



The Norwood Morialta High School





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## Principal comment

The 2009 year was characterised by intensive preparation for the implementation of the new SACE. Staff were released to attend SACE Board professional development, as well as to participate in curriculum development sessions which were scheduled at school. Over the year the school

discussed and planned how it might be more responsive to future learning and this has resulted in a new way of operating in 2010.

The implementation of the new SACE, information from the year 9 review, consideration of the 1:1 laptop scheme and new understandings about how young adults learn has resulted in a very different timetable for 2010.

Our school continues to do well in the NAPLAN and SACE results and we have paid attention to the needs of learners when analysis of data indicates that special strategies are required.

The results from the 2009 school year have contributed directly to the development of the 2010 School Improvement Plan and shape the cycle of continuous improvement to which we are committed.

Schooling has lifelong influence and the range and extent of the academic and co-curricular program which is reported here demonstrates that we support the development of the whole individual.

Panayoula Parha  
Principal

## Our school

The Norwood Morialta High School (NMHS) is a dual campus school of 1434 students (years 8 to 13), including in excess of 150 international students. Founded in 1993 following the amalgamation of the Norwood High School (founded 1910) and the Morialta High School (founded 1975), the 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 with an international awareness and the knowledge, skills and capacity to meet the challenges of a changing world.

### Mission

To provide a rich and supportive school life in which students develop the knowledge to pursue future pathways, the skills to be successful and the capacity for social and intercultural awareness.

### Principles

The NMHS is committed to

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

The NMHS conducts a number of special programs, such as the International Baccalaureate Middle Years Program (IBMYP), an Intensive Secondary English Course (ISEC), outdoor education and active8 programs, specialist sports (rowing and soccer) and student services (peer support and mediation, counselling, and pastoral and health care). In

addition, the NMHS offers the largest music and languages programs outside of the State's special interest schools.

The NMHS is accredited by the Council of International Schools (CIS) through its quality assurance processes and runs the largest overseas full fee paying student program in the State.

### Address

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Senior Campus  
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Middle Campus  
Telephone 08 8365 0455

## Governing Council

### David Carter

Staff representative

### Lawrie Cresp

Staff representative

### Rob DiMonte

Parent representative

Treasurer

### Jeff Eglinton

Parent representative

Deputy Chairperson

### Santanu Ghosal

Parent representative

### Weetyr Goh

Student Representative Council representative  
(shared)

### Imogen Guthrie

Student Representative Council representative  
(shared)

### David Hayes

Parent representative

Secretary

### Faisal Islam

Student Representative Council representative  
(shared)

### Debby Kuerschner

Parent representative

### David Le Cornu

Staff representative

### Gia-Yen Luong

Student Representative Council representative  
(shared)

### Billie Millard

Old Scholars Association representative  
(shared)

### Ross Nunn

Parent representative

**Ron O'Brien**

Parent representative

**Lee O'Connell**

Parent representative

**Panayoula Parha**

Principal – *Ex Officio*

**Tanya Parhas**

Old Scholars Association representative  
(shared)

**Chris Ryan**

Parent representative  
Chairperson

**Leanne Sheard**

Parents and Friends representative

**John Tanios**

Parent representative

## School leadership

**Karen Andrews**

Assistant Principal – International education

**David Carter**

Assistant Principal – Timetabling and staffing

**Lawrie Cresp**

Assistant Principal – Operations

**Keryn Harvey**

Deputy Principal/Senior Campus Head

**Fran Millard**

Business Manager

**Panayoula Parha**

Principal

**Anne Wilson\***

Deputy Principal/Middle Campus Head

\* The NMHS community acknowledges and thanks Anne for 10 years of leadership and service at the School



Panayoula Parha

## School highlights

Good results in NAPLAN tests and SACE achievement

The Italian adventure and the Takahashi exchange – learning and fun for students, parents and staff

Leilah Iannace won the Australia Day Council of South Australia's Minister for Education Award for Excellence in Languages and Culture

Preparations began for the Centenary Year in 2010

Results from the 2009 maths and science competitions were encouraging

John Drew was awarded the Outstanding Academic Achievement Award from the University of Adelaide for his Masters study

FOTA, the NMHS Friends of the Arts group, was established

Sports Day

Head of the River event and dinner

Student support for victims of the Victorian bush fires

Middle and Senior Campus pride day

Peer Support and Helping Friends programs – addressing student issues

Open night and day showed just how good our school is

Student art exhibitions at the Pepper Street Arts Centre and the Art Gallery of SA

Ski Trip – we were School Cup winners again

Revamped website

Parent group involvement

Resolute and active Christian Pastoral Care Support Workers

The musical, *Cabaret*, was a resounding spectacular and success

A number of individuals won state selection in a range of sports, and a large number of sports teams had success

Sandaldeep Singh represented SA at the UN Youth Association Conference in Brisbane and the NMHS at the MEC Youth Conference

Students participated in Young Achievement Australia and the SA United Nations Youth Conference

Mindshop Excellence and the *One and All* Tall Ships programs

Sponsorship by our students of Said Shabani Zogoro from Tanzania

The Engineering Challenge, *Building of a sustainable house*, was a NMHS first

Introduction of the Futures Learning program made the NMHS a leader in education in SA

More students participated in the Premier's Reading Challenge than ever before

Harmony Day celebrations gave meaning to our value of *Diversity*

Implementation of the new SACE

Engagement with the community via parent forums – new SACE, year level introductions, parent/teacher nights

eLearning and planning for the 1:1 laptop program

The NMHS led the way in the adoption of the Personal Learning Plan

Personal Projects in the IBMYP were spectacular

Gia-Yen Luong launched her book, *From Saigon to Adelaide*

The Formal was the best ever

NMHS students enjoyed success in public speaking, especially Alexandra Lontos and our debating teams

Danny Catalano became a film star

Pedal Prix – dedicated staff, students and parents had a great time

SSO Week reinforced to us that we have a cohesive, effective, talented support staff

Billie Millard's single-handed establishment of a records archive was an inspiration

Exchange students were hosted from Italy and Japan

The Bell Shakespeare Theatre Company treated our students to a performance and special student workshop

The *Land of OZ* music concert

The *Hello Myponga* NMHS music roadshow received stunning reviews, as did student performances of *Blood Wedding*, *Antigone* and *Much Ado About Nothing*

The rowing camp in September

Asian Perspectives across the NMHS curriculum units were presented to a national audience

From barren cliff tops to biodiversity – the Glossy Black Cockatoo Camp

Stage 1 Awards presentation and the Year 10 and Year 12 graduations

Our International Student Program

Marina Spajic was recognised at the Royal Adelaide Show for her sewing

Life Impact Day at the University of Adelaide

School newsletter on the web



## Site Learning Plan

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### Literacy

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#### Context

In 2008, all NMHS staff participated in four literacy workshops in preparation for the introduction of the new SACE and the compulsory literacy requirement.

#### Action taken in 2009

- all NMHS staff members have had the opportunity to engage with the new SACE subject outlines and the literacy requirements for their learning area, by attendance at and participation in learning area workshops conducted by the SACE Board of SA
- key staff attended a Stage 1 Literacy Requirement – Scaffolding, Planning and Programming workshop
- an assessment task, based on the analysis of NAPLAN results, was included in the Personal Learning Plan (PLP) to assist students to identify their areas of strength and areas for growth in relation to literacy

#### Recommendations for 2010

- learning areas will continue to map the literacy requirements of their subject and all teaching programs will contain strategies for the explicit teaching of the literacy requirements
- a process will be developed to enable learning areas to compare achievement data to literacy proficiencies
- benchmarks will be established in relation to the new SACE literacy requirement
- Personal Learning Group teachers at the Senior Campus will continue to support students to monitor their literacy development

### New SACE

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#### Context

All staff members were involved in 2008 in professional development activities relating to the introduction and requirements of the new SACE. All staff members participated in an introductory workshop on the PLP and the

eLearning environment. Staff members also were provided with the opportunity to use eLearning in their learning areas.

#### Action taken in 2009

##### *Professional development*

- learning area teachers attended SACE Board learning area workshops for their teaching subjects
- coordinators attended three Middle Manager workshops concerning quality assurance and assessment in the new SACE
- learning area coordinators participated in a one day and a half day session on planning and programming for the new SACE
- learning area teams (including staff members from both Middle and Senior campuses) were provided with release time to undertake programming and planning for the new SACE
- key staff members attended workshops about:
  - Stage 1 Literacy Requirement – Scaffolding, Planning and Programming
  - Stage 1 Numeracy Requirement
  - Stage 2 Research Project and Local Curriculum
- the Science Faculty was involved in a targeted pilot program for locally developed programs in the new SACE
- all Year 10 Home Group teachers undertook professional development in relation to the PLP, the eLearning environment and use of the ePortfolio
- 12 staff were trained and supported in the use of eLearning as part of the Champions program

##### *Personal Learning Plan*

- professional development on the PLP program continued to be offered to all staff members. Approx. 20 participated in a series of workshops offered in both Semester 1 and Semester 2
- all Year 10 students commenced the PLP in Semester 2 in Home Group time and teachers participated in clarifying and moderation workshops

- the PLP was used in the Year 10 to Year 11 transition program at the Senior Campus
- 95% of Year 10 students completed one of the required assessment tasks and 30% completed two or more of the required assessment tasks in 2009
- a new timetable for 2010 was developed to allow for dedicated time to be devoted to the PLP during both Year 10 and Stage 1

##### *Research Project*

- all staff members at the Senior Campus undertook two introductory sessions regarding the Research Project
- a key group of staff members participated in the Research Project Targeted Pilot program
- two key staff members attended a full day workshop concerning the Guided Inquiry Process
- a teaching program for the Research Project was developed and established in the eLearning environment (eNMHS)
- the NMHS participated in the all-schools Research Project pilot program

#### Recommendations for 2010

- Stage 2 teaching programs will be written for all subjects
- benchmarking of student achievement in the compulsory areas of the new SACE will be established and improvement strategies will be developed and implemented
- an increased number of staff members will be trained and supported in the use of eLearning
- staff members at the Senior Campus and Year 10 Personal Learning Group teachers will continue to participate in professional development activities in relation to the PLP
- there will be a focus on a guided inquiry process for the whole school
- staff members will continue to develop the teaching program, resources and materials for the Research Project using the eLearning environment and the NMHS will provide relevant professional development for all teachers

### Futures Learning

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## Context

The Futures Learning Steering Group (FLSG) was formed to consult with the staff and the school community on the future of learning in the NMHS. The group considered, in particular, the structures that support personalised and futures-oriented learning, and how a contemporary curriculum timetable might give teachers time to personalise learning and develop programs of study in a more collaborative way.

### Action taken in 2009

- in line with normal decision-making processes, a representative group of staff members formed the FLSG
- the FLSG met regularly during 2008 to:
  - consider the implications, issues, challenges and opportunities arising from the Year 9 Review, the new SACE and the Digital Education Revolution (DER) initiative
  - develop a proposal for Futures Learning
  - facilitate a consultation process with staff members, parents and students
- two student-free days were dedicated to Futures Learning, during which the Futures Learning proposal and education/learning in the 21<sup>st</sup> century (presented by Mark Treadwell) were explored

### Recommendations for 2010

- the FLSG will continue to monitor, review and evaluate the implementation of the Futures Learning program
- an external consultant will be engaged to assist with the implementation, review and evaluation process

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## Vocational Education and Training

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### Context

The NMHS continues to provide opportunities for students to undertake Vocational Education and Training (VET) via the Eastern Cluster of Schools (EASC) and external providers.

### Action taken in 2009

- 31 students were enrolled in VET programs; 26 students via the EASC and five via external providers
- the NMHS worked collaboratively with other secondary schools in the Eastern District to develop an application for a Trade and Training Centre
- investigations concerning increasing student access to higher level VET (Certificate 2 and above) and industry recognised qualifications commenced

### Recommendations for 2010

- the application for a Trade and Training Centre, in collaboration with other Eastern District schools, will be completed
- previous recommendations in relation to future directions for VET at the NMHS, giving consideration to requirements of the new SACE and national priorities, will be finalised

## International student program

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### Student demographic

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There was some concern in the area of international education that the global financial crisis would adversely affect student enrolment for 2009. The number of full fee paying students at the NMHS remained steady, however, although the financial downturn might have led to some student transfers to the NMHS from the private education system. In addition, the number of younger, middle school-age students decreased. The total enrolment for 2009 was 182 full fee paying students, of which only 23 were studying at the Middle Campus.

The country of origin of the NMHS international students did not change significantly in 2009, with the majority of students being from China, followed by Korea and then Vietnam as the next most represented countries. It was pleasing to see new enrolments from Thailand, Japan, Iran and Macau in 2009. There were 120 students enrolled on temporary visas, with an increasing number on dependant student

visas. The country of origin of students in this group includes India, Nepal, Korea and Indonesia. Four students converted their visa from a student visa to a business visa during 2009, which is a reduced number when compared to previous years and which had an impact on funding for staff.



## Recommendation for 2010

A future target to increase student numbers from other countries, to reduce the reliance on the Chinese cohort, has been identified. The NMHS aims for 75% of its international student group to be Chinese. Vietnam also has been identified as an area of growth and the NMHS should actively target Vietnamese students in order to increase their number to 15% of the total.

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## Intensive Secondary English Classes

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Intensive Secondary English Classes (ISEC) were run at both campuses in the first semester. The number of students undertaking ISEC at the Middle Campus was lower than expected in the second semester, resulting in some younger students joining the senior class. In Term 4, there was a need for two ISEC at the Senior Campus. It is expected that, in 2010, there will be a need for one ISEC to run on each campus in the first semester, and the NMHS's target is to maintain the number of students to continue this strategy in the second semester.

The ISEC program incorporated the PLP from the new SACE because students from these classes usually progress to Year 10 and Year 11. The PLP was tailored to meet the needs of this group. The aquatics program at Noarlunga, which focuses on surf and beach safety, also was a successful inclusion in the program.

## Recommendation for 2010

The NMHS will aim to maintain enough students in order to conduct ISEC at each campus for the whole of 2010. One strategy to achieve this outcome will be to develop closer contact with the parents who have guardianship visas. Younger students often are in Australia with parents and word of mouth at this age can be very effective in increasing interest in the School. The NMHS's aim is to increase the

number of international students at the Middle Campus to approximately 50, from a range of countries.

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## Student activities

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International students were actively involved in the Student Representative Council (SRC), the multicultural assembly, Music Night and the music camp. A highlight for two boys from Korea and three girls from China was taking part in the Mindshop Excellence Program, including sailing on the tall ship, the *One and All*.

Due to the H1N1 'swine flu' influenza epidemic, there was only one very small study tour in 2009. Six students from Little Wing English School in Japan visited for one week in March. Koishikawa High School had planned to visit in August but the visit was postponed until March 2010. It is planned for the group to be hosted in the Year 9 sub-school and promotional activities to encourage students from this year level to host visitors have already begun.

A group of 14 NMHS students were led by Anne Wilson and Lawrie Cresp on a tour to Japan to visit the NMHS's sister school, Takahashi Senior High School. The visit was a great success, with students learning about Japanese culture and improving their language skills. The school visit included attendance in English, Maths, Classics, History and Japanese classrooms, participation in a traditional Japanese tea ceremony, yukata sewing, cooking of an autumn meal, a calligraphy lesson, an origami lesson, and a walking tour of Takahashi (including a samurai house, a museum and a shrine). Home stay accommodation in Takahashi was valuable and facilitated the teaching and learning of our different cultures, interests and entertainment.

The NMHS students were very willing to be friendly and accept the Japanese lifestyle and

customs and, consequently, made friends very quickly and easily. The students talked with great affection about their host families and found it hard to leave.

Two students from Takahashi joined classes at the Senior Campus during Term 3 as part of the long term exchange program, with one student choosing to extend her stay until December under the international student program. Next year, the NMHS will host the visiting group from Takahashi and aims to run the two week program across both campuses in a range of learning areas. Voluntary home stay accommodation will be sought from those who went to Japan as well as the whole school community.

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## International accreditation

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The NMHS's international accreditation with the Council of International Schools (CIS) continues to influence planning and school improvement strategies. The NMHS will continue to work towards achieving the recommendations of the CIS five year report as well as keeping CIS standards in mind during planning. In 2010, the NMHS will host a preparatory visit and a workshop for staff in readiness for the next phase of the accreditation cycle. A full self-study will be undertaken in 2011.

## Recommendations for 2010

The induction of staff members in January should include information about the CIS process and standards. All staff members will be trained in the CIS accreditation process in 2010, via a workshop to be held after the preparatory visit. Staff members will be prepared to begin the process of self-study.

The NMHS leadership team should review the CIS standards and new protocols to ensure that the NMHS is achieving them prior to the CIS visit in the second semester.

Committees that have responsibility for individual sections of the CIS report should be established in 2010.

## International Baccalaureate Middle Years Program (IBMYP)

Each of the 784 students at the Middle Campus undertook the IBMYP in 2009, in conjunction with the requirements of the South Australian Curriculum Standards and Accountability framework. The cohort was comprised of 239 students who undertook the program at Year 8 level, 285 at Year 9 level and 260 at Year 10 level. Of the 260 students studying the IBMYP at Year 10 level, six students (2%) opted to undertake external moderation.

The highlight of the year for the IBMYP was the number of spectacular Personal Projects that were submitted by Year 10 students, including, most significantly, the decision by one student to create a professionally published novel detailing her parents' struggle and eventual immigration to Australia as Vietnamese refugees. Noteworthy was the increased input from a number of staff members to the IBMYP and the increased participation and attendance in Training & Development and events such as cluster meetings.

72 students met the requirements of the IBMYP at Year 10 level (28%). The results of the students who undertook external moderation will become available in February 2010.



## Recommendations for 2010

- to 'monitor' the IBMYP at Year 10 level, rather than 'moderating' as the NMHS has done in the past
- to put a greater emphasis upon the importance of the Personal Project and to coordinate its implementation more effectively
- to develop staff knowledge and more effective implementation of the IBMYP by increasing collaboration, training and professional development
- to develop a greater school-wide understanding and implementation of the IB 'Learner Profile'

## National Assessment Program in Literacy and Numeracy (NAPLAN)

Year 9 students participated in the annual NAPLAN testing to assess their ability in numeracy, punctuation and grammar, reading, spelling and writing. Results were compared to the state and national average, as well as the national minimum standard. Results were reported from Band 5 (below the national minimum standard) to Band 10 (the highest band achievable), with the range of achievement in each area for the middle 60% of students in Australia being expressed as the standard deviation.

### Outcomes of the 2009 NAPLAN testing

Following state and national trends over previous years, the mean score for boys was higher than for girls in numeracy and the mean score for girls was higher than for boys in the literacy components. The challenge for educators and students is to bring these scores closer together by increasing the scores in literacy for boys and in numeracy for girls (Table 1).

Cohort	Numeracy	Punctuation and grammar	R
NMHS	609.0	573.7	5
State	578.7	571.6	5
National	588.5	573.6	5
NMHS male	614.4	559.5	5
NMHS female	603.7	587.8	5
NMHS LBOTE	633.3	563.1	5

**Table 1.** Mean scores for NMHS, state and national students in the 2009 NAPLAN English, index = schools that have an index of disadvantage that is similar to

The mean score for students who have a language background other than English (LBOTE) was higher in numeracy than for literacy, as would be expected. Other interesting points when looking at the mean scores for NMHS students who have a LBOTE were:

- numeracy was higher in comparison with all NMHS students and with the state and national students
- punctuation and grammar and spelling were higher than all NMHS boys
- scores across all areas were higher than preliminary state results for LBOTE students (results not shown; final mean scores for state LBOTE students were not made available to schools)

	Proficiency band					
	≤ 5	6	7	8	9	10
N	4	17	72	81	62	25
P/G	15	52	88	68	25	15
R	14	33	76	96	34	10
S	12	30	92	68	39	22
W	15	40	63	68	54	22

**Table 2.** Number of NMHS students in each band for the 2009 NAPLAN test (N = numeracy, P/G = punctuation and grammar, R = reading, S = spelling, W = writing)

From the proficiency results shown in Table 2, it was noted that:

- in numeracy, 33.4% of NMHS students were in the two highest bands and 1.5% were below the national standard

- in writing, 29.0% were in the two highest bands and 5.7% were below the national standard
- in spelling, 23.2% were in the two highest bands and 4.6% were below the national standard
- in reading, 16.7% were in the two highest bands and 5.3% were below the national standard
- in punctuation and grammar, 15.2% were in the two highest bands and 5.7% of students were below the national standard

### Recommendations

The NMHS recognises and congratulates the students who consistently achieved high mean scores (two boys, eight girls). An individual education plan (IEP) will be developed for these students to ensure that they are challenged.

Students who achieved high NAPLAN scores but who have achieved low school grades (two boys, five girls) will be interviewed and closer monitoring of their school work will commence, with the aim of implementing strategies to address planning and learning issues.

Staff will identify individual students who were below the benchmark and strategies for intervention will be developed. Specifically:

- for LBOTE students who achieved high scores (Band 10) in numeracy and low scores in literacy, ESL support will be given (five boys, one girl)
- ESL students who achieved low scores in literacy will undertake at least two semesters of ESL at Year 10 (11 boys, six girls)
- students who achieved low scores in reading and who do not study ESL will be invited to undertake a reading recovery course (two girls)
- students who achieved low scores in all areas will be monitored through an IEP (seven boys, four girls)
- students who are identified as scoring low estimated growth in literacy and numeracy

since Year 7 and who feature in behaviour and/or attendance and lateness records will be interviewed with their parents/caregivers and strategies will be designed to address the issues (seven boys, two girls)

## English as a Second Language (ESL) scaling

The ESL scaling process helps to establish a student's literacy competence. It forms the basis for ESL support funding by the Federal Government.

The ESL scaling process for 2009 was conducted in Term 2. A total of 565 eligible students were identified as attracting ESL funding for English language development and support. This number was down from 619 students in 2008, reflecting changes in enrolment and improved moderation processes that ensured consistency of assessment and better quality of student work samples. With the cooperation of the English/SoSE coordinator at the Middle Campus, two written pieces from each of the curriculum areas, English and SoSE, were collected from each student in Years 8, 9 and 10. Assessment of these works was conducted in June 2009 by a panel of teachers who were trained in the scaling process. Works from across the full range of curriculum areas were collected from students at the Senior Campus.

Using the criteria established in the ESL scales document, as well as moderated work samples to guide teacher judgement, each student was assigned a scale level based on their written works. The results were used to adjust staffing in order to support this cohort of students and thus improve learning outcomes for them. The number of students in each year level that received an ESL scale in 2009 is shown in Table 3.

Year level	Number of students	Proportion of total student number (%)
8	98	41
9	140	49
10	107	41
11	132	36
12	123	42

**Table 3.** Number of students who received an ESL scale and their proportion of the total student body in each year level

Students in lower support categories are those with lower scale results and thus with greater English language learning needs. As a consequence, they attract a higher level of funding, which is equated to full time equivalent (FTE) teaching resources. Not all of these students receive targeted ESL support, however. Support is restricted to those students who are in the lower scale categories and who have, therefore, the greatest need.

The number of students in each support category at each campus is shown in Table 4. M1/ S1 categories attract the greatest amount of FTE teacher support time and M7/S7 categories the least. The 200 students from the Middle Campus who were assigned an ESL scale level represent 25% of the student enrolment on that campus. There were 356 students at the Senior Campus who were assigned to an ESL support category, which was 54% of the student enrolment.

Category	Number of students	Category	Number of students
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M1	1	S1	4
M2	17	S2	28
M3	19	S3	107
M4	39	S4	70
M5	55	S5	64
M6	40	S6	55
M7	29	S7	28

**Table 4.** Number of students in each ESL support category (M = Middle Campus, S = Senior Campus)

#### What was the outcome for the students?

ESL staffing for the NMHS was 5.4 FTE in 2009 and, as a result of the ESL scaling process, English language support for students on lower scale levels was made a priority. This staffing (Tier 2) also attracted School Services Officer (SSO) and Bilingual School Services Officer (BSSO) time. In 2009, the school employed a Korean BSSO (21 hours) to support students from a Korean background and teachers working with these students. Direct ESL classes were offered in year levels 8 to 12 in which students who are most in need of English language support study ESL (with its emphasis on language skills across the curriculum) instead of English.

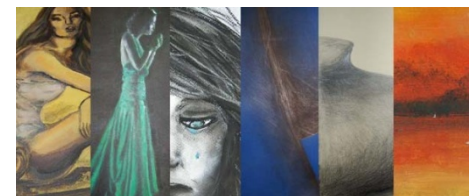
#### What was the outcome for the staff?

A total of 16 staff members were involved in the ESL scaling process in 2009, including ESL staff members. Ten staff members from across campus and faculty areas (Maths /SoSE/ English/ Health and PE/ Languages/ Art) trained and participated in the scaling assessment process which was run by the ESL Faculty. This degree of staff involvement enhanced the awareness of the literacy levels and needs of a significant cohort of NMHS students and helped to improve literacy teaching skills to address students' English Language needs.

#### Recommendations for 2010

It is suggested that the ESL scaling is conducted earlier in the year in 2010 and that it is formalised by placement on the school calendar. Calendaring will ensure adequate time for both the collection and analysis of data and for the effective teaching of required genre. This will have a positive impact on teaching and learning in the areas of English and SoSE. Time also needs to be allocated for ESL staff members to analyse the data effectively and make recommendations for the improvement of

student learning (for example, analysis of the relationship to LaN data and the impact on teaching and learning).



## Information and Communication

### Technology (ICT) three year plan:

#### 2009 – 2011

2009 marked the first year of the NMHS's ICT three-year plan: 2009 – 2011. In February, the Laptop Handbook was sent to DECS for formal endorsement, but the NMHS still awaits the outcome of DECS' deliberations.

Priorities for this Plan and the achievements towards meeting the objectives in 2009 are summarised below.

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#### Resources

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##### Priorities

- to implement a wireless network
- to implement a 1:1 laptop initiative for students and staff

##### Achievements

- a wireless infrastructure was implemented across all areas of the NMHS in June
  - the NMHS was assessed as being 'teaching-and learning-ready' by DECS in August
  - the NMHS's infrastructure was audited and assessed as being ICT compliant by DECS in August
  - an order was placed for 44 replacement and 251 new Round 2 DER-funded laptops after consent to purchase was given by DECS in October
- Please note: DECS did not allow schools to order Round 2 DER-funded laptops until late in 2009, so plans to equip all Year 10 students by the start of the second semester, in order for them to complete the PLP course via the eLearning environment, could not be realised*
- NMHS-funded staff laptops were ordered in October

##### Recommendations

- testing of the load capability of the wireless infrastructure will be performed after the replacement laptops become available
- further testing of the infrastructure will occur after the deployment of student laptops

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#### Teaching and learning/Professional learning

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##### Priorities

- all members of the teaching staff will be trained to use an eLearning environment that provides students with subject resources and which enables submission of assignments and the development of interactive-based resources
- all teaching staff members and students will use an eLearning environment and student data will be managed centrally in order to develop individual learning plans, including the PLP
- all staff members will be trained in digital literacy, based on the results of the EdCap teacher survey developed by DECS
- digital literacy will be meaningfully embedded in all curriculum areas

##### Achievements

- 30 teachers were trained to use the eLearning environment for the PLP
  - all Year 10 students and their teachers undertook to complete the PLP via the eLearning environment
  - pilot programs for the use of StudyWhiz were completed
- StudyWhiz is a learning system that provides a step-by-step progression of learning prompts that help students become more efficient by emphasising how ideas fit together*
- 20 'eLearning champions' from across the learning areas were trained by 'eLearning mentors' to deliver and showcase 20 different units of work using the eLearning environment

- eLearning training sessions were held for other teachers on Tuesday and Thursday evenings and on a faculty basis
- all learning areas developed eLearning resources which were used in classes
- the ICT capabilities of staff members were reassessed using the EdCap survey

##### Recommendations

- the use of eLearning resources will be expanded when laptops become available
- additional eLearning resources will be developed and modified
- a further 20 eLearning champions will be trained in 2010
- faculties will use eLearning champions as a resource to support all staff members in the development of eLearning resources
- the Professional Learning Plan will continue, as per the ICT three year plan
- digital literacy will be embedded in resources as part of curriculum development for the new SACE
- the use of online portfolios, specialised 1:1 laptop learning spaces and approaches to support the development of personalised learning will be investigated
- the use of different models for specialised 1:1 laptop learning spaces will be trialed for their efficacy

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#### Administration

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##### Priorities

- to improve access to relevant data (including numeracy and literacy data) for teachers so that personalised learning is improved for all students
- to incorporate the centralised management of student assessment data into the eLearning environment
- to investigate centralised management 'eduportals' to link administrative functions to the NMHS's eLearning environment

## Achievements

- the linking of the NAPLAN and EDSAS data continues to be investigated
- alternative eduportals (for example, DayMap and EduMate) were assessed
- investigations commenced with respect to a learner management system aligning attendance with student achievement.

## Recommendations

- investigation and development of software that will enable access to relevant data will continue
- liaison with suppliers to ensure that the portals fit with the NMHS eLearning environment will be a priority

- a suitable portal will be chosen and implemented



## Sports

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### Intra school sport

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#### Standards Day

The Year 8 Home Group athletic competition was based on the attainment of set standards to gain points. On a warm day, it was 8G2 that prevailed.

#### Sports Day

On a picture perfect day, Sports Day ran smoothly at Santos Stadium. It was pleasing to see some outstanding performances from the Year 8 students, which augurs well for the NMHS's future in track and field. As usual, there were a number of records broken. Attendance on the day was fantastic and it was the Blue sub-school that won overall, making it two wins in a row.

#### Swimming

Kris Vanderloo, with assistance from Elizabeth Di Cesare and Sam O'Connell, trained a small but dedicated group of swimmers, three times per week for eight weeks, to compete in ISSA competition and the SSSSA championships. The group showed tremendous school spirit in achieving modest results.

#### Athletics

Based on the results from Sports Day, a team was selected to compete in the Northern and Vista Zones carnival, in A grade, and then a reduced team competed in the SSSSA C1 grade championships. The Year 8 boys were the stand out group, winning the overall points for their age group at the Vista championships. Oleg Markov, Tomas Dama and Brodie Selby led the way by producing outstanding efforts in their respective events. Across the board, however, results were modest. A goal for 2010 is to achieve improved results across all year levels and, in particular, amongst the girls.

#### Secondary School Sport SA (SSSSA)

The NMHS competed in 22 knock-out competitions this year, including badminton (four), basketball (four), cricket (four), netball (two), soccer (five), football (one) and touch (four).

The NMHS was successful in winning one state championship – open mixed badminton. Three teams made finals – open boys badminton, open girls badminton and Year 8/9 boys table tennis.

Eight boys' teams were entered into a Years 8 to 10 table tennis tournament. Of those, one team played in the finals.

Three students competed at the SSSSA cross country championships. Scott Hargreaves ran bravely to finish 12<sup>th</sup> whilst Natasha Court and Brodie Selby gave their all to finish in the top 30.

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#### Vista sport

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The Vista Zone was renamed to be the 'North East Vista Zone'. The NMHS participated in Vista sport on Tuesday afternoons in Terms 2, 3 and 4, and fielded teams in a wide range of one day lightning carnivals.

Year 8/9 students competed in Tuesday afternoon sport in Terms 2 and 4 while the senior students competed in Term 3. Teams were entered in boys and girls badminton, boys soccer, boys and girls five-a-side soccer, girls netball, girls and boys basketball, mixed touch and mixed table tennis. Premierships were won in senior boys badminton and senior girls five-a-side soccer, while the Year 8/9 boys badminton Division One team was the runner-up. At the time of writing, the boys basketball Division One team is undefeated, as are the boys table tennis team, in the Year 8/9 Term 4 competition. Both teams are almost certain to make the finals and have a good chance of winning the premiership.

Teams were nominated for 22 one day lightning carnivals. The teams were involved in lawn bowls, indoor cricket, touch, volleyball, five-a-side soccer, nine-a-side football, 12-a-side



the Year 8 boys five-a-side soccer, the Year 9 boys five-a-side soccer, the Year 8/9 girls five-a-side soccer, the open boys five-a-side soccer and the open boys volleyball teams. The Year 8 boys super eight cricket, the Year 9 boys super eight cricket and the Year 8/9 girls tag rugby teams were runners-up.

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### Out of hours sport

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Students from the NMHS competed in the Independent Schools Sports Association (ISSA, for boys) and South Australian Catholic Secondary School Girls Sports Association, which provided interschool sports competition outside of school hours, mainly on Saturday mornings. These competitions were able to run only with the assistance of coaches and managers working outside of school hours. A number of these coaches were parents of students or old scholars and, in a few instances, NMHS staff members (Peter Clements, Jing Liu, Kali Zheng and Nick Gillies). NMHS students competed in cricket, basketball, badminton, swimming, beach volleyball, netball, tennis, softball, soccer and table tennis.

The ISSA competition had no premiership tables, instead leading up to an intercollegiate round at the end of the season. The girls' competition did have tables and a play-off system in the last round, in which the two highest ranked teams played each other, the next two highest played each other, and so on.

Unfortunately, none of the girls' teams won premierships in 2009. The 10B girls netball team, coached by parents Kathy Ekberg and Caroline Stewart, the Senior B girls badminton team, coached by old scholar Henry Chow, and

the Senior B soccer team, also coached by an old scholar, Kyle Stokes, all finished as the runner-up in their competition.

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### State selection

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The following students earned SA state selection in their sport:

- Amanda Agostinelli – gymnastics
- Belinda Cher – table tennis
- Reanna Eglinton – gymnastics
- Kiara Fragomeli – soccer
- Hannah Larder – lacrosse
- Taylor McKay – baseball
- Skye-Maree McKenzie – lacrosse
- Megan Smith – lacrosse
- Jun Yong – badminton
- Sally Young – orienteering



## Assets and projects

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### Across campus

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There were dozens of projects conducted at the NMHS during 2009. Some of the most important projects are listed below.

- the home economics area was refurbished by the removal of partition walls, installation of new bench tops with stainless steel splash backs, two new stoves and fans, and repainting for improved supervision during practical lessons and better use of available space
- all sub-schools, including classrooms and teacher preparation areas, art areas, the Staff Room and staff toilets at the Senior Campus, were painted
- improved, brighter security lighting was installed between the gym and resource centre to reduce vandalism at the Middle Campus
- lunch/recess and emergency sirens were replaced at the Middle Campus
- trees and branches throughout the NMHS were monitored and some were removed for the safety of all staff members and students
- the annual inspection of chairs, and repairs, was conducted in April for both campuses
- a new motorised weed sprayer and an industrial outdoor vacuum cleaner were purchased
- ovals were top dressed for safety at the beginning of the soccer season
- following an engineer's report, the cantilever slab floor on level two of the Middle Campus art area was jacked and supported with beams and pillars. The room was painted and refurbished with new carpet and bench tops to become a new preparation area for art teachers
- graffiti was removed from both boys' and girls' courtyard toilets and gym change rooms

- on many occasions (graffiti at both campuses was an ongoing problem)
- a full audit of keys was undertaken for increased security and update of records
- 385 classroom chairs and 100 desk tops were replaced
- all yellow safety lines were repainted, for safety reasons
- ICT cable was installed throughout the whole of the NMHS, including fibre optic cable between the western wing and main building at the Senior Campus, in readiness for wireless technology and security cameras
- 70 wireless access points were installed
- all car park areas were inspected and repaired, as deemed necessary
- vandal-proof stainless steel toilet roll holders were installed, which significantly reduced the incidence of blocked toilets
- new pin boards were installed, where possible, throughout each sub-school
- 20 new fabric chairs were purchased for the resource centre at the Middle Campus and 40 for the resource centre at the Senior Campus
- two pallets of old text books were sent to the Solomon Islands
- the small toilet block on the oval at the Middle Campus was painted and plumbing was repaired for weekend users
- new matting for the cricket pitch at the Middle Campus and for the nets area at the Senior Campus was purchased, for use by students and hire patrons
- only two break-ins occurred this year at the Middle Campus, with minimal loss
- the floor of the Ivan Coward Hall was sanded and oiled in January
- pressure cleaning of the floor in auto studies and in all covered walkways was undertaken during each holiday period
- benches that were adjacent to the outer walls of the canteen at the Senior Campus were removed to create a more social and relaxed environment

- air conditioners were replaced in the front office, pay station office, counsellors' office and four classrooms at the Senior Campus
- a new wall was built and air conditioning was installed to accommodate a new server facility in the ICT control room
- repairs to the ceiling in the home economics area at the Senior Campus were conducted and paid for by DECS, due to problems reported in other schools
- all monthly, quarterly, and annual bus inspections were conducted on time and all three buses passed each safety requirement
- a mains pressure water pipe, which burst in the main car park at the Senior Campus, took four days to repair during which time portable toilets were installed in order to keep the Campus open
- the purchase of shelving for the basement storage area (now the archival area) at the Senior Campus was completed in June
- communication equipment in the lift at the Senior Campus was renewed
- the fire sprinkler system at the Senior Campus was upgraded according to new regulations

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### Pride Day

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A Pride Day was held in May (Middle Campus) and June (Senior Campus). Both days were fun and productive, with approximately 80 people in attendance. Small groups worked on projects which included painting of outdoor seating, outside doors, some classroom areas and balcony rails and balustrades, gardening, repairs to desks, replacement of 150 desk tops, cleaning of white boards and tidying and cleaning of the court yard storage area (Middle Campus). In particular, the outdoor education trailer looked great after it was painted.

The Parents and Friends group and two additional sponsors, Nando's Chicken and Pieter Snyders Painting Services, supported us.

Staff members from Nando's Chicken cooked chicken and distributed vouchers during each Pride Day, and returned to cook for the students who helped out on the day. Parents and Friends volunteers provided fruit, biscuits and tea and coffee. Pieter Snyders Painting Services supplied paint, rollers, trays and brushes, and the courtyard and balcony rails now look great with their coat of new paint.

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#### Investing in our schools

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Installation of air conditioning in the Ivan Coward Hall was completed in time for hosting of the Year 11 exams. The project commenced three years ago after the NMHS won a grant of \$150,000. Following repairs to the floor, DECS removed the asbestos roof, which took eight months from planning to completion. During that process, DECS funded the redesign of the roof trusses which were no longer compliant with building codes. Repairs were completed after seven months. Installation of the air conditioning system was undertaken in the September holidays.

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#### Building Education Revolution

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After much consultation, it was decided to install new carpeting at both campuses using the School Pride funding of \$200,000. All sub-school classrooms and the main foyer, front office and Staff Room areas at the Senior Campus were carpeted by the end of the year.

## Student achievement

The distribution of grades given to students from each year level at the end of the first semester in 2009 is shown in Figure 1. There was a gradual decline in the number of A grades achieved by students from Year 8 (30%) to Year 12 (15%). Conversely, final SACE results have tended to show a higher percentage of A grades than would have been predicted by this trend.

The results also showed that 10% of Year 8 and Year 9 student grades are D or E, and that this percentage increases to approximately 20% in Years 10 to 12.

A comparison of passing grades for students in all year levels between 2006 and 2009 showed little change between years for Year 8 students, an overall improving trend for Year 9 students and an overall declining trend for students in Year 10 (Figure 2). Students in Year 11 showed steady improvement up until the first semester of 2008 but the results from that time have been declining. Results for Year 12 students showed considerable variation between assessment periods, but only results from the first semester in each year were available (that is, no Term 4 grades are shown).

### Recommendations for 2010

- continue to monitor the success of intervention strategies, including the Stage 1 Bridging Course, interventions in response to the NAPLAN results for students in Year 9 and curriculum modifications developed at a faculty level
- further analyse the cohorts that are experiencing greatest difficulty in achieving a pass grade and develop strategies to address the causes of weakness
- monitor the effectiveness of curriculum strategies, such as changes due to the new SACE and the new timetable

The NMHS has set a target to improve the number of passing grades to 85% in the year levels, 10, 11 and 12 in 2010.

### Senior secondary results 2009

The school maintained a high standard of achievement in 2009. Eighteen Merit Awards (20/20) were achieved, awarded to 11 individual students. One student achieved merit awards in all five subjects. Students achieved four Merit Awards in Biology, two in each of Accounting

Figure 2. Proportion of passing grades achieved by students in year levels 8, 9, 10, 11 and 12 in 2010.

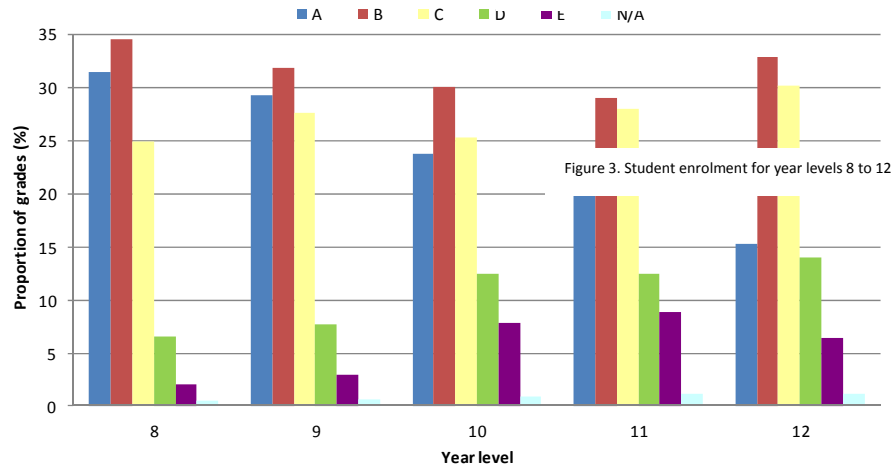
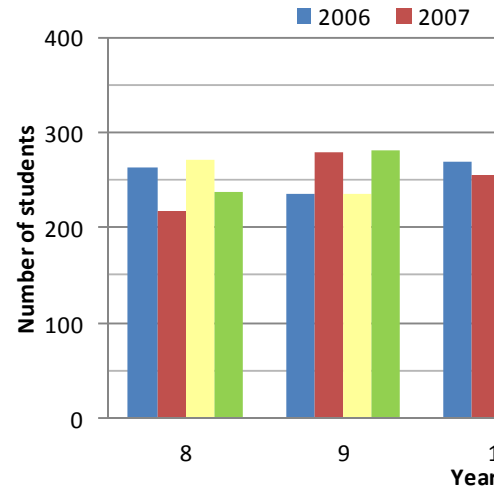
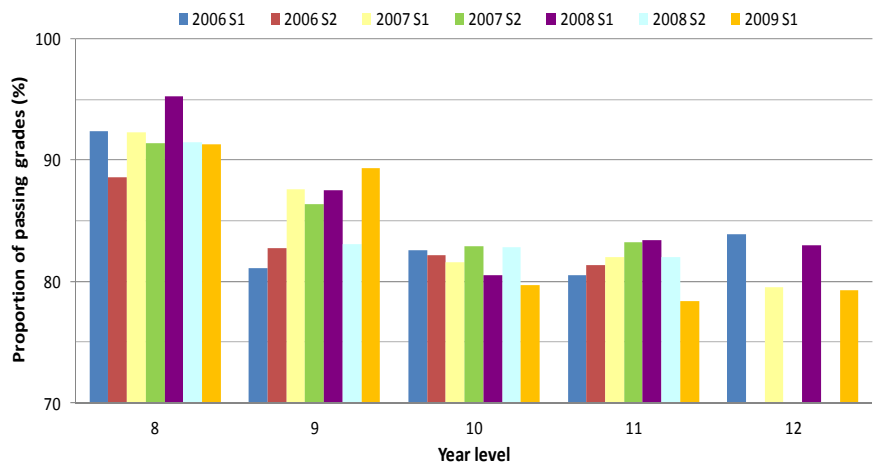


Figure 3. Student enrolment for year levels 8 to 12 during the year 2006 and 2007.

Figure 1. Proportion of grades achieved by students in year levels 8 to 12 during the first semester of 2009



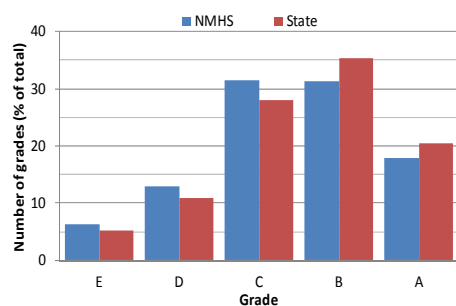
Studies, Chemistry and Physics, and one in English Communication, English Studies, Japanese Beginners, Japanese Continuers, Legal Studies, Mathematical Studies, Specialist Mathematics and Vietnamese.

Students achieved a total of 247 A grades, which is almost identical to the number achieved in 2007 but 14% less than was achieved in 2008 (Table 5).

2009	Number of A grades /student	Number of students	2008	2007
24	6	4	0	6
45	5	9	85	55
40	4	10	44	48
33	3	11	75	51
42	2	21	44	42
63	1	39	39	47
<b>247</b>			<b>287</b>	<b>249</b>

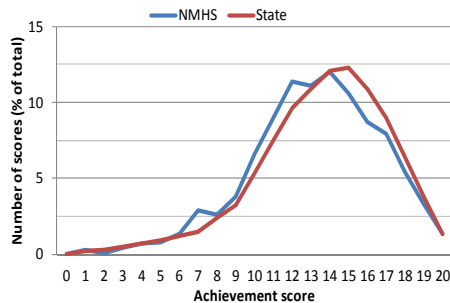
**Table 5.** Number of A grades achieved by students in 2007, 2008 and 2009

The distribution of grades in 2009 showed that students at the NMHS scored a lower percentage of A and B grades and a higher percentage of C, D and E grades than the State percentages (Figure 4).



**Figure 4.** Distribution of grades as a percentage of total results in 2009. Total students = 287.

Similarly, the average achievement score for students at the NMHS was slightly below the state average (Figure 5), as was the average Tertiary Entrance Rank (TER). The latter is a reversal of the results observed for the previous four years (Table 6).



**Figure 5.** Summary of achievement scores in 2009. Total results = 1355, total students = 287.

Year	Number of students	NMHS	Like schools	State
2005	245	74.15	71.12	71.54
2006	244	72.33	70.07	70.56
2007	214	71.12	70.39	70.88
2008	202	73.3	71.31	71.85
2009	239	68.69	71.05	71.83

**Table 6.** Average TER of students who were eligible for a TER at the NMHS, at like schools and across the state for the years 2005 – 2009.

Although the average TER for students at the NMHS was lower in 2009, when compared to other schools and to previous years, the SACE completion rate was considerably higher, with a greater percentage of students completing their South Australian Certificate of Education (Table 7).

Year	NMHS	Like schools	State
2005	87.8	81.7	79.8
2006	85.4	83.3	81.2
2007	76.3	82.9	80.9
2008	83.3	82.0	81.2
2009	84.3	82.6	80.6

**Table 7.** Percentage of students who successfully completed the SACE at the NMHS, at like schools and across the state for the years 2005 – 2009.

## Student and staff demographics

### Student enrolment

The NMHS is a large school by South Australian standards with an enrolment of 1434 students during Term 3. The number of students enrolling at Year 8 varies marginally from year to year, and the size of each cohort tends to increase up to Year 11 as a result of higher enrolments than departures (see Figure 3). The number of students enrolled from each cohort in Year 12 fell by approximately 50 for each year between 2006 and 2009 as some senior students move into a variety of pathways (see *Student destination* on page 13).

The proportion of international students remained high in 2009 (13% of FTE) and the high proportion (30%) of students with a non-English speaking background are notable features of the enrolment. At least 75 different cultural backgrounds are represented.

### Student attendance

Student attendance in 2008 was above 90% for all year levels (refer to Figure 6), with attendance in year levels 11 and 12 showing marked improvement over that in 2006 and 2007.

In 2008, the attendance at NMHS was above the state average for all year levels and above the average for schools with the same index of disadvantage for all year levels, with the exception of year 9 (Table 8). Attendance at the NMHS is above average when compared to schools within the district, except for Year 12 students.

The introduction of an Incidental Absence Management System, incorporating automated SMS messaging, in 2007 has resulted in a significant improvement in explained absences and the student attendance rate, particularly at the Senior Campus. The school will investigate the implementation of an electronic system for the management of lesson absence for the 2010 school year, in line with the new timetable structure on the Senior Campus, with the aim of improving the accuracy of lesson attendance records, decreasing the time taken to respond to absences and increasing student attendance.

Sub School Heads identify those students who have a high absence rate and follow up with their family. The NMHS Counselling Team supports these efforts and district-based Attendance Officers are utilised in specific cases to address unsatisfactory attendance.

Year level	NMHS	District	State	Index
8	93.4	93.3	89.8	93.2
9	91.0	90.8	87.9	91.2
10	90.3	90.1	86.5	89.7
11	93.7	92.8	87.7	92.1
12	92.2	92.5	88.8	90.6

**Table 8.** Student attendance during 2008 at NMHS, other schools within the Eastern District, the State of SA and schools with the same index of disadvantage

(Source: Term 3 census of schools Data Management and Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term)

### Student retention

The retention rate for students at the NMHS was difficult to quantify because there continued to be an influx of students over the year, including a significant number of international students who enrolled, primarily, in Years 10 and 11. The net result of this increase in student number was an apparent retention rate of 120% for students between Year 8 and Year 10, and 135% for students between Year 8 and Year 12 (Figure 7). These numbers compare favourably with those from 2007 and

2008. It is possible that the regional data were affected by statistics from schools that undertake distance education and/or enrolling/re-entry sites.

### Student destination\*

\* please note that more recent data had not been released by DECS at the time of compilation

Students who are leaving the NMHS are surveyed to determine their intended

Destination	2005					2006				
	Y8	Y9	Y10	Y11	Y12	Y8	Y9	Y10	Y11	Y12
Interstate/overseas	2	3	8	18	6	2	8	5		
Tertiary education			1	10	6			2		
Other school (gov)	5	12	5	8	14	12	8	6		
Other school (ind)	1	4	9	2		6	4	6		
Employment				12	2		1	1		
Seek employment			2	3	8					
Other			1		1		1			
Unknown	2	6	20	299	1	4	9			

**Table 9.** Destination of students leaving the NMHS for the years 2005 to 2006. Y8 – Y12 = year level from Year 8 to Year 12, no value = no student sale

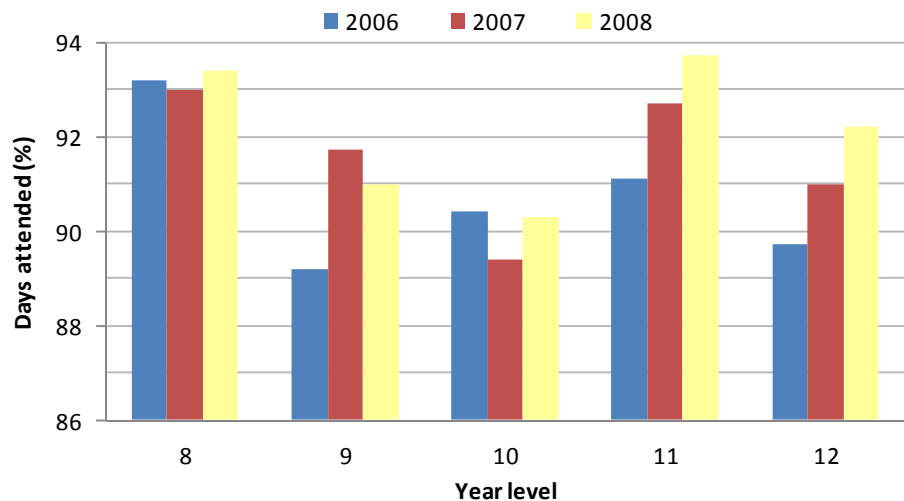


Figure 6. Student attendance for year levels 8 to 12 during the years 2006 to 2008.

**Table 10.** Intended destination of Year 12 and Year 13 students leaving the NMHS in 2008

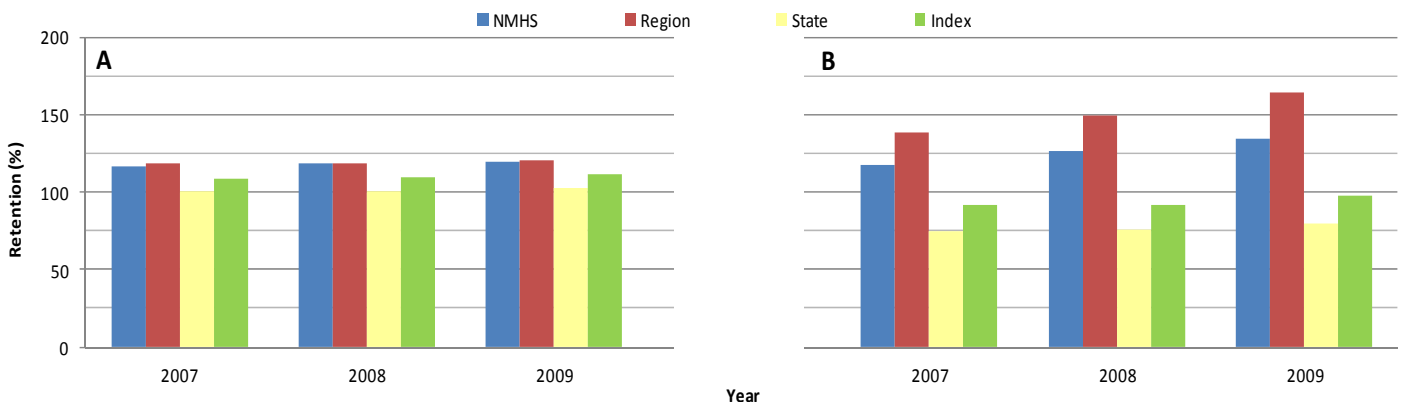
In 2008 and 2009, efforts were made to collect more comprehensive data from Year 12 students in order to better understand how NMHS students fare in life after their secondary education. For example, in the 2008 school year, the proportion of Year 12 and Year 13 students who did not record an intended destination was reduced to only 17.8%, and the majority of these were international students who had returned overseas. Our target for data collection in 2009 is to reduce the 'unknown' component to below 5%.

In 2008, the majority (approximately 58%) of Year 12 and Year 13 students planned to continue studies at university or TAFE, while a significant proportion intended to travel interstate or return overseas (Table 10). Only 6% of students intended to finish their education without a prior employment arrangement.

destination, which is shown in Table 9 for the years 2005 to 2007.

In 2007, the majority of students departing from the year levels 8, 9 and 10 moved interstate or overseas. The majority of departures by Year 11 students was to other South Australian government schools. There was a high number of Year 12 students who were completing their secondary education but who did not indicate their likely destination.

Destination	Number	Proportion (%)
Interstate or overseas	34	11.2
Tertiary or TAFE training	175	57.7
Transfer to government school	3	1.0
Transfer to non-government school	0	0.0
Employment	16	5.3
Seeking employment	19	6.3
Other	2	0.7
Unknown	54	17.8
<b>TOTAL</b>	<b>303</b>	<b>100.0</b>



**Figure 7.** Student retention for the years 2007 to 2009 (A = year levels 8 to 10, B = year levels 10 to 12)

The destination of the group of students who complete Year 10 or Year 11 and who are expected to begin Year 11 or Year 12, but who do not return, remains unknown. This group consisted of approximately 24 students in 2007. Many of these students were unable to be contacted to collect information concerning their intended destination.

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### Teaching Staff

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In 2009 the school staff consisted of 107 teaching staff (98.4 FTE) including:

School Leadership team of (6.0 FTE)

- 1 Principal
- 2 Deputy Principals (Campus Heads)
- 3 Assistant Principals (Daily Routines, Human Resources, International)

21 Coordinators (20.4 FTE)

Responsible for

Learning area

- Arts
- English
- ESL
- HPE
- Languages
- Maths/Science (x2)
- Technology

Whole school area

- Sport
- Rowing
- IBMYP
- Quality Assurance
- Sub School Head (x6)

## Teacher qualifications

All teachers at the NMHS in 2009 held a qualification in Education. In addition, 21% held a Diploma level qualification in education, 37% held a Degree level qualification in education (BEd), 42% held a Degree level qualification in their teaching area and a postgraduate qualification in education (for example, BA GradDip Ed), 5% held both a Degree level qualification in their teaching area and a Degree level qualification in education, 8% held an Honours qualification, 4% held a Masters qualification, and one staff member held a PhD in their teaching area.

## Teacher attendance

There were a total of 22151.7 days available for teaching at the NMHS in 2009 (based on pro rata FTE teachers), of which 1498.3 were lost due to the absence of teachers (see Table 11).

	Term 1	Term 2	Term 3	Term 4	Total
Total available working days	6134.9	5212.0	5474.8	5330.0	22151.7
Days lost due to absence* of less than five days	145.1	203.6	175.0	137.0	660.7
Days lost due to absence	150.1	227.6	247.0	203.0	827.7
Days lost as paid sick leave of less than five days (%)	1.84	3.42	2.58	2.23	2.49
Days lost as paid sick leave (%)	1.92	3.78	3.59	3.47	3.14

**Table 11.** Absence of teaching staff members during 2009 (\* all reasons, including sick, carer's, parental and bereavement leave, and leave for urgent pressing necessity)

Absence of teaching staff members peaked in the winter months, possibly due to the prevalence of communicable diseases, such as influenza. Absences in Term 4 were overrepresented due to the decision by a number of staff members to delay elective surgery until the Year 12 student exam period had begun, in order to minimise the disruption to student learning and to optimise their recovery time before the start of the new school year in 2010. The NMHS recognises and thanks those teachers who considered student

learning when making decisions about their health.

Destination	Permanent	Temporary
Number of teachers in 2008	96	27
Number who were also employed in 2007	86	13
Retention in 2008 (%)	89.6	48.2

**Table 12.** Retention of teachers at the NMHS from 2007 to 2008

## Teacher retention

The retention of teaching staff members increased from 85.4% in 2007 to 89.6% in 2008 (Table 12; please note that more recent data were not available at the time of print).

Retirement and promotion contributed to the loss of some permanent staff in 2008. The

NMHS continued to re-employ a large number of contract staff which, over successive years, helped to maintain an element of stability for the student cohort.

## Opinion surveys

The staff and student opinion surveys attracted a much higher response rate in 2009 than in previous years, although the parent response rate remained low (16 responses out of XYZ). Such a small number of responses from parents ensured that the results were statistically invalid, so the results are included

in this report for completeness and interest only. One hundred and fourteen staff members and 73 students responded to the surveys.

The opinion of staff members (and the limited data set of parents) towards the NMHS tended to be at the lower end of the average for parents and staff of schools across the region (Figure 8). The opinion of students was, however, generally at the middle of the range of opinions for the region (please note this comparison is for all schools in the district including primary schools).

The results of the 2009 survey indicated that the opinion of students declined in most categories, while there was little change in the opinion of parents and a slight improvement in the opinion of staff members.

**CABARET**  
Come to the CABARET, Old Chum!





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## Students

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Fewer than 15% of the 73 students who responded to the survey had a negative perception of the NMHS. The areas in which students indicated the highest degree of concern related to:

- teachers making learning an interesting experience
- teachers' knowledge of what students can do and how to help
- teachers regular communication with students about their progress
- the care taken of the school by others
- management of the learning environment by teachers

### Recommendation for 2010

Updating of teacher pedagogy will be a focus of the School Improvement Plan.

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## Staff

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In general, less than 10% of the responses to the survey of staff members were negative. Areas of highest concern for staff members related to:

- school programs meeting the needs of every student
- professional needs and interests being met
- communication between staff and the school
- freedom to express opinions
- appreciation of work

### Recommendation for 2010

Professional development programs will link more strongly to the School Improvement Plan and performance management.

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## Parents\*

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\*The low degree of response to the survey of parents (16 responses only) meant that no reliable statistical treatment of the data was possible.

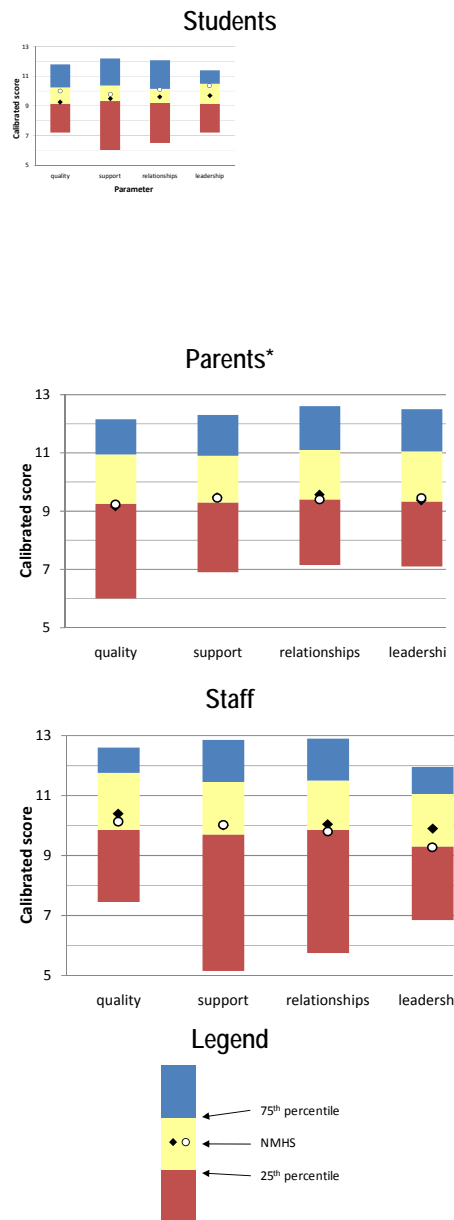
In general, less than 20% of the responses to the survey by parents were negative. Areas of highest concern for parents were:

- their child's learning program
- responses to concerns or suggestions
- teacher communication related to how well their child was performing

- opportunities to provide opinion on educational programs

### Recommendation for 2010

The NMHS will investigate and implement alternative methods for gathering the opinion of parents.



**Figure 8.** Opinion of three key stakeholder groups of the NMHS concerning four parameters related to school performance and quality. The data were provided by DECS. Scores were calibrated across all surveys to give an average of 10 and a standard deviation of 1, thereby allowing direct comparisons to be made between parent, staff and student surveys. Typically, 95% of the responses were between 8 and 12 in any survey. The black diamond represents the score from the 2009 survey and the white dot the result from 2008.





