



Annual Report 2014

distinction - diversity - respect



The Principal - Panayoula Parha

The Annual Report details the key actions that the school has undertaken throughout 2014. The accompanying data augments the commentary, giving record of the emerging trends that inform the next cycle of school planning. The curriculum leaders in the school spent considerable time within the learning area teams to analyse these trends and to devise specific strategies which might lead to student improvement. Our focus is to improve each individual student's achievement and thereby lift whole school improvement.

Other aspects of the annual report are required for accountability purposes by the Department for Education and Child Development, and the Federal government. Care has been taken to make this annual report readable and concise and I commend it to you.

Panayoula Parha
Principal



Governing Council Chairperson - Jeff Eglinton

On behalf of the Norwood Morialta High School Governing Council, I commend the 2014 Annual Report to the school community. In collaboration with the school's leadership team, the Governing Council successfully fulfilled its role and responsibilities of strategic leadership and sound financial management of the school's budget in 2014. The Governing Council was always cognisant in 2014 of aligning its activities with the School Improvement Plan (SIP) and the Strategic Plan 2014 – 2016.

The NMHS and the Governing Council are justifiably proud of the historical academic record of the school's students. In 2014, academic achievement continued at a high level. Significant gains in the number of high achieving grades, coupled with a fall in the number of low achieving grades, were noted, exceeding the goals of the SIP. Well done to all concerned. Results from the NAPLAN test were in line with previous years, albeit not reflecting the improvements that were sought in the SIP. The Governing Council continued to work with the school leadership team in 2014 to provide support in all capacities for the achievement of better learning outcomes.

A significant change to the school timetable, commencing in 2015, received approval from the school in 2014. A time for whole-of-school professional development for teachers was established, with a view to improving pedagogy across the school. In lending its support to the plan, the Governing Council saw strong merit in the proposal to improve pedagogy using contemporary strategies whilst acknowledging that the strategy did not receive universal acceptance within the school community. The Governing Council was excited about the potential for increased learning outcomes that might arise from improved pedagogy and it remains committed to the rigorous monitoring and assessment of the success of the program.

In line with best practice and our philosophy of continuous improvement, the Governing Council conducted a review in 2014 of all policies for which it has responsibility.

The laptop scheme that was instigated by the NMHS concluded in 2014. We are pleased to report that, as a result of the programme, every student in years 9 to 12 had personal access to a laptop computer. Further, it was evident that the use of contemporary digital technologies by teachers significantly increased during the life of the scheme, aligning more and more with the demands of a student cohort that was raised in the digital age. The Governing Council is delighted to have sponsored the scheme, by way of an innovative arrangement with our supplier and parents and prudent financial planning, and with the outcomes that have flowed from its success. The School is now moving into the 'bring your own device' space to further build on the foundation of the initial scheme and to provide even more flexible learning opportunities for students.

I would like to take to this opportunity to thank all members of the Governing Council for their dedication and contributions throughout 2014, all staff of the NMHS for their support of Governing Council activities and their passion in educating our students, and the school community for their support of our school.

Jeff Eglinton
Chairperson – Governing Council

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Our School

The Norwood Morialta High School (NMHS) is a dual campus school of 1493 students (years 8 to 13), including 118 international students. NMHS is located in the eastern suburbs of Adelaide, the capital city of the state of South Australia. The Middle Campus (years 8 to 10) is located on Morialta Road West at Rostrevor and the Senior Campus (years 11 to 13) on The Parade at Magill. The school's core values of *Distinction, Diversity* and *Respect* are enacted in every sphere of school life.

Vision

Every student will graduate as an interculturally engaged citizen with the knowledge, skills and capacity to meet the challenges of a changing world.

Mission

To provide a rich and supportive education in which students develop the knowledge to pursue future opportunities, the skills to be successful, the ability to be life-long learners and the capacity for social and intercultural engagement.

Principles

The NMHS is committed to:

- creating a community of learners;
- developing students intellectually, socially and morally;
- international learning;
- ethical learning; and
- a focus on quality.

Graduates Qualities

- *IB Learner Profile*
 - Inquirers
 - Knowledgeable
 - Thinkers
 - Communicators
 - Principled
 - Open Minded
 - Caring
 - Risk takers
 - Balanced
 - Reflective
- *General Capabilities of Australian Curriculum*

Successful learner, confident and creative individual and active and informed citizen.

 - Literacy
 - Numeracy
 - Information and communication technology (ICT) capability
 - Critical and creative thinking
 - Personal and social capability
 - Ethical understanding
 - Intercultural understanding

The NMHS conducts a number of special programs, such as the International Baccalaureate Middle Years Program (IB MYP), an Intensive Secondary English Course (ISEC), outdoor education, sport, rowing and an annual musical. In addition, the NMHS offers the largest languages program outside of the state's special interest schools.

The NMHS is accredited by the Council of International Schools (CIS) through its quality assurance processes.

Highlights 2014

- UNSW ICAS Science Competition
- Australian Chemistry Competition
- SRC Leaders representation at Government House
- Year 8 Induction Day at UniSA
- Year 9-11 Induction Day
- Year 8 Standards Day
- Year 12 Conference day at Uni SA
- 2014 Graduates Assembly
- AGM of Governing Council
- AGM of Parents and Friends
- Sports Day
- SSSSA Swimming Carnival
- SSSSA Track & Field Carnival
- Vista Track & Field Carnival
- SSSSA Open Girls State Knockout Premiers
- Head of the River Rowing and Awards Dinner
- RYDA Program for Year 11
- Street Smart for Year 10
- Science Week
- Open Night MC & Open Day SC
- Robogals Workshop
- Premier's Reading Challenge
- Pedal Prix Racing
- Glossy Black Cockatoo Camp
- Annual Music Night
- PICSE Science Competition
- Ski Trip 2014
- Asia Literacy - Trip to Bhutan
- Debating
- Little Shop of Horrors School Musical
- Social Justice Committee events and support for a number of charities
- Year 12 Formal
- Study Tour from Istituto Torno Astano Primo Province of Milano - one teacher and five students
- Year 12 Band Tour
- Canteen 5 Star Accreditation
- Cultural Exchange Students
- Germany – (2)
- Austria – (1)
- Spain – (3)
- Italy – (2)
- Shandong Principal
- Work shadowing programs for visiting teachers from Shandong Province China, Bangkok Christian College Thailand, Hatyairatprachasun School in Thailand
- Takahashi sister school visit
- Ritsumeikan Study Tour
- Takahashi Study Tour
- Burnside Probus Annual Speaking competition
- Pepper Street Art Exhibition
- Year 12 and Year 10 Graduation Assemblies
- Year 11, 9 and 8 Awards Assemblies

School Executive

Panayoula Parha

Principal

Karen Andrews

Deputy Principal/Middle Campus Head

Kerryn Harvey

Deputy Principal/Senior Campus Head

Nikki Kotrotsos

Assistant Principal—Operations

David Carter

Assistant Principal—Timetabling and staffing

Andrea Sarantaugas

Assistant Principal – International Programs

Fran Millard

Business Manager

Governing Council

Peter Adams 2013—2014

Parent Representative

Mich Bagnara 2013—2014

Parent Representative and Secretary

Jeff Eglinton 2013—2014

Parent Representative and Chairperson

Meredith Farmer 2013—2014

Parent Representative

John Gardner 2014—2015

Community Member

Jim Itsines 2014

Staff Representative Middle Campus

Nikki Kotrotsos 2014

Staff Representative Middle Campus

Kelsey Lee

Student Representative Council (shared SC)

Phillip Li

Student Representative Council (shared SC)

Sandra Mestros 2014—2015

Parent Representative and Deputy Chair

Fran Millard

Business Manager

Belinda Morro 2014—2015

Parent Representative

Larissa Nolte

Student Representative Council (shared MC)

Ron O'Brien 2014—2015

Parent Representative

Panayoula Parha

Principal – *ex officio* with voting rights

Stefan Sciancalepore

Student Representative Council (shared MC)

Rudolph Timoteo 2013—2014

Parent Representative and Treasurer

Maerschel Zwart 2013—2014

Parent Representative

School Improvement Plan

School band summary

The counts and percentage of students in each band for each NAPLAN test.

	Below National Minimum Standard (%)				At National Minimum Standard (%)		Above National Minimum Standard (%)							
	Exempt		Band 5 and Below		Band 6		Band 7		Band 8		Band 9		Band 10 and Above	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Numeracy	1	0.4%	4	1.5%	41	15.3%	82	30.6%	68	25.4%	46	17.2%	26	9.7%
Reading	1	0.4%	15	5.5%	54	19.9%	69	25.4%	63	23.2%	55	20.2%	15	5.5%
Writing	1	0.4%	40	14.8%	60	22.2%	67	24.8%	64	23.7%	22	8.1%	16	5.9%
Grammar	1	0.4%	24	8.9%	56	20.7%	50	18.5%	65	24.1%	57	21.1%	17	6.3%
Spelling	1	0.4%	14	5.2%	38	14.1%	61	22.6%	84	31.1%	38	14.1%	34	12.6%

NAPLAN

NAPLAN uses the Rasch measurement model, which measures the ability of the student as well as the difficulty of the question. Under this model, learning is cumulative. This is shown when the weakest student answers the easiest questions correctly but then is unlikely to answer the more difficult questions or get them right. Students are scaled and within each domain we can monitor student's growth from years 3, 5, 7 and 9. This makes the NAPLAN very powerful when analysing data.

269 students undertook the reading, writing, spelling, grammar and punctuation components in 2014. 18 students were absent, one student was exempted and five students were withdrawn, with a participation rate of 92%.

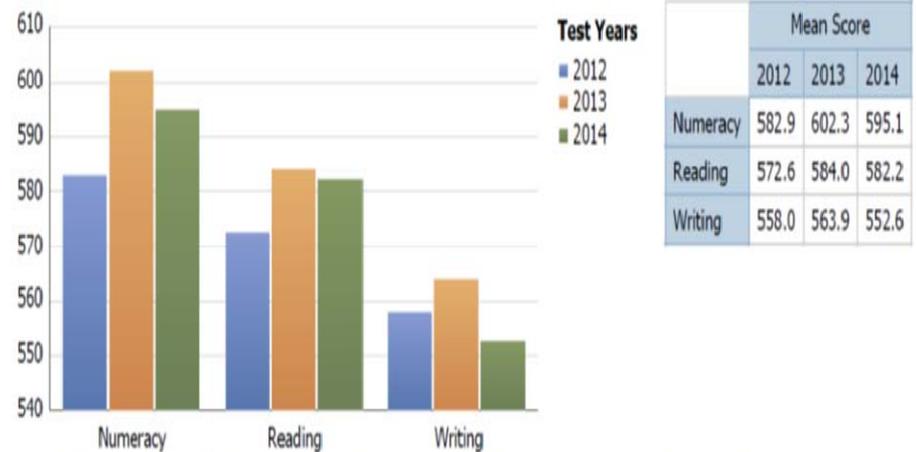
School Mean Scores

Over a period of three years, some trends are evident. Achievement scores are grouped into ten bands. For the year 9 cohort, band 5 is the lowest band. It represents a score below the national minimum standard. Band 10 is the highest band while band 6 is close to the national minimum standard.

2013 saw an improvement of 11.4 points in relation to reading, however this decreased slightly in 2014. A similar trend occurred in relation to spelling. A different trend is visible in writing, which saw a dip in scores below what was experienced in 2012. A possible explanation is that the 2014 writing task changed. The mean score dropped slightly in relation to grammar and punctuation last year, however, 2014 saw an increase slightly above the 2012 score. When examining all four components over time, we notice an improvement of scores, apart from writing, even if slightly.

These two tables show means scores and standard deviations.

Mean scores over time



NOTE: Data recorded prior to 2008 used a different scoring method and is not directly comparable with data from 2008 on.

Overall, Norwood Morialta High School has performed above the national minimum standards across all components. This does not indicate that all individuals compared favourably. The aim was to improve literacy across the school by 3% in relation to the School Improvement Plan. Writing has improved by 2%, spelling by 1%, grammar and punctuation remained constant and reading decreased by 1%. It is difficult to state why or what has led to these scores as not all aspects can be monitored. One factor could be due to individual teachers having targeted training. All teachers undertook the "Literacy for Learning" course which equipped teachers with various scaffolds to assist students with writing and speaking. However, there is still substantial work to be undertaken for further improvement to occur.

Estimated standardised student progress between 2012 and 2014 Literacy Tests

Progress	Reading	
	School	All Students
Low	18%	25%
Medium	49%	50%
Upper	33%	25%

The above table presents a healthy picture in relation to Literacy. The majority of our students are performing in the medium ability range and we are outperforming "all students" in the upper category by 7%. NMHS also has fewer students performing in the lower range.

NAPLAN Literacy comparisons.

When analysing the components across DECD and the Eastern Adelaide region, NMHS performs better than DECD schools in the upper 25% percentile except in writing. The Eastern Adelaide region outperform NMHS except in spelling. The majority of NMHS students sit in the 50% percentile, however, this is fewer than DECD schools except for writing. The aim is to move this band along by initiating a variety of literacy classes in 2015.

On examination of the questions within each of the four components, it is interesting to note that teachers believed students in the senior years have similar literacy concerns as students in year 9. Within the component of reading, students are not progressing in areas such as inferencing, interpreting meaning, evaluating information and identifying setting. In writing where students fared better, cohesion is the criterion to improve. Within grammar, students were able to identify complex sentences and scored better than the national average.

2014	Progress	Reading	Writing	Grammar	Spelling
		% Progress Group	% Progress Group	% Progress Group	% Progress Group
DECD	Low 25%	24.26	24.7	25.47	25.09
	Medium 50%	52.21	51.57	51.26	51.72
	Upper 25%	23.52	23.72	23.26	23.19
Eastern Adelaide	Low 25%	16.74	17.55	16.72	20.36
	Medium 50%	47.61	47.13	47.78	50.06
	Upper 25%	35.65	35.32	35.49	29.58
NMHS	Low 25%	17.62	25	19.14	14.83
	Medium 50%	49.52	52.4	48.33	52.15
	Upper 25%	32.86	22.6	32.54	33.01

Literacy

In analysing data for the School Improvement Plan, the 3% increase overall in subjects has not been uniform. There are many equations that come into play for each subject. It is not appropriate to examine certain subjects across the year. For example Stage 1 English, ESL and English Pathways are different. However, by examining semesters and making comparisons across 2013 and 2014, it is possible to see where improvements have been made across grade bands. In Stage 1 English, Semester 2 saw an improvement of 3.71% in the A grades and only a 0.66% increase in the B grade. English As A Second Language (ESL) also saw an increase of over 3% across the year with 11.31% increase in A's in Semester 1 and a 9.28% increase in Semester 2. There was a decrease in the number of students who achieved B grades but that is indicative of students moving into the higher band.

English as an Additional Language or Dialect (EALD)

In 2014, the process for EALD levelling progressed to an electronic format. Approval was sought from the Department and granted. On completion of a unit of work, students uploaded their task, whether in word format or hand written, to a dedicated file on Daymap. With this system, we scaled all eligible students via an electronic platform. 630 students were scaled and we received funding accordingly. We were audited and met

all requirements. In 2015 all student work will be submitted electronically via Daymap which was recognised by the Department as an innovative and successful way to undertake a labour intensive task. This process will occur early in Term 1 to enable teachers greater opportunity to level student work, but ultimately the compilation of data will allow analysis to inform teaching practices.

Recommendations for 2015

2014 saw all students in years 8, 9 and 10 undertake the ACER Pat-R test as well as the NAPLAN in year 9. This has provided beneficial data to inform teaching practices and the School Improvement Plan in relation to Literacy. In 2015, ACER Pat-R and ACER Pat-M will be undertaken early in Term 1 on the same days. Teachers will receive an information session with an ACER consultant so that they can access individual results and become aware of students' strengths and areas for improvement. This will provide ownership and a metalanguage which teachers will begin to use. Although we have seen slight improvements in 2014, an Individual Literacy Plan will be introduced to year 8 students on the Middle Campus and to year 11 students on the Senior Campus in 2015. This will include data sets and resources to allow students to evaluate their learning during Personal Learning Plan/Personal Learning Group sessions. Building a culture of self-evaluation and reflection is important to encourage growth and a progression of skills. As NAPLAN occurs later in the year and results are not

received in time to inform teaching practices, ACER testing has become very valuable. Data from ACER, NAPLAN and school reports has allowed us to identify students at risk and those who are performing at a very high level. This has allowed for a variety of literacy classes to be formed for 2015 to ensure students with high potential are given the opportunity to excel and students who require further support are provided with focused sessions.

In 2015, each Term will have a literacy focus, for example inferencing for year 8 students and on the Senior Campus decoding questions. This will provide opportunity for students to reflect upon their skills and areas for improvement within all subjects. Unit planners on the Middle Campus will also have a literacy component for teachers to complete. These two initiatives will then form a foundation for staff and students to monitor literacy progress.

A literacy button will appear on the school website so that parents can support and encourage their children in entering competitions, accessing applications and other resources. A resource section will be placed on Moodle for staff and students and eventually with the new library system there will be more student friendly areas to access a variety of literacy sources to support the learning.

year 9.

Numeracy

NAPLAN

Refer to Data page 4: In 2014, 92% of the NMHS year 9 cohort participated in NAPLAN, with one student exempt and five students withdrawn. Four students, which equates to 1.5% of our total cohort achieved below the National Minimum Standard (band 5 or below). 15.3% of the cohort achieved favourably in band 6. Positively, over 50% of the NMHS cohort is in the top 3 bands, with 30.6% in band 7, which is still above the National Minimum Standard.

NMHS performed above the state with 31.4% students in the upper 25% for numeracy and only 17.46 in the lowest 25%.

The proportion of students in the highest 3 bands is also above the rates for DECD and schools of the same Index of Disadvantage, but below the average for our region.

Table 3: Year 7-9 Growth

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	17.4
	Middle 50%	51.2
	Upper 25%	31.4
Reading	Lower 25%	17.6
	Middle 50%	49.5
	Upper 25%	32.9

The Australian Curriculum has been implemented at years 8 and 9, with constant refinement of tasks and program structures. New Cambridge Essentials text books aligned to the Australian Curriculum were used for years 8 and 9 and trialled with a year 10 class in Semester 2. Two levels of texts were used for year 8 and 9 students, enabling teachers to differentiate their teaching to better meet the needs of all students.

HOTmaths is an online learning environment used to support students and this has been implemented more effectively in classes, by exploring the widgets (interactives) that demonstrate concepts. There has been a focus on improving tasks to ensure that they are more meaningful and have real world context. Tasks have also been adapted from HOTmaths as they test not only knowledge and understanding, but also investigating patterns, where students are required to identify and prove patterns. This encourages students' problem solving skills. This program was successful in expanding the pedagogy of all staff and was well received by most students.

Recommendations for 2015

- PAT Maths data analysis will be used by all Mathematics teachers to establish gaps in the learning of students in their own classes, and strategies will be shared to bridge these gaps

- There will be a focus on pedagogy in Mathematics with six teachers working with the primary schools in the Morialta Partnership to engage students in Mathematics in the initiative of Building Stronger Foundations to Powerful Learners.
- In 2015, all year 10 students will be using the text books that support the Australian Curriculum and correspond to HOTmaths. All year 8 and 9 students will have access to HOTmaths and will have one lesson allocated per week. Year 10 students will have a user pays system of \$13 per year.
- Middle Campus Mathematics units will be aligned with the Next Chapter IB MYP.
- There will also be preparation for the implementation of the Australian Curriculum in 2016 through mapping the content and investigating text books.
- An Individual Numeracy Plan will be developed for each student, beginning with year 8 students mid 2015.

Mathematics

Year 8 students at NMHS are placed in mixed ability classes and differentiation occurs within each class. The year 8 students also participated in World of Maths, where, in groups, students used problem solving skills in engaging with Mathematics problems. This will also occur in 2015.

We again used PAT Maths. All students in years 8-10 sat the NAPLAN-like, externally set standardised tests early in Term 1. Results were carefully analysed and used to help inform all class teachers of students at risk and students who could be identified for extension. As a result, several students were re-established in different level classes to better meet their needs.

All students sat the PAT Maths test at the beginning of Term 4. These results were analysed and, along with NAPLAN, used to better inform class placements for 2015. As a result, only two pre-applied maths classes are planned for year 10 in 2015 along with one at

Proficiency Band distribution table

Proficiency Band	Numeracy	Numeracy	Numeracy	Numeracy
Proficiency Band	Site	Region	DECD	Index
Exempt	0.4	1.5	4.4	3.2
Proficiency Band 5	1.5	1.7	5	2.4
Proficiency Band 6	15.3	10.8	24.9	18.5
Proficiency Band 7	30.6	24	30.5	32
Proficiency Band 8	25.4	28.4	21.4	25.1
Proficiency Band 9	17.2	19.5	9.8	13.4
Proficiency Band 10	9.7	14.1	4	5.3

School Improvement Targets

MYP achievement by year level 2014 and 2013

	1	2	3	4	5	6	7	% 1 2 or 3	% 6 or 7	Average
yr 8 2014	0.6	2.5	7.8	25.3	31.1	24	8.8	10.8	32.8	4.9
yr 9 2014	1.6	3.6	12	26.7	27.2	21.7	7	17.3	28.8	4.7
yr 10 2014	3	3.8	10.3	24.5	27.4	21.7	9.3	17.1	31	4.7
yr 8 2013	1	2	7.5	24.2	30.1	25	10.3	10.5	35.3	5
yr 9 2013	2.9	2.8	9	24.4	27.5	23.5	9.9	14.7	33.4	4.8
yr 10 2013	4.4	5.1	11.7	23.6	26.9	20.9	7.6	21.1	28.5	4.6

Middle School

The overall achievement spread for Middle Years Program in 2014 differed little from 2013. The majority of students achieved in the 4, 5, 6 range.

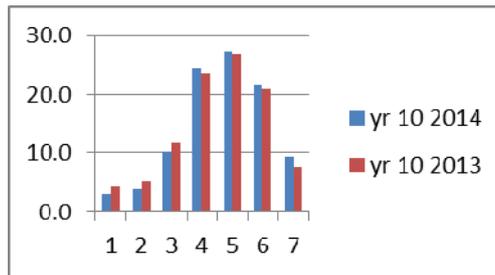
The School Improvement Plan (SIP) target in 2014 focussed on reducing the percentage of 1, 2 and 3 grades and increasing the percentage of 6 or 7 grades.

The 2014 reporting data shows an overall increase in 1, 2 and 3 achievement levels for year 8 and 9 students and a decrease in 1, 2 and 3 Levels in year 10.

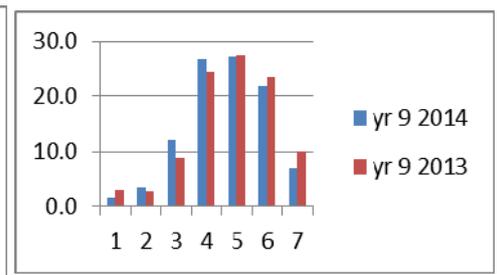
There is also an overall decrease in 6 and 7 achievement levels in year 8 and 9 with a significant increase in year 9 from 28.5% to 31.0%.

There was significant variation between learning areas. In many cases this is due to improved moderation processes that have resulted in more accurate assigning of levels. This has led to an overall reduction in the allocation of grade 7 and significant increase in the allocation of grades of 2 and 3 as teachers have recalibrated the expectation of students.

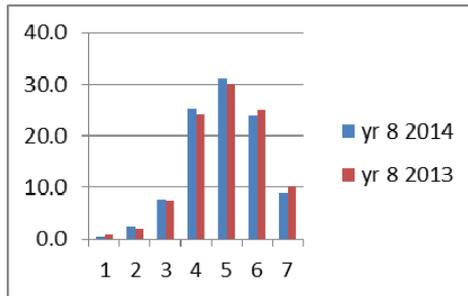
Change in year 10 achievement between 2013 and 2014



Change in year 9 achievement between 2013 and 2014



Change in year 8 achievement between 2013 and 2014



Stage 2 Results

	2013	2014	2013	2014
Grades	# Grades	# Grades	% Grades	% Grades
A+	13	17	1.1	1.2
A	73	76	6.2	5.3
A-	123	157	10.4	11
B+	160	179	13.6	12.6
B	170	238	14.4	16.7
B-	161	210	13.7	14.8
C+	150	158	12.7	11.1
C	125	181	10.6	12.7
C-	95	100	8.1	7
D+	44	42	3.7	3
D	20	26	1.7	1.8
D-	12	11	1	0.8
E+	11	11	0.9	0.8
E	12	9	1	0.6
E-	7	6	0.6	0.4
N	2	1	0.2	0.1
total	1178	1422	100	100
A+ to B-	700	877	59.4	61.7
D+ to N	108	106	9.2	7.5

SACE Achievement

Stage 1

The overall Stage 1 achievement spread for 2014 differed little from 2013 with the most common grade being B and C.

The SIP target for 2014 was a 3% increase in A&B grades and a 3% decrease in D&E grades.

The percentage A&B grades increased from 58.9 to 61.3% (4.1% increase).

The percentage D&E grades decreased from 8.5 to 8.1% (4.7% decrease).

More boys are receiving failing grades in Stage 1 and this will be a focus in 2015.

Stage 2 Results

The overall Stage 2 grade spread in 2014 was similar to 2013.

The SIP target for 2014 was a 3% increase in A&B grades and a 3% decrease in D&E grades.

The percentage A&B grades increased from 59.4 to 61.7% (3.9% increase).

The percentage D&E grades decreased from 9.2 to 7.5% (18.5% decrease).

Stage 1 Table Grade breakdown by gender 2014

	A	B	C	D	E	N	Total
Male	296	568	614	121	63	16	1678
Female	470	598	348	32	18	4	1470
Total	766	1166	962	153	81	20	3148

Stage 1 Chart Percentage of grades by Gender

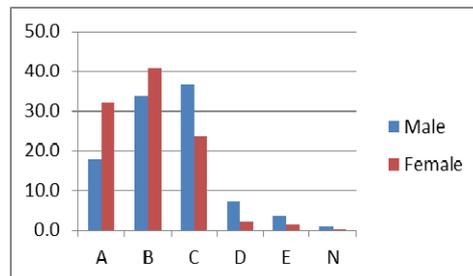


Table Percentage Stage 1 grades 2014 & 2013

	A	B	C	D	E	N	% A&B	% D&E
Male	17.6	33.8	36.6	7.2	3.8	1	51.4	12
Female	32	40.7	23.7	2.2	1.2	0.3	72.7	3.7
Total 2014	24.3	37	30.6	4.9	2.6	0.6	61.3	8.1
Total 2013	20.9	38	32.7	6.1	1.7	0.7	58.9	8.5

Learning Design

Context:

Learning Design describes the learning and teaching process; how we teach, what we teach and where we teach. At NMHS we have recognised the importance of this interplay and strive to provide learning experiences that utilise this to the fullest. Our focus in 2014 has been the continued development of teacher pedagogy in response to academic research such as Hattie, 2006 and Rodney, 2014 that show direct correlation between student learning, academic performance and the way in which students are taught.

Achieving this in 2014 has been a three tiered approach; continued development of the school's Professional Learning Teams (PLT), standardising internal moderation processes and ongoing exploration of e-portfolio assessment and development of an effective implementation strategy for this.

Actions:

Professional Learning Teams (PLT)

A limited PLT structure has been in place for three years helping develop the pedagogies required by 21st Century Learners. This work has provided a strong foundation for pedagogical change in the school. Flipped Learning, Interactive e-learning environments and Assessment for learning tools, were the three main areas for development. This work was strengthened by the school's ongoing commitment to high level Professional Development opportunities such as the Future Schools and EduTech Conferences, both of which were attended by staff.

With the introduction of ninety minutes of ongoing collaborative Professional Development time for all teaching staff in 2015, the school looks forward to building upon the foundations that have been laid by the innovators and early adopters over the past three years.

Standardising Internal Moderation Processes;

The goal in 2014 was to provide opportunity for 80% of staff to be involved in a formal benchmarking and moderation process. We not only met but exceeded this target. At a whole school Professional Development day in Term 2, 86% of the school's teaching staff were trained and engaged in three moderation processes. During the day teachers benchmarked, cross marked and standardised assessment. Further, each learning area has since conducted at least one additional moderation activity as part of their ongoing quality assurance processes

within learning area meetings. It is also worth noting that in 2014, 12% of the teaching staff were involved in moderation and quality assurance processes for the South Australian Certificate of Education (SACE).

Exploration & Implementation of E-portfolio

In 2013 the school began a trial of Mahara E-portfolio software, a trial which provided extensive feedback on the functionality, capacity, cost and management demands of the product. In weighing up this feedback it was determined that Mahara did not meet the demands and expectations of the school and an alternative product was sought.

After the EduTech 2014 conference the potential of Google Sites as a replacement product for Mahara was explored. In conjunction, came the Google Apps for Education (GAFE) suite, a series of cloud based applications designed to improve creativity, collaboration and access for learners. This change in direction has meant that targets set for 2014 have not been met. However, as we move forward we are in a far stronger position to be true innovators in the use of e-portfolios as an assessment tool in South Australia.

Initial targets were to provide 100% of staff with access to Mahara, have conducted introductory training with 100% of teaching staff in the use of Mahara and have completed advanced training with 25% of teaching staff. As stated, these targets were met, however, since a trial of GAFE begun in September 2014, the school has seen steady growth in interest and use of the various applications available.

The school has currently enabled access to 38% of the teaching staff and provided introductory professional Development through the Google Educators Group Adelaide and school based training to 26% of teaching staff. This is a considerable effort in the four months since the trial of Google Apps for Education began.

2015 Recommendations:

- Continued improvement of the quality assurance processes within the school will remain a focus in 2015, and will be achieved through two strategies.
- The first will be to write and implement an Academic Code of Conduct for NMHS, which will provide a consistent approach and level of expectation for both teaching staff and students. An integral part of this code will be the staff and student charter developed to increase the integrity and

professionalism within the school environment. It will be through this Academic Code of Conduct that internal moderation expectations will continue to be developed.

- The second strategy is to improve the use of student voice to influence and inform school development. In 2015 the school will increase the collection of student feedback data, through end of semester subject surveys and an annual school learning environment survey.
- Expansion of the PLT structure has been significantly enhanced by the school commitment to provide time for ongoing collaborative professional learning. The work carried out by the Pedagogical Improvement Working Party, in conjunction with the School Executive and Governing Council has provided a structure that will further pedagogical shift in NMHS teaching staff. In 2015 the focus of this shift will include;
 - 21st Century teaching to support student learning, including differentiation of learning.
 - Appropriate use of technology to support student learning (inc Moodle, Google Apps etc).
 - Development of student Digital Literacies.
 - Pedagogical sharing.
 - Induction process to new staff in NMHS ICT practices.
- In providing a learning environment capable of meeting the needs of 21st Century Learners, it is essential that NMHS be an innovative leader. The introduction of Google Apps for Education across the school will be one such innovation. The implementation plan for this will see all staff and students with access to the suite by the end of 2015 and targeted use of the Google Sites application at years 8, 10 and 11 in the first year. In year two of implementation the target groups will be years 8 and 10.

Senior Secondary Results

The NMHS retained a high standard of results in 2014. Merit awards (20/20) were achieved by nine individual students. These Merit Awards were achieved in English Communications (1), Business and Enterprise (1), Mathematical Applications (2), Biology (2), Research Project (2), Mathematical Studies (2), Specialist Mathematics (1), Modern Greek (1) and Workplace Practices (1).

Students achieved a total of 250 A grades, there was a slight increase in the percentage of A+ and A- grades but there was a decrease in the percentage of A grades. In 2015 there will be a continued focus on developing a greater understanding of task design and the use of Performance Standards and the range and application of diverse assessment tasks to support student achievement.

Achievement Score summary and distribution

The overall trend was similar to previous years with grades peaking at the B and high C level. There was, however, also a pleasing decrease in D and E grades. The expected upgrade in Daymap in 2015 will improve the school's ability to monitor attendance and action early intervention for students.

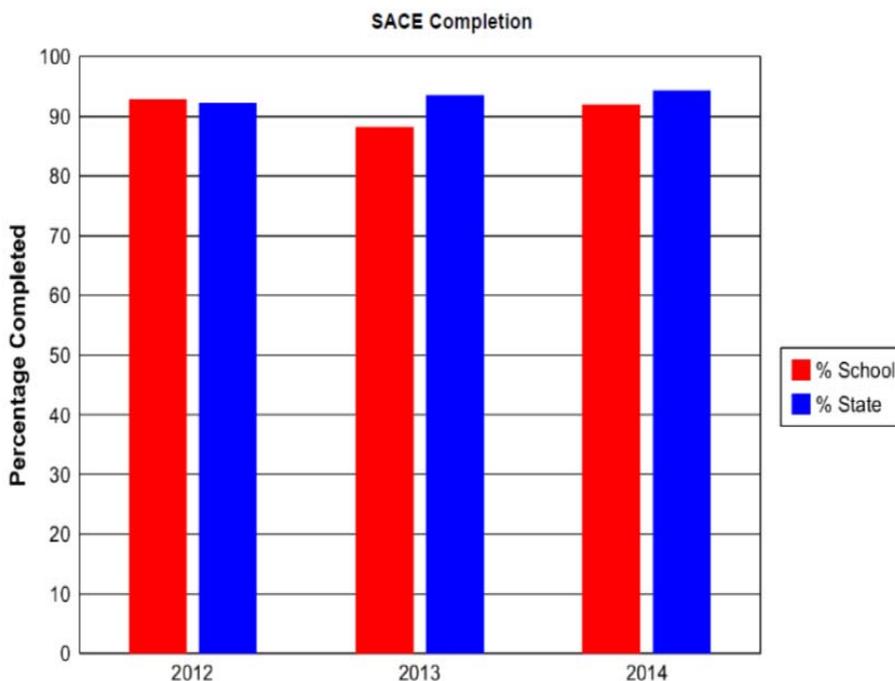
The SACE completion rate for 2014 was 92% which is higher than 2013. In 2015, the school will focus on improvement for students who receive the C- and D+ grades to ensure a further increase in the SACE completion rate.

Stage 1 Literacy - SACE

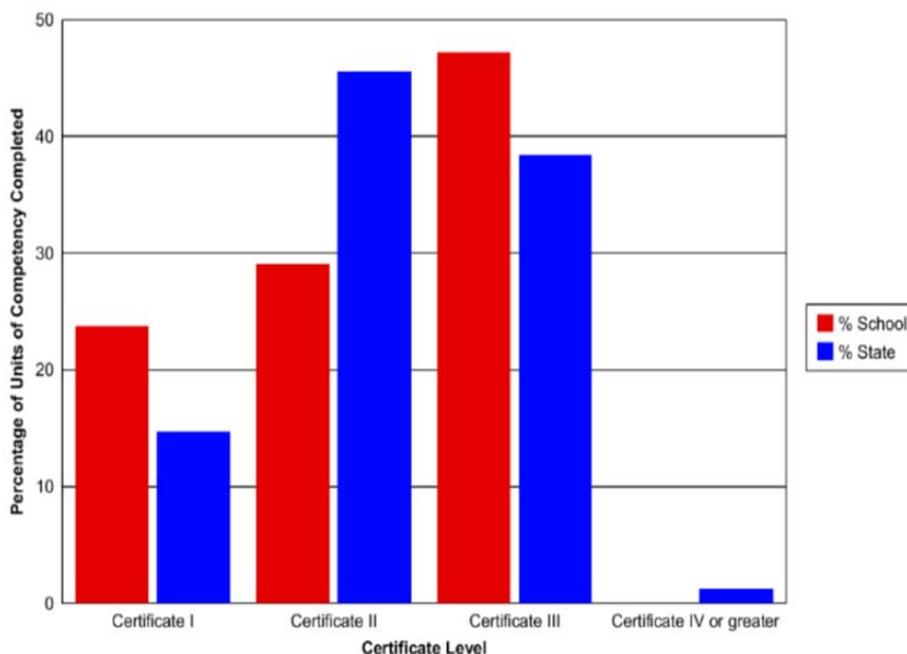
Students at NMHS achieved above the state average in successfully completing the compulsory SACE Literacy requirements at Stage 1.

The introduction of the Individual Literacy Plan for Stage 1 students in the PLG program will provide an opportunity for students to improve their literacy skills with teacher support. The analysis of a range of literacy data sets in conjunction with achievement data is planned for all teachers to inform curriculum review and task design. This will also support differentiation in the classroom in order to meet individual student needs.

Semester 2		
	NMHS	STATE
Literacy	94.84%	92.09%
Numeracy	87.71%	85.84%



VET Units of Competency Completed - by Certificate Level



Stage 1 Numeracy - SACE

Students at NMHS achieved above the state average in the compulsory SACE Numeracy requirements at Stage 1. Achievement data in relation to Numeracy will be used to continually review and develop teaching programs to support Stage 1 students in this compulsory subject.

Vocational Education & Training (Certificate Level)

Students are successfully completing VET courses to support individual future pathways.

In 2014, 11 students completed one or more VET units of competency at Certificate 1 level and 16 students completed one or more

VET units of competency at the Certificate 2 and 22 students completed one or more VET units of competency at Certificate 3 level. The majority of students completing the Certificate 3 level are enrolled in the NMHS Trade Training Centre. A total of 49 students are involved in the VET program.

School Based Apprenticeships or Traineeships

Three students are currently enrolled in this program. The school endeavours to support students who wish to pursue this pathway as opportunities present themselves.

International Baccalaureate Middle Years Program (IB MYP)

An overview

The International Baccalaureate Middle Years Program (IB MYP) provides a curriculum framework that is complementary around the Australian Curriculum in the years 8 – 10. The program is inspired by the IB mission: holistic learning, intercultural awareness and communication. The fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP.

In 2014 the main focus of development in our MYP has been on the professional learning capacity of staff as the Next Chapter of the MYP begins in 2015. With new subject guides for each of the eight learning areas, staff have been actively engaged in a range of professional learning to develop their understanding of the new requirements.

The school's ongoing commitment to staff Professional Development was supported with staff attending IB run workshops in Design and Science in Melbourne and accessing online training for staff in Languages. Staff from all of the learning areas participated in Professional Development through SAMYP (South Australian Middle Years Program) PD and visits from Curriculum writers. The purpose of this Professional Development was to develop a firm understanding of the new subject guides for 2015 and beyond and to begin the process of aligning the curriculum with the new unit planner.

Our Term 3 Pupil Free day consisted of a whole school focus on the IBMYP Next Chapter and staff from both the Senior and Middle Campus worked collaboratively on the mapping and development of curriculum in alignment with the new subject guides.

Through the Personal Learning Group (PLG) program the year 8 students have focused on developing their understanding of the IB Learner Profile. The Learner Profile provides a framework of understanding of the skills required of an IB learner. Students throughout the course developed an understanding of the Learner Profile and then assessed their own learning against these skill sets. To finalise the unit, students presented their knowledge in a formal presentation and were assessed on this.

At year 9 the focus for 2014 through their PLG program was on Community Service. Students actively participated in a range of community service based activities. Key achievements included Red Day for the Salvos and a Cancer

fundraiser. Students also presented to their PLG teacher on their strengths and areas of focus in line with the Learner Profile as part of their counselling process for 2015.

In the culminating year of the IB, year 10 students complete the Personal Project. The Personal Project is an extensive project driven by the students in an area of their interest and passion. Students establish a chosen goal and develop an inquiry based project upon this. The purpose of the project is to demonstrate all of the skills developed throughout their IB schooling.

With a 61% success rate in 2012, 82% in 2013 in 2014 student achievement in the Personal Project has reached an all time high with a 3% increase in the number of students successfully completing the project with a 3 grade or better (85%). More significantly there was an 8.1% increase in the number of students achieving in the very high range (6-7) with 23.1% of students achieving these results.

Recommendations for 2015

- 2015 will see the consolidation of staff training, with staff participating in five different IB workshops over the January holidays.
- All staff will continue to map their teaching units against the new subject guides.
- Students will be assessed on the new IB criteria for each of the subject areas.
- Development of programs to further document "Service in Action" will continue as we begin preparations for our Self-Study in 2016, and Evaluation Visit in 2017.

Information and Communication Technology (ICT)

This year was the final year of our ICT 3-Year Plan: 2012-2014.

Priorities for this plan, and our 2014 Achievements towards meeting these priorities, are described below:

Administration

Description

To enable staff to gather, record and access data so that learning can be improved for all students through the implementation of Daymap.

Achievements

- Daymap software has been implemented across the school and is being used in all classes to mark and track student

attendance, to record against the IB MYP and SACE criteria for all Summative Tasks and for Reporting.

- The Daymap Parent Portal was also implemented.
- DATACOM Level 3 Support was utilised 22 times, at the end of October.

Recommendations

- ICT Strategic Plan 2015-2017 – Administration – Priority 1: Further embed Daymap into Assessment and Reporting processes.
- ICT Strategic Plan 2015-2017 – Administration – Priority 2: Expand the use of Daymap Parent Portal for communication.
- ICT Strategic Plan 2015-2017 – Administration – Priority 3: Continue to develop and implement ICT Service Delivery / Change Management process Framework for ICT Technical Support (FITS) to improve ICT Services across the school.
- Continue on with Level 3 Support.

Resources

Description

- Modify the network infrastructure to prepare for future changes.
- Implement a 1:1 Bring Your Own Device (BYOD) Initiative for all students.
- Develop Learning Spaces across the school to support 21st Century teaching and learning.

Achievements

- Changes to the network infrastructure across the school were finalised according to the Phase 3 upgrade, resulting in a broadened bandwidth which allows for multiple devices and limiting dropouts. It allows improved services in printing from laptops and outside access, but also in allowing the school to utilise a Bring Your Own Technologies (BYOT) environment.

Three options were presented to parents for 2014 laptops:

- Option 1 - purchase through a school approved vendor.
- Option 2 – purchase their own device meeting the stipulated school requirements.
- Option 3 – borrow a loaner laptop through the school. We received a total of 205 responses from a potential cohort of 275.

The responses for 2014 are summarised as follows:

- Option 1 – 141 (69%)
- Option 2 – 33 (16%)
- Option 3 – 24 (12%)
- Option 1 or 2 – 5 (3%), Option 2 or 3–2 (1%). These results demonstrate strong support from our families in purchasing their own device (85%).
- A Learning Spaces Committee was formed to investigate the use of different models of learning spaces to improve student learning in the 21st Century. Six people attended the FutureSchools Conference. The Committee developed a 'Learning Spaces, Principles and Practice' document so that Learning Spaces are developed across the school in a consistent, and not ad-hoc, manner. First 1 /First 2 floors were identified as the Learning Space to be developed in 2014. Work has now been finalised in this area, along with the new furniture.

Recommendations

ICT Strategic Plan 2015-2017 – Resources – Priority 1:

- Explore the continued expansion of a Virtual Desktop Interface (VDI) scheme to ensure a common student platform and to bypass licensing issues associated with installation on local BYOT devices.
- Provide a specialist MAC and Windows Suite on each campus for specialist, high end work.
- Continue developing Learning Spaces across the school that support collaboration and the use of technology to improve student learning. This will include the implementation of Sound Recording Booths on the Senior Campus.
- Continue the rollout of touch screen TVs and short-throw interactive data projectors to all teaching and learning spaces, and provide more 3-D printers across the school.
- Implement the use of dark fibre to improve Internet access and reduce Internet costs.

ICT Strategic Plan 2015-2017 – Resources – Priority 2:

- Investigate the use of Google Apps for Ed.

Teaching and Learning / Professional Learning

Description

Provide for continual Professional Learning (PLT) in ICTs and associated pedagogies in order to support learning, including the training

of all teaching staff in using an eLearning environment (Moodle 2) that provides students with subject resources, enables assignment submission/feedback and enables the development of interactive-based resources and individual learning plans.

Achievements

The eLearning Champion Program continued this year, targeting staff new to the school. There was also a focus in the PLTs on increasing the variety of ways in which the Moodle is used to better support learning. A Help Desk arrangement was also established whereby teachers could access assistance from a pool of 'Moodle go-to people' (MUGS) using a 'just in time' approach.

As a result, all teaching staff have now been trained in using the eLearning environment, meeting the ICT Strategic Plan target. However, if this target is to be sustained, regular and dedicated Professional Development time is required.

The 2013 baseline data about Moodle usage showed that the average number of unique logins to the Moodle per month was 878 (~50% of our student/staff population). Our data for 2014 shows that the average number of unique logins per month increased to 1434, meaning that 88% of our students and staff are now using the Moodle on an ongoing basis. This exceeds our target of increasing the average monthly usage rate of unique logins to the Moodle from 50% to 70%.

Professional Learning Teams (PLT) for ICT Rich Curriculum were continued. Six Learning Area teams participated, bringing the number of teams having participated in the program to date to 18. Each of these teams developed Units of Work using 21st Century pedagogies to better support learning. This model for Professional Learning was successful in changing pedagogy in the classroom, resulting in better student learning outcomes (refer to indicators for success in the PLT documentation). However, due to the teams of teachers not being available at the same time because of teaching commitments as well as the cross-campus nature of the school, the resulting time constraints meant that the program was not as far reaching as we would like. In 2014, the Pedagogical Improvement Working Party Committee (PIWP) investigated the possibility of introducing a 90 minutes of PLT to enable teachers to have regular, collaborative time to change classroom pedagogy so that it better reflects learning in the 21st Century. Our aim is to keep schooling relevant, whilst also keeping disruption to students to a minimum. A proposal was developed and put to the teaching, student and parent bodies. In light of feedback from these

groups, the proposal was endorsed for implementation in 2015.

The units developed by the PLTs revolved around the more advanced, interactive features of the Moodle, such as the Feedback Forms and Online Quizzes, as well as using the Flipped-Classroom as pedagogical approach.

The NMHS Inspiration Exchange, a website for the sharing of good pedagogy, was developed.

Recommendations

ICT Strategic Plan 2015-2017 – Teaching and Learning / Professional Learning – Priority 1:

- Monitor the implementation of the new timetable / PLT structure to review its effectiveness.
- Continue with the eLearning Champion Program, targeting staff new to the school. This can be achieved through the new PLT structure.
- Develop feedback forms that can be completed by students at the end of each subject.

ICT Strategic Plan 2015-2017 – Teaching and Learning / Professional Learning – Priority 2:

- Investigate the use of Google Apps for Educators.
- Keep abreast of emerging pedagogies and technologies. Send a team of teachers each year to conferences such as EduTech, FutureSchools and Google Educators Group (GEG); to build capacity for improved pedagogy across the school.

International Student Program

International Accreditation

This year NMHS is at the two year stage of its Council of International School's accreditation process. The school has addressed many of the recommendations made in the 2012 Team Visit as indicated in the First Report on Progress and Planning. Of the 65 significant recommendations in the Visiting Team's report, 39 (60%) were completed, 21 (33.3%) were in progress, 2 (3.1%) are planned for the future, and 3 (4.6%) were rejected.

Student Demographics

Full Fee Paying Students

During 2014, there were a total of 140 international full fee paying students. 121 of these were in the High School Graduate Program, and 19 students were enrolled in a Study Abroad Program from four weeks to one year in length. These numbers are a significant

increase from 2013 where there were a total of 103 international full fee paying students.

During the year 27 students left the program, 16 of these being shorter term Study Abroad students. Two students changed status due to gaining permanent residency. Of the remaining students who left during the year before completing their High School Graduate program, five enrolled into University Foundation courses, two students returned home due to personal reasons, one student transferred to Adelaide Secondary School of English and one student will return to NMHS next year to complete studies.

New enrolments during the year totalled 70, including 51 students commencing in the Intensive Secondary English Course (ISEC), which was an increase from last year. Seventeen students from this group commenced their studies in the newly created, re-established Middle Campus ISEC class in Semester 2.

At the end of 2014, 31 students left the school. Of these one student returned home to complete studies; two students completed their year long Study Abroad Program; whilst the remainder moved into other programs. Four students are entering programs into the next year level at schools interstate or overseas, whilst two of these moved on into pre-university foundation courses, rather than to complete year 12 in the secondary setting. The remaining 22 students completed their year 12 at NMHS.

The country of origin of the NMHS international students did not change significantly in 2014, with the majority of students being from China, followed by Japan and Vietnam.

Exchange Students

Once again, the school accepted students from private student exchange programs, fostering the school's vision and mission statements on intercultural engagement. A total of seven students, three from Spain, two from Italy, one from Germany and one from Norway enriched the school community with the students supporting language classes and being involved in many co-curricular activities.

Study Tours and Sister School Exchanges

Study Tours

The school hosted two study tours from Japan this year with a total of 35 visiting students. We again welcomed students from Koishikawa Secondary Education School from Japan in August and from Ritsumeikan Junior High School in November.

All Study Tours were hosted on the year 9 Sub School and visiting students were allocated school buddies to support them. The enthusiasm and support of the buddies contributed to the success of all the study tours.

Study Tour students were involved in English lessons, activities in Art, Drama, Physical Education and Food and Culture. The students were also involved in excursions to Cleland Wildlife Park, Aquatics at West Lakes, Central Market, Historical Adelaide and Morialta Conservation Park.

The school is building an increasing database of homestay families, mainly from the use of SMS's and word of mouth. Study Tour information in the transition packs for our year 7 students is also generating increased interest in these families considering being homestays as they enter the NMHS school community.

Sister Schools

Takahashi Senior High School

The school welcomed 16 students and two staff from our sister school in Japan, Takahashi Senior High School. The exchange was based on the Senior Campus this year, to avoid clashes with the Koishikawa Study Tour. In Term 4, initial discussions are underway to prepare for the reciprocal visit to Takahashi in October 2015.

Italy Sister School Exchanges

As a result of negotiations, a group of five students and one teacher from Istituto Torno from Castano Primo, Milan commenced the establishment of a sister school relationship. The feedback from all concerned both here and in Italy, evidenced the success of the program. Homestay families for this visit commented favourably and are still in communication with the families overseas.

Both the school in Milan and another school in Torino are expecting a group of our students to visit in April 2015. Whilst there was great initial interest in the program, the smaller numbers committing to the exchange at the time of writing are making it difficult for this group to proceed. Further promotion is occurring to gain interest and commitment to enable the exchange to proceed in 2015.

World Challenge

The interest in the World Challenge has continued and in November of 2015 a group of 16 students will be embarking on a challenge to Vietnam and Cambodia as part of World Challenge, with the aim of developing life skills, such as empathy, leadership and resilience. Our students will be volunteering in an orphanage, school or village, teaching English to the children and assisting with the cleaning and painting of new classrooms. Fundraising to send our students on this challenge has already begun with the organisation of movie nights, stalls at school fairs, selling hot chocolate on campus, hosting a middle campus casual clothes day and a variety of other school based activities. Through fundraising, students will acquire skills involving money and planning which will prove to be invaluable in the future.

Asia Literacy Project

A number of NMHS students were involved in an Asia Literacy Project in partnership with East Torrens Primary School and East Adelaide Primary School. The project saw our students talk about their learning of Asia to the whole staff and to the year 7 students at the primary schools. Simultaneously, the primary school students presented their learning to our year 8 classes. The presentations were captured in a video by two of our Media Studies students supported by their teachers, and shown at the

Countries of International Full Fee Paying Students

Country	FULL FEE PAYING INTERNATIONAL STUDENTS (571 VISA)		
	Study Abroad Program	High School Graduate Program	Total
China		92	92
Japan	10	3	13
Vietnam		9	9
Korea		6	6
Germany	4		4
Hong Kong		3	3
Malaysia		4	4
Thailand	3	1	4
India		1	1
Lebanon		1	1
Norway	1		1
Sri Lanka		1	1
USA (Italian background)	1		1
	19	121	140

Leading Asia Studies Forum. At the forum one of our International Students entertained the delegates by playing a traditional Chinese instrument, the Guzheng.

ISEC Community Project

Both the first and second semester ISEC international students have been involved in a real life marketing project with the local cheese factory, La Casa Del Formaggio. Students worked in groups with La Casa's Marketing Manager to prepare food to cook from a recipe, style the food and photograph it so it could be used on the website. This project was linked to their Integrated Learning subject of Art and Design.

Overseas Leaders and Teacher Delegations

The school hosted a number of teachers and leaders from China and Thailand this year, showcasing our best practice in curriculum and leadership. We also hosted a group of University delegates from Japan who were particularly interested in our Nutrition, Food and Hospitality and Tourism programs.

David Carter, has been selected to continue our educational partnership with the Office of Basic Education Commission (OBEC) in Thailand. He will return to our partner school, Yupparaj Wittayalai School in Chiang Mai, Thailand during January 2015 to continue the Professional Development for staff in the school.

Recommendations for 2015

- The school maintains adequate number of international students in order to continue to conduct an ISEC program on both campuses for the whole year.
- Maintain the current number of Study Tours and extend the range of staff and students involved in these International programs.
- Formalise the Memorandum of Understanding with the sister schools which have been established in Italy.
- Ensure that the Takahashi sister school reciprocal exchange to Japan transpires in 2015.
- Encourage and support students to participate in overseas exchanges, both through school programs and others.
- Continue the implementation of Asia Literacy.

Sport

Standards Day

This is a day specifically designed to expose year 8 students to a variety of track and field events whilst establishing relationships with their PLG peers and teachers. The day once again ran smoothly on the Middle Campus grounds with 8R2 triumphing as the most successful PLG.

Sports Day

Sports Day was held at Santos Stadium on Wednesday 12 March. Conditions were perfect!

Results of the day:

RED	2,666
GOLD	2,197
BLUE	2,166

Swimming

Swimming in Term 1 2014 saw a growth in numbers due to an influx in interest amongst year 8 students. Training again occurred on Tuesday and Friday mornings before school at Magill University. The team itself was more competitive in the Wednesday afternoon competitions held at neighbouring private schools. Mid way through the swimming season, the team competed in the Secondary School Sport SA (SSSSA) 'F grade' Swimming Carnival at Marion Aquatic Centre and finished 6th overall.

Track and Field

A team of students is selected each year to compete in the North East Vista and SSSSA Track & Field championships based on results from Sports Day. We finished 4th overall in the Vista Zone championships and 3rd in the C2 grade SSSSA championships.

Cross Country

Participants increased from 10 to 14 at the 2014 SSSSA Cross Country Championships held at Oakbank. We had 2 students finish in the top 20 in their respective race down from 3 in 2013.

Out of School Hours Sport

The school has again competed in two associations: the Sports Association for Adelaide Schools (Boys) and the South Australian Catholic Secondary School Girls Sports Association. These competitions were run through the assistance of coaches and managers working outside of school hours. A number of these coaches were parents of students or old scholars. Competitions are run in badminton, basketball, cricket, cross country, swimming, beach volleyball, volleyball,

waterpolo, netball, tennis, softball, soccer and table tennis. Participation numbers increased again slightly in 2014. Volleyball and Badminton are two sports that have seen the biggest growth but Basketball and Soccer continue to be the most popular.

South Australia State Selection

The following students were selected to represent South Australia

Helena Ruggiero—Futsal

Alexia Scalzi—Futsal

Isaac Allum-Henson —Rugby

Mariah Hatchard —Rowing

Denby Harding —Rowing

Brooke Petrie —Shooting

Tayla Macaskill —Basketball

Rianne Reiger —Lawn Bowls

Harriet Burnett —Soccer

Chanel Todino —Soccer

Connor Bury —Fencing

Chelsea Hart—Netball

Nathaniel Benson—Hockey

Giorgia Contos—Futsal

Recommendations for 2015

- Continue to promote School Sport and the benefits derived from participation.
- Retain current coaches who have built solid relationships with their teams and are effective in promoting school values.
- Retain current umpires for Saturday sport who were successful in officiating games in a professional and diligent manner.
- Continue to update School Sport uniforms
- Increase female participation in Netball, Soccer and Tennis.

Rowing

The NMHS has again built upon the success of the previous season, with full crews competing in Head of the River and the senior girls coming second. We have been repairing and replacing equipment as planned and have also been able to purchase a double/pair.

A successful year 7 campaign was run with 20 students confirming their attendance at camp. We had a positive response from students at Stradbroke PS where we were able to present the Rowing Program and next year we hope to be able to present to more local primary schools.

During early 2014 Mariah Hatchard was selected in the State Youth 8 and represented both NMHS and SA at the National Championships. Denby Harding also represented NMHS. Both Denby and Mariah competed in the single sculls and Mariah also combined with other state rowers to compete in other events. Hearing the announcer call Norwood Morialta High School several times a day to announce her various races certainly was a positive for the school, with several local schools making positive comments about our program.

The 2014-2015 season has started strongly, with senior coach Riley Lum and Andy Hadcroft as Head Coach.

The parent committee is growing in volume and involvement and we have had a dramatic increase in parental support at regattas.

Assets and Projects

Late in 2013 air monitoring tests were conducted in Technical Studies to establish the level of airborne particles compared with HW&S recommendations. As a result of the testing the woodwork classes were suspended until the dust extraction system could be resolved. Throughout 2014 the Woodwork curricular was modified. The Department of Education and Development (DECD) agreed to fund a new dust extraction system. Engineers designed a new system and it went to tender early in Term 1. The school's electrical supply was upgraded to support the new plant. Planned cost for these works was approximately \$264,000.

The tender process completed and the contracts awarded, the installation of the dust extraction system began in Term 1 holidays. The plant and internal ductwork and all the trenching and pipe work to bring three phase power from the Grantley Avenue side of the campus to the Technical Studies building was completed during the July holidays. During the October school holidays SA Power Networks installed the new transformer and electrical contractors continued to complete all the connections. Electrical contractors worked on site during week 7 of Term 3 incorporating the student free and show days to catch up lost time due to rain in the Term 2 holidays. Unfortunately, there was a delay and now the connection of power to the units will not take place until early January 2015.

The old photography area is also about to see a refit with plans and quoting completed with asbestos flooring here and in ceramics class rooms about to be removed. Construction of the new large computer suite and teaching

space in Art will then proceed.

Several smaller projects have been undertaken including repainting of the Counsellor's offices, student toilets the stair wells and external landings were also re-painted. The lift has been unreliable and required a \$13k refit to help improve its reliability. All blinds and curtains were repaired or replaced and pull cords fixed to the wall across the whole school as part of an improved WH&S focus for our sites.

Reversing cameras were fitted to both buses and the school ute for improved safety. During the depths of winter the courts were professionally cleaned for improved safety.

On the Senior Campus the boiler was serviced and fired up for winter which keeps the Resource Centre and the Western First (WF) area warm. It is very unreliable and we are optimistic engineers will recommend that the boiler system will be replaced with air conditioners throughout the whole WF area level 2, Resource Centre level 3, thereby enabling all areas of the Senior Campus to be air conditioned for cooling and heating.

We have installed automatic glass doors at both the front and rear doors of the main building and fully redeveloped the classrooms First 1 and First 2 (F1 & F2) during the Term 2 holidays which included installation of glass operable walls, new carpet and painting of the whole area including foyer and front office. The area we know as the Vibe café was also given the same makeover earlier in the year and the ground floor will have a similar renovation in the Term 4 holidays. Throughout the year improvements with painting of several areas of the Senior Campus have occurred. Trip hazards and improved pathways have improved the overall appearance of the school.

We installed 32 wheelie bins on each campus to fixed posts to improve the condition of the yards. Staff and students have embraced this new idea and each campus is much tidier with less rubbish.

All five trailers have been serviced and the Parents and Friends (P&F) BBQ trailer has undergone a major rebuild and should keep it on the road for another 5 – 10 years.

A landscape upgrade proposal is being prepared by Project Green who have been appointed to design an attractive, low maintenance landscape for the front of the Senior Campus reflecting the values of the school and to create outdoor learning spaces. They have also been asked to create a concept plan for the lower courtyard area, including new foot traffic surfaces, shade and landscape proposals.

Air conditioning and fitting of glass automatic

doors to the canteen has been approved and will be completed by Christmas ready for the new 2015 school year.

The working bee this year was held on the Middle Campus and we had a small but keen group of volunteers to assist with our painting of courtyard furniture. Sadly it rained just as we were cleaning up which did have some impact on the quality of the work completed. However a fun and rewarding day was held with morning tea supplied by the P&F committee.

Teaching Staff

In 2014 the NMHS teaching staff consisted of 107 teaching staff (101 FTE) The Schools executive team comprised one Principal, two Campus Heads and three B-3 Leaders.

The Curriculum Leadership included a Leader Learning Design and a Leader Literacy, seven Learning Area Coordinators and a Coordinator for the MYP.

Students are also supported by five Sub School and Learning Community Leader, a Sports Coordinator and two Councillor Coordinators.

Teacher Qualifications

Altogether the 107 teaching staff have between them 190 Degree level qualifications and 71 post degree qualifications.

Student Demographics

Student Enrolment

The NMHS is a large school by South Australian Standards with an enrolment of 1533.4 students (FTE) during Term 3 of 2014. This is a significant rise from 2013, 1493 students. There is an increase in cohort size in year 9, 10 and 12 with a slight decrease in year 8, seven students, and a marked decrease in year 11, 37 students, however, overall more students enrol than depart at each year level except year 12. There was a fall of 51 students from year 11 to year 12 as students moved into a variety of pathways. This is similar to the pattern in 2013.

Student Demographics

The proportion of international students rose significantly in 2014 to 9.1% The fall in the Australian dollar and the introduction of a Middle School ISEC course accounts for some of this rise. The school maintains a high proportion of students from non-English speaking backgrounds and students with an EALD scale (32%).

The school attendance rate improved by almost 0.6% in 2014, over a 6% reduction in absences with the introduction of Daymap Parent Portal. Improvement in attendance was in year 8, 9 and 10 with a decrease in year 11 and 12. When compared to other schools NMHS has a higher attendance rate than DECD schools in general and schools with the same Index of Disadvantage, but has a lower attendance than average for our region.

When analysing absence rates it is clear that the number of authorised absences by our students has fallen significantly from 2013 to below DECD, and "like schools", but remains above our region average. Unauthorised absence rose in 2014 and while below DECD it is above the level for our region and schools with the same Index of Disadvantage.

In general, student absences are followed up by an SMS messaging system and PLG teachers, in the first instance. Sub School Heads and Learning Community Leaders taking primary responsibility for following up ongoing poor attendance. In the case of chronic non-attendance the student counselling team uses a case management approach to follow up on individual students.

The unauthorised absences are of particular concern amongst year 11 and 12 students, 3% and 4.7% respectively, where the percentage is up significantly from 2013.

Targets for 2015

Improved use of Daymap Parent Portal and an increased and earlier targeting of students with poor attendance patterns will be a focus of the Senior Campus Management Team for 2015.

Education of parents and teachers to better use Daymap to identify and respond to early signs of absence patterns will be the focus on reducing authorised absences further.

Apparent Retention

NMHS continues to have a pattern of more students enrolling at years 8 to 11 level. As a result, apparent retention remains above 100% for all criteria. It also remains significantly above the DECD and Index of Disadvantage average but falls below the region. Year 11 and 12 apparent retention is affected by regional figures because Marden and Open Access College take senior students from all over the state. The Retention levels overall increased in 2014 compared to 2013 as the numbers of international students increased.

Total of attendance rate for 2012-2014

Year Level	Rate	2012	2013	2014	2014	2014	2014
Year Level	Rate	School	School	School	Region	DECS	Index
Year 08	Absence	8.6	8.1	6.3	5.7	9.7	7.2
Year 08	Auth.	7.7	7.3	5.4	5	7	5.9
Year 08	Unauth.	0.9	0.8	0.9	0.7	2.7	1.2
Year 09	Absence	9.9	10.8	9.1	7.7	11.8	8.7
Year 09	Auth.	8.3	9.7	7.2	6.3	8.1	7.1
Year 09	Unauth.	1.5	1.1	1.9	1.4	3.8	1.6
Year 10	Absence	10.1	11	9.6	8.3	12.6	9.7
Year 10	Auth.	8.4	9.4	6.8	6.6	8	7.4
Year 10	Unauth.	1.7	1.6	2.8	1.7	4.6	2.4
Year 11	Absence	10.8	6.7	7.8	7.5	12.7	8.8
Year 11	Auth.	6.4	5.3	4.8	5.4	7.1	5.7
Year 11	Unauth.	4.3	1.4	3	2.1	5.6	3.2
Year 12	Absence	9.9	8.7	9.2	7.7	11.4	7.8
Year 12	Auth.	5.2	5.8	4.6	4.6	5.3	4.1
Year 12	Unauth.	4.7	2.9	4.7	3.1	6.1	3.7
Secondary Total	Total Absence	9.9	9	8.4	7.4	11.7	8.5
Secondary Total	Authorised	7.2	7.4	5.8	5.6	7.2	6.2
Secondary Total	Unauthorised	2.7	1.5	2.7	1.8	4.5	2.4

Chart: Percentage Attendance rate by year cohort 2011-2014

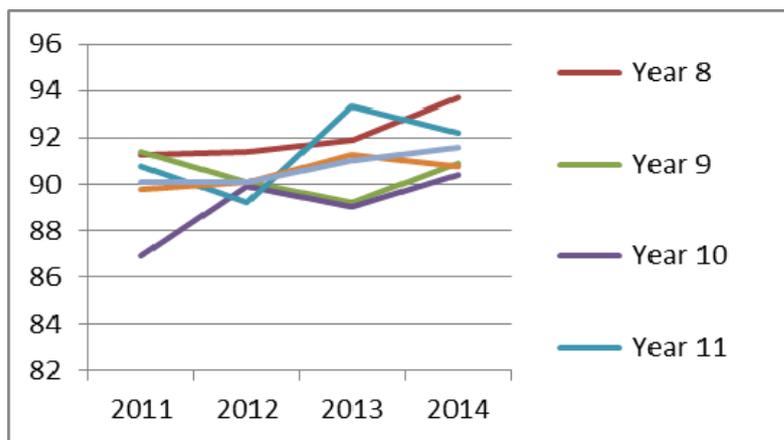


Table of attendance rate for 2012 -2014

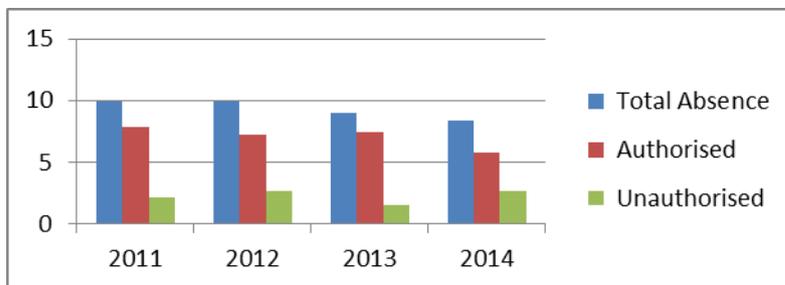


Table of apparent retention rates

Year Level	2010	2011	2012	2013	2014	2014	2014	2014
Year Level	School	School	School	School	School	Region	DECS	Index
Year 8 to 12	111	119.3	107	110.1	111.7	167.1	101.5	80.5
Year 8 to 10	107.7	116	109.9	112	114.7	115.8	104.3	108.2
Year 9 to 12	104.3	110.6	103.2	104.8	108.1	162.9	99.9	88.9
Year 10 to 12	93.9	99.2	99.3	94.9	101.7	140.2	96.1	83.5

Post Study Destination

Students who leave NMHS are surveyed for their intended destination. In 2013, the latest Data available, the majority of Middle School students left for interstate/ overseas, or other SA government schools. Year 11 students left for a variety of reasons including further study and employment. Of the year 12 students, 237 of the 252 had completed their SACE. The majority of these students went on to further study at University or TAFE. A number of non-completers returned overseas, entered tertiary foundation courses or continued their SACE studies in year 13.

Table of intended destination 2013

Year Level	Employment	Interstate/Overseas	Other	Seeking Employment	Tertiary/TAFE/Training
Year 8		1			
Year 9		6			
Year 10	2	11			
Year 11	8	22	1	1	8
Year 12	3	1		2	7
Total	13	41	1	3	15

Opinion Survey

Summary

The NMHS community was surveyed using the Council of International Schools survey. A total of 759 students (approximately 49%, 85 members of staff (65%) and 54 parents (4%) responded to the survey, which covered all aspects of school operations, with a particular emphasis on teaching and learning.

The results of the survey are summarised in the table on the next page.

Key Findings

Parent Feedback

Highlights from parent responses

- Parents broadly agreed that the curriculum was consistent with the school's Vision and Mission, 86.9% up from 74%.
- Most parents believed that their children found school interesting and engaging, 68.5% down from 74.3%, and took into account their child's learning style, 77.1 up from 60%.
- Most parents believed the school was appropriately resourced to support student learning and welfare, 80.4%, and that computer resources were well used to encourage learning, 93.6% up from 74%.
- Many parents, 41.2% down from 66%, did not believe that they had enough written information about course objectives and expectations for their student's class work. Increased parent education and follow up with teachers should further improve the use of Daymap Parent Connect in 2015 to address this issue.
- While most parents, 87%, were comfortable talking to teachers about their child's progress, a proportion of, 22% down from 37%, were not satisfied with the school's assessment and reporting procedures.

Student Feedback

- The NMHS Vision and Mission statements were familiar to most students, 88%.
- The majority of students, 82%, believed that the curriculum provided challenge and supported the development of academic, social, physical and emotional needs, although some believed that they needed a greater opportunity to assess their own learning, 30%.

- Most students believed that the resources that they needed to assist their learning were available, 75.5%. Frustration with the school computing infrastructure has declined, 33.7% down from 37%, and should decline further when the connection to the University Internet occurs allowing for less "blocking". Thirty nine percent of students do not believe they have been taught how to use the library effectively. This area will need to be investigated in 2015.
- Most students, 88%, were confident that they understood the criteria against which they were assessed, but some, 28%, would like more variety in assessment.
- Most students, 55% up from 52%, believe that students respect their teacher
- Despite an active SRC, 40% of students did not feel that they had the opportunity to express their opinions about school operations.

Staff Feedback

- The school's Vision and Mission statements were well understood and accepted, 97% up from 86%.
- The staff broadly agreed that the school's curriculum was consistent with the Vision and Mission, 95% up from 78%.
- Most members of staff, 87%, believed that the curriculum was well documented and had a logical scope and sequence.
- The percentage of staff who are concerned that Professional Development is inadequate has fallen from 35% to 20%.
- The percentage of staff who believe the ICT facilities and resources are insufficient has fallen from 35% to 20%.
- Many staff, 43%, do not believe there is sufficient teacher aid support. However the percentage of staff who believe that students who have disabilities are well identified, has fallen from 57% to 40%.
- Staff members believed that students showed a high level of respect for both teachers, 87%, and each other, 88%.

Areas requiring development

Pedagogical improvement continues to be the area for development and a significant aspect for the School Improvement Plan. Many students expressed a desire for a wider variety in teaching methods and a concern that teachers did not have a sufficient variety of approaches that could enable different students to learn and considered their different learning styles.

In 2015 student feedback has been added to the School Improvement Plan with the aim of deepening the feedback to staff so pedagogy can better adapt to meet the needs of students. The implementation of Professional Learning Time and the pedagogical shift expected to result should see significant change in some survey indicators for 2015.

Table. Summary of results of a survey, conducted in 2014, of parents, students and staff members concerning ten teaching and learning standards recognised by the Council of International Schools. Values are the percentage of affirmative responses. NA = not applicable.

Description of Standard	Parents	Students	Staff
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.	89.6 (74.3)	NA	94.9 (78.2)
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.	86 (65.7)	88.9 (87.4)	100 (99.9)
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.	NA	75 (71.5)	86.8 (84.9)
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.	85 (68.6)	68.1 (61.7)	86 (87.0)
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.	NA	NA	61 (45.7)
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.	77 (74.3)	73.3 (74.3)	80 (64.5)
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.	87 (80.0)	75.7 (75.2)	76 (82.2)
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.	88 (80.0)	78.8 (79.6)	89.3 (94.1)
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.	NA	NA	85.9 (93.5)
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.	82.4 (82.1)	NA	98.6 (100)
(bracketed values - results from 2013 survey)			

Criminal History Check

NMHS's Criminal History Check processes and records were Audited on the 25 June 2014 by DECD officers.

The Audit Report documented:

- That NMHS needed to ensure Expiry dates be added to all records – completed.
- One clearance was pending for a staff member but had not yet expired – completed.
- Seven clearances pending for volunteers – completed.
- Three Canteen Staff had expired and needed renewal – completed.

Action/Declaration:

- The Database was updated at the time of the Audit and will continue to show expiry dates.
- All Canteen Staff are now cleared.

Better School Funding

Staffing			
	.2 J Marano	\$ 25,823.80	
	SSO1 to SSO2 and 16hpw to 25hpw	\$ 21,362.46	\$ 47,186.26
Staff PD			
	Special Needs	\$ 220.00	
	Down Syndrome Wkshp	\$ 500.00	
	Mental Health Wkshp	\$ 220.00	
	SASTA Wkshp	\$ 434.00	
	Maths Wkshp	\$ 400.00	
	Thinking and Literacy Wkshp	\$ 540.00	
	Literacy Project	\$ 1,200.00	
	Narrative Text	\$ 145.00	\$ 3,659.00
	Total		\$ 50,845.26
	Better Schools Grant		\$ 39,789.00
	NMHS funded balance		\$ 11,056.26





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