

Normanhurst Boys High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Normanhurst Boys High 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.

Mark Anderson

Principal

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Message from the Principal

It is with great pleasure that I present to you the Normanhurst Boys High School Annual School Report for 2016. As you explore its pages, either as a prospective student, a prospective parent or as an interested member of the community, I hope you will gain a sense of what a very special school this is a place that is a dynamic, progressive and a vibrant learning community.

The school became fully selective in 1999, and has continued to build upon its strong academic base, achieving outstanding results in the former School Certificate and Higher School Certificate Examination. Our students consistently achieve results that place them in the top range of all schools, both government and private.

We offer a comprehensive and challenging curriculum which caters to the needs and interests of our students. Our team of experienced and dedicated teachers focuses upon quality teaching with a particular emphasis upon strategies to address the needs of gifted and talented students in a boys' school context.

Since its foundation in 1958, our school has gained a fine reputation for providing quality education for boys, embracing the concept of a holistic education both in theme and delivery. At Normanhurst Boys, each student is encouraged to "set the bar high" in all areas of school life – academically, in extra-curricular activities and in developing the values and attitudes that will enable him to make an outstanding contribution as a leader in society. A rich extracurricular program and a supportive, inclusive welfare policy are in place to ensure that the physical, social and emotional needs of each student are catered for.

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 recognise 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.

I am very proud to be leading Normanhurst Boys High School. Thankyou for showing an interest in our school and I look forward to personally welcoming you at some time in the not too distant future.

School background

School vision statement

To provide our students with the opportunity to maximise their learning within a holistic educational environment.

School context

Normanhurst Boys High School is an academically selective, public, high school for boys, located in Normanhurst, on the Upper North Shore of Sydney, New South Wales. Established in 1958 the school currently caters for approximately 740 students from Years 7 to 12. Normanhurst Boys High School became fully selective in 1999 and is one of 17 fully selective schools in New South Wales. Students gain entry into Year 7 through the state run Selective Schools Test. In 2012 an Autism Unit was established within the school and due to the program's unqualified success the Unit has been expanded to two classes. The staff and students of the Unit are very much a part of the planning process and the day-to-day operations of the school.

Philosophically, the school aims to provide a learning environment that fosters academic excellence and holistic education. To do this, a phenomenal number of extra-curricular and co-curricular activities are offered. Students are also offered experience in musical productions, public speaking, debating, robotics, chess, sustainability group and a multitude of leadership and volunteering opportunities. There is a particularly strong emphasis upon instilling awareness about the importance of social justice and developing the values and attitudes that will enable them to make an outstanding contribution to society. The school has an exceptional welfare program, with a commitment to excellence in boys' education that caters for the individual needs of the gifted and talented student.

The school values its strong partnership with our parent body and our strong alliance with Macquarie University and the University of NSW.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

At Normanhurst Boys High School there is a strong culture of learning that demonstrates the building of educational aspiration and ongoing performance improvement across its community. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships exist across the school community and underpin a productive learning environment. Students are supported to develop strong identities as learners and to take responsibility for their ongoing learning. There is a strong focus on balancing the needs for academic excellence and the achieving personal best, with broader educational and learning development and wellbeing.

Student wellbeing is strongly supported through a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. A comprehensive, responsive and inclusive framework is in place to support the wellbeing of students. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. There is a focus on insuring that students have access to a learning environment which supports students to become self-aware, build positive relationships and actively contribute to the school, the community and society.

Normanhurst Boys High School has an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness to the learning needs of all students. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are extensive, support student development, and are strongly aligned with the school's vision, values and priorities.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Students at Normanhurst Boys consistently perform at high levels on external and internal school performance measures. The vast majority of students achieve at high levels of performance on external performance measures. Performance for equity groups within a school is comparable to the performance of all students in the school.

Teaching

High quality teaching and leadership underscored by a professional and committed teaching staff is the foundation of the overarching emphasis on student learning at Normanhurst Boys High School. A network of support across the school community exists to develop students into self-motivated learners, equipped with personal resources for lifelong success and wellbeing. Quality planning and teaching in all classrooms deliver minimal disruption to teaching and learning. Evidence-based teaching strategies utilised by staff in their daily pedagogy ensure students are engaging in productive and effective learning. Normanhurst Boys High School has a culture of working collaboratively that is embedded across the whole school.

Teaching staff share their expertise to further develop their peers to ensure maximum and continual improvement in teaching and learning outcomes. They provide and receive constructive feedback from their peers and leaders to improve their own practice. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. The school leadership team identifies expertise within staff and draws on this to further develop its professional community. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including learning growth and outcomes, to plan for the ongoing learning of students in their care. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. They regularly use data to inform key decisions. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for pedagogical improvement. Teachers work together to improve teaching and learning across the school. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and effective feedback with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

Leading

Central to the school ethos is the ongoing evaluation and reflection of its systems and practices. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Staff has purposeful leadership roles based on professional expertise and where possible is committed to the development of leadership skills in staff and students. The school community uses the school's strategic directions and practices to focus resources with accompanying timelines and milestones to direct these activities towards effective implementation of the school plan.

There is a shared school-wide responsibility through leadership, teaching, learning to support the programs at the school. Parents and community members have the opportunity to engage in a wide range of school-related activities which form an integral part of the holistic learning environment. The school acknowledges and celebrates a wide diversity of student, staff and community achievements through weekday, weekend and evening events. The school community also uses a range of monitoring, evaluation and review processes to improve student learning across the school. Systematic annual staff performance and development reviews are conducted so that school and staff planning supports curriculum provision and the recruitment of high quality staff.

Strategic long-term financial management is used to maintain the resources and facilities to a high standard, within the constraints of the school budget, and provide a safe environment that supports learning. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Physical learning spaces are used flexibly, and technology is accessible to staff and students throughout the school and from home.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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

To pursue academic excellence within a quality learning environment

Purpose

To maximise academic achievement for students at all stages of their learning and prepare them for life beyond school through ongoing staff professional learning focused on maintaining best practice in Quality Teaching and gifted and talented education.

Overall summary of progress

- One high quality Stage 4 or 5 program per KLA produced for implementation
- Staff have a shared understanding of effective feedback process, practices and models within a growth mindset framework
- All HSC assessment tasks provided with higher quality and meaningful feedback that addresses student needs within a growth mindset framework
- Commence development of a Stage 5 GATS rich task

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of mainstream Year 9 students gain Band 9 or greater in NAPLAN grammar and punctuation• 100% of mainstream Year 9 students gain Band 8 or greater in NAPLAN writing• Improve average ATAR by 3% by 2018	<p>A pilot Year 9 NAPLAN writing program was initiated and resulted in dramatic improvement in their overall scores in both writing, grammar and punctuation elements compared to those who were not involved. Analysis of all Year 9 students showed that 58% of those that participated in the pilot program improved their writing score by 2 band scores or more, whilst 21% increased their band score by more 3 or more. Compared to those who opted out or did not participate, 16% achieved a 2 band score or more improvement; only 5% improved their score by more than 3 bands</p> <p>The average ARAR of HSC students in 2016 increased from 90.2 in 2015 to 93.2 in 2016 surpassing expectations. This performance is, by almost all measures the best in the school's history.</p>	<ul style="list-style-type: none">• SDD time• TPL time• Staff meeting time

Next Steps

- Aim to support 100% of staff, over the next 3 years to be consistently engaged in using high quality programs to support pedagogy
- All Stage 6 Assessment tasks provided with higher quality and meaningful feedback that addresses student needs within a growth mindset framework
- All tasks, including group tasks and oral presentations, provide explicit marking rubrics
- Develop and implement at least two stage 4 & one stage 5 cross-curricular learning project
- 90% satisfaction with cross curricula learning projects by students/staff
- Continue and extend the NAPLAN pilot program into 2017

Strategic Direction 2

To maximise opportunity for holistic education

Purpose

To challenge students to engage with authentic learning opportunities and become passionate, life-long learners in a variety of practical and rewarding activities and encourages adaptability, resilience, empathy, humility and tolerance.

Overall summary of progress

- Identification of a range of possible curriculum models and structures for further evaluation
- Consult with stakeholders to develop a comprehensive understanding of current provisions
- School Leadership model developed and presented to all stakeholders for the first stage of implementation in 2017

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of students in years 7–12 have increased opportunities to engage in co-curricular activities• Increase student leadership opportunity by 10% across all grades• 3% increase in post school scholarships	<p>The delay in the review of this aspect of the plan has resulted in only modest changes occurring. The breadth of student involvement has remained constant however the number of students involved in social justice groups has increased e.g. the Environment Club has grown from less than 20 into more than 50 students.</p> <p>The review of student leadership is due to complete in early 2017. The launch of its findings and action plan will then begin to have traction in driving the demand for leadership opportunities by students.</p> <p>The number of scholarships has increased from 9 to 16 between 2015 and 2016, despite a contraction in the availability of co-op scholarships offered by universities this year.</p>	<p>Review team time</p> <p>Staff meeting time</p> <p>P&C meeting time</p>

Next Steps

- High quality curriculum structure that provides high levels of student, staff and community engagement in a GATs environment/
- 35% improvement in student engagement over 3 years
- 10% improvement in student motivation and engagement levels through learning projects
- Formalisation of assembly and year meeting structure to enhance and increase student voice and leadership
- Increase the opportunity for student voice by 10% across all grades. Input is valued timely and relevant
- Increase in the numbers of single focus assemblies by at least 3
- launch of a new student leadership passport approach to eligibility for Prefects

Strategic Direction 3

To foster global citizenship, inclusivity and well-being

Purpose

To provide a school community which fosters the development and awareness of self and others, in a caring and inclusive environment based on mutual respect and empathy, while valuing diversity.

Overall summary of progress

- Continue developing age specific programs across years 7–12 in line with school priorities
- The "Team Normo" philosophy is consistently expressed at all events with an unrelenting focus on ensuring a growth mindset approach
- Continue the development of programs to support students to become self-aware, build positive relationships and resilience.
- Completion of investigation into a possible whole-school models for adoption/adaptation to address the specific needs of the NBHS community. Mindmatters approach to be adopted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 3% reduction in stress related issues.• 10% increase of students who are designing, facilitating or leading school programs within and beyond the school.	<ul style="list-style-type: none">• Exploration of whole school approaches to managing stress has concluded and will culminate in the establishment of Mindmatters across the school over 2017 with a live launch to students in 2018.• Comprehensive planning of contact events has occurred resulting in a reduction of duplication and a more responsive and well coordinated well being focus.	<ul style="list-style-type: none">• Staff release time

Next Steps

- An age specific well-being program implemented across years 7–12 in line with school priorities
- Present and consult with all stakeholders a draft program to support students to become self-aware, build positive relationships and resilience (Mindmatters)
- Extensive training and support for the implementation of Mindmatters across the school.
- 5% increase in student, staff and parent participation and development of a meaningful connection with student well-being programs.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<ul style="list-style-type: none"> • Introduction of ELP interventions in the English KLA aimed at the bottom 15% of students. • Introduction of ELP interventions for 15 students who required support to master the requirements of top–band responses in the English KLA. 	<ul style="list-style-type: none"> • English staff release time • Booklet publication and printing • Hiring of casual English Teacher support • Time within the Toolbox program TOTAL: \$15,437
Low level adjustment for disability	<ul style="list-style-type: none"> • 100% of support students have differentiated learning developed by support teachers in consultation with all stakeholders • All students with a disability have access of all learning programs including all 5–day camps in years 7, 8, 9 and 11. • All students have access to special provisions to facilitate performance in assessment across years 7–12. 	<ul style="list-style-type: none"> • Casual relief time for both teachers and SLSOs • Staff Loading: \$40,808 (LaST provision) • Learning and Support: \$24,465 TOTAL: \$65,273
Socio–economic background	<ul style="list-style-type: none"> • Learning and funding support for parents and students to enable disadvantaged students to participate in all teaching and learning activities. 	<ul style="list-style-type: none"> • financial support for students to participate in all learning activities including all 5–day camps in years 7,8, 9 and 11. TOTAL: \$5,225
Support for beginning teachers	<ul style="list-style-type: none"> • 100% of BTs obtain accreditation 	<ul style="list-style-type: none"> • Time and TPL on final report write–up processes and report completion • Reduced teaching load for all BT's and mentors TOTAL: \$26,172.92 <ul style="list-style-type: none"> • Support for beginning teachers (\$2 000.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	729	742	743	745
Girls	0	0	0	0

Normanhurst Boys High School continues to operate at full capacity in years 7 to 12. Year 7 to 10 operates at 120 students per cohort with approximately 15 additional students enrolled each year in Year 11 to bring the cohort to a maximum of 135 student in senior cohorts.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.7	97.2	98	97.6
8	97.2	96.3	95.6	97.8
9	97.3	97	97	96.4
10	96.2	97.3	97	96.2
11	97.8	98.5	97.4	97.7
12	98.4	98.4	98.3	96.4
All Years	97.4	97.5	97.2	97
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Students at Normanhurst Boys High School continue to attend school at significantly higher rates than State average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	1
University Entry	0	0	99
Other			
Unknown			

University Destinations for 2016

University of New South Wales 55%, University of Sydney 25%, Macquarie University 9%, University of Technology Sydney 3.5%, Western Sydney University 3.5%, Australian National University 4%, Other 4%

Proposed Area of Tertiary Study

Arts 5%, Law 12.5%, Commerce/Business 20.7%, Engineering 20.7%, Information Technology 3.5%, Science 18.5%, Health 16.6%

Year 12 students undertaking vocational or trade training

No students undertook vocational or trade training in 2016. As a selective high school, students all aspire to attend highly sort after university places with all students earning a place in university in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attained a HSC or equivalent in 2016. The overall performance of the 2016 was, by many measures, the best the school has ever achieved.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.68
Other Positions	3.8

*Full Time Equivalent

The staff at Normanhurst Boys is highly stable with a small amount of churn occurring as a result of teacher retirement.

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	14

Professional learning and teacher accreditation

Staff professional learning throughout 2016 continued to enhance school culture and climate. There were in excess of 200 different professional learning events completed by staff at school and through external training. Most opportunities this year occurred within staff developed registered and non-registered courses. The basis of the training was on high quality teaching, focused on student feedback to improve teaching and assessment marking criteria and rubrics. The school also began implementation of a whole school well-being program *Mindmatters*, primarily introduced by the well-being team during staff meetings.

The professional learning approach since 2015 has changed with the introduction of the Department of Education Performance and Development Framework (PDF) and the addition of Performance and Development Plans (PDP) for each staff member. The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous

development of skills of the teaching workforce. The addition of a mandatory 'classroom observation' component is an authentic technique to encourage teachers to work together to share ideas, improve student learning, provide and receive constructive feedback from peers and to improve teaching practice. The model aligns teacher practice against the Australian Professional Standards for Teachers as evidenced in the School Plan strategic direction 1 purpose statement, "to pursue academic excellence within a quality learning environment".

In support of this new way of learning and interacting in schools, the Deputy Principal responsible for staff learning developed a registered course: *"Developing an Observation Protocol for the Performance and Development Framework"*. The outcome from this training was that staff used a variety of methods to observe quality teaching across the school. The model linked the goals in the PDP with a focus on classroom observation. This enabled some staff to observe effective, quality practice, which they were trying to develop in their own teaching methods; by providing feedback to each other the learning was mutually valuable. The course taught an explicit system of collaboration and classroom observation models from the Australian Institute of Teaching and School Leadership (AITSL) Classroom Observation Strategies. This training will continue to be used for future PDF cycles to support collaboration and dialogue between teaching staff, within and across faculties, and across a community of schools.

Indeed, this focus on developing collaborative practices which connects to school plan priorities has been a key driver in the approach to professional learning. Since 2015, the school philosophy has been that effective professional learning should focus on increased teacher synergy and dynamic interaction within the whole school. Importance has been placed on varying opportunities for learning throughout the year stemming from the need to provide staff with timely opportunities to apply learning in context. The strategies that were initiated last year, to foster teacher collaboration was further supported by placing school professional learning mid-term during the evening. Staff professional learning in 2016 provided opportunities to analyse and discuss student and school data; focus on feedback to students and staff through lesson observation training and release funds for staff to work in faculty-based projects that encourage collaborative teacher activities to produce higher quality teaching and learning resources.

The school applied for a variation of professional learning so that the traditional school development days, which included two full days at the end of term 4 were moved so that it would sustain a strong teacher performance and learning culture throughout the year. It is recognised that as educators, shaping young learners, the journey of learning is also an ongoing process. The school continues to move from external workshops, professional learning as an isolated event and individual pursuit of professional learning, to workplace based professional learning. In this way, staff share experiences, practice, expertise and integrate teacher work and learning within a

collaborative yet school specific model.

The first School Development Day for 2016 focused on the school administration and mandatory training for staff, student welfare and discipline policy updates. The School Development Day held during mid-term 1 and 2 introduced staff to feedback methodologies for learning and assessment. Through registered courses "Enhancing Feedback to Maximise Student Outcomes and Performance" and "Using Effective Feedback and Growth Mindset to Maximise Performance", staff were trained to use three styles of feedback: formative, summative and integrated. This model remained the focus of professional learning throughout 2016. The last in the series of training using feedback and growth mindset was registered course: "Fostering Oracy Skills Across the Curriculum". The training focused on how the school can provide more effective, consistent teaching for speaking tasks and assessments. The model also encouraged new ways to assess and provide feedback. The course culminated in the development of new teaching activities based on the elements of high quality speaking.

Other professional learning included: the Mindmatters team showing online videos and activities with a focus on resilience and help seeking behaviour as a source of strength for students; all staff completing mandatory Face-to-Face CPR/Anaphylaxis training provided by Royal Life Saving NSW and drawing on teacher experience and expertise from within the school to deliver workshops on pedagogy. All staff completed online training modules through e-Safety for WHS Induction for employees and School Communities Working Together. Looking into 2017, the Learning Group spoke with staff about the model of writing and communication that will be developed.

In August the school executive was involved in another highly successful weekend conference which involved a review of the year. Discussions identified areas of success and areas for further improvement. The main focus of the conference was on "Building Leadership Capacity" especially the role of middle leaders in a selective school context. This session was led by Dr Margaret Varady, former coordinator of the UNSW Office of Educational Leadership and Principal of Sydney Girls High School. The sessions focused on understanding through research the importance of change process in education.

In 2016 the Professional Learning Committee analysed the learning needs of staff through their PDP goals. This highlighted the need to provide support for faculty specific programs, lesson observations, MOODLE training and collaborative projects. This process will again be used to ensure professional learning funding is allocated so it continues to make a positive impact on school culture and learning. The school will continue to develop registered tailored courses with immediate classroom applicability to effect change by strengthening the skills of teachers and reinforcing collaborative culture. In 2017, the focus will continue to be on the PDF process with teachers defining goals based on their learning needs. Specific training will occur for *Literacy and Feedback across the Curriculum* and *Mindmatters* modules for Adolescent Development,

Fostering Student Resilience and Developing whole school respect and acceptance protocols.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to the end of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	536 745.52
Global funds	649 291.47
Tied funds	239 634.20
School & community sources	991 196.95
Interest	16 171.66
Trust receipts	219 687.46
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	312 809.35
Excursions	317 421.81
Extracurricular dissections	274 790.85
Library	684.76
Training & development	7 010.77
Tied funds	154 312.89
Short term relief	167 516.98
Administration & office	190 759.17
School-operated canteen	0.00
Utilities	112 983.46
Maintenance	117 161.33
Trust accounts	220 032.58
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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

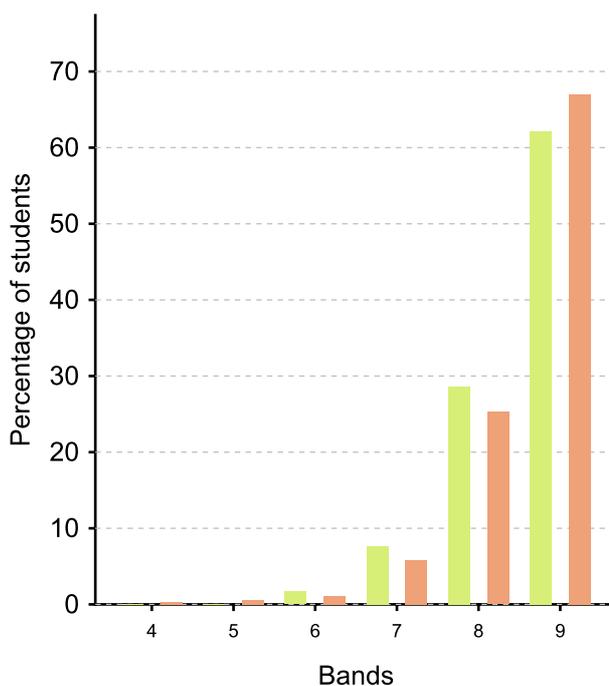
NAPLAN

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.

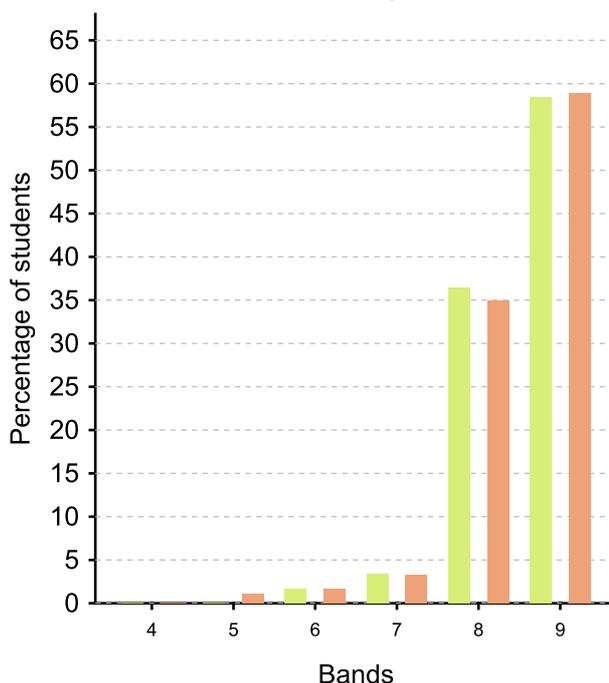
In 2015–16 the executive team reflected critically on the school's performance and felt that students could achieve at a higher level. NAPLAN provides a few opportunities for schools to have their students measured against all other students in the state. In 2016 the decision was made to focus on literacy in the junior years as a means of improving student's ability to understand and express themselves, transferring that into meeting higher standards at senior level. In term 1 and 2 the school trialled a pilot writing and responding workshop to improve students' skill to structure text and understand the application of marking criteria for creative writing. Students completed a number of writing tasks to simulate NAPLAN examinations. Marking was completed randomly by their peers and validated through one teacher who was the leader of the writing intervention.

All students in Year 9 received a number of examination booklets for Reading and Language Conventions to complete at home. The whole year completed NAPLAN practice tests with intensive small group withdrawal learning, focusing on reading and writing. In the 2016 NAPLAN examination, the Year 9 students who participated in the pilot writing program experienced dramatic improvement in their overall scores in both writing, grammar and punctuation elements compared to those who were not involved. Analysis of all Year 9 students showed that 58% of those that participated in the pilot program improved their writing score by 2 band scores or more, whilst 21% increased their band score by more 3 or more. Compared to those who opted out or did not participate, 16% achieved a 2 band score or more improvement; only 5% improved their score by more than 3 bands.

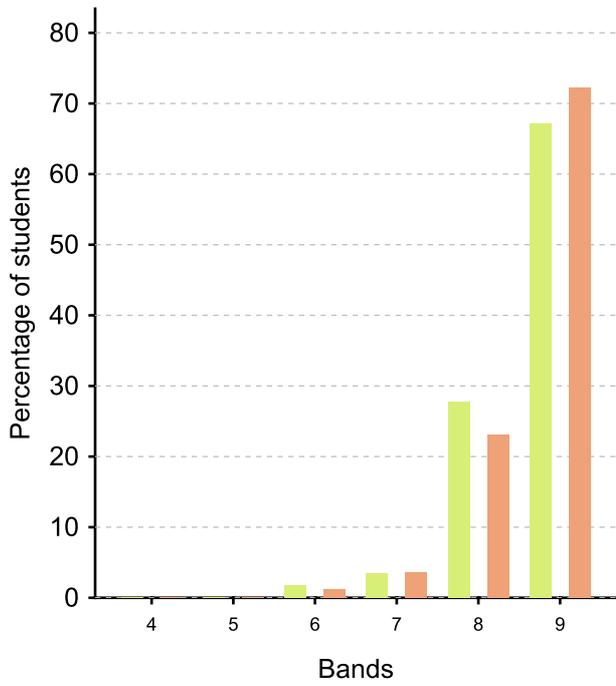
Percentage in bands:
Year 7 Grammar & Punctuation



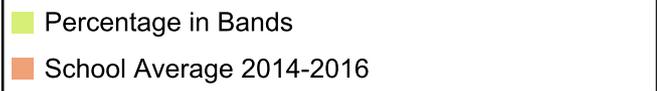
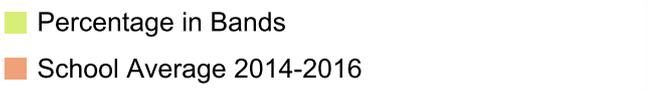
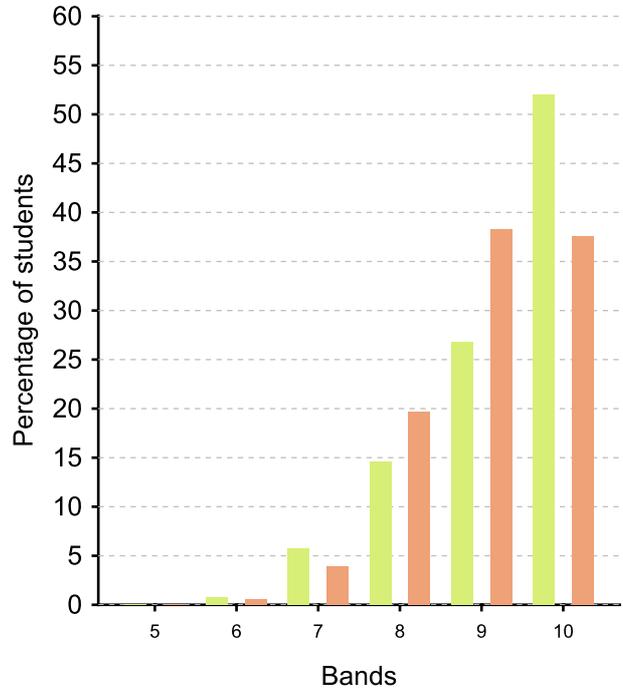
Percentage in bands:
Year 7 Reading



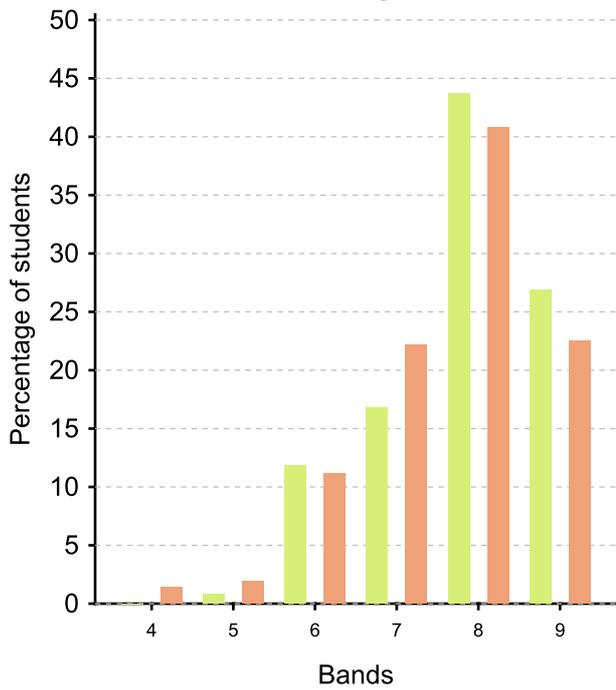
Percentage in bands:
Year 7 Spelling



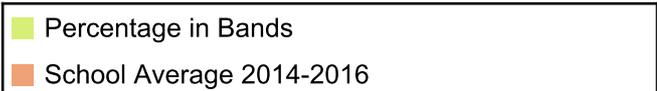
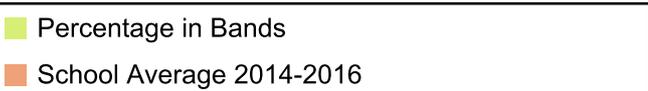
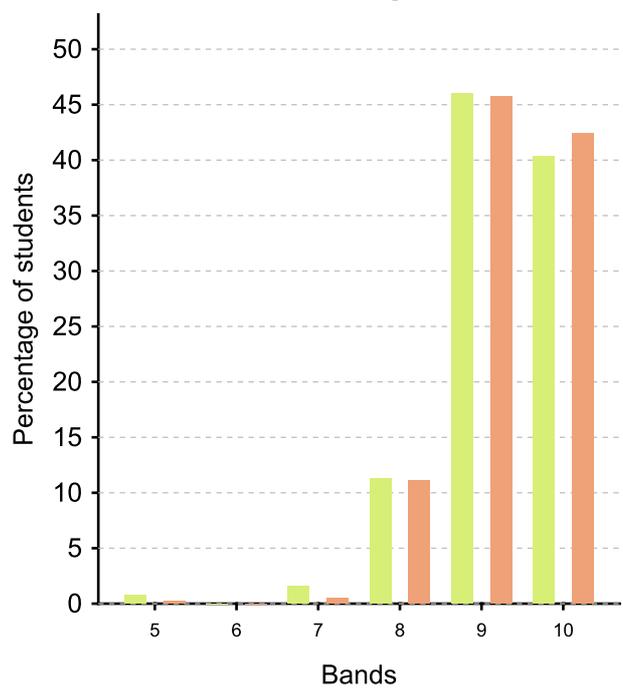
Percentage in bands:
Year 9 Grammar & Punctuation



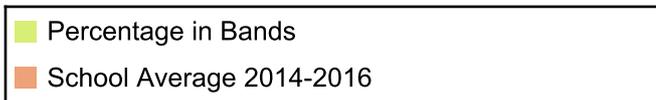
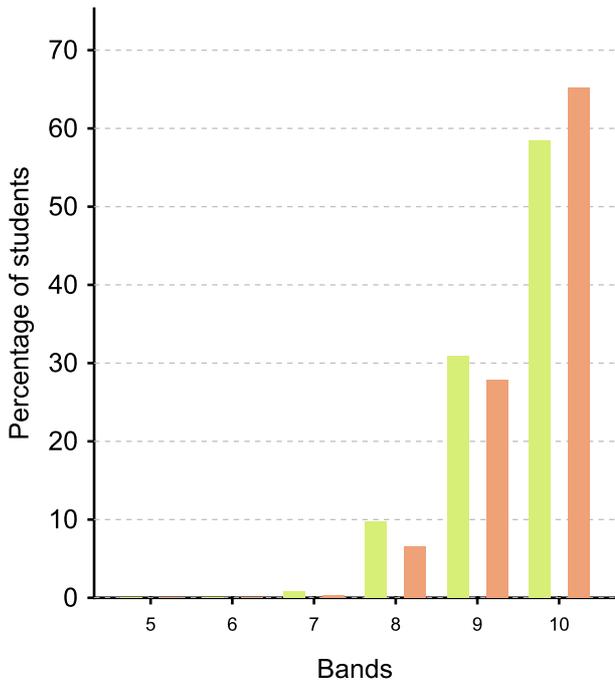
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



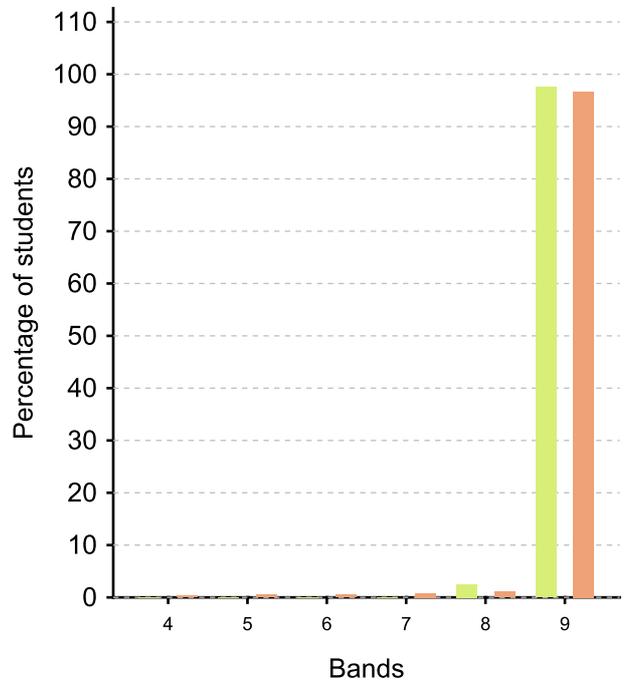
Percentage in bands:
Year 9 Spelling



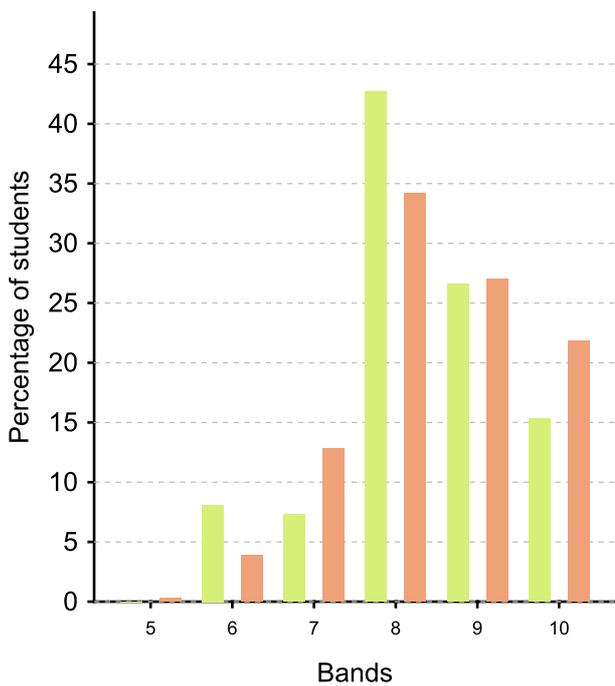
additional 31 students achieving this level. There was modest improvement in students achieving Band 9 in Reading compared to previous years.

The majority of Year 7 students were placed in the top two bands in all elements of Literacy. In all areas of Literacy, there were no students in Year 7 who achieved below National Minimum Standard.

Percentage in bands:
Year 7 Numeracy

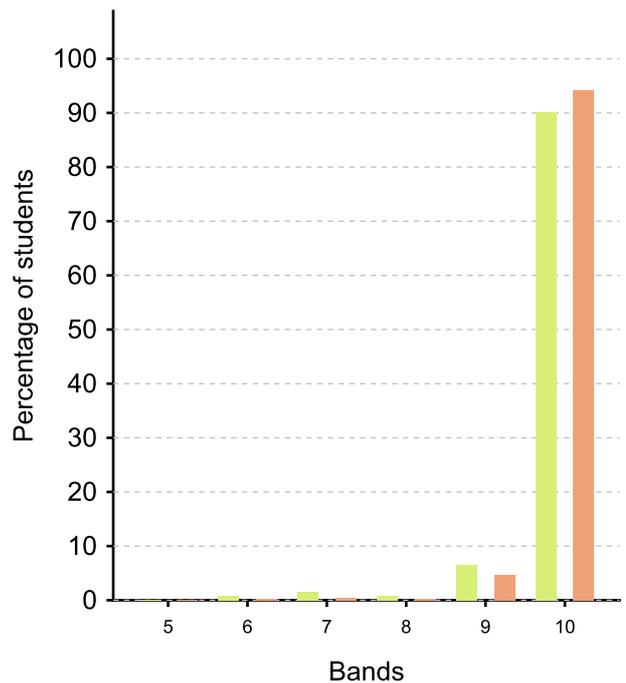


Percentage in bands:
Year 9 Writing



The majority of Year 9 students were placed in the top bands in Reading, Grammar and Punctuation and Spelling and the upper to top bands in Writing. Results in Writing indicated a significant movement of students from band 6 to band 8 with an additional 20 students achieving this level. Similarly, results in Grammar and Punctuation indicated a significant movement of students from band 8 and 9 to band 10 with an

Percentage in bands:
Year 9 Numeracy



Results for Year 9 Numeracy indicate that most students achieved in the top band for Data, Measurement, Space and Geometry, and Number, Patterns and Algebra.

The majority of Year 7 students were placed in the top band in all elements of Numeracy. in all areas of Numeracy. There were no students in Year 7 who achieved below National Minimum Standard.

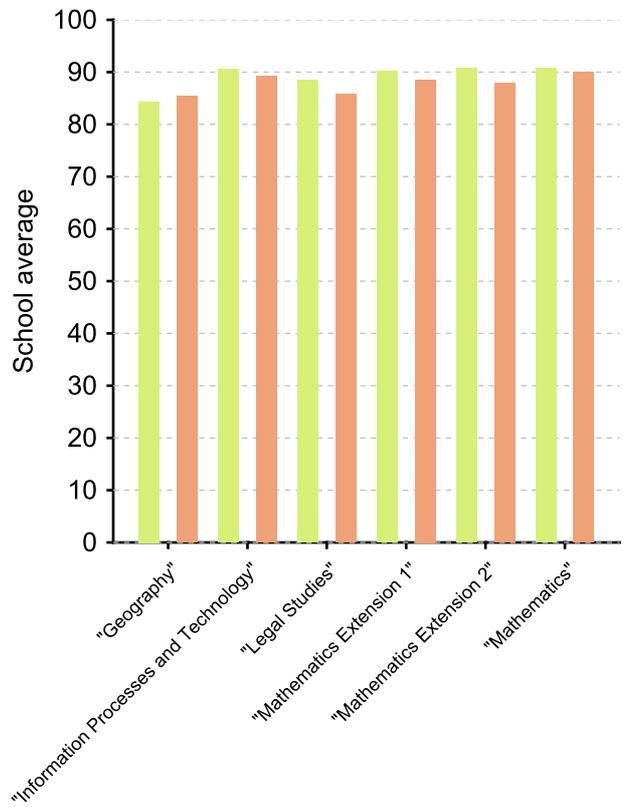
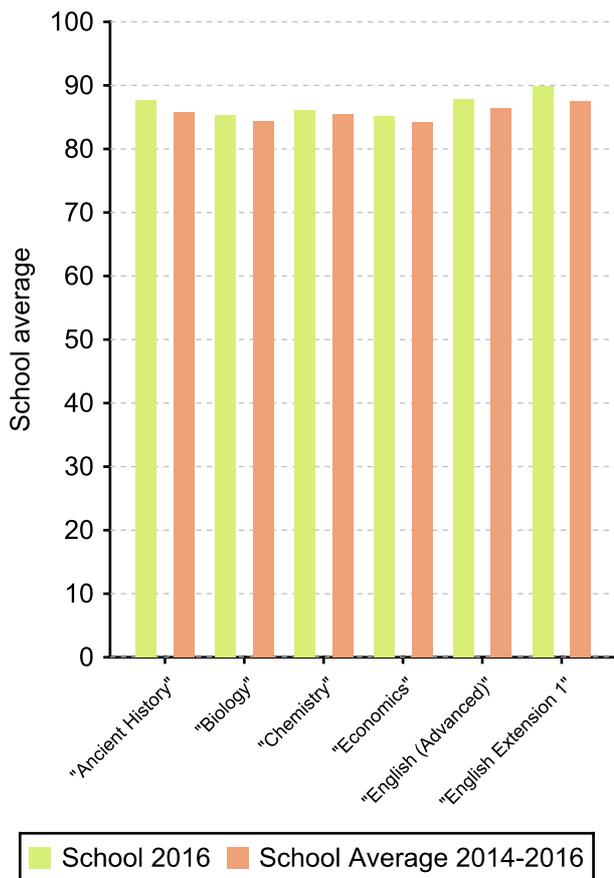
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

<Use this text box to comment on additional State reporting requirements>

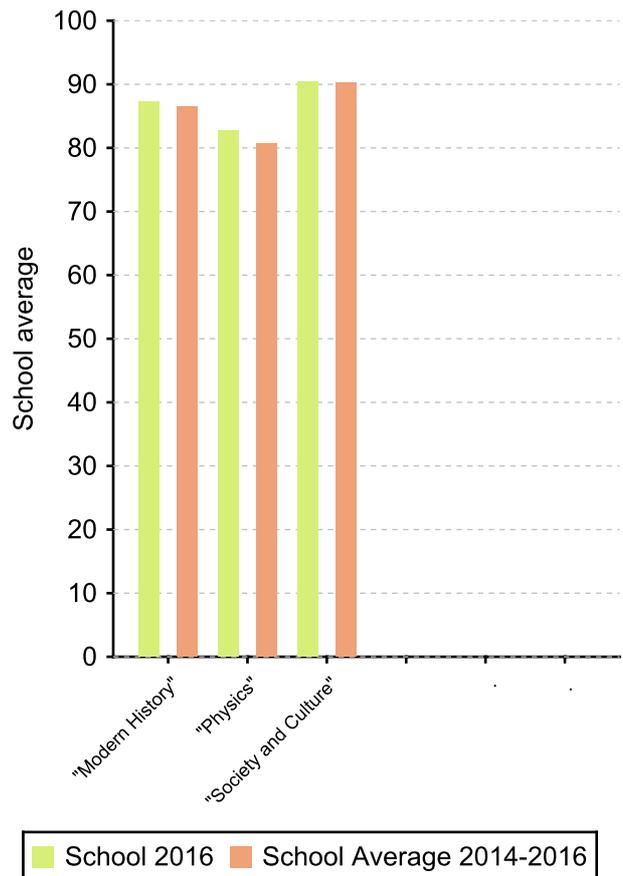
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Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

Normanhurst Boys has a relentless focus on holistic education and on creating a strong, diverse and engaging learning environment. Some of the highlights from each KLA in relation the 2016 HSC cohort include:

English

In addition to these outstanding HSC performances the English KLA has supported student learning through number learning opportunities in the following:

The Lions *Youth of the Year* public speaking national competition again saw Year 12 students at Normanhurst succeed at a number of levels. Congratulations go to Jack Naylor, Jethro Yuen, Sahil Arora, Lachy Berry and Udai Kamath who performed outstandingly against all comers from both state and elite private schools. Of course, none of this would be possible without the commitment of Ms Ormiston, herself a very accomplished speaker at Toastmaster's.

English Advanced: 52 or 43% of students achieved a Band 6, compared with 15% for the state. In addition, 63 or 52.06% of our students achieved a Band 5 compared with 46% for the state. Therefore over 95% of students achieved a result in the top two bands of the course.

English Extension 1: 54% of students achieved an E4, compared with 35.31% for the state. 46% of our students achieved an E3 compared with 59.6% for the state. Therefore, 100% of students in the course achieved a result in the top two bands. In addition, Edward Wu attained a state ranking of 8th in the course.

English Extension 2: 100% of students achieved a result in the top three bands.

The 2016 cohort is to be commended for producing the best ever results in English in the school's history. This is a tribute to the partnership between parents, students and teachers in achieving these outstanding results.

Drama: 100% of our students achieved a result in the top two bands of the course compared with 43% for the state.

Mathematics

During 2016, our students continued their fine tradition of outstanding performance in the Australian Mathematics Competition. A special mention to the following students who have been awarded Harrison Chudleigh (Year 12, Senior Division).

The competition demands a three-hour endurance session where mathematical insight and creativity is required, as opposed to efficiency in tackling routine problems. It is an open book (but not digital technology which is internet-enabled) examination style competition. Edward Wu and Aayush Bhattacharya (both Year 12) attained a Credit for their efforts and performance in this competition.

The Class of 2016 continued and dramatically improved upon the excellence that in the mathematics courses offered in achieving learning outcomes that have been unparalleled in the entire history of the school.

Mathematics General 2: The faculty offered a single General 2 class. Of a candidature of five, two students gained a Band 6 (40% of candidature) and two on Band

5 (40% of candidature) and one on Band 4 (20% of candidature). This is in contrast with 5.37%, 20.53% and 26.19% in the state from Band 6 to Band 4 in terms of percentage.

Mathematics (2 Unit): The 2 Unit candidature saw 46 students attain Band 6 (72% of candidature), 14 attain Band 5 (22% of candidature) and 4 students attain Band 4 (6.25% of candidature). This is in contrast with 23.2%, 29.48% and 23.96% for the state from Band 6 to Band 4. Also, compared to 2015, this represents a 19% increase in the percentage of candidature attaining Band 6 at the 2 Unit level.

The last time where the candidature from the school attained such exceptional results was in 2014 with 69.88% of the candidature attain Band 6. However, this had the added effect of an additional Year 11 cohort which completed the 2 Unit course in a compacted manner, thereby inflating the candidature by a maximum of 24 students.

Mathematics Extension 1: The Mathematics Extension 1 candidature saw 60 students attain Band E4 (67% of candidature), 27 attain Band E3 (30% of candidature) and three students attain Band E2 (3% of candidature). This is in contrast with 33.12%, 46.47% and 17.66% for the state from Band E4 to Band E2. Also, compared to 2015, this represents a 9% increase in the percentage of candidature attaining Band E4.

Mathematics Extension 2: The greatest growth of top bands was in Mathematics Extension 2. During 2016, the Mathematics Extension 2 candidature saw 33 students attain Band E4 (72% of candidature), 12 attain Band E3 (26% of candidature) and one student attain Band E2 (2% of candidature). This is in contrast with 32.05%, 53.43% and 12.55% for the state from Band E4 to Band E2. Also, compared to 2015, this represents a 27% increase in the percentage of candidature attaining Band E4.

Science

2016 has been a busy and rewarding year for the Science faculty. We have evaluated our junior programs and increased the resources being used within them. Our seniors remain passionate about their Stage 6 courses. In each stage we have coordinated external competitions and increased our links with Universities via our CSIRO Scientists in Schools partnerships. Some of our many successes this year include:

- ICAS Science competition: 35 High Distinction awards, 154 Distinctions, 234 Credits and 33 merit awards
- Our first entry in the Big Science competition achieved brilliant results for Years 7–10. The boys achieved 72 High Distinctions, 96 Distinctions and 126 Credits
- In the 2016 RACI Australian National Chemistry Quiz our students performed extremely well. 5 High Distinction Excellence Awards, 49 High Distinctions, 83 Distinction and 73 Credits in Years 7–12
- In the RACI NSW Schools Titration Competition,

we qualified for the national round of competition held at UNSW where we came first in New South Wales. Congratulations to Matthew Hu, Arvind Kamath, Udai Kamath and Samuel Sebastian.

The teachers have worked hard to provide opportunities for our boys to apply their learning outside school. We took our Year 12 Chemistry students to Macquarie University to chemically analyse water samples under the guidance of Dr Danny Wong. All of our Biology, Chemistry and Physics HSC students attended Experimentfest at The University of Newcastle's Ourimbah campus where they had hands-on experiences unavailable in school laboratories: the Wilson Cloud Chamber and superconductors in Physics, AAS in Chemistry and very high resolution microscopy and enzyme assays in Biology. Once again our teachers celebrated Science Week by running our annual Trivia Competition which sees increasing numbers of boys trying to win our science themed prizes. Our faculty loves sharing our passion for Science with our students and we appreciate their enthusiasm and curiosity.

In 2016 students were entered for the 2 Unit Biology, Chemistry, Physics and Senior Science courses.

Biology: 36.84% achieved Band 6 compared with 8.72% for the state. 52.63% of students achieved a Band 5 compared to 26.39% for the state. Therefore 89.47% of students were in the top 2 bands compared to 35.11% of the state.

Chemistry: 26.82% of students achieved Band 6, compared with 9.65% for the state. 62.19% of students achieved a Band 5, compared with 31.29% for the state. Therefore 89.01% of students were in the top 2 bands compared to 40.94% of the state.

Physics: 17.46% of students achieved Band 6, compared to 8.32% for the state. 47.61% of students achieved a band 5, compared with 21.62% for the state. Therefore 65.07% of students were in the top 2 bands compared to 29.94% of the state.

Senior Science: 33.33% of students achieved a Band 6 compared to 6.29% for the state. 66.66% of students achieved a Band 5 compared to 22.29% for the state. Therefore 100% of students were in the top 2 bands compared to 28.58% of the state.

Human Society and Its Environment

Business Studies and Economics: In Business Studies and Economics, we had 14 students win awards in the UNSW Australian Economics and Business Studies Competition. Lachlan Berry (Year 12) achieved a High Distinction, scoring in the top 1% of Australia. In the Economics Competition, Sunil Kim (Year 12) received a High Distinction, scoring in the top 3% of Australia. Year 11 Business Studies students engaged in a battle of the sexes in the fourth annual Business Challenge Night. The home ground venue proved advantageous and we walked away with our first ever victory over Hornsby Girls High School.

In Business Studies 55.55% of students achieved a

Band 6, compared with 8.81% for the state. 44.44% of students achieved a Band 5, compared with 25.52% for the state. This means that 100% of students attained a result in the top two bands. The highest HSC exam result was Lachlan Berry with 94. In Economics, results were consistent with prior years with 18.18% of students attaining a Band 6 compared to 13.85% across the state. 84.08% of students achieved a result that placed them in the top two bands. 65.90% of students achieved a Band 5, compared with 31.35% for the state. The highest HSC exam result was Ganan Anandakumar with 97.

Legal Studies: Our Year 12 Legal Studies Mooting Team, consisting of Sean Chen, Lachlan Berry, Ryan Can and Jerry Dong, put on an impressive display in this year's Bond University Mooting Competition held at Balmain Local Court. Year 11 Legal Studies students also worked equally hard in the NSW Law Society's Mock Trial competition and represented the school at the Inaugural University of Western Sydney's Kirby Cup Mooting Competition. In Legal Studies, results were the best in the last 10 years with 38.88% of students achieving a Band 6, compared with 12.07% for the state. 61.11% of students achieved a Band 5 compared with 30.20% for the state. The highest HSC exam result was Islam Muhammad with 97.

Geography: In the Australian Geography Competition we had 60 boys attain High Distinctions with 7 boys coming in the top 1% of Australia in their year group. For the second year in a row, we also had an equal first place in Australia in the Junior level. Congratulations to Ethan Frank of Year 8. In Geography 90.90% of students achieved either a Band 5 or a Band 6 with 9.09% of those attaining a Band 6, compared to 8.35% in the state. The highest HSC exam result of 91 was achieved by John Kim.

Ancient History: results were also above the state averages with 35.71% of students achieving a Band 6 compared to 8.21% in the state. 57.14% of students achieved a Band 5 compared to 22.47% in the state. Therefore, 79.61% of students attained a result that placed them in the top two bands. The highest HSC exam result was Joshua Koshy with 96.

Modern History: 32% of students achieving a Band 6 compared to 9.33% in the state. 92% received a result in the top two bands. The highest HSC exam result was Edward Wu with 96.

History Extension: 50% of students achieving an E4 compared to 21.54% across the state. The highest HSC exam result was Islam Muhammad with 48/50.

Society and Culture: Jash Vanjara attained certificates of High Distinction in the NSW HSC for Society and Culture, both for his Personal Interest Project and in the HSC Examination itself. His Personal Interest Project earned him second place in the state and in the HSC Examination he came equal fifth in the state, making him the only student in the state to attain a top 10 result in both categories. Results were again significantly above state averages as 60.71% of students achieved a Band 6 compared to 13.71% in the state. The highest

HSC exam result was Andy Lee with 98.

Technical and Applied Studies

The TAS KLA once again delivered courses, clubs and extracurricula to engage and challenge the hands and minds of the young men in our charge.

The year began with our internationally successful Zero robotic steam appearing on the 7.30 report, broadcast on the 11/02/2016:

<http://www.abc.net.au/7.30/content/2015/s4405015.htm>

The story proved a great advertisement for public education and we were inundated with media requests. These included a Behind the News televised story and print articles for the Australian Teacher magazine. This was followed up later in term 1 by our FIRST FRC robotics team competing against others from across the globe at Homebush Sports Stadium. Our team was outstanding in their professional graciousness again bringing credit to themselves, their families and their school. A highlight of this event was capturing the visiting Prime Minister and his Foreign Minister in front of the Normanhurst Boys High School Banner.

This robot later performed on stage during the school musical and (according to reports from director Mr Ailwood) had a calm demeanour and was a pleasure to work with. After a presentation to our P&C we have secured funding for involvement in the Robotics competition program for the NBHS teams. With students of immense potential realised through the direction and guidance of a passionate, tireless staff the TAS continue to lead the way in meaningful, engaging and holistic education.

Some of the more noteworthy achievements from our

- Declan McDonnell representing Australia in Russia at the International Olympiad Informatics and achieving a silver medal
- 14 Normanhurst Boys teams in UNSW Progcomp (Australia's premier team programming event), more than any other school
- Declan McDonnell, James Obrien and Nicholas Hiebl won the open round (260 teams entered Australia wide) and achieved a fifth in the final
- Our senior software boys achieved top places on the Grok Advanced programming ladder, ensuring our school remains a "Champion School"
- Our school Robotics club welcomed students from Hornsby Girls for the FTC competition
- Ms Raj's electronics class braved a rainy day to compete in the UNSW Solar car challenge
- Our robotics football team "Will Griggs" (Cyrus Tsui, Pocholo Sangalang, Rashane Joseph) achieved a second at the NSW state titles and will be accompanied by another Normo robotics football team in the Nationals

Our faculty involvement in the departments STEM initiative has seen a project widely and well received by all schools in attendance and many requests to take this presentations to other conferences.

Information Processes and Technology (IPT): 15 students who completed the course were all Year 10 accelerants. Of these students 60% received a Band 6 compared to 6.86% for the state. 40% achieved a Band 5 compared to 20.85% for the state.

Software Design & Development (SDD): of the 10 students who sat the examination, 6 students achieved a Band 6, 60% compared to 10.8% for the state. Four students achieved a Band 5, 40% compared to 22.52% for the state. One student achieved a State ranking for this subject.

Engineering Studies: of the 7 students who sat the examination 3 students achieved a Band 6 42.85% compared to 10.87% for the state. Four students achieved a Band 5, 57.14% compared to 27.27% for the State. One student achieved a State ranking for this subject.

Creative and Performing Arts

One of the highlights of this year in the music faculty has been the production of the musical Disney's Beauty and the Beast. We had some excellent singers from both our school and from HGHS, some incredible acting and this, combined with the beautiful sets, costumes, lighting and sound and Robotics, made for a thoroughly entertaining evening. The standard of the singing just goes from strength to strength at Normanhurst Boys High School and this is also reflected in the marvellous work of Ms Cousins and Mr Howell and all of the boys in the school vocal ensemble.

All the students have spent the year rehearsing hard and have been a delight to work with. The ensembles have performed well throughout the year at various concerts and ceremonies – the Term 3 Musical Evening, the ANZAC Day Ceremony and the Student Leadership Induction Ceremony.

Philip Lentz and Hamish Andrews were successful in gaining a place in the Arts Unit Senior Singers. Ian Thorvaldson gained a place in the Arts Unit Orchestra and Julian Moore gained a place in the State Senior Wind Band and performed at the Opera House in Festival of Instrumental Music. Ian, Philip and Hamish all attended the State Senior Music Camp in July and greatly benefited from all of the experiences offered. Many of these boys will also participate in the School Spectacular.

In Term 3, students from the HSC Music classes performed at our annual MAD night – Music, Visual Arts and Drama. Surrounded by art from the Visual Arts exhibition and intermingled with some highly entertaining and well-crafted HSC drama performances, our boys played for parents and friends with great enthusiasm. It was a very entertaining night with a wide variety of styles represented.

With regard to the Visual Arts area, we began the year well with strong results from the 2015 HSC students. 25% of the class achieved Band 6 with the rest of the

class achieving Band 5. The art department busied itself painting the sets and making props for the school musical "Beauty and the Beast". This required a great commitment of time with teachers and students painting after school till late at night and every Sunday for many months. The results were spectacular. We created ancient stone castles and cheerful wooden houses, dead ducks and strange headgear.

Photographic and Digital Media students were fortunate enough to be taken into the city for a photographic journey through the streets. Their focus was on "Surfaces and Facades". This was followed up by visiting the Art gallery of New South Wales to see the photographic exhibition "Imprint" and the HSC Art Express exhibition. The Year 11 art class were also escorted on excursion to see Sydney's 20th Biennale which involved visiting the Museum of Contemporary Art followed by the Art Gallery of NSW.

This year we have had students entering a range of exhibitions especially in the area of recycling. A number of boys were successful in being selected in the "Trash to Treasure" and the SWAP exhibitions this year.

The Creators Club has continued to go well in 2016. A large group of boys stay back afterschool to work on creative tasks ranging from the traditional expressive forms like painting and drawing to solving complicated jig saw problems and involving themselves in musical activities.

Languages

In the Japanese Continuers course, 100% of students undertaking the course achieved a Band 6, compared with 23.28% for the state. In the Japanese Extension course 100% of students undertaking the course achieved a Band E3 compared with 54.19% for the state

Personal Development Health and Physical Education (PDHPE)

In Personal Development, Health and Physical education, 50% achieved a Band 5 compared to 23.56% in the state and 25% achieved a Band 6 compared to 11.23% in the state.

Parent/caregiver, student, teacher satisfaction

Normanhurst Boys High School has a strong tradition of fostering student leadership and a long standing merit/reward system, aspects of which were reviewed in 2016.

The review process commenced with the development and appointment of a Student Leadership Coordinator. This role was formulated to enhance coordination between all of the leadership groups across the school and undertake a gap analysis through ongoing observation and to lead a formal evaluative process of this program. The Deputy Principal and the Student Leadership Coordinator made

visits to a number of schools to review their models and programs and consult with other educational leaders and stakeholders related to possible models and to identify best practice in this area. This data was collated and presented to stakeholders for comment before the development of 3 potential models for consideration by all stakeholders.

Early in the year a Leadership Review team was established consisting of faculty representatives, classroom teachers, parent and citizen representatives, SRC coordinator, Prefect Coordinator, Social Justice Coordinator, Head Teacher Welfare, Deputy Principal and student representatives. Various models were discussed with the team, who also mapped out our schools leadership opportunities. The data was then shared with the whole staff during staff meetings and school development days.

A subsequent broad based consultative process involving staff, students and parents, led to the development of a new framework for the NBHS Leadership and Merit System. The new model will focus on increasing leadership opportunities holistic and well-rounded student leaders. There will be compulsory categories and standards student need to meet before they can move onto the next level. The categories include academic, carnivals, endeavour, leadership, elite, enrichment and service. There will be a minimum level that students need to achieve before they can nominate for Prefecture.

A modified model will be trialed with a small group in 2017 and the new framework will be phased in over several years.

Policy requirements

Aboriginal education

At all assemblies and major functions an Acknowledgement of Country is delivered to stress our connection to Indigenous culture. On a number of occasions, including the Year 12 Graduation Ceremony, students delivered this acknowledgement in Gurringai language.

Faculties continue to seek ways to integrate indigenous perspectives into their programs. The English faculty integrated new texts into senior courses of study that focused on Aboriginal perspectives and culture.

This year saw the launch of the Music and Visual Arts departments and Year 9 Visual design students production of a Teaching Resources booklet for the Opera *Pecan Summer* being performed at the Opera House in 2016.

The Visual Design classes were involved in the production of mood boards and posters for this opera. They were privileged to have a visit from the writer of this opera and attended a performance of the production in September.

Multicultural and anti-racism education

The school has a rich cultural mix, with approximately 88% of students coming from non-English speaking backgrounds. There continues to exist a harmonious atmosphere that recognises and celebrates this diversity. In 2016 the school continued to recognise and celebrate diversity by staging a highly successful Harmony Day.

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

Through the SRC and Prefect leadership body a number of cultural days were held in the school providing students with the opportunity to experience and reflect on the beliefs and practices of a number of cultures.

The school has an anti-racism officer and a school counselor whom students are encouraged to access to resolve any issues of racism. The program has proved to be successful as it challenges student perceptions and requires those involved to take ownership for their behaviour.