

Normanhurst West Public School

Annual Report



2017



4275

Introduction

The Annual Report for 2017 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.

Greg McLaren

Principal

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Message from the Principal

Normanhurst West Public School is committed to educating the whole child in a caring and stimulating environment.

This report reflects the achievements of the school which are a direct result of the hard work and successes of the student body, the commitment and professionalism of its teaching and support staff and the support and involvement of an active, dedicated and generous parent community. The staff and students are extremely grateful for the many contributions provided by the school P&C, capably led by Mrs Kate Griffin.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the students

At Normanhurst West Public School, a member from each class (Kindergarten to Year 6) is elected by their peers to be a member of the Student Representative Council. These students meet regularly to discuss student needs and fundraising opportunities. This year the SRC have managed to raise money to support both the Smith Family and Stewart House through our discos. Here students are invited to come to the hall for a wonderful evening filled with dance, games, food and fun. We also decided, on behalf of all students, how to spend money on playground equipment, which was funded by the P&C.

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.

Elements	2016 Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering

LEADING: School planning, implementation and reporting

Sustaining and Growing

LEADING: School resources

Sustaining and Growing

LEADING: Management practices and processes

Sustaining and Growing

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Significant progress was made on all 2017 milestones. All teachers undertook extensive professional learning in strategies to develop creative and critical thinking skills, and incorporated these strategies into new and existing units of work. Students responded positively to the strategies and the opportunity to reflect on their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborated Integrated units showing higher student engagement in developing their deep understanding and significance.	Flexible and adaptable learning spaces (P&C supported). iPads.	Visible Learning – explicit guided instruction. Incorporated 'Artmaker' App to design. Introduction of learning intentions in mathematics programming.
Student work samples demonstrate improved 21st century learning skills (creativity, problem solving, technology, feedback and reflection).	Learning technologies (laptops and robotics). WILT WALT.	Project Based Learning established. Student self-reflection upon learning process identified through success criteria. Timely feedback – Clear expectations.
Students are creative and productive users of technology and confident communicators.	Purchase of additional iPads and laptops. Maths Olympiad and Maths Games. Creative and Critical Thinking – Professional learning.	STEM projects in stages 2 and 3. Created mind maps using 'Popplet'. 'Kodu' game development. Introduction of Creative Thinking Dispositions

Next Steps

Using new technologies and integrating ICT and STEM skills across the curriculum.

Continue to incorporate strategies to develop creative and critical thinking in all classrooms. Develop in each classroom a culture of feedback to enhance student learning.

Continue to build upon improved Learning and Support Team processes to promote success for all students.

Personalised learning plans to ensure consistent implementation and tracking.

Differentiation to ensure appropriate and challenging learning experiences and to reduce number of students in two lowest skill bands and increase number of students in highest two skill bands in reading in NAPLAN.

Develop a school-wide system of gathering evidence to gauge the impact of initiatives within the school plan to promote excellence.

Assessment as, of and for learning to enhance consistency of teacher judgements and reliability of assessment data.

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

The current staff of Normanhurst West PS have enthusiastically and professionally applied themselves to the challenge of developing their own skills to deliver innovative teaching techniques.

In 2017, an increase in understanding of Professional Development Plans was evident across the school. Lesson observation with supervisors were completed and opportunities to increase professional knowledge through readings. Staff were given opportunities to lead across a number of areas and work commenced in understanding the School Excellence Framework and collecting evidence to support achievement.

With training in feedback, consistent teacher judgement and observation of lessons the staff have approached the delivery of a differentiated teaching program with great enthusiasm.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Fountas & Pinnell (F&P) Benchmark Assessment System. Creative and Critical Thinking (CCT).	Consistent teacher judgements enhance reliable interpretation of data. Development of learning goals and success. F&P benchmarking resources, assessing and data collation. James Phelps professional development for CCT. CCT related to teaching and learning program.
All staff working collaboratively to implement and support their Professional Development Plans (PDP) through collegiality and mentoring.	Teacher professional learning courses. Purchase of robotics (P&C supported).	Improved delivery of teaching and learning programs. Implementation of data spreadsheets, collated, compared, discussed, reflected on for effective and consistent reporting across learning areas. Supervisor and peer lesson observations and feedback.

Next Steps

Performance and development processes are consistent and embedded in teachers' daily work.

Engage teachers in professional learning about the link between the Australian Professional Teaching Standards and accreditation for all teachers in 2018, including the promotion of higher levels of accreditation.

To improve consistent teacher judgement when analysing student data to improve classroom and teaching practices.

Enhancing performance and development processes for non-teaching staff i.e. administration staff, SLSOs and GA.

Implement professional learning plan for all staff incorporating induction, accreditation, assessment, differentiation and leadership development.

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

In 2017 the school utilised the communication strategies of; Staff teams working across K–6, focus groups at P&C meetings, and online surveys to obtain opinions from parents about Student Wellbeing. The data obtained from these strategies led to the need for development of a new Student Wellbeing policy which will be implemented in 2018.

The employment of additional SLSOs to support the delivery of individualised learning programs enabled students to experience success in learning.

Teachers directed students to engage in activities that reduced stress and anxiety. Students also learnt strategies that help develop resilient behaviours and improve social interactions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Survey Monkey subscription. Resilience Donut Forum (P&C supported).	New welfare initiative 'Green Book' communicated revised and explained in a flow chart. Empowered parents to support resilience in children.
Learning and Support Team database provides percentage of students that have parent consultation that supports individual accommodations in curriculum and wellbeing programs.	Employment of additional learning and support teacher (P&C supported). MiniLit kits.	Ongoing data collection of student learning adjustments and transition plans developed for students with particular educational needs. Updated school Anti-Bullying guidelines. Intensive word decoding program introduced. Transition of students across grades. Updated learning and support processes involving referrals and monitoring of students.

Next Steps

Parent workshops on their role in supporting whole school improvement measures.

Continue to enhance communication methods across the school. i.e. School newsletters, school website and App.

To continue to promote community involvement through special events and celebrations.

Information from the TTFM surveys is shared with staff and parents.

To review our transition and integration programs making sure they address the needs of our students and community.

LMBR was successfully introduced across the school for the whole year. Understanding and confidence in LMBR is still developing. The school is considering the use of Sentral or the EBS4 software.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1927	<p>Funding used to support students in the classroom with resources.</p> <p>Small student numbers participating in the 2017 NAPLaN make it difficult to make judgement but all students performed above minimum standards.</p>
English language proficiency	\$32835	<p>Funding was used to employ additional teachers and SLSOs to work across the school to support student learning.</p> <p>Greater consistency in teacher programming and tracking of students on the EALD progression.</p> <p>Increased teacher use of interactive boards and iPads.</p> <p>NAPLaN data indicates EALD students need support to improve in Reading and Writing.</p>
Low level adjustment for disability	\$80213	<p>Students with learning difficulties were supported by an SLSO, personalised learning plans and differentiated tasks within the classroom and in withdrawal groups.</p> <p>The school was able to provide professional learning for staff in developing and resourcing quality intervention strategies to support targeted students.</p>
Socio-economic background	\$5002	<p>Student assistance provided targeted students with access to textbooks, excursions, camp and school programs</p>
Support for beginning teachers	\$10788	<p>Permanent beginning teachers achieved accreditation at proficient level.</p> <p>Several beginning temporary and casual performance and development plans, mentoring and attendance at Beginning Teacher professional learning courses.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	238	248	269	278
Girls	212	231	236	245

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	96.8	95.7	97.2
1	96.3	96.4	95.2	95.9
2	96.1	96.5	95.6	95.2
3	95.7	95.9	96.3	94.4
4	96	95.1	95.9	95.4
5	95.8	96.8	95.7	94.6
6	95.9	95	96	93.6
All Years	96.2	96.1	95.7	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Class sizes

Class	Total
KC	19
KT	19
KM	18
KF	19
1_2G	25
1P	24
1M	24
1BP	23
2JN	24
2V	26
2SJ	26
3H	23
3DS	23
3_4VP	24
3SP	23
4G	27
4D	26
5_6B	24
5P	27
5M	27
6S	24
6M	26

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence. Our school, with support from attendance officers (home school liaison officer), monitor the regular attendance of students and develop and implement strategies to support students with identified attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.17
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.46
Other Positions	0

*Full Time Equivalent

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	15

Professional learning and teacher accreditation

In 2017 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 2017. 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 professional learning, meetings and conferences. When individual staff members attend professional development courses, 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 2017, 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 professional learning 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 professional development 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. Several staff members attended courses throughout the year where they undertook training to learn all facets of the 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.

Staff have now refined the Scope and Sequence documents based on our teaching experiences with the new curriculum. A major focus in 2017 was the evaluation of critical and creative thinking within the curriculum. 2017 also saw the continuation 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. 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 a range of Key Learning Areas.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	333,514
Revenue	4,344,911
Appropriation	3,967,050
Sale of Goods and Services	42,287
Grants and Contributions	329,793
Gain and Loss	0
Other Revenue	0
Investment Income	5,781
Expenses	-4,360,740
Recurrent Expenses	-4,360,740
Employee Related	-3,821,809
Operating Expenses	-538,930
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-15,828
Balance Carried Forward	317,686

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,490,350
Base Per Capita	77,177
Base Location	0
Other Base	3,413,172
Equity Total	119,978
Equity Aboriginal	1,927
Equity Socio economic	5,002
Equity Language	32,835
Equity Disability	80,213
Targeted Total	156,792
Other Total	145,039
Grand Total	3,912,158

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The school is again very pleased with the outcome of these sample tests. The teaching staff throughout the school analysed the attempt by the students to reveal strengths and weaknesses that may assist with school planning. Teachers compare the NAPLAN test to ongoing assessments. As per the Premier's target for every school in NSW, we have improved the outcome through our top 2 bands results in this sample test by 8% in 2017 with the different group of Year 3 and 5 students

Year 5 percentages in top two bands (7&8)

Reading: School 53.5% to State 39.5%;

Writing: School 41.2% to State 18.1%;

Spelling: School 61.8% to State 36.2%;

Grammar & Punctuation: School 54.4% to State 36.2%.

Year 3 percentages in top two bands (5&6)

Reading: School 67.6% to State 51%;

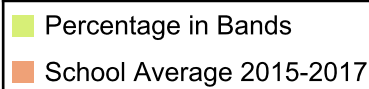
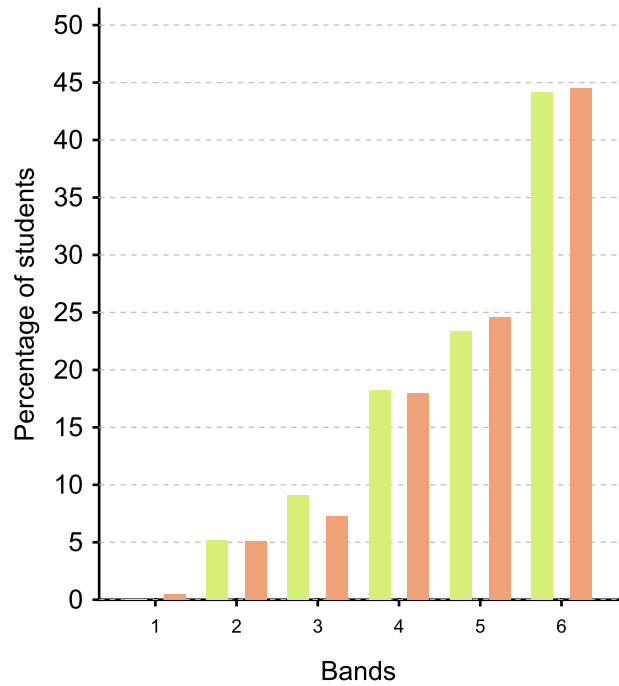
Writing: School 65.8% to State 53.2%;

Spelling: School 63.7% to State 52.7%;

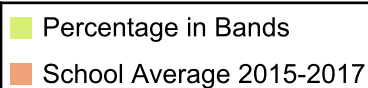
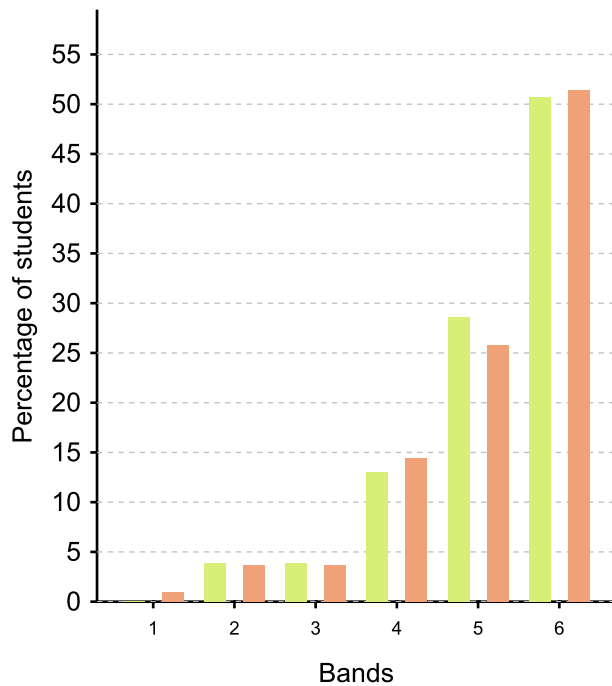
Grammar & Punctuation: School 79.2% to State 62%.

Percentage in bands:

Year 3 Reading

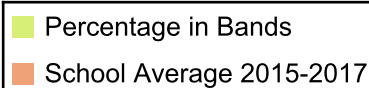
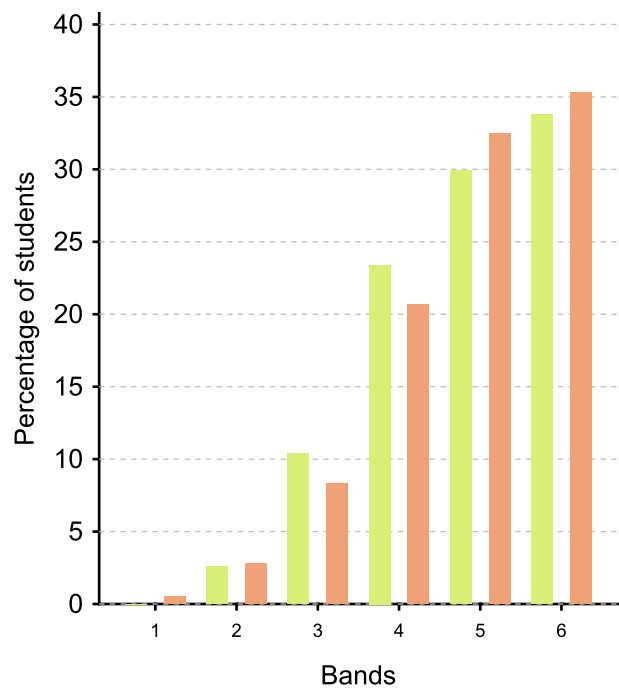


Percentage in bands: Year 3 Grammar & Punctuation

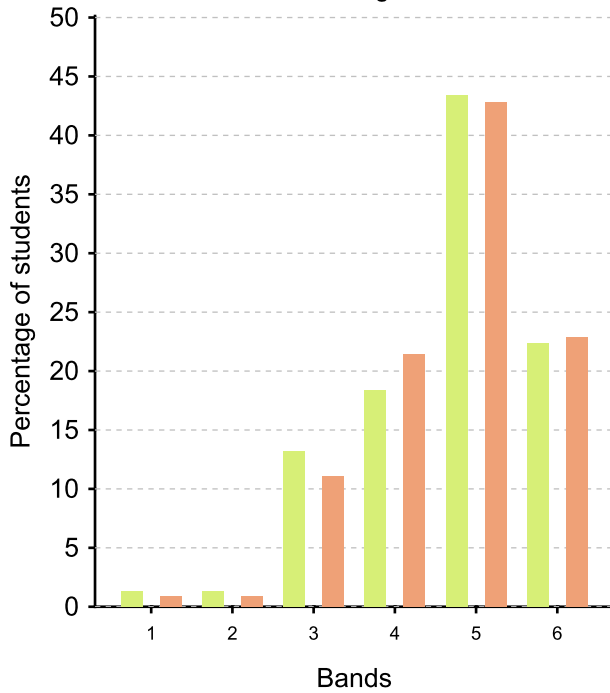


Percentage in bands:

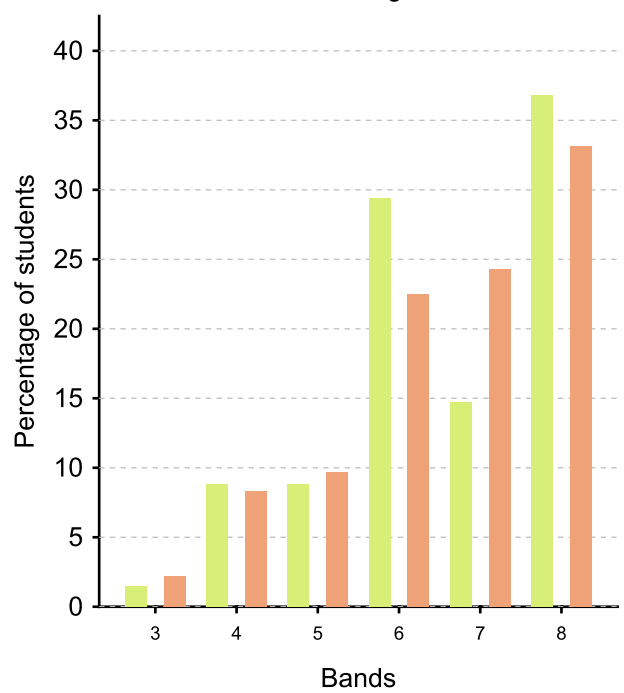
Year 3 Spelling



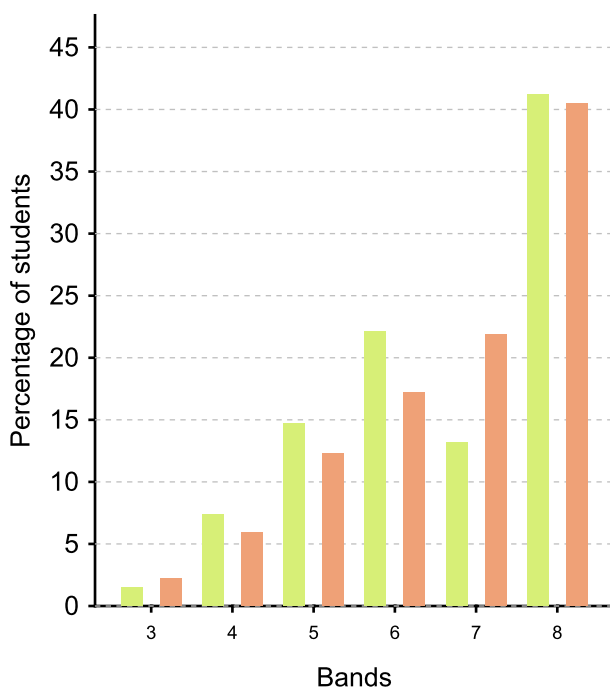
Percentage in bands:
Year 3 Writing



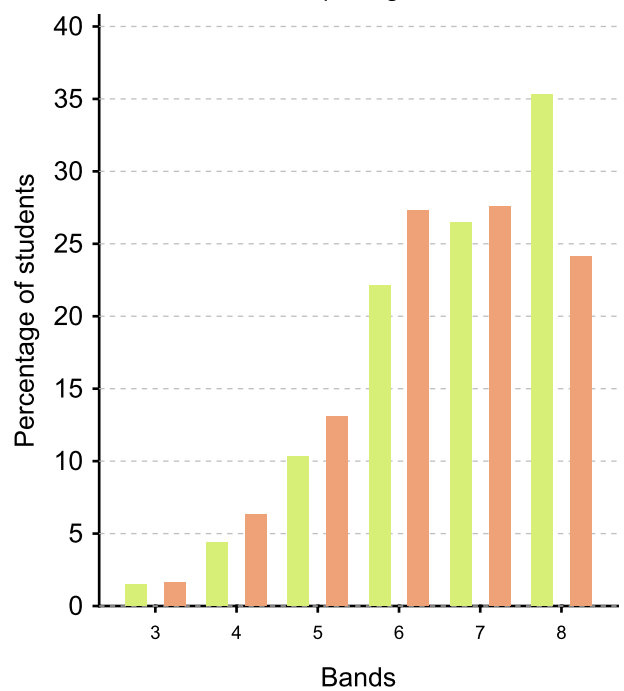
Percentage in bands:
Year 5 Reading



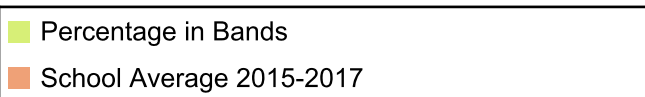
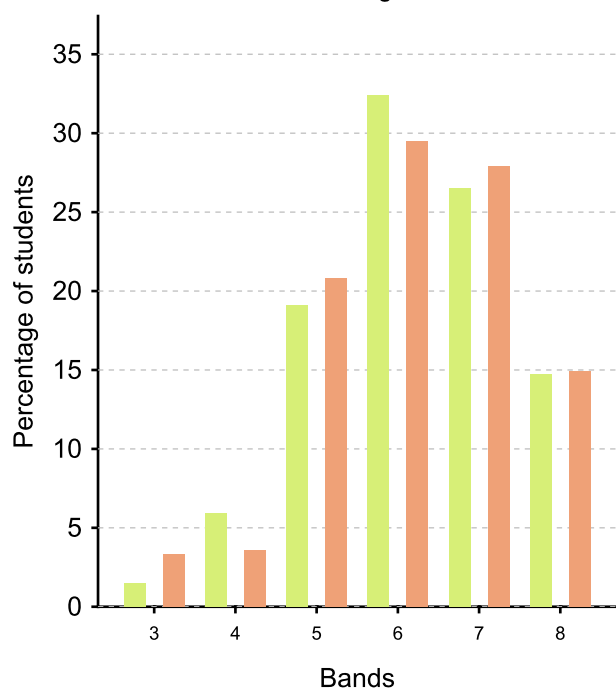
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Year 5 percentages in top two bands (7&8)

Numeracy: School 55.9% to State 32.5%.

Year 3 percentages in top two bands (5&6)

Numeracy: School 75.4% to State 43.3%

Policy requirements

Aboriginal education

Recognition of Aboriginal and Torres Strait Islander People.

Students at NWPS 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. 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. A student from KC was successful in winning the colouring competition in her age group and received a medal for her efforts. 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.

Childrens' Voices for Reconciliation.

In June, twelve Stage 2 students were selected to represent Normanhurst West Public School at the Children's Voices for Reconciliation Concert in Hornsby, as part of National Reconciliation Week for 2017. The concert brought together students from local schools and Aboriginal people of the Darug and Guringai nations to share their knowledge of Hornsby Shire's rich Aboriginal culture and history. The event was made up of stories, songs, dance, plays and artworks. In preparation for the event, Normanhurst West students prepared speech poetry, which was presented in front of Aboriginal Elders and the community. These poems expressed the students' understanding of Reconciliation between Aboriginal and Non-Aboriginal Australians and their hopes for a united future.

Multicultural and anti-racism education

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 trained Anti-Racism Contact Officers who can intervene and assist students who have complaints.

Other school programs

Learning and Support

Normanhurst West has a 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. 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 Deputy Principal and includes all Executive staff members, Learning and Support Teachers (LaST) –Mrs Rajvanshi and 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. Students are identified by teachers as needing further numeracy and literacy support as well as others in need of other adjustments. The L&ST also reviews students who are being funded through various State or Commonwealth programs. Teachers can refer a student to the L&ST and will inform parents of the referral. Referrals to the L&ST may be for reasons related to gifted and talented opportunities or support for learning difficulties.

The Learning and Support Teachers and the School Learning Support Officers work under the direction of the Learning Support Term to deliver explicit programs to support literacy and numeracy as well as to guide students in class, providing greater individualised

support. In 2017, the MiniLit Program was delivered successfully for the first time at Normanhurst West, making an exceptional difference to students reading and spelling progress. Other programs and adjustments are made in consultation with classroom teachers and parents to enable students to access the curriculum equitably.

Peer Tutoring Reading Program

The 2017 Peer Tutoring Reading Program commenced during Term 2 and Term 3. The program consisted of twelve Year 6 tutors and twelve Year 2 and Year 3 tutees, selected by their class teachers. Mrs Harvey and Miss Habkhouk provided training for the Year 6 students. Peer tutoring ran two mornings a week for approximately 20 minutes before school in the Library. Year 6 tutors developed important leadership and communication skills. These included guiding a younger student with reading skills, giving feedback and compliments to tutees and completing information of reading progress on a reading log. While the younger tutees read levelled readers, practised their 'demon' words, answered questions related to the texts and took part in engaging reading games with their tutor. Class teachers and Year 6 tutors greatly valued the program and the students attending also improved their reading skills and confidence during this time. The Peer Reading Program went exceptionally well and all the students participated positively.

Technology

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 tablets. The installation of Wi-Fi throughout the school has increased the convenience of using Notebooks, Tablets and iPads. From the Department of Education's 2017 T4L (Technology for Learning) Program our school received 18 new laptop computers which, having being imaged, are currently being used by Stage 2 and Stage 3 students. This brings the number of laptops and tablets to 130. In every classroom, the Computer Lab, and the library there is an interactive board. These are currently being upgraded with Prowise Interactive Flat Panels. Our school has a Computer Lab which is managed by the school's Computer Coordinator, Irene Sharpe. In the Lab there are 30 desktop computers, a laser printer and an IWB with Apple TV. Students from Kindergarten to Year 6 have a lesson in the Computer Lab each week. Throughout the year students have been engaged in a variety of programs to improve student skills in internet use and research as well as activities for the improvement and enhancement of student learning outcomes in using technology as a learning tool. This year coding has been a focus for students from Year 2 to Year 6. A variety of websites have been used by the students and there are easily accessible links on the school intranet and website. Students from Years 3 to Year 6 have been given a login to Typing Club. An annual subscription was purchased by the

school. Students are able to access this website from home as well as at school. Currently there are 70 iPads which are used regularly by all classes K-6. To facilitate iPad instruction, there is an Apple TV in each classroom so that iPad APPs and student projects can be readily viewed on the interactive screens using Apple Airplay. There is 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.

For security purposes the iPads are stored in the Lab. They are regularly charged and synched using 16 port charge and synch machines. iPads are synched through an Apple Mini Computer using Apple Configurator 2.

The school website, which is hosted on the school's Sentral server, is updated each week with the latest school newsletter, calendar and school events. This website has been created and is regularly updated by Mrs Irene Sharpe. The school website also includes links to website suggestions for students and also for parents, such as, informative websites which deal with Cyber Safety, Cyber Bullying and Media Awareness. During their regular computer lessons all students are involved in discussions and activities which deal with these issues.

Students from Years 3 to 6 use the Department of Education Portal to access their own email accounts. Lessons are conducted to inform students about appropriate use.

Robotics

This year we have successfully integrated Robotics into Stage 3 programs. We currently have 9 EV3 Mindstorm Lego Robotics kits which Stage 3 students have utilised as part of Science programs. Students have been taught how to program the robots and different sensors to detect environmental stimuli and perform a variety of tasks. This has enabled students to develop their critical, creative and computational thinking skills as they learnt to program their robots using the Lego Mindstorm coding software on the laptops. We intend to purchase more robotics for Stage 2 and Stage 1 in 2018.

SPECTRA

In 2017 there were 122 students enrolled in the SPECTRA and Junior SPECTRA programs. Of these 68 were from K-2 and 54 were from 3-6..

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. During terms 2 and 3, an enrichment Science program ran

second half of lunch on a Monday for all interested SPECTRA students from Years 5 and 6. The aim of this program was to provide opportunity for students to deepen their understanding of scientific practise by learning to apply the scientific method to a variety of hands-on scenarios. Between 5 and 10 students attended each week.

National Science Week

SPECTRA open days coincided with National Science Week activities and provided our SPECTRA students with an opportunity to showcase their work. We worked in collaboration with a local high school to arrange a 'Computer Science' station where students could gain first-hand experience playing games created by year 9 students.

Stage 2 and 3 participated in a school based paper planes competition with the aim to provide an opportunity for authentic STEM (Science Technology Engineering Maths) engagement. This event coincided with our National Science Week celebrations. Ten students qualified to compete at the NSW All Schools Paper Plane Challenge held at Sydney University on August 26th, 2017 organised by the STANSW Young Scientists Committee. Of these, three students won their age division and one student achieved second place.

Library

2017 has been an exciting year for the Normanhurst West school library. In March we completed our migration to the new Oliver library system. This system allows for improved searching, creation of student book reviews, and improved circulation management. Students and staff are also able to access the library system from home to manage their accounts and carry out research. Students have been very excited to use Oliver to find books in the library. In Term 4 our school was selected to trial the latest version of Oliver which contains even more improvements including recommendations based on loan history. Students enjoy searching for books on the new system, and this results in a greater interest in books.

Over the year 15 956 loans were processed. Literacy continues to be promoted and this year a Slushy Party competition was held between some Stage 2 and 3 classes which created interest in reading (and returning) books. Students give frequent book reviews to their classes, and a love of books is modelled in each lesson. In most lessons, students are read picture books which relate to their classroom learning, and engage enthusiastically in book discussions.

Library lessons have also featured greater use of technology and internet research, as Stage 2 and 3 students have researched for History and Geography units they are studying in class. The integration of class units has helped students gain valuable information literacy skills, using both digital and print resources. Group work skills have also been enhanced as students share technological resources and create products of their learning.

In August we held our first Scholastic Book Fair. This was a very successful event which raised over \$2300 in Scholastic Rewards for the school. Students were excited to buy new books to read at home, and parents generously supported our school library by purchasing many books.

The library collection has continued to develop with some new book purchases this year. Considerable weeding of outdated books has created some space on our shelves to allow room for more resources in future. New signage has been developed and used in each location in the library, providing clear indications of where books can be found.

Mrs Thomson continues to provide excellent administrative assistance, now accessioning books in the new Oliver system. Mrs Kaur joined the administrative team later in the year, and has provided valuable help in creating new signage, shelving and assistance in many practical areas.

Premier's Reading Challenge

It has been another fabulous year for the NSW Premier's Reading Challenge at our school. Participation involved K-2 students reading or experiencing 30 books and students in Years 3-6 reading 20 books independently from set book lists. Reading logs were submitted online and then validated by the school coordinator, Miss Jones.

This year we had 134 students successfully complete the NSW Premier's Reading Challenge, with 34 of those students participating for the first time. 20 of these students received a Gold Award for having completed four years of the Challenge and four Year 6 students received a Platinum Award for their seventh year of participation. There was one Early Stage 1 student and 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.

ICAS –English and Mathematics

Once again, many students in Years 3 to 6 participated in the English and Mathematics International Competitions and Assessments for Schools (ICAS). We had many students sit both of the assessments. In English we had 3 students receive a High Distinction and 7 students receive a Distinction. In Mathematics we had 4 students receive a High Distinction, 9 students received a Distinction.

Buddy Program

Kindergarten and Year 6 students were teamed together in the buddy program to aid Kindergarten in the transition to big school. At the end of 2016, the Year 5 students wrote letters to their preschool buddies to introduce themselves and welcome them to Normanhurst West Public School. This year, the Year 6 students began each day with their Kindergarten buddy in the classroom for the first five minutes of school. This helped the kindergarten students settle happily into the

school day. The buddies met at recess and lunch and gradually encouraged Kindergarten students to find friends and engage in play with Kindergarten peers. They also worked together to create an Easter hat for Kindergarten students to parade. Although Kindergarten students are very independent now, they still enjoy seeing their buddies around the school.

K–2 Sport

Mrs Warland continued the highly enjoyable and wonderful program of fundamental movement skills for all students in Kindergarten, Year 1 and Year 2 this year. There was a marked improvement of skills particularly in throwing, catching and kicking. Students 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, spring board, 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.

Years 3–6 Sport

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

2017 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. Year 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 to 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, Newcombe Ball, European Handball, Bocce and Bowling. 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 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 Knockout cricket competition and 4 teams from stage 2 and 3 enthusiastically competed at the Zone Ball Games Carnival.

NSW Primary Schools Sports Association (PSSA)

This year we had a large amount of students try out for the PSSA Netball and Soccer teams. Two teams of Stage 3 students for Netball and Soccer were formed. The Netball team was coached by Mrs McKenzie and the soccer team was coached by Miss Georgiou. Our PSSA teams played against other schools within our school network during Term 2 and 3. Each student had an equal opportunity to display their sporting talent and a large amount of students continued to build and improve their skills throughout the season. All of the PSSA teams worked well as a group and showed continued support for one another. As a whole, the students displayed outstanding sportsmanship and enthusiasm.

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. 24 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 4 students successfully making it to the Sydney North Carnival. In athletics we had 45 students compete at the Zone carnival, 5 of which attended the Sydney North Carnival and 1 who went on to compete at the State Athletics 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 and hockey. Several students went on to participate in Sydney North trials. It was fantastic to see so many students recognised for their talents in a wide variety of sports.

Choir

Students from Kindergarten and Year 1 rehearsed a variety of songs each week on a Tuesday from 12:40 to 1:10. The Kindergarten and Year 1 Choir performed at a number of NWPS events, which included LABS Day, Grandparents Day and Presentation Day. The choir was trained and coordinated by Mrs Anne Bretherton and Mrs Robyn Power.

Twenty five 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, Presentation Day and Presentation Night. This choir was coordinated and trained by a classroom teacher.

Twenty two students from years 5 and 6 performed at

The Sydney Opera House on the 7th of September, 2017 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 the ANZAC Day Ceremony, Open Day, Grandparents' Day, Presentation Day and Presentation Night. This choir was coordinated and trained by a classroom teacher.

Dance

In 2017, Miss Foord was the coordinator of Junior Dance. It was comprised of 22 very talented and enthusiastic Year 3 and 4 students who collaboratively created and performed a modern contemporary dance piece called 'Into the Shadow'. It was a team effort when choreographing the dance. Miss Foord was assisted by two Year 6 girls and the 22 Junior Dance students. Over the two Terms, the students were committed to three practices a week. A huge commitment that shone through in their excellent final performances at the Sydney North Public School Dance festival at Glen Street Theatre.

Mrs McKenzie was the coordinator of the Senior Dance Group in 2017, which involved 24 students from Years 5 and 6. The students showed an outstanding effort in learning the dance moves which resulted in an entertaining routine called 'Back to the Water'. The Senior Dance Group worked well as a team to perfect a dynamic dance which was partly choreographed by Year 6 students. The Senior Dance Group students rehearsed three times a week in Term 1 and 2. Their commitments were rewarded when they performed at the Sydney North Public School Dance Festival at Glen Street Theatre.

The Sydney North Dance Festival was such a wonderful experience for all of the students in the Senior and Junior Dance Groups. It provided a professional and exciting dance opportunity for the students with costumes, lighting and staging. Additionally, it was an excellent platform for the students to build their confidence and dance skills but also showcase their talent. The colourful and creative costumes complemented each group's dance and looked equally impressive on the stage. Each group had two evening and one matinee performance.

Along with their performance at Glen Street Theatre, both dance groups also performed at a number of school functions such as Grandparents Day and LABS Day. Over the two terms, the students improved in their dance performance skills, while enjoying rehearsals with their peers and entertaining an audience. As teachers we were very impressed with the exceptional effort put in by the students and with how well they represented our school during the Sydney North Public Schools Dance Festival.

Debating

Throughout the year, sixteen students from Years 5 and 6 formed the Normanhurst West Public School

debating teams, under the supervision of Miss Duncan. Students met weekly from 8:00am to 8:55am each Friday morning to develop the necessary skills to compete in various competitions and develop their speaking skills.

A team of eight Year 5 students competed in six rounds of debating as a part of the Interschool Debating Competition. Students debated against various schools from the local area on a range of given topics. Students had a period of approximately three weeks between each debate to prepare their case as a team. Throughout the debating season our Year 5 team was awarded with three wins.

A team of eight 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. As part of the challenge, teams did not know the topic or which side of the debate they are on until one hour before the debate and used this time to prepare a four minute talk each. Throughout the debating season, our Year 6 team was undefeated in their zone and progressed to the next stage of competition at the North Sydney Regional Knockout Competition in Collaroy. The students successfully knocked out Baulkham Hills North Public School and Hornsby North Public School respectfully in the zone finals and quarter-finals of day one of competition. We returned the following day for the semi-finals where we were knocked out by Narraweena Public School, giving us equal 3rd position out of over 120 schools in the Northern Sydney area.

Public Speaking

In Term 3, all students in Years 3 to 6 prepared a speech on a topic specific to their grade. Students in Stage 2 were permitted to speak for a maximum of two minutes and students in Stage 3 were permitted to speak for a maximum of three minutes. Two finalists from each class were selected to compete in the School Public Speaking Finals, which took place in front of students, staff, parents and many visiting community members. Our adjudicator Mrs Deborah Hall selected one child from each grade as the overall winner for their age group.

Chess Club

The Normanhurst West Chess Club was once again held after school on Thursdays from 3:00pm 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 4 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 thirty teams from nine different schools. The students represented Normanhurst West Public School with pride and excellent sportsmanship throughout the day. At the conclusion of the competition our C team was

awarded with 6th place, our A team with 11th place, our B and D teams with 18th place and our E team with 24th place. This great opportunity was made possible by the parents willing to assist in transporting the students to and from the venue.

commended for our efforts. Students have also grown carrots, peas, beans, potatoes, lettuce and radishes. The students have enjoyed reaping the rewards after a harvest. It is always a pleasure, watching the students' faces light up when they visit their impressive garden.

ANZAC Service

On Friday 7th April the captains and prefects presented our schools ANZAC Service. In the school hall, all students viewed a slide show which was accompanied by information read by the captains and prefects. The school choir, conducted by Mrs Kelly–Anne Voss, sang “One Day” and members of the SRC placed poppies on a wreath. In the playground near the flag pole, cadets from the Normanhurst 226 Unit executed a Catafalque ceremony. The Last Post and Rouse were played by a Year 6 student. The Ode was read by the school Captains. Piper, Mr Jim Braid, played 'Flowers of the Forest' and the school band played The Australian National Anthem. This service was arranged and coordinated by teacher, Irene Sharpe.

Remembrance Day Service

This service was presented to the whole school by the captains and prefects. It included a short presentation about the meaning of Remembrance Day, the playing of The Last Post and Rouse and the reading of The Ode. Piper, Mr J Braid played “Flowers of the Forest”. All students sang The Australian National Anthem.

Schools Clean–Up Day

On Friday 3rd March 2017, NWPS conducted ‘Schools Clean–Up Day’ in the school grounds to coincide with ‘Clean Up Australia Day’ on Sunday 5th March 2017. 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. We would like to thank Mrs Jacqueline McCarthy for organising garbage bags and disposable gloves. ‘Schools Clean–Up Day’ is an excellent way to combine community volunteering and environmental education.

Earth Hour

In Semester One 2017, 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 on Friday 24th March. 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 on Saturday 25th March.

Garden Club

This year Garden Club has continued to provide exciting learning experiences for students in years 1 to 3. Once a week students volunteered their lunch time to learn about planting, garden maintenance and most importantly, harvesting. Jacqueline McCarthy has enabled students to enter the 'decorated pumpkin' competition in the Royal Easter Show where we were