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*Middle and Senior Resource Centres*
Context

The Norwood Morialta High School is a dual campus school of 1503 students (years 8 to 13), including 118 international students. The Norwood Morialta High School 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.

· Inquirers · Open Minded
· Knowledgeable · Caring
· Thinkers · Risk takers
· Communicators · Balanced
· Principled · Reflective

Principles

The Norwood Morialta High School 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
· General Capabilities of Australian Curriculum

Successful learner, confident and creative individual and active and informed citizen.
· Literacy
· Numeracy
· Information and communication technology capability
· Critical and creative thinking
· Personal and social capability
· Ethical understanding
· Intercultural understanding

The Norwood Morialta High School conducts a number of special programs, such as the International Baccalaureate Middle Years Program (IBMYP), an Intensive Secondary English Course (ISEC), outdoor education, sport, rowing and a bi-annual musical. In addition, the Norwood Morialta High School offers the largest languages program outside of the state’s special language schools. The Norwood Morialta High School is accredited by the Council of International Schools (CIS) through its quality assurance processes.
Report from the Principal

The Annual Report provides a summary of the strategies and outcomes actioned by the staff to improve learning for all students.

Information and data provided in the Annual Report is used to inform the next year’s planning cycle and to narrow the actions which will support the next level of improvement.

The Annual Report has been consulted at a number of levels, including staff, Curriculum Learning Area Leaders (CLAM), Organisational Management Group (OMG), Executive Leaders and the Governing Council.

Included in the Annual Report is information required for accountability purposes by the Department for Education and Child Development.

The Annual Report is presented at the Annual General Meeting of the Governing Council each year.

At a school level we have also included reports on programs that are important to us, such as the International Program, IBMYP, Out of Hours Sports, sport in general and the Rowing program.

Attention has been given to presenting the Annual Report in a way that will give an overall assessment of our progress in our journey from good to great and I commend it to you.

Panayoula Parha
Principal

Report from the Governing Council

The Governing Council is responsible, in partnership with the school Executive Leaders, to provide strategic leadership and sound financial management to the school.

These matters are presented and discussed at the monthly meetings of Governing Council, with very specific and formal attention paid to financial management.

The Annual Report provides data and analysis of how effective the school has been in achieving the targets set in the annual School Improvement Plan.

It must be noted that the Governing Council receives monthly updates on progress with the School Improvement Plan and the three year 2014-2016 Strategic Plan and it is pleasing to see the patterns and trends of continuous improvement over the whole year.

We also include in the Annual Report, a record of other activities and programs which enrich school life for our students.

I commend it to you.

Sandra Mestros
Governing Council Chairperson
School Executive

Panayoula Parha
Principal

Karen Andrews
Deputy Principal/Middle Campus Head

Nikki Kotrotsos
Deputy Principal/Senior Campus Head

David Carter
Assistant Principal—Timetabling and Staffing

Karmen Petric
Assistant Principal—Operations

Andrea Sarantaugas
Assistant Principal – International Programs

Fran Millard
Business Manager

Governing Council

Peter Adams 2013—2017
Parent Representative

Mich Bagnara 2013—2017
Parent Representative and Secretary

Ally Brown
Student Representative Council (shared MC)

James Champ 2015
Staff Representative Middle Campus

John Gardner MP 2014—2015
Community Member

Nikki Kotrotsos 2015
Staff Representative Senior Campus

Corey Martin 2015—2017
Parent Representative

Sandra Mestros 2014—2015
Parent Representative and Chair

Fran Millard
Business Manager

Vince Mingoia
Student Representative (shared MC)

Belinda Morro 2014—2015
Parent Representative

Ron O’Brien 2014—2015
Parent Representative and Deputy Chair

Susanna Pappagallo 2015—2017
Parent Representative

Panayoula Parha
Principal – ex officio with voting rights

Shona Swart
Student Representative Council (shared SC)

Rudolph Timoteo 2013—2017
Parent Representative and Treasurer

Bevan Thulkannam
Student Representative Council (shared SC)

Maerschel Zwart 2013—2017
Parent Representative
2015 School Highlights

School Events:
- 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
- 2015 Graduates Assembly
- AGM of Governing Council
- AGM of Parents and Friends
- Sports Day
- Science Week
- Open Night MC & Open Day SC
- Robogals Workshop
- Premier’s Reading Challenge
- Year 12 and Year 10 Graduation Assemblies
- Year 11, 9 and 8 Awards Assemblies
- Multicultural assemblies
- Year 12 Visual Art Exhibition
- Outdoor Ed Expeditions & Excursions
- ANZAC Centenary Commemoration
- Year 8 Italian Immersion program
- Indigenous Art & the Environment
- Australian Stock Exchange competition
- Field trips to Central Market, Morialta Conservation Park, Parliament House, Cleland National Park, Monarto Zoo, Clipsal, Hahndorf German Heritage Tour, Pt Noarlunga, BioBlitz at Morialta Conversation Park, Glenelg, City Trials,
- Asia Literacy - Trip to Thailand
- "Annie" School Musical
- Class of Cabaret 2015
- Evatt South Australia Debating
- Mock Trials
- Social Justice Committee events and support for a number of charities
- Generations in Jazz Music Band to Mount Gambier
- World of Maths Roadshow
- Japanese Master Class @ UniSA
- Community Gardening at ACH & Milpara
- Cyber Safety presentations
- Year 10 & Year 11 Drama Production
- Year 12 Visual Art Exhibition
- MASA SASTA Science
- Harmony Day
- Annual Music Night
- Year 12 Formal
- Pepper Street Art Exhibition
- 2015 Computational & Algorithmic Thinking Group
- UNSW ICAS Maths Competition
- UNSW ICAS Science Competition
- Australian Chemistry Competition
- On-line Big Science Competition

International Activities
- 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, Takahashi sister school visit
- Ritsumeikan Study Tour
- Koshikawa Study Tour
- Takahashi Study Tour
- Little Wing Study Tour
- Italy Study Tour Visit
- World Challenge

Co-curricular Activities
- SSSSA Swimming Carnival
- SSSSA Track & Field Carnival
- SSSSA Athletics
- SSSSA Cross Country
- Vista Track & Field Carnival
- SSSSA Open Girls State Knockout Premiers
- RYDA Program for Year 11
- Street Smart for Year 10
- Pedal Prix Racing
- Glossy Black Cockatoo Camp
- PICSE Science & Engineering Competition
- Rotary Club of St Peters Music Awards 2015
- Ski Trip 2015
- Rowing Camp
- Head of the River Rowing and Awards Dinner
- Asia Literacy - Trip to Thailand
This year 268 year 9 students sat the tests for the National Assessment Program Literacy and Numeracy (NAPLAN) in May. A small number of students were exempted because they were on Negotiated Education Plans or at the request of their parents. There were also some absences due to illness.

Results in 2015 show that in Numeracy 99% of our year 9 students achieved at or above the national mean standard. Only two students were below the national standard, while 32 students performed at the highest level of Band 10 or higher.

In Literacy, 97% achieved at or above the mean standard in reading with only seven students below the national mean standard. While still high, the writing result of 89% at or above the national mean standard indicates that this is an area for improvement next year.

Looking at the mean scores over time, the 2015 results for both numeracy and reading are an improvement on those from the previous two years. Writing, while an improvement on 2014, does not show results as high as those in 2013. While a comparison across years is useful to see trends, it is important to consider that the cohort of students is different each time. They indicate the need to identify ways to focus on writing in order to reduce the number of students performing below the national mean standard.
SCHOOL IMPROVEMENT PLAN

NAPLAN

Results for school progress are pleasing, showing that our students fall mainly in the middle and upper progress bands. Typical progress scores would place a cohort with 25% low, 50% medium and 25% high progress while at this school, only 17% were in the low progress band and 34% in the high band for Reading while in Numeracy only 16% were in the low band and 40% showed a high level of progress. This means that there has been significant progress or growth in learning since these students were last tested in year 7.

An analysis of results is used to identify specific aspects of Literacy and Numeracy which will be a recommendation addressed across the school. This will form the basis of Literacy and Numeracy plans for students. For example: in Numeracy, aspects of measurement such as perimeter, volume and probability are areas for improvement. In Writing, punctuation and vocabulary are in need of improvement while in Reading aspects of inference and interpretation will be the focus areas for Literacy plans.

Individual student results will also be used to identify those who may need additional support or challenge. Placement in classes for extension in Literacy and Maths as well as support classes or pre application Maths classes will be informed by these results, together with the results from Progressive Achievement Tests and student achievement results.

Literacy

Literacy has been a focus for 2015. It has been the point of discussion in classrooms, staff meetings, professional development, Professional Learning Teams, the department, and the school community at large.

The collection of data has increased this year and methods of collection have improved. In fact, 2015 saw students in years 8, 9 and 10 undertake compulsory the Australian Council for Educational Research (ACER) Progressive Achievement Tests in Reading tests as well as spelling and vocabulary tests. These tests complement NAPLAN and are very valuable as they provide data that is transparent and available to every teacher to use to modify programs.

This allows for differentiated learning and the ability to modify tasks. The Progressive Achievement Tests in Reading and Science have occurred online and will provide valuable feedback as we move into a period of more online testing.

Results from NAPLAN show we need to improve the area of "writing" and plans are already in place to encourage more students to write in all subject areas. Through the use of English as an Additional Language Levelling processes, all students will complete a written task for each subject by the end of week five of term 1.

Coordinators are implementing these plans in term four this year.

This year Individual Literacy Plans were developed and implemented in year 8 for two reasons: to provide opportunities for students to communicate with subject teachers about their literacy abilities and to provide a means whereby students focused on the skill of inferencing. The 2014 NAPLAN results indicated that this was an area for improvement. Student feedback and questioning has indicated that the Individual Literacy Plans have assisted students and 2016 will see all students from years 8 through to year 12 having an Individual Literacy Plans. The focus may change for each year level but the Individual Literacy Plans provides the ability to address literacy concerns of individual students as well as whole school demands.

Individual teachers will support students by including examples of the required text types for each task undertaken. The strategy is to support and scaffold by example, thereby enabling students to acquire the necessary skills which are transferable across all subject areas and adds to the acquisition of skill sets as students move through years 8 to 12.

Whole school mapping of text types will also occur next year. This enables the ability to create an overview to determine what text types are being undertaken in all subject areas and provides the ability to ascertain where gaps lie. Support activities can then be aligned to individual students across all Learning areas and opportunities for greater professional development for teachers.
SCHOOL IMPROVEMENT PLAN

English as an Additional Language or Dialect (EALD)

Language and Literacy Levels reflect what students require in order to access SACE and the Middle Years Program/Australian Curriculum. The levels assist teachers with planning and the teaching of literacy tasks.

This year, out of a total of 732 English as an Additional Language (EALD) students, 605 were entitled to support. EALD Levels were recorded in DayMap for the first time. The levelling process examines the cognitive, academic language proficiency of EALD students and with the majority of these students sitting in the midrange, teachers provide support to ensure student success in content. Intervention strategies vary according to levels but this data, again, ensures transparency and informs pedagogy. Language and Literacy Levels are used in conjunction with other data such as NAPLAN, and Progressive Achievement Tests in Reading to plot students along the continuum and to identify aspects of the English language which require explicit teaching. EALD processes also drive accountability and inform professional development throughout the year.

NAPLAN/ PAT Maths/ Numeracy

In 2015, nine students were exempt from the NAPLAN and we had a participation rate of 90%. Since 2013, more students have achieved the National Minimum Standard of a Band 5. Only two students achieved below 0.8% the National Minimum Standard and 22 achieved (8.4%) at the National Minimum Standard. This has reduced significantly compared with 2014 result where there was 1.4% of students below and 15.4% of students at the National Minimum Standard. More than 60% of students achieved in the top three bands, which again is an increase from last year.

It is evident from the results that the cohort of 2015 have done better than the two previous cohorts of students, with a mean score increase of 12.1 since 2014 and 4.3 greater than 2013.

Trends that have been identified are that the Norwood Morialta High School students need to improve in Measurement, Chance and Data without the use of a calculator. The Norwood Morialta High School students did better with a calculator in the number section than without a calculator. This has shown that our efforts to emphasise the calculator use is evident, but a balance is needed.

In comparison to last year, students have improved their skills in using a calculator. This is positive progress, however, specifically probability and estimation of volume need emphasis. The topic of Probability is scheduled to occur in term 4, although students were exposed to it during year 8.

The year 8 Progressive Achievement Tests results again demonstrate that Number should be a priority, however Statistics and Measurement should also be a focus. As seen below in the year 9 Progressive Achievement Tests in Maths results, Number and Probability should be a focus, which reflects the results of the NAPLAN Numeracy test.
SCHOOL IMPROVEMENT PLAN

NAPLAN/ PAT Maths/ Numeracy

between 02-05-2015 and 02-11-2015 (Last 6 Months)

between 02-05-2015 and 02-11-2015 (Last 6 Months)
The year 10 results reflect the need to focus again on Probability as well as aspects of Number associated with index laws. Financial Mathematics is a new topic that has been introduced at years 9 and 10 this year, according to the Australian Curriculum. The geometry questions are not done as successfully, however they are of the highest difficulty, with question 23 being a vectors question. These will be worked on next year.

**Mathematics**

Year 8 students at Norwood Morialta High School 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 to engage in mathematical problems. This will also occur in 2016, and will have positive impact on student collaboration.

We again used Progressive Achievement Tests in Maths this year. All students in years 8-10 sat the NAPLAN-like, externally set standardised tests in term 3 according to the Department for Education and Child Development requirement. Results are 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.

Based on the minimisation of one pre-applied class at year 9, the aim at year 10 will be to have two smaller classes to allow for more successful support. This was successful in semester 2 at year 10 this year. NAPLAN and Progressive Achievement Tests in Maths data will continue to be analysed by the class teacher to better inform class placements for year 9 in 2016.

The Australian Curriculum has been implemented at years 8, 9 and 10, with constant refinement of tasks and program structures. The International Baccalaureate Middle Years Program (IBMYP) Next Chapter has also been implemented across the middle schooling, with slight changes to the assessment criteria.

New Cambridge Essentials text books aligned to the Australian Curriculum were used for years 8-10. Two levels of texts were used for years 8-10 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.

Six year 8 and 9 Mathematics teachers were involved in a Morialta partnership initiative to build stronger foundations for powerful learners. The teachers participated in four days of training with the Partnership primary school teachers with the aim of experiencing activity based mathematics to build conceptual understanding. The teachers then trialled activities with their classes and found students were engaged and gained a better understanding of the concepts.

Professional Learning has reflected increases in student grade at years 8 and 9. The number of 6 and 7 grades at year 8 increased from 31.4% to 41.8%, and there was also a decrease at the lower grades 1-3 from 15.2% to 7.4%. At year 9 there was an increase in 6 and 7 grades from 29.7% to 35.5%. Three of these teachers have attended a NAPLAN analysis workshop with other members of the partnership to gain a better understanding of the skills that students coming into year 8 next year will have.

Stage 1 and 2 teachers are continually refining tasks, especially folios to enable students to pursue open ended tasks to support higher order thinking. The planning for the Australian Curriculum implementation at Stage 1 has begun, with teachers attending SACE conferences. All teachers have been involved in the planning process to enable the Middle Campus teachers to have a consistent approach as they prepare students for Senior Campus. This has been reflected in the increase of A and B grades in Stage 1 Mathematical Applications from 52% to 65.4% and also a reduction in the D and E grades.
**SCHOOL IMPROVEMENT PLAN**

**NAPLAN/ PAT Maths/ Numeracy**

**Recommendations**

- Individual Student Progressive Achievement Tests in 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 continued focus on pedagogy in Mathematics and inquiry based learning which builds on the tasks to build conceptual understanding and also the International Baccalaureate values and developing rich tasks for students.

- Teachers that participated in professional development will continue to implement these strategies within their own classrooms and take a lead role in supporting other teachers.

- The M3 project will continue in 2016 – staff working with the Morialta partnership and collaborating with teachers to improve the numeracy across the partnership.

- 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.

- Rich tasks developed from tasks from HOTmaths to engage the range of learners with multiple entry and exit points.

- Middle Campus Mathematics units will be aligned with the IBMYP Next Chapter.

- The Australian Curriculum will be implemented at Stage 1, with the structure of the subjects changing slightly and staff developing engaging topics that link to challenging assessment tasks.

- Planning is occurring and will continue to be a focus for senior teachers.

- Text books for Stage 1 selected from samples provided.

- Essential Mathematics text books will be trialled in semester 1 2016.
PAT Science

Throughout term 3 and 4 the Science Faculty at Norwood Morialta High School conducted standardised Australian Council for Educational Research (ACER), Progressive Achievement Tests in Science testing of the years 8 and 9. The key finding from this analysis are:

The total cohort of year 8 students tested has not reached higher stanines as would be expected from ACER Norm (-10.3%) and the overall “average or above” is lower (-10.3%) for this cohort than the ACER Norm. There are more than expected students achieving in lower stanines (+10%). When analysis included gender split it was evident that male students are performing slightly better at the very top end of stanines and there are a larger proportion of female students obtaining stanine of “Low” and “Very Low.”

The year 9 cohort of students tested has not reached higher stanines as would be expected from ACER Norm (-10%) However, the overall average or above is above for this cohort then the ACER Norm (+3.9%). There is significantly more students in the “Average” stanine compared to ACER Norm (+13.8%) but less than expected students achieving in lower stanines. It is evident that there is very little difference in attainment data with respect to gender split.

The total cohort of year 10 students tested has reached higher stanines as would be expected from ACER Norm (+2.2%), however, the overall average or above is slightly below for this cohort than the ACER Norm (1.4% below). There is slightly less students in the “Average” stanine compared to ACER Norm (-3.6%) and slightly greater than expected students achieving in lower stanines (+1.4). When gender differences were analysed there were significantly more male students achieving higher stanines (7, 8 and 9) than female students.

Recommendations

- Progressive Achievement Tests in Science testing to continue in 2016 for all year 8, 9 and 10 students after initial trial this year.
- Progressive Achievement Tests in Science results to be attached to students reporting systems in 2016 and included on class data sheets for teacher use.
- Progressive Achievement Tests in Science data to be collated with Progressive Achievement Tests in Reading and Maths to identify trends.
- Review of assessment tasks in year 8, 9 and 10 with particular focus on higher order skills and progressing students to top end.
- Introduce common testing at the end of semester to see if there is any correlation between results.
- Further development of curriculum in Earth and Space within, as results show that student performance in this topic was low.
PEDAGOGICAL IMPROVEMENT

Learning design is the term used to describe how we teach, what we teach and where we teach. Our focus in 2015 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.

In 2015, we have employed a four tiered approach; implementation of ongoing collaborative professional development for teachers in the form of Professional Learning Teams, development and implementation of student feedback mechanisms across the school, continued involvement for teachers in high level professional development and continued quality assurance of the curriculum.

Professional Learning Teams

Professional Learning Teams were first introduced in 2012 and now have a more deliberate focus. (Figure 1)

This increase can be directly attributed to the work carried out by the school leadership and stakeholders to develop a timetable that allows all teachers at Norwood Morialta High School time within the school week to complete ongoing collaborative professional development.

A diverse range of topics have been investigated through Professional Learning Teams as exhibited in Figure 2.

An integral part of the Professional Learning Team’s structure is the sharing of information between teachers. The school has hosted two expositions this year which allowed teams to showcase their work, whereby teachers observed and discussed the work of others and took away key findings and current ideas to implement in their own classrooms.

Highlights of the expositions included projects that developed strategies and learning experiences for students in the areas of Science, Technology, Engineering and Maths (STEM), Australian Curriculum Implementation SACE Improvement, Literacy and 21st century Technologies. The success was measured through the willingness of staff to engage in the sharing process. Ultimately the benefits of sustained professional learning will be reflected in improved student achievement results.

Student Feedback

The student body is the most important stakeholder in our school and all efforts are made to improve teaching and learning for them. Using valid feedback on teaching and learning practices from the students and increasing student voice within the school was one of the foci of the 2015 School Improvement Plan. The Pedagogical Improvement Working Party reviewed feedback mechanisms from the University of Adelaide, University of South Australia and other local high schools before developing and implementing a student feedback survey for use in 2015.

The student feedback survey was trialled with year 10, 11 and 12 students at the end of semester 1. 673 student responses were collected and analysis of this data has provided insight into: the use of online resources, accessibility of resources, assessment, engagement, teacher consideration and feedback as can be seen in Figure 3, 4, 5, 6 & 7.

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PEDAGOGICAL IMPROVEMENT

Student Feedback Survey Data - Semester 1

**To what extent did the teacher use online resources?**

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<th>Google Apps for Education</th>
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<td>2.5%</td>
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<td>1 309</td>
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<td>2 56</td>
<td>8.3%</td>
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<td>4 234</td>
<td>34.8%</td>
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<td>4 67</td>
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<td>Always</td>
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<td>34.6%</td>
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<td>Always</td>
<td>5 85</td>
<td>12.6%</td>
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**Figure 3**

**Assessment**

The assessment tasks were clear and told me what I needed to do to achieve the highest grade.

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The teaching and learning that happened before each assessment task helped me to be successful.

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The range of assessment tasks allowed me to show what I had learned.

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</tr>
<tr>
<td></td>
<td>4 329</td>
</tr>
<tr>
<td>Always</td>
<td>5 175</td>
</tr>
</tbody>
</table>

I was able to access my learning materials both at home and at school.

- Yes: 644 (95.7%)
- No: 29 (4.3%)

**Figure 4**
PEDAGOGICAL IMPROVEMENT

Student Feedback Survey Data - Semester 1

Engagement

The teacher provided clear answers to my questions.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>116</td>
</tr>
<tr>
<td>4</td>
<td>287</td>
</tr>
<tr>
<td>5</td>
<td>236</td>
</tr>
</tbody>
</table>

The teacher motivated me.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>172</td>
</tr>
<tr>
<td>4</td>
<td>272</td>
</tr>
<tr>
<td>5</td>
<td>175</td>
</tr>
</tbody>
</table>

The teacher challenged my learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>156</td>
</tr>
<tr>
<td>4</td>
<td>287</td>
</tr>
<tr>
<td>5</td>
<td>190</td>
</tr>
</tbody>
</table>

The teacher took into consideration:

Cultural Background:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>237</td>
</tr>
<tr>
<td>4</td>
<td>200</td>
</tr>
<tr>
<td>5</td>
<td>153</td>
</tr>
</tbody>
</table>

Current Knowledge:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>4</td>
<td>296</td>
</tr>
<tr>
<td>5</td>
<td>172</td>
</tr>
</tbody>
</table>

Language Skills:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>192</td>
</tr>
<tr>
<td>4</td>
<td>266</td>
</tr>
<tr>
<td>5</td>
<td>171</td>
</tr>
</tbody>
</table>

Personal Experiences:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>222</td>
</tr>
<tr>
<td>4</td>
<td>244</td>
</tr>
<tr>
<td>5</td>
<td>153</td>
</tr>
</tbody>
</table>
**PEDAGOGICAL IMPROVEMENT**

*Student Feedback Survey Data - Semester 1*

**The teacher took into consideration:**

**Cultural Background:**

- Strongly Disagree: 1 30 4.5%
- 2 51 7.6%
- 3 137 20.2%
- 4 200 30.0%
- Strongly Agree: 5 153 22.7%

**Current Knowledge:**

- Strongly Disagree: 1 13 1.9%
- 2 21 3.1%
- 3 171 26.4%
- 4 266 44.0%
- Strongly Agree: 5 172 26.6%

**Language Skills:**

- Strongly Disagree: 1 20 3.0%
- 2 24 3.6%
- 3 192 35.5%
- 4 266 25.4%
- Strongly Agree: 5 171 25.4%

**Personal Experiences:**

- Strongly Disagree: 1 21 3.1%
- 2 33 4.9%
- 3 222 33.0%
- 4 244 36.3%
- Strongly Agree: 5 153 22.7%

**Figure 7**

*Student Feedback Survey Data - Semester 2*

At the end of semester 2 the trial was expanded with 2218 student responses collected, a 228% increase from semester 1. The feedback received from the student survey will be used as a measure of the success of the Professional Learning Teams in improving teacher pedagogy.

**To what extent did the teacher use online resources?**

- Daymap
- Moodle
- Google Apps for Education
- Video / YouTube / Clips

I was able to access my learning materials both at home and at school.

- Yes
- No
PEDAGOGICAL IMPROVEMENT

Student Feedback Survey Data - Semester 2

The assessment tasks were clear and told me what I needed to do to achieve the highest level.

The teaching and learning that happened before each assessment task helped me to be successful.

The teacher motivated me.

The teacher challenged my learning.

The feedback my teacher gave me on formative work helped me to improve my summative assessment.

The feedback my teacher gave me on summative work helped me to improve my knowledge in the subject.
High Level Professional Development
The school has developed capacity in its teaching staff by providing high level professional development opportunities. In 2015, teachers and leaders attended a variety of nationally and internationally recognised professional development activities. Teachers attended Future Schools, EduTECH, Jon Bergman Master Class, Michael Fullan Google Summit and Coaching Young People for Success. The knowledge and skills attained through these activities have been shared within the school through the digital technologies professional development day held in term 1 and on an ongoing basis through Professional Learning Teams, campus and learning area meetings.

Quality Assurance of the Curriculum
Curriculum management and leadership is the joint responsibility of the School Executive and Learning Area Coordinators. Providing a level of quality assurance has been an ongoing focus of the school with continued curriculum documentation, standardising of moderation processes in 2014 and then the standardising of task design in 2015.

A curriculum team reviewed existing task sheets before designing a standardised task sheet for both IB MYP and SACE subjects. Reviewed task sheets were implemented at the beginning of week 5, term 1 and all assessment tasks since have then complied with this revision. In conjunction, all teachers issue, collect and mark student work using DayMap. In 2015 there was a 27.8 per cent increase of teachers placing assessment tasks on DayMap from 3603 in 2014 to 4605 in 2015 (Figure 8). This further increases the transparency of our assessment and reporting processes as all information is available to both students and caregivers using the student and parent portal aspects of the DayMap system.
PEDAGOGICAL IMPROVEMENT

Student Feedback Survey Data - Semester 2

Recommendations:

Professional Learning Teams
- Refine the Professional Learning Team structure so that it better meets the needs of students, teachers and the greater school community. The school will implement a model in which there will be three groups working on differentiation of learning, blended learning and positive education.

Student Feedback
- Utilise the data collected from the student feedback survey to establish a feedback loop where students and teachers can be responsive and transparent about how they take the feedback into account in their teaching, in a timely manner.
- Act on the feedback given to support individual students.
- Once the school’s mail server comes on-line, the migration of Google Apps for Education from the graduatequalities.net domain to the nmhs.sa.edu.au will be effected.
- Provide students and staff improved access in the administration of the student feedback survey.

High Level Professional Development
- Continue to provide access to high level professional development eg. Future Schools, EduTECH, Google Summit, International Master Classes.

Quality Assurance of the Curriculum
- All leaders complete the Moderation Matters training presented by Christine Thompson from the Standards, Assessment and Reporting team of Department for Education and Child Development.
- All teachers actively participate in collaborative moderation at a regional level, informing pedagogy and increasing consistency of teacher judgement and building teacher capacity.
- All curriculum is documented after it has been quality assured by Learning Area Coordinators.
- Learning Area Coordinators continue to conduct internal school moderation within their learning area.
- Refine and develop the understanding and quality of the Task Design aspects of the teaching and learning cycle.

Increase in assessment tasks set in Daymap

<table>
<thead>
<tr>
<th>Assessment tasks created</th>
<th>0</th>
<th>1000</th>
<th>2000</th>
<th>3000</th>
<th>4000</th>
<th>5000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 8
Senior Secondary Results

The 2015 SACE results for Norwood Morialta High School show a significant improvement. Merit awards (20/20) were achieved by thirteen individual students. These Merits Awards were achieved in English Communications (1), Business and Enterprise (1), Mathematical Applications (1), Research Project (7), Modern Greek (1), Italian Continuers (1) Japanese (1) and Physics (1).

Students achieved a total of 280 A grades, including 24 A+ grades overall there was an increase in the percentage in the A grade band from 17.7% to 23.5% an overall increase of 32%. In 2016 there will be a continued focus on improved task design, internal moderation and the use of data to support targeted teaching and learning strategies in the classroom.

Achievement Score summary and distribution

There was consistent decrease in the D and E grades. The further embedding of the short data cycle reviews, case management and submission support is expected to lead to further improvements in pass rate and other grade achievements.

The SACE completion rate for 2015 was 98.25% which is higher than 2014. In 2016, the school will focus on the targeted 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 Norwood Morialta High School achieved well above the State average in successfully completing the compulsory SACE Literacy requirements at Stage 1. The continued analysis of a range of literacy data sets in conjunction with the use of the Stage 1 Literacy Text Type Map and achievement data will further support teachers in relation to curriculum review, task design and assessment methodologies. This practice will further support differentiation in the classroom to meet individual student needs.

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NMHS</td>
</tr>
<tr>
<td>Literacy</td>
<td>97.08%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.19%</td>
</tr>
</tbody>
</table>

Stage 1 Numeracy - SACE

Students at Norwood Morialta High School achieved above the State average in successfully meeting the compulsory SACE Numeracy requirements at Stage 1. Achievement data in relation to Numeracy will be used to continually review teaching and learning programs to support Stage 1 students in this compulsory SACE subject.

Vocational Education & Training

( Certificate Level)

Students are undertaking VET courses to support individual pathways. In 2015, 11 students completed one or more VET units of competency at Certificate 1 level and 38 students completed one or more VET units of competency at the Certificate 2 and 8 students at Certificate 3 level. The majority of students completing the Certificate 2 level are enrolled in the Norwood Morialta High School Trade Training Centre. A total of 24 students are involved in the VET program.

School Based Apprenticeships or Traineeships

One student is 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

The IBMYP at NMHS - An overview

The International Baccalaureate Middle Years Program (IBMYP) provides a curriculum framework that sits 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 program provided a strong foundation for teaching and learning in the Middle Years Program.

In 2015, the staff and students have been actively engaged in the new Middle Years Program – previously called the Next Chapter. Whilst in 2014 the staff were developing the units of work for the new subject guides, in 2015, these units have been delivered in all learning areas across the school. The new criteria for assessment in each learning area have been reflected in the teaching, assessment and reporting of students in the Middle Years Program.

The school’s ongoing commitment to staff professional development was supported with staff attending in the January holidays IB run workshops in Language and Literature (previously known as Language A), Language Acquisition (Language B), Individuals and Societies (Humanities), Mathematics, Inquiry in the Middle Years Program and Assessment in the 21st century. Staff from Language Acquisition, The Arts, Science, Mathematics, Language and Literature, Individuals and Societies, Physical and Health Education all attended the South Australian Middle Years Program, run Spotlight sessions on the use of the new Unit Planner. The purpose of this professional development was to develop and implement the new unit plans and develop the capacity of staff to develop curriculum and assess to the new criteria.

Through the Personal Learning Group program, the year 8 students have focused on developing their understanding of the Global Contexts. Global Contexts are the main driving force behind the conceptual development of units in the Middle Years Program, where students develop an understanding of the many ways that events within the world are connected to the learning process. Students also develop their understanding of the IB Learner Profile. The Learner Profile provides a framework for understanding of the skills required of an IB learner. Students throughout the course develop an understanding and developing of the learner profile and then assess their own learning against these skill sets.

At year 9, the 2015 focus was on understanding the Approaches to Learning Skills that underpin all learning in the Middle Years Program. This was delivered through the Personal Learning Groups. Approaches to Learning Skills are both explicitly taught within each of the learning areas, with some skills more prevalent in same learning areas. Students develop an understanding of each of the categories and consider how they might be learning and applying these in their learning areas.

In the culminating year of the IBMYP, year 10 students complete the Personal Project.

The Personal Project is the first opportunity to choose specialist area of study for students to manage their own learning process.

Students establish a chosen goal and with a Global Context in mind, develop a plan for action to develop a product or produce an outcome. The process of planning, and managing the learning process is documented through a process journal and finally the students develop a report on the process. The report provides an opportunity for the students to not only reflect on the product/outcome itself, but more significantly the process and development of the Approaches to Learning Skills used and developed throughout.

In 2015, with all new criteria and a new process, 81% of students achieved a passing result of 3 or above. In the IBMYP, significantly the number of students achieving in the very high range (6-7) improved over 11% to 27%.

Recommendations

- All staff across the school complete IBMYP training at the beginning of 2016.
- As the school will be evaluated in 2017, the Self-Study will need to be completed in 2016.
- Curriculum is further mapped and accessible to staff and students in line with the Middle Years Program.
- The development of programs to further enact the Service as Action requirements and the
- Development of interdisciplinary units in the new Middle Years Program.

<table>
<thead>
<tr>
<th>Outcome</th>
<th># Students</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>% 6 &amp; 7</th>
<th>% 0 to 3</th>
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</thead>
<tbody>
<tr>
<td>2014 MYP GD</td>
<td>255</td>
<td>31</td>
<td>29</td>
<td>61</td>
<td>58</td>
<td>38</td>
<td>15</td>
<td>23</td>
<td></td>
<td>23.5</td>
<td>29.8</td>
</tr>
<tr>
<td>2015 MYP GD</td>
<td>269</td>
<td>41</td>
<td>31</td>
<td>49</td>
<td>51</td>
<td>47</td>
<td>22</td>
<td>8</td>
<td>20</td>
<td></td>
<td>26.8</td>
</tr>
</tbody>
</table>
INTERNATIONAL STUDENT PROGRAM

Student Demographics

Full Fee Paying Students

During 2015, there were a total of 176 international full fee paying students. 153 of these were in the High School Graduate program, and 23 students were enrolled in a Study Abroad Program varying from four weeks to one year in length. These numbers are a significant increase from 2014 where there were a total of 140 international full fee paying students. The international program is also seeing more students entering Study Abroad programs for lengths of 4 weeks to one year. These students enrich the cultural diversity of the school even further as their countries of origin vary greatly.

During the year, 30 students left the program, 10 of these being shorter term Study Abroad students who completed their program during the year. 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, two enrolled into University Foundation courses, five students returned home due to personal reasons, six student transferred to Adelaide Secondary School of English as their level of English were insufficient, three transferred to private schools interstate, and two transferred to private schools in SA.

New enrolments during the year totalled 95, including 74 students commencing in the Intensive Secondary English Course (ISEC), which was an increase from last year due to two intakes in the Middle Campus ISEC class.

At the end of 2015, 27 students left the international program. Of these 21 students graduated from year 12, one student has now converted to a local status VISA, four students returned home after completing their Study Abroad Programs of six months or one year and one student has transferred to a private school.

The country of origin of the Norwood Morialta High School international students did not change significantly in 2015, with the majority of students being from China, followed by Japan and Vietnam. However, the students from Vietnam are all High School Graduate program. Study Abroad program students are from a more varied group of countries, which appears an emerging trend.

Exchange Students

Once again, the school accepted students from private student exchange programs, fostering the school’s vision and mission statements of intercultural engagement. Only three students visited on exchange, down from seven last year – with students from Spain, France and Italy. France enriching the school community with the students supporting language classes and being involved in co-curricula activities.

Study Tours and Sister School Exchanges

Study Tours

The school hosted three study tours from Japan with a total of 42 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.

<table>
<thead>
<tr>
<th>Country</th>
<th>FULL FEE PAYING INTERNATIONAL STUDENTS (571 VISA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Abroad Program</td>
</tr>
<tr>
<td>China</td>
<td>128</td>
</tr>
<tr>
<td>Japan</td>
<td>12</td>
</tr>
<tr>
<td>Vietnam</td>
<td>11</td>
</tr>
<tr>
<td>Switzerland</td>
<td>7</td>
</tr>
<tr>
<td>Korea</td>
<td>3</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>3</td>
</tr>
<tr>
<td>Malaysia</td>
<td>2</td>
</tr>
<tr>
<td>India</td>
<td>2</td>
</tr>
<tr>
<td>Norway</td>
<td>2</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
</tr>
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<td>Taiwan</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Chile</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Countries of International Full Fee Paying Students
INTERNATIONAL STUDENT PROGRAM

All 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 or Gorge 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 Norwood Morialta High School community.

Sister Schools

Takahashi Senior High School

This year there was great interest in the reciprocal sister school exchange to Takahashi Senior High School in Japan, so much so that we had to conduct interviews to select the participants. An enthusiastic group of 16 students and two staff participated in school activities and excursions for six days at Takahashi followed by touring Japan for eight days primarily around Kyoto and Tokyo. The school exchange was very rewarding with many lifelong friendships being formed. Students and staff from Takahashi are already planning to visit the Norwood Morialta High School in 2016. In term 4, initial discussions are underway to prepare for this reciprocal visit in August 2016. The tour to Kyoto involved a visit to Ritsumeikan High School where the students supported in some English classes and reunited with the class which visited the Norwood Morialta High School in November 2015.

Italy Sister Schools:

As a result of several teachers from Italy undertaking a professional development in our school in 2013, Memorandums of Understanding were established with two schools in Italy. This resulted in a visit by five students and their teacher from Castano, Primo, Milan, in 2014. This year, a group of 10 students were to visit in June from our other newly formed sister school in Turin. Unfortunately, circumstances led to this tour being cancelled. However, one student from Turin visited the school on a long term exchange in term 3.

The school did not have the numbers to organise our own sister school trip to Italy this year, but we were able to link up with two other high schools to enable a reciprocal visit to both our sister schools, thus enabling three students and one staff member to participate. The Norwood Morialta High School group spent seven days in Milan and nine days in Turin, where they were homestayed and participated in school activities and excursions around the city. The group also undertook a seven day organised tour with the students and staff from the other two South Australian schools.

Formalised sister school agreements were established with both Italian schools to enable short term and long term exchanges to occur in the future.

Yupparaj Wittayalai School in Chiang Mai, Thailand

David Carter visited Yupparaj Wittayalai School during January 2015 to continue the professional development for staff in the school. After the visit, a formal Memorandum of Understanding agreement was established in which it was agreed that a small group of students from Yupparaj would undertake a study tour to Norwood Morialta High School in October 2015. Five to seven students and three staff were to visit, but unforeseen circumstances to the staff led to this tour being cancelled. We hope to invite this school again in 2016.

World Challenge

In November a group of 14 students and two staff participated in the three week World Challenge program to Vietnam and Cambodia. This program requires both the group and individuals involved to extensively prepare themselves through fundraising and fitness activities over the preceding two years. Starting in Ho Chi Minh City, students made their way to Dalat to participate in a four-day trek, involving picturesque views of farmland and forests, where students camped beside small streams near ethnic minority villages. In completing the project phase of World Challenge, students travelled to Cambodia where they contributed to a local project, aimed at meeting important community needs. The team’s financial support and un-skilled labour efforts were much appreciated.

Recommendations

- The school maintains an upper level of international students of 150 High School Graduate Program students, and one ISEC class each semester on the Middle Campus.
- Maintain the current number of Study Tours and extend the range of staff and students involved in these International programs.
- Formalise the Memorandum of Understandings with the sister schools in Italy.
- Negotiate/Establish a schedule of sister school visits to enable viability of both inwards and outwards visits.
- Encourage and support more students and staff to participate in overseas exchanges, both through school programs.
This year was the first year of our Information and Communication Technology (ICT) 3-Year Plan: 2015-2017.

Priorities for this plan, and our 2015 Achievements towards meeting these priorities, are described below:

**Administration**

**Description**
- Educators systematically use a range of technologies for continuous improvement against Performance Standards and Assessment Criteria. The site engages in online storage of assessment data.
- The site uses a range of electronic systems for effective and appropriate communication with different groups.
- Technical support is provided and managed effectively by specialist staff to support teachers and learners, and to minimise the disruption to learning caused by technical problems. Systems are in place to manage and monitor the performance of technical support.

**Achievements**
- DayMap assessment and reporting processes are occurring systematically by educators across the school - DayMap is being used in all classes to assess against IBMYP Assessment Criteria and SACE Performance Standards in Summative Tasks, and for Reporting.
- The use of DayMap is growing for communication with parents and students.
- Moodle continues to be used as a learning space for teachers and students.
- The frequency of issues with respect to technical support and disruption to learning has declined.

**Recommendations**
- Further grow the use of DayMap for communication with parents and students with the rollout of an email server.
- Further grow the use of Moodle as a learning space for teachers and students.
- Investigate other social media opportunities have been investigated and possibly implemented such as Facebook, twitter, Pinterest.
- Continue to develop and implement ICT Service Delivery / Change Management processes (FITS) to improve ICT Services across the school, including ensuring systems are in place to manage and monitor the performance of technical support.

**Resources**

**Description**
- Provide a relevant infrastructure that supports a Bring Your Own Technology (BYOT) environment, integrates the site’s ICT infrastructure and ensures that critical ICT services, including network, Internet, file, print, wireless, messaging, email, calendars and ‘on demand’ software deployment to laptops, are available and reliable within and beyond the site. This will include the implementation of a Norwood Morialta High School Dashboard that serves as a central user interface for all integrated services, including an interface for Data Analysis.
- Create Virtual Learning environments which connect communities of learners to rich resources, within and beyond the physical site.

**Achievements**
- The expansion of Virtual Desktop Interface to ensure a common student platform and to bypass licensing issues associated with installation on local Bring Your Own Technology devices was explored. Virtual Desktop Interface was not able to be effectively implemented; however, special licensing arrangements have since been negotiated with ADOBE to address their licensing issues.
- A Windows Suite for specialist, high-end work was built on the Middle Campus. Each campus now supports both MAC and Windows Suites for specialist, high-end work.
- The usage rate of the Moodle and DayMap, as well as the variety of ways the both are used to better support learning, have increased.
- Dark fibre has been physically installed to improve Internet access and reduce Internet costs.

**Recommendations**
- A Norwood Morialta High School Dashboard that serves as a central user interface for all integrated services, including an interface for Data Analysis, is investigated and developed.
- 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.
- Continue investigating new platforms for education.
INFORMATION AND COMMUNICATION TECHNOLOGY

Teaching and Learning / Professional Learning

Description

- Provide for continual Professional Learning in ICTs and associated pedagogies in order to support learning. Establish a system for monitoring and evaluating the impact of ICT professional learning on the organisation and individuals, as well as on teaching and learning.

- The sharing of effective practice, coaching and mentoring routinely occurs across the site. Opportunities for learner, peer or community mentors are planned for in a structured way to provide support to adult learners.

- The use of ICTs by educators to enhance teaching and learning is well planned, widespread and frequent, providing learning experiences not readily accessible through more traditional methods.

- For most learners, the use of ICTs broadens their ability to investigate, collaborate, solve problems, develop higher order thinking and creativity skills, refine their work, feedback and/or critically reflect.

- Provide a wide range of professional learning opportunities to meet the individual needs and styles of staff. These opportunities are well focussed, engaging and effective.

- The use of Google Apps for Educators has been trialled.

- Learning spaces that support collaboration and the use of technology to improve student learning in the 21st century are implemented.

Achievements

- A timetable structure was introduced that allowed all teachers across the school to have common, regular and productive time to collaboratively plan for changing classroom pedagogy so that it better reflects learning in the 21st century, thereby keeping schooling relevant to our students, whilst also keeping disruption to students to a minimum.

- The units developed by the Professional Learning Teams revolved around differentiation, blended learning and positive education as pedagogical approaches. Pre and post data sets to measure the success of any changed pedagogy were developed by each Professional Learning Team. Feedback forms to be completed by students at the end of each subject were also developed by the Pedagogical Improvement Working Party Committee. For further analysis on the impact of the changed pedagogies, refer to the section on Learning Design.

- The use of Google Apps for Educators was investigated.

- In order to keep abreast of emerging pedagogies and technologies, teams of teachers were sent to conferences such as EduTech, FutureSchools and Google Educators Group.

Recommendations

- Continue to monitor the implementation of the Professional Learning Teams structure to review its effectiveness.

- Implement Google Apps for Educators as a mainstream tool for 2016.

- Develop a whole school plan for the implementation of learning spaces across the school in line with 21st century learning pedagogy.
Intraschool Sport

Standards Day

Standards Day is a great opportunity for students and teachers to develop positive relationships within each year 8 Personal Learning Group; whilst giving students the opportunity to participate in a variety of track and field events and a number of novelty events in the lead up to the whole school Sports Day. Standards Day 2015 was held on Wednesday 18 February on the Middle Campus grounds. The winning Personal Learning Group on the day was 8B3 with 8B2 coming second and 8G2 third.

Sports Day

Sports Day 2015 was held at Santos Stadium on Wednesday 11 March in ideal conditions. The day ran smoothly with excellent organisation prior to the day and great collaboration by all staff on the day. Student participation was high, school spirit was evident and there were a number of very good performances on the day. The inclusion of the Drum Corp for the ‘opening ceremony’ and throughout the day added to the exciting atmosphere. Gold won the Spirit Trophy and Red were the overall winners on the day.

Swimming

The swimming team trained hard at Magill University two mornings a week and competed valiantly at their Wednesday night competitions at neighbouring independent schools. The Secondary School Sport of South Australia (SSSSA) ‘F Grade’ Swimming Carnival was again held at the Marion Aquatic Centre on Monday 23 February. This year the boys finished fifth, the girls finished second and as a school we finished second overall out of a possible 10 schools and will be competing in the ‘E Grade’ competition in 2016.

Athletics

From Sports Day, a team was selected to compete firstly in the Northern and Vista Zones Carnival in A grade and then a reduced team competed in the SSSSA C2 grade championships. At the Vista carnival the boys finished fifth and the girls finished third and overall as a school we finished fourth, third with handicap. The year 8 girls led the way on the day finishing first in the A grade division. At the SSSSA championships the boys finished second, the girls finished fifth and overall as a school we finished fifth. In 2016 we will be competing in the SSSSA D1 grade championships.

Cross Country

A small group of five students participated at Oakbank on Thursday 4 June to compete against the South Australia’s best Cross Country runners in the SSSSA State Cross Country Championships.

Out of School Hours Sport

The school has again competed in two associations: the Sports Association for Adelaide Schools (Boys/Mixed) and the South Australian Catholic Secondary School Girls Sports Association. These competitions were run only 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 were run in summer and winter seasons and included badminton, basketball, cricket, swimming, beach volleyball, volleyball, netball, tennis, touch football, soccer and table tennis.

Our year 8 Netball team and Junior Girls Badminton team both won the pennants in their competitions.

Netball Umpiring Clinic

Netball SA ran an introductory Netball umpiring clinic at the Middle Campus on 22 and 29 October. The course was attended by 14 students from years 8-10.

South Australia State Selection

The following students were selected to represent South Australia:

- Giorgia Contos – Futsal
- Alexia Scalzi – Futsal
- Tessa Calabria – Futsal
- Nathaniel Benson – Ice Hockey
- Rianne Reiger – Lawn Bowls
- Kiru Brown – Rugby Union

Recommendations

- 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.
- Make an appeal to staff and parents to assist with coaching.
- Continue to update School Sport uniforms with a focus on soccer strips next year so that all Norwood Morialta High School teams are in the same uniform.
- Trial of pre-paid participation fee for Out of Hours Sport, rather than invoice, to maintain commitment to participation.
- Promote the use of ‘TeamApp’ as a way of communicating and getting information to parents and students regarding game times and venues.
- Offer training courses to coaches and umpires.
**SPORT**

**Rowing**

Despite having no senior crews competing at the Head of the River, there were good numbers in the junior teams with 40 students in total competing.

It is hoped that 50 students will complete in 2016 and 60 in 2017.

Equipment always needs maintenance, report and replacement and much effort was spent on this to support our rowers.

Refurbishments of the West Lakes Boatshed took place in September.

We had a successful year 7 ‘Come and Try’ campaign in September with 25 students attending two Sunday morning introductory sessions on the River Torrens.

A Specialist Rowing program for year 8’s has been approved for 2016, with an intended enrolment of 19 students.

The 2015/16 season is looking promising. We have a vast array of young but quality coaches. We have maintained 90% of the rowers from term 1 and have also attracted two new rowers and two new coxswains for the upcoming season.

The Parent Committee have been steadfast in their support of the Rowing Program. Fundraising has grown from 2014 due to the increase in the number of barbecues held at Mitre 10 and Bunnings.

The data administration and the organisational support carried out by our School Support Services Officer has been outstanding and essential in maintaining the smooth running of the program.

**Pedal**

This year was the start of a new era for Pedal Prix at the Norwood Morialta High School with the retirement of long time manager Rob Spurling at the end of 2014.

2015 still saw four bikes competing over the season.

Focus and Astro the top two bikes comprising mostly Old Scholars, Staff and parents competed in the first two races held at Loxton and Victoria Park.

All four bikes, (Focus, Astro, Protégé and XP8) competed in the remaining two races, held at Victoria Park and Murray Bridge.

Some solid early year recruiting amongst the year 8 cohort saw the junior bikes (Protégé and XP8) having 16 riders new to the sport compete in the last two races. This also meant the involvement of a number of “new” families at the events, including one new parent rider.

The top two bikes were particularly successful with a top six and top 30 position respectively.

In addition to training every Sunday through term 2 and 3 for a bunch of new riders, this year saw a new partnership with our “Scientist in Schools” scientist Dr John Costi, of Flinders University Department of Engineering. This partnership enabled 18 students from year 8-10 to visit the Flinders University Engineering Department’s Honours Project “Fair” on the 4 November. Dr Costi also presented a number of certificates to Science Competition prize winners. One of the projects that gained the most interest from our students was the real time GPS tracking device on a pedal prix car. This will no doubt become a feature of some of the bikes in future races.
Middle Campus

Early in the year, all three sub schools on the Middle Campus were painted, new kitchens, hot water services, tables and pin boards were installed. The language rooms and Red 5 were recarpeted, the courtyard furniture was repainted and later, air conditioning was installed into the canteen. As the year progressed, two glass operable walls were installed on the red sub school to create a lighter and brighter classroom space or for meetings or to open up the whole sub school. Another glass wall was built on the gold sub school and as a result of their success, more are in the planning.

The former muddy area between the resource centre and the gym was finally been refurbished during term 3, with retaining walls built to create terracing, paving, synthetic grass and a 12 x 6 m shade structure. The area is very popular with staff and students and could even be used for outdoor teaching and learning or a great platform to conduct open night activities. The resource centre is in the process of redevelopment, starting with the installation of Remote Frequency Identification Gates, a self-check station, new shelving, tables and coloured furniture, redesigned librarian counter and new carpet. Planning is underway for a similar refurbishment in the Senior Campus resource centre as well.

The entrance and foyer to the main front office area was painted during term 3 holidays as was the entrance way to the Gym. The whole music area was painted and quiet space pin boards fitted to walls for their acoustic qualities in the practice rooms and studio. The external stairs in the upper court yard area, the external stairs leading to blue sub school and walling by the new shaded area near Gym was all painted and looks fantastic.

Vandalism and wilful damage has been minimal this year. Hire of facilities has been steady and all parties are paying their accounts on time and looking after our facilities as expected. All grounds work has been maintained well, with minimal tree damage due to storms or old age and gardens have been well maintained. All preventative maintenance tasks have been completed on or before schedule and repairs have been effected quickly and to a high standard to maintain the Work Health and Safety compliance level of which we are proud. During the year the boat house on the River Torrens was repainted, in addition to upgraded bathroom facilities and recarpeting.

In April, the project to install a dust extraction system into Tech Studies on the Middle Campus was completed after an 18 month period. On Wednesday 15 April, SA Power Networks bought power from the street to the new transformer on the eastern side of the campus. The provider worked solidly into the night until the power could be switched on and all the lights came on to the joy of all concerned. We finally had power for security of the school and integrity of the frozen goods in the canteen. After 18 months completion of training on the use of the new equipment and an official hand over, the project was completed. The Department of Education and Child Development committed more than $270k to this project and the teaching staff operated under a modified curriculum with a great deal of patience.

The old photography darkroom on the Middle Campus was refurbished into a modern high tech digital classroom, and was completed in September. Following the demolition of walls, removal of asbestos flooring, painting of walls, new air conditioning, up graded lighting, a large window was fitted for natural light, new carpet laid and a large centre bench and benches around the walls were installed. Cabling, an interactive white board, seating and computers completed the “Scientific, Technology, Engineering and Mathematics” room and everyone is very excited about the transformation.

Senior Campus

This year we created a breakout space on the ground floor teaching area of the Senior Campus and transformed a large geology classroom into a brand new, modern teacher preparation area for 12 teachers, complete with glass walls and new furniture. The painting of the ground floor corridor completed the painting project of all three levels of the main building. Toilets in the area were refurbished and repainted. Aluminium auto doors were installed into the canteen and are a real asset to the area reducing power costs and especially helping the new air conditioning which was also installed this year. New signage throughout the senior campus has made a big difference for parents and delivery people. New carpet was laid in room T14 which replaced carpet laid more than 30 years ago. The offices in the main building were painted along with the lower foyer to the pay station and stairs. More curtains were installed in classrooms across each campus creating more comfortable teaching spaces. Externally, we saw a new carport built behind the drama shed to house all the trailers and staff cars while on camp. The lower compound had poles straightened, painted and new wire fencing fitted for improved security, safety and appearance. Aluminium windows throughout the school were repaired as necessary to make sure they were safe and not a risk. Bitumen was replaced as necessary on walkways around main building on Senior Campus, with some large areas of the driveway requiring complete replacement. All buses passed their road transport inspections with no concerns to report and all trailers were inspected also and minor repairs undertaken to ensure safety. Finally, a new tractor shed was built on the Senior Campus which was a very welcome improvement for the grounds people.

As we look forward to 2016, a $700,000 grant has been received for the removal of the old boiler and installation of air conditioning units in the western end of the main building level 2 and 3 on the Senior Campus. The funding allocation for this project is for engineering, design and installation for a system that best suits our requirements for heating and cooling for the western...
ASSETS & PROJECTS

floor area and the resource centre. This will complete the planned air conditioning program for the whole campus.

A landscape upgrade proposal has been received from ‘Project Green’ who were engaged to design an attractive, low maintenance landscape for the front of the Senior Campus. This will reflect the values of the school and to create outdoor learning spaces in other areas including new foot traffic surfaces, shade and landscape proposals. This, together with the installation of a new black front fence as the one on the Middle Campus, will transform and modernise the façade of the Senior Campus and buildings. More painting will continue on each campus, further repairs to ceilings and painting in the canteen will be completed before the end of 2015.

A great year that has seen the most change in 12 years.

TEACHING STAFF

In 2015, the Norwood Morialta High School teaching staff consisted of 106 teaching staff (100.2 FTE).

The school’s Executive comprised of one Principal, two Campus Heads, three Executive Leaders in International Education, Timetabling/Human Resources and Whole School Organisation.

The Curriculum Leadership included a Leader Learning Design and a Leader Literacy, seven Learning Area Coordinators; Business Enterprise and Technology, English/Humanities, Health and Physical Education, Languages, Mathematics, Science and The Arts, and a Coordinator for the Middle Years Program.

The school is supported by three Middle Campus Sub School Heads, two Senior Campus Learning Community Leaders, a Sports Manager and a Rowing Manager. The school has a Student Counsellor on each campus.

The School Services Officer group consists of a Business Manager, three Middle Managers in Facilities, Finance and ICT.

On both campuses there are the following work groups; Administration, Home Economics, ICT, International, Resource Centre, Science Laboratory, Special Programs, Sports, and Student Services. There is a Groundsperson on each campus.

In total there are 27 Support Staff in the school.

The school has two canteens with one Manager and four staff members.

Teacher Qualifications

Altogether the 106 teaching staff have between them 179 Degree level qualifications and 73 post degree qualifications.

STUDENT DEMOGRAPHICS

Student Enrolment

The Norwood Morialta High School is a large school by South Australian standards with an enrolment of 1503.8 students (FTE) during Term 3 of 2015. This is a slight fall from 2014, 1533 students. There is an increase in cohort size in years 10 and 11 with a slight decrease in year 9, five students, and a marked decrease in year 8 (35 students) as the capacity of nearby Schools has increased after recent building programs. It is expected that year 8 numbers will return to trend in 2015.

Overall more students enrol than depart at each year level except year 12. There was a fall of 60 students from year 11 to year 12 as students moved into a variety of pathways. This is similar to the pattern in 2014.

Student Demographics

The proportion of international students rose again in 2015 from 9.1% to 9.7%. This proportion will continue to rise in 2016 after which the school expects to adjust the international intake to maintain numbers at approximately 10%. The school maintains a high proportion of students from non-English speaking backgrounds and students with an EALD scale (40%).

The school attendance rate improved again in 2015, to 91.8%. Improvement in attendance was in year 9, 11 and 12 with a decrease in year 8 and 10. When compared to other schools, Norwood Morialta High School has a higher attendance rate than DECD schools in general and schools with the same Index of Disadvantage.

When analysing absence rates it is clear that the number of unauthorised absences by our students has fallen while the number of authorised absences has risen in 2015. This may be due to increased follow up on absences.

The authorised absence rate in 2015 was below that of DECD and schools of the same index of disadvantage. The unauthorised absence rate in 2015 was below DECD, but above schools of the same index of disadvantage.

In general, student absences are followed up by an SMS messaging system and Personal Learning Group 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.
STUDENT DEMOGRAPHICS

The absences are of particular concern amongst year 10 and 12 students which both have a higher authorised and unauthorised absence rate than schools of the same index of disadvantage. The year 11 cohort will face a renewed focus in 2016.

<table>
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<tr>
<th>Year Level</th>
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Table of apparent retention rates

Chart: Percentage Attendance rate by year cohort 2011-2015

Chart: Total of absence rate for 2011-2015
## STUDENT DEMOGRAPHICS

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<tr>
<th>Year</th>
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*Total of attendance rate for 2013-2015*

### Targets for 2016

Expansion of the Case Management system initiated in 2015 for year 11 to year 12 students will focus on earlier intervention in both attendance and achievement.

In 2016, DayMap will be modified to improve communication with parents and better identify and respond to early signs of absence patterns to further target case management to improve student attendance and achievement.
Apparent Retention

Norwood Morialta High School continues to have a pattern of more students enrolling at years 8 to 11 level. As a result, apparent retention remains above 100% from year 8 to 10 and year 8-12. Apparent retention from year 9 or year 10 to year 12 has fallen below 100%.

Apparent retention into year 12 has fallen significantly in 2015 due to an increase in students following alternative pathways after year 11 in 2015.

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Retention Table

Post Study Destination

Students who leave Norwood Morialta High School are surveyed for their intended destination. In 2014, the latest Data available, the majority of 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, the majority of students completed their SACE and 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.

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<th>Seeking Employment</th>
<th>Tertiary/TAFE/Training</th>
<th>Transfer to Non-Govt School</th>
<th>Transfer to SA Govt School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>10</td>
<td>1</td>
<td></td>
<td>7</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>9</td>
<td></td>
<td></td>
<td>5</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>20</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>60</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
**OPI N I O N S U R V E Y**

**Summary**

The Norwood Morialta High School community was surveyed using the Council of International Schools survey. A total of 777 students, approximately 51%, 87 members of staff (80%) and 156 parents (10%) 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 below.

<table>
<thead>
<tr>
<th>Description of Standard</th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>96.5 (89.6)</td>
<td>NA</td>
<td>83.9 (94.9)</td>
</tr>
<tr>
<td>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.</td>
<td>87.0 (86.0)</td>
<td>87.9 (88.9)</td>
<td>97.0 (100)</td>
</tr>
<tr>
<td>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.</td>
<td>NA</td>
<td>74.5 (75.0)</td>
<td>85.5 (86.8)</td>
</tr>
<tr>
<td>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.</td>
<td>89.4 (85)</td>
<td>63.1 (68.1)</td>
<td>89.9 (94.2)</td>
</tr>
<tr>
<td>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.</td>
<td>NA</td>
<td>NA</td>
<td>62.9 (61.0)</td>
</tr>
<tr>
<td>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</td>
<td>80.5 (77.0)</td>
<td>71.8 (73.3)</td>
<td>79.0 (80.0)</td>
</tr>
<tr>
<td>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</td>
<td>89.7 (87)</td>
<td>77.2 (76.1)</td>
<td>71.1 (76)</td>
</tr>
<tr>
<td>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.</td>
<td>87 (88)</td>
<td>74.0 (76.9)</td>
<td>98.6 (97.2)</td>
</tr>
<tr>
<td>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.</td>
<td>NA</td>
<td>NA</td>
<td>94.2 (85.9)</td>
</tr>
<tr>
<td>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.</td>
<td>79.2 (77.8)</td>
<td>NA</td>
<td>95.7 (98.6)</td>
</tr>
</tbody>
</table>

* (bracketed values - results from 2014 survey)
**OPINION SURVEY**

**Key Findings**

**Parent Feedback**

Highlights from parent responses

- Parents agreed that students at Norwood Morialta High School are experiencing internationalism and interculturalism in both the formal curriculum and activities offered in the school (98%).
- The curriculum was consistent with the school’s Vision and Mission statements (97%).
- Most parents thought the curriculum met their child’s needs (92%) was appropriately challenging (86%) and developed their child’s critical thinking and problem solving skills (87%).
- Most parents believed that their children found school interesting and engaging (78.6%) and took into account their child’s learning style (80.5%).
- Most parents believed the school was appropriately resourced to support student learning and welfare (92%) and that computer resources were well used to encourage learning (87%).
- Some parents (34% down from 40%), continue to believe that they had enough written information about course objectives and expectations for their student’s class work.
- Most parents, (97%) were comfortable talking to teachers about their child’s progress, but a proportion 21%, were not satisfied with the school’s assessment and reporting frequency and thoroughness.

**Student Feedback**

- The Norwood Morialta High School Vision and Mission statements were familiar to most students (88%).
- The majority of students (85%), 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 library resources that they needed to assist their learning were easily available (77%), but an increased proportion (37%) were not satisfied with the software and computers available. Many students (38%) do not believe they have been taught how to use the library effectively. This area will continue to be a focus in 2016.
- Most students (84%) were confident that they understood the criteria against which they were assessed, but many (32%) would like more variety in assessment.
- Most students (71%) believe teachers respect their students but less students (55%) believe that students respect their teachers.
- Despite an active Student Representative Council, 37% 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 (95%).
- The staff broadly agreed that the school’s curriculum was consistent with the Vision and Mission (87%).
- Most members of staff (86%) believed that the curriculum was well documented and had a logical scope and sequence.
- Despite the introduction of Professional Learning Time, some staff (25%) feel that the school does not provide sufficient relevant professional development.
- As the school moves to the end of a staff laptop cycle more staff (29%) believe the ICT facilities and resources are insufficient, however most (81%) believe the school provides enough resources for their teaching overall.
- Staff members believed that students showed a high level of respect for both teachers (80%) and each other (82%).

**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 trialled with the aim of deepening the feedback to staff so pedagogy can better adapt to meet the needs of students. This will be expanded in 2016. The pedagogical changes coming from the implementation of learnings in Professional Learning Time are expected to result in further movement in some of these indicators for 2016.
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