into the large container for collection each fortnight by Hornsby Council. The school initiated a plastic recycling program. The program was support by Hornsby Council staff.

### **Schools Clean–Up Day**

Normanhurst West Public School conducted 'Schools Clean–Up Day' in the school grounds to coincide with 'Clean Up Australia Day'. Each class was given a specific area in the school to clean up, with Year 6 taking responsibility for the outer perimeter of the school along Dartford Road. This event was supported by Bunnings who provided garbage bags and disposable gloves. 'Schools Clean–Up Day' is an excellent way to combine aspects of community volunteering and environmental education.

### **Earth Hour**

In Semester One 2016, NWPS was involved in Earth Hour. In order to create an awareness of our responsibility towards the sustainability of world energy resources, NWPS participated in this event. Classes were encouraged to turn off their classroom lights, fans, air–conditioners, IWBs and computers for one hour. Students were also asked to encourage their families to turn off their non–essential lights for one hour as a symbol of their commitment to the planet.