

The Norwood Morialta High School



# Annual Report 2010

distinction · diversity · respect





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*"The introduction of the new SACE proved challenging, especially in the senior years. Intensive professional development for staff, the introduction of a new timetable and implementation of the Personal Learning Plan required different ways of teaching and organising our school.*

*Recommendations from this Annual Report will form the nucleus of the 2011 Site Improvement Plan as well as inform the work of staff. Attention to the whole person is evident in the plethora of activities which have been highlighted and which make our school special."*

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; and
- 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  
Telephone 08 8364 2299

Middle Campus  
Telephone 08 8365 0455

## Highlights of 2011

- Centenary celebrations
- Graduates assembly and opening of the time capsule
- Black tie dinner
- Head of the River
- Koishikawa High School study tour
- Sports day
- Harmony day
- Year 10, 11 and 12 drama productions
- Pedal Prix at Victoria Park and Murray Bridge
- *Beauty and the Beast* school musical
- *High School Cabaret* performance at the Festival Theatre
- Glossy Black Cockatoo camp
- CIS preparatory visit
- Debating successes, especially Year 11 team
- Bell Shakespeare Company working with drama students
- *Mind Workshop Excellence* program
- Social Justice Committee
- Takahashi exchange tour
- SSO Week
- Cyber Safety seminar with Sonja Ryan
- Art Show at the Pepper Street Art Gallery
- Ritsumeikkan study tour
- Shandong principals shadow program
- Graduations – Year 10 and Year 12
- *Probus* – 2010 school's public speaking competition
- *National Youth Constitution Convention* – Canberra
- *State Youth Constitutional Convention*
- Year 11 and 12 Youth Parliament
- State Convention of United National Youth Association
- United Nations Youth Association National Conference – Perth
- Boutras Ghali Shield
- Premier's *Women Advisory Council* conference
- Annual music conference – *The Last 100 Years'*
- SALA 2010 Secondary Drawing Exhibition at Carclew
- SRC Team building day at Woodhouse
- SRC multicultural assembly
- Quiz night raising money for Little Heroes Foundation
- *40-hour Famine* school sleepover
- OHW&S facilities/systems audit passed with exemplary comments
- Installation of dovetailing equipment for senior furniture classes
- Development of electronics soldering and metal machining facilities in the Middle School Design and Technology program
- Year 9 student Chiara Mallamo won the writing award in the UniNSW ICAS
- The World Challenge Team project in Vietnam and Laos in 2011
- Hanoi leaders delegation visit
- Media Award, Italian and media studies local business project
- SRC newspaper recycling fundraising project
- Student teacher training seminar day
- German students performed at Royal Adelaide Show

## School leadership

### Karen Andrews

Deputy Principal/Middle Campus Head

### David Carter

Assistant Principal – Timetabling and staffing

### Lawrie Cresp

Assistant Principal – Operations

### Kerryn Harvey

Deputy Principal/Senior Campus Head

### Fran Millard

Business Manager

### Panayoula Parha

Principal

### Andrea Sarantaugus

Assistant Principal – International Education

## Governing Council

### Psyche Bradley

Parent representative (March — July)

### David Carter

Staff representative

### Lawrie Cresp

Staff representative

### Rob DiMonte

Parent representative and Treasurer

### Jeff Eglinton

Parent representative and Chairperson

### Santanu Ghosal

Parent representative

### David Hayes

Parent representative and Deputy Chairperson

### Debby Kuerschner

Parent representative

### David Le Cornu

Staff representative

### Gia-Yen Luong

Student Representative Council representative (shared)

### Ron O'Brien

Parent representative and Secretary

### Lee O'Connell

Parent representative

### Toula Panatsos

Parent representative (March — August)

### Panayoula Parha

Principal – *ex officio*

### Tanya Parhas

Old Scholars Association representative

### Grace Portolesi

Community member

### Leanne Sheard

Parents and Friends Association representative

### Imran Shukur

Student Representative Council representative (shared)

### John Tanios

Parent representative

### Holly Tran

Student Representative Council representative (shared)

### Jenn Tranter

Parent representative

### Arahan Virjee

Student Representative Council representative (shared)

## Site learning plan

### Literacy – Senior years

#### Context

All Stage 1 students commenced study for the New SACE in 2010. Students were required to successfully meet the literacy and numeracy requirements of the New SACE by achieving a C grade or better in 20 credits of English and 10 credits of Mathematics.

#### Action taken in 2010

- A Learning and Assessment Plan was written for all Stage 1 subjects and it included explicit detail about the literacy and numeracy requirements of the course.
- All of the Learning and Assessment Plans that were submitted to the SACE Board of SA were approved.
- All Stage 1 students were enrolled in a 20 credit English program and at least a 10 credit Mathematics program to provide them with the opportunity to meet the literacy and numeracy requirements of the New SACE.
- All possible English (English, English Pathways, English As A Second Language (ESL) and Literacy for Work and Community Life) and Mathematics (Mathematics, Mathematical Applications, Mathematical Pathways and Numeracy for Work and Community Life) subjects were offered to provide students with the best opportunity to meet the literacy and numeracy requirements of the New SACE.
- Two teachers from each of the learning areas of English and Mathematics were trained as moderators and attended the regional moderation meeting. During moderation, all English and Mathematics (with the exception of Mathematical Pathways) grades were ratified.
- In the first semester, 192 students received a result in English subjects, with 183 of those students being successful in achieving a C grade or higher (95%). Of the 157 students who undertook English, 154 (98%) achieved a grade of C or higher, while 29 of the 35 students (82%) who studied English Pathways recorded a successful achievement.
- During the second semester, 218 students received a result in English. Of those students, 197 (90%) achieved a C grade or higher. Of the 157 students who studied English, 149 (95%) were successful. In the English Pathways subject, 30 of the 34 students (88%) recorded a successful achievement. Eighteen of the 27 students (67%) who were enrolled in the Literacy for Work and Community Life course were successful.
- In the second semester, 92 of the 96 students (96%) who studied the 20 credit ESL course

achieved a C grade or higher. In the Literacy for Work and Community Life course, 21 of the 27 (77%) enrolled students were successful.

- For Mathematics subjects, 324 students achieved a result during the first semester, with 260 (80%) being successful in achieving a C grade or higher. Of the 260 successful students, 156 studied Mathematics (87% of the 180 enrolled), 87 studied Mathematical Applications (73% of 119 enrolled), 9 studied Mathematical Pathways (62% of the 12 enrolled) and eight studied Numeracy for Work and Community Life (62% of the 13 students enrolled).
- In the second semester, 320 of the 373 students (86%) who studied Mathematics subjects achieved a C grade or higher. Of the 225 students who studied Mathematics, 210 students (93%) were successful. Ninety-three percent (87 out of 113) of Mathematical Applications students achieved success, 82% (14 of 17) of students who studied Mathematical Pathways achieved a C grade or higher, while in the Numeracy for Work and Community Life subject, 9 of the 18 students (50%) were successful.

#### Recommendations for 2011

- Each learning area should continue to develop the literacy requirements for their subjects and all teaching programs should include strategies for the explicit teaching of the literacy requirements, particularly for ESL students.
- Achievement data in relation to these compulsory subjects should be used to continually review and develop teaching programs.
- Teaching programs in English and Mathematics should be developed further, particularly in relation to English Pathways and Mathematics Pathways, to maximise the opportunity for improved student achievement.
- Strategies to help students to achieve the required C standard in the compulsory subjects should be investigated and supported by school organisational structures.
- Counselling procedures and prerequisites for Mathematics subjects should be reviewed and improved.

### Literacy – Middle years

#### Context

There was a focus on improving literacy through explicit teaching and intervention strategies.

#### Action taken in 2010

- Staff members attended training, run by Stephen Graham, about explicitly teaching literacy across learning areas. Members of

staff from each learning area actively shared ideas and information.

- In years 8 to 10, intervention strategies, such as after school catch up club, in which teachers encouraged students to attend regularly and receive help with their class work and homework, were implemented.
- Small groups of students were identified for support in literacy and numeracy during special programs.
- In Year 10, a class was established for ESL students who were identified as needing extra support in completing the Personal Learning Plan (PLP). The ESL PLP class was able to focus on issues related to recent arrivals and international students, in particular.
- ESL-focused classes in the subject, Society and Environment, were established for students in years 9 and 10 so that they were able to work on the required content in a more structured way. Students responded positively to the classes.
- The ESL scaling process was conducted early in the year to identify the language proficiency of ESL students (see Table 1). The process drove curriculum delivery in the area of content and class composition to improve learning outcomes. In 2010, 5.4 FTE Tier 2 staff were deployed specifically for addressing the needs of ESL learners, including SSO (5 hrs per week for each FTE) and Bilingual School Services Officer (BSSO) staff.

Year level	2009	2010
8	98 (41)	109 (39)
9	140 (49)	92 (36)
10	107 (41)	128 (44)
11	132 (36)	107 (33)
12	123 (42)	113 (39)

**Table 1.** Number of students (and proportion of the total student body) who received an ESL scale in 2009 and 2010.

#### Outcomes for students

As a direct result of the explicit teaching and intervention strategies:

- students on lower ESL scale levels received priority support;
- ESL students were identified for specific language support;
- ESL classes for students in years 8 to 12, in which some students were identified as most in need of English language support, were created. Students studied ESL, with its emphasis on language skills across the curriculum, instead of English in these classes;
- ESL Science and SoSE classes were created for Year 9 students; and
- Tier 2 staffing (six hours of Korean BSSO time) was provided.

## Recommendations for 2011

- Assessment of ESL scales should form part of the literacy approach of the whole school.
- The ESL scaling process should be conducted early in the first term, followed by rapid analysis of the data, to more effectively influence the development of strategies to address the literacy needs of students.
- A process for tracking the development of English proficiency by students over time (that is, an ESL scales history) should be developed.

## New SACE

### Context

In 2010, the New SACE was implemented for students in Stage 1. Teams from each learning area focused on planning for the implementation of the New SACE for students in Stage 2 in 2011.

### Action taken in 2010

#### *Professional development*

- Teachers from each learning area attended workshops, conducted by the SACE Board of SA, about Stage 2 subjects and shared information with colleagues.
- Coordinators from the learning areas attended two workshops in relation to quality assurance and assessment in the New SACE for Stage 2 students.
- Learning area teams were provided with release time to prepare Stage 2 teaching programs, Learning and Assessment Plans and assessment design criteria, in preparation for 2011.
- Key staff members attended a variety of workshops in relation to the Research Project.
- The Arts Faculty was involved in a targeted pilot program for the development of local programs in the Creative Arts.
- All Year 10 Personal Learning Group (PLG) teachers were supported with continued professional development in relation to the PLP.
- Staff members from both campuses who were involved in the delivery of the PLP were allocated time to attend meetings.

#### *Personal Learning Plan (PLP)*

- The PLP Management Group continued to meet regularly to monitor, review and evaluate the PLP program and its delivery.
- Selected staff members attended workshops, presented by the SACE Board of SA, that were designed to clarify the moderation process and engage the staff. During the moderation process, all PLP grades were confirmed as correct.
- All Stage 1 students undertook the PLP in the

first semester. Of the 268 students who were enrolled, 258 students (96%) successfully completed the PLP.

- All Year 10 students undertook the PLP for four lessons per week. To date, students have not received their results.
- An information session about the PLP was held for all interested parents of Year 10 students.

#### *Research Project*

- A Research Project Management Group was established to manage the introduction and implementation of the Research Project (RP) in 2011.
- Key staff members attended a variety of workshops in relation to the RP.
- A teaching program and a comprehensive range of resources and materials, in both hard copy and electronic format, were developed for the RP.
- All Stage 1 students and their PLG teachers attended introductory sessions about the RP and 187 students submitted their RP outline.
- An information session concerning the RP was presented to the Parents and Friends Association in the fourth term.
- All staff members participated in professional development sessions about the guided inquiry process.

#### *Assessment and performance standards*

- Staff members who taught Stage 1 subjects used the subject-specific assessment design criteria to develop tasks and performance standards to assess the work of students.
- Teams from each learning area attended two meetings of the District Cluster and practiced internal moderation in order to develop and share their understanding of the application of performance standards to assess student achievement.
- A comprehensive review was undertaken of the reporting process for students from the Senior Campus, in consultation with staff, parents and students, in relation to the requirements of the New SACE.

### Recommendations for 2011

- Professional development of staff should continue to focus on developing a better understanding and usage of performance standards and of the range and application of diverse and flexible assessment tasks.
- From 2011, teachers who have expertise and interest in cross-disciplinary programs should be allocated to teach the PLP and RP in Year 10, Stage 1 and Stage 2.
- The establishment of a cross-disciplinary learning area should be supported by the allocation of time to allow the whole team to meet together on a regular basis.
- The PLP and RP management teams should

continue to monitor, review and evaluate programs under the leadership of the coordinator of the cross-disciplinary learning area.

- The focus on professional development for all staff members in relation to the use of the guided inquiry process as a preferred pedagogical practice across all year levels should continue.

## Futures learning

### Context

The Futures Learning Steering Group (FLSG) met on a regular basis during 2010 to monitor and review the implementation of the Futures Learning program.

### Action taken in 2010

- Professional development surrounding educational research into those factors that make a difference to student learning was delivered to all staff by Professor John Hattie, The University of Auckland.
- The FLSG sought and received regular feedback on:
  - the introduction and implementation of the one-to-one laptop scheme;
  - the implementation of the new timetable;
  - the curriculum requirements and implications of the New SACE;
  - ongoing development of the International Baccalaureate Middle Years Program; and
  - the organisational structure of the school.

### Recommendations for 2011

- The delivery of the PLP for Year 10 and Stage 1 students should be separated from the PLG and an administrative PLG meeting should be held twice a week at the Senior Campus.
- Further development and improvement of the electronic system for recording the absence of senior students should be undertaken.

## International programs

### Student demographic

There was a continuing downward trend in the enrollment of international students in 2010. This trend was reflected nationwide, as the number of students was affected by factors such as the global financial crisis, the rising value of the Australian dollar and difficulties in obtaining visas. The downward trend is expected to continue in a sector that will be influenced by the ease of obtaining visas for the entry of students into the United States and the anticipated ongoing strength of the Australian dollar in relation to international currencies.

The enrolment of full fee paying (FFP) students

at the NMHS in 2010 was 167, down from 182 in 2009. Of those FFP students, 32 studied at the Middle Campus, which was a number that increased from 23 in 2009.

During 2010, 15 FFP students left the NMHS, with the majority returning home due to illness or difficulty in achievement. Two students transferred to the Adelaide Secondary School of English to undertake a foundation course and two transferred to private schools.

The country of origin for FFP students did not change significantly in 2010, with the majority of students coming from China, while Korea and Vietnam were the next most represented countries (see Table 2).

Country of origin	Proportion of FFP student number (%)
Cambodia	1.7
People's Republic of China	66.5
Germany	0.6
Hong Kong	5.4
Iran	0.6
Japan	1.7
Republic of Korea	9.0
Malaysia	2.5
Mongolia	0.6
Thailand	2.5
Vietnam	9.0

**Table 2.** Country of origin of full fee paying (international) students who studied at the NMHS in 2010.

There were 147 students enrolled on temporary visas, with an increasing number studying on dependant student visas. In addition to the countries of origin described above, India, Nepal, Indonesia, Ukraine, Hungary, Turkey, Mexico, The Philippines, Sri Lanka, Taiwan, Russia, Serbia, Afghanistan, Egypt, South Africa and the United Kingdom were represented by this group of students. One student converted their visa from a student visa to a business visa during the year and one student had their visa converted from a business visa to a student visa, negating any impact on funding for staff.

Of the 147 students who studied under temporary visas, nine students came to the school under an exchange program from a number of different organisations, for a period of time ranging from four weeks to one year. The country of origin for those students included Germany, Italy, the USA, Chile, Spain and Japan.

#### Recommendation for 2011

The number of international students, particularly those studying in intensive

secondary English classes (ISEC), should be reviewed to ensure the quality of instruction and curriculum for all students of the NMHS.

### Intensive secondary English classes

Intensive secondary English classes were conducted 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 Year 9 or Year 10 mainstream classes or the Senior Campus ISEC. Only one ISEC was conducted on the Senior Campus in the second semester due to the uncertainty of enrolments.

The number of students in ISEC increased in Term 4, mainly due to an increase in the number of students who received their visa. Only one Senior Campus ISEC was maintained, due to staffing limitations, and it was at capacity. It is expected that, in 2011, a similar scenario will occur.

The ISEC program successfully incorporated the PLP, a core subject of the New SACE, in 2010. The PLP was tailored to meet the needs of the ISEC group, and all students from the senior ISEC were successful in attaining a satisfactory grade in the PLP in the first semester. Those students who were enrolled in the ISEC for the full second semester were likewise successful in attaining a satisfactory grade in the PLP. The remaining students achieved success in a number of assessments in the PLP and will be able to complete the outstanding assessment tasks in 2011, when they will be enrolled in Year 10 or Year 11 PLP classes.

#### Recommendation for 2011

The location of ISEC should be reviewed in 2011, taking into account the possibility of locating ISEC at the Senior Campus in order to provide greater flexibility in accommodating newly-arrived students throughout the whole year. Relocation of the ISEC could eliminate the issue concerning an over- or under-supply of students.

### Student activities

International students were actively involved in numerous co-curricular activities which enhanced their orientation into the Australian way of life, including the Student Representative Council (SRC), the multicultural assembly, school bands and music concerts, aquatic activities and excursions to the Cleland Wildlife Park, Adelaide Zoo and International Education Services.

Senior international students attended presentations by International Educational support services, as well as departments of

various South Australian and national universities in relation to career and course counselling.

### International accreditation

The NMHS's international accreditation with the Council of International Schools (CIS) continued to influence planning and school improvement strategies. The school community completed the Prior Information and Reflections Reports in 2010, in readiness for the CIS's preparatory visit in July. The NMHS opted to use the eighth edition as the framework for its accreditation and, in doing so, became the first Australian school to use the new edition. The four day preparatory visit culminated in a full day workshop for all staff in readiness for the next phase of the accreditation cycle.

In August, the CIS preparatory report was received and the NMHS began the next stage of the re-accreditation process. During Term 4, the CIS Steering Committee established committees and timelines for the full self study, which will occur during 2011 and culminate in the visit of the full CIS team in March 2012. The school staff, students, parents, Governing Council and old scholars were involved in completing the CIS opinion survey.

#### Recommendations for 2011

- The chairpersons of the relevant committees should receive training for completion of the self study report for which they are responsible.
- All staff should participate in the self study process.
- The self study report must be completed by the end of Term 3 in 2011, in readiness for the visit of the full CIS team in March 2012.

### Study tours and exchanges

Due to the H1N1 ('swine flu') epidemic in 2009, the study tour group from Koishikowa Secondary Education School in Japan arrived in March 2010. The NMHS welcomed 18 students, who were hosted in the Year 9 sub school, and a tour escort. The students were involved in an English program, they participated with NMHS students in Mathematics and Science classes, and they undertook excursions to Cleland Wildlife Park and Morialta Conservation Park.

The visiting students were hosted, in the main, by the families of Middle Campus students, with a single visiting student being accommodated by the family of a Senior Campus international student. The families were unanimous in their praise for the experience of hosting a visiting student, rating the event as very positive and enjoyable.

In November 2010, a group comprised of 17 students and one staff member arrived from

Ritsumeikan Junior High School on a study tour. The students were hosted in the Year 9 sub school and at the homes of families of students attending the school, in addition to families within the NMHS community, including the host families of some of our international students.

Eighteen students and two members of the teaching staff of the NMHS's sister school, Takahashi Senior High School in Japan, visited in August. Some difficulties were encountered in finding voluntary host families, with two families hosting two students each. Despite this setback, the visit was successful and was enjoyed by everyone involved. The NMHS is now working on a visit to Japan in 2011 and it is hoped that a group of 15 to 20 NMHS students will be involved in the reciprocal visit.

One student from Takahashi Senior High School joined classes at the Senior Campus during Term 3 as part of the long term exchange program with the sister school. Thereafter, the exchange student's host, a Year 11 NMHS student, departed for a three month exchange program at Takahashi Senior High School as part of this reciprocal long term exchange program.

Unfortunately, the planned cultural tour to Italy did not proceed due to an insufficient number of students. It is hoped that this tour can be undertaken in 2011.

Nineteen students from years 8 to 10 commenced preparations to participate in the World Challenge, a challenging 28 day educational expedition in Vietnam and Laos in November 2011. In order to raise the funds for the study tour, students undertook part-time work in addition to fundraising (sausage sizzles, movie nights and an Indian banquet) and operating small businesses. The students were given the responsibility for their itinerary and budget, which must include a long trek and a significant amount of time working with an underprivileged community. The students are hoping to work with an orphanage school of 500 children in Laos and are determined to continue to support that community upon their return to Australia.

The NMHS was able to offer educational programs for eight exchange students from Chile, Germany, Italy, Japan, Spain and the USA during 2010. Many more requests were received, but they could not be fulfilled for several reasons. Firstly, the students who requested a placement in Year 10 were unable to be placed because the school did not have any vacancies at this year level and, secondly, host families were unable to be found at short notice. Exchange programs enrich the school community and curriculum, particularly in LOTE classes, and it is important that the program is fostered in the future.

Several senior students applied for the AFS Japan-East Asia Network of Exchange for Students and Youths Program (JENESYS) and

two students were successful in gaining scholarships. The scholarship supported a fully-funded two week cultural and language program in Japan in December 2010. It is anticipated that the success of the JENESYS program will encourage students to apply for the 2011 program.

A Year 12 student was selected to participate in the Southern Cross Cultural Exchange to study in Italy for 10 months in 2011.

The benefits to the NMHS's community of these study tours and exchanges was significant. Host families enjoyed learning about other backgrounds and cultures, student buddies learned about the interests and cultural background of a student from another country (thereby developing deeper intercultural and international relationships), and teachers' and students' learning programs were enhanced by the contributions made in their classrooms by international students.

## International Baccalaureate Middle Years Program (IBMYP)

All students from the Middle Campus undertook the International Baccalaureate Middle Years Program (IBMYP) in 2010. The 826 students were comprised of 273 Year 8 students, 253 Year 9 students and 300 students from Year 10. The IBMYP encompasses the years 6 to 10, and many of the students began their IBMYP journey in years 6 and 7 at one of the local IBMYP 'feeder' primary schools.

A highlight of the IBMYP in 2010 was the Personal Project, which was run for the first time as a compulsory semester subject for all Year 10 students. Despite a few teething problems, the Personal Project was a success with a huge variety of different and exciting projects being successfully undertaken by our students. Of Year 10 students, 74% received a grade of 'C' or better for the Personal Project, which is a number that the NMHS will work towards improving upon in coming years. In Term 4, all Year 9 students were introduced to the Personal Project and began the planning stage. The Personal Project will be the focus of special programs in the first and second terms of 2011.

The IBMYP was undertaken as a genuinely whole school program in 2010, with a strong focus on all students at all year levels. Key evidence of the importance of the IBMYP at the NMHS was found in the transition from the exclusive and Year 10-focused IBMYP moderation process, to the inclusive, multi-year level-focused IBMYP monitoring process. Furthermore, in 2010, a program to increase the knowledge of the IBMYP and its fundamental concepts (such as the Learner Profile and the Areas of Interaction) was established for Year 8 and Year 9 students during their PLG.

Units of work were developed using the IBMYP unit planner and teachers were able to be more explicit about the Areas of Interaction and the Learner Profile in their teaching. Substantial work was conducted into mapping the curriculum, both horizontally and vertically, in collaboration with the IBMYP 'feeder' primary schools.

Finally, the establishment of an IBMYP Management Group in the second half of 2010 was a very positive step for the NMHS in effectively implementing the IBMYP and preparing for an IBMYP accreditation visit in 2012.

### Recommendations for 2011

The NMHS should:

- continue the preparation for an accreditation visit in 2012. Preparation should include continued documentation, review of practices and development of policies;
- move towards a structure for all formal reporting of student progress and achievement that includes an assessment of progress against the IBMYP criteria; and
- continue to develop staff knowledge and effective implementation of the IBMYP by increasing collaboration, training and professional development.

## Helping Friends program

The Helping Friends program was conducted in Term 1, with all Year 9 students spending a day with PLG teachers, Samarn Meach (Christian Pastoral Support Worker) and/or Mary-Jane Tenison-Woods (Student Counsellor). The aims of the program included the development of skills in problem solving, building confidence, student/teacher relationships and helping students to be a better friend.

The students who attended the program evaluated its efficacy as follows:

- 30% rated the workshop as **excellent**;
- 51% rated it as **very good**;
- 16% rated it as **good**;
- 2% rated it as **not good**; and
- 1% rated it as **not very good**.

The students ranked the string activity (a problem solving exercise) and the wish name game (a 'getting to know you' activity) as their favourite aspects of the program.

With respect to how confident they were in the skills covered by the program, the students felt:

- **very confident** with their listening skills (42%);
- **confident** with their problem solving skills (41%);
- **very confident** about helping a friend (39%);
- **confident** to ask for help (35%); and
- **confident** about using a helping agency (33%).

Students also felt that:

- they found problem solving with a friend not hard (84%);
- they would have difficulty breaking confidentiality with a friend if that friend was in trouble (50%); and
- they do not find talking about feelings difficult (56%).

From the feedback given by students after completion of the program:

- the program will be conducted again in 2011;
- some physical activities will remain but, overall, the program will move towards an 'online' format; and
- the relationships that were built by students between themselves and staff and other students were invaluable.

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

Testing of Year 9 students using the NAPLAN was conducted in May. Ninety-five percent of Year 9 students undertook the test to assess their ability in numeracy, reading, writing, spelling, and grammar and punctuation.

Students prepared for the NAPLAN test during terms 1 and 2 by engaging in sessions during special programs time to familiarise themselves with the style and format of the test. Students appreciated the opportunity to practice previous tests so that they knew what to expect on the testing day. There were very few students who were absent on the days of the test.

Results of the NAPLAN test (tables 3 and 4) showed that Year 9 students at the NMHS performed above the state and national average in all components of the test in 2010, with the exception of reading. The results for reading and writing were lower than in the previous two years, but spelling was acceptable and the results for grammar improved.

Ability in numeracy, while above the state average, was close to the national average and below the ability recorded in 2009. Only five students failed to achieve the national minimum standard for numeracy.

### Recommendations

Individual education plans should be developed

Cohort	Numeracy	Punctuation and grammar	Reading	Spelling	Writing
NMHS	585.9	587.9	573.1	586.3	571.5
State	573.2	573.8	567.2	572.4	566.3
National	584.9	578.9	573.6	578.4	567.7
NMHS 2008	584.3	559.5	584.3	588.2	592.1
NMHS 2009	581.8	580.1	581.8	585.0	589.3

Table 3. Mean scores for NMHS, state and national students in the 2010 NAPLAN test and for NMHS students in 2008 and 2009.

for those students who performed below the national minimum standard. Further, the NAPLAN results should be used to identify those students of high intellectual potential for the implementation of individual education plans and for accelerated or advanced classes in 2011.

	Proficiency band					
	≤ 5	6	7	8	9	10
N	2.1	15.0	33.5	30.5	12.9	6.0
R	7.7	20.5	25.6	25.6	17.1	3.4
W	9.3	22.5	22.5	22.5	11.9	11.4
S	7.2	11.0	24.5	35.0	15.2	7.2
P/G	5.1	12.7	27.8	27.0	18.6	8.9

Table 4. Percentage of NMHS students in each band for the 2010 NAPLAN test (N = numeracy, R = reading, W = writing, S = spelling, P/G = punctuation and grammar).

## Information and Communication Technology (ICT) three year plan: 2009 – 2011

Twenty ten represented the second year of the NMHS ICT three year plan: 2009-2011.

### Resources

#### Priority

- To implement a one-to-one laptop initiative for students and for staff.

#### Achievements

- Laptops were deployed to students in years 12 (220 devices), 11 (241 devices) and 10 (283 devices) and to staff members (107 devices), for a total deployment of 851 laptops.
- A number of issues surrounding the deployment of laptops were resolved, including those involving IP addresses of student devices and CompuTrace.

#### Recommendations

- A one-to-one laptop initiative should be implemented for students in Year 9 in 2011.
- Dual internet service providers should be employed to bypass issues associated with

using the DECS EduConnect portal, which has inadequate bandwidth for the requirements of the NMHS.

## Teaching and learning / professional learning

### Priorities for 2010

- Teaching staff would be trained in the use of an electronic learning (eLearning) environment that provides students with subject resources and which enables assignment submission and the development of interactive resources (target – 25% staff).
- Teaching staff and students would use an eLearning environment and centralised management of student data to develop individual learning plans (target – 25% staff).
- Staff would be trained in relevant digital literacies, based on the results of the EdCap Survey 2009 (target – 10% volunteer staff).
- Digital literacies would be meaningfully embedded in curriculum areas (target – 10% volunteer staff).

### Achievements

- Fifteen 'eLearning Champions' from multiple learning areas were trained by an 'eLearning mentor' in using the eLearning environment.
- The NMHS conducted a DECS course entitled *Using a Moodle environment* that attracted 13 participants.
- A total of 38 teachers (38% of the 99 FTE teaching staff) were trained to use the eLearning environment (including the 12 teachers who were trained in 2009), which exceeded the 2010 target.
- eLearning training sessions were held for other teachers on a faculty basis and also by individual request.
- Each learning area developed eLearning resources which were used in classes.
- All 488 eLearning classes were used at a base level. Of these classes, 111 (23%) were actively managed.
- All students, with the exception of 11, used the eLearning environment.

- The school ran a DECS course entitled *Using Web2.0* that attracted 12 participants, thereby fulfilling the target of having 12% of volunteer teaching staff trained in using relevant digital literacies.

### Recommendations for 2011

The NMHS should:

- continue to implement the Professional Learning Plan as described in the ICT three year plan;
- use eLearning mentors to train a further 14 eLearning champions, in order to achieve a

target of 50%;

- introduce professional learning sessions for all teaching staff to provide an insight and a hands-on approach to teaching and learning methodologies/strategies; and
- develop 'how to' guides that describe the use of the eLearning environment.
- Faculties should use the eLearning champions as a resource to support all staff in developing eLearning resources.
- Digital literacies should be embedded in resources as part of curriculum development.
- Different models of specialised one-to-one laptop learning spaces should be examined.

## Sports

### Intraschool sport

#### Standards Day

Standards Day, which was a day on which all Year 8 students had the opportunity to participate in a variety of track and field events, was held on 16 February at the Middle Campus. The winning PLG was 8B2.

#### Sports Day

There were many fine individual performances during Sports Day and several longstanding records were broken. Whilst all three sub schools participated with a high level of effort and enthusiasm, the red sub school was the overall winner, led by Teena Leicester and Patrick Hyland.

#### Swimming

The NMHS swimming squad was an elite team, strong and enthusiastic, albeit relatively small. Training was held before school, three times a week, and the squad was coached by old scholar, Sam O'Connell. Over a period of eight weeks, the swimming squad participated in a variety of interschool SAAS competitions that were held at various schools in Adelaide. The swimming team also participated in the SSSSA Championships which were held at the Adelaide Aquatic Centre.

The NMHS swimming team consisted of students from all year levels. The squad consisted of more senior than junior swimmers and, consequently, there should be a point of emphasis in 2011 to encourage and recruit more junior swimmers. Whilst the squad did not achieve outstanding results, the school spirit that the students consistently displayed reflected extremely well on them and the school.

#### 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 in the SSSSA C2 grade championships. The Year 8

boys achieved an outstanding result by winning the overall points for their age group at the Vista championships. Pelle Biancardi, Nicholas Pansini and Michael Pizimolas produced outstanding efforts in their respective events.

In contrast, the girls team did not achieve such high results. Further, a lack of depth amongst the senior students was evident. A goal for 2011 will be to increase the level of training that occurs prior to the interschool events, so that improved results across all year levels and, in particular, amongst female athletes can be achieved.

### Secondary School Sport SA

#### Knockout competitions

Students from the NMHS competed in a reduced number of knockout competitions in 2010 (14, down from 22 in 2009) in an attempt to focus the efforts of the students. The nature of the knockout competitions included badminton (one), basketball (one), cricket (one), netball (two), soccer (five), football (one), tennis (one) and table tennis (one).

Students were successful in winning three state championships, the Open girls 20/20 cricket, the Year 8/9 boys table tennis and the Year 8/9 boys 5-a-side soccer competitions. Three teams made finals, including the Year 10 boys soccer, the Year 8/9 boys netball and the Year 10 boys 5-a-side soccer teams.

#### Cross country running

Eight students competed at the SSSSA cross country running championships which were held at Oakbank. Our Year 10 boys ran well to finish second overall in the team event, with Scott Hargreaves finishing tenth, Corey Watkins 16<sup>th</sup>, Cameron Halsall 26<sup>th</sup> and Keigan Demaria 38<sup>th</sup>.

#### Orienteering

Three students participated in the SSSSA orienteering championships, with Sally Young winning the Under 15 girls competition.

### Vista sport

The NMHS participated in afternoon sport during Terms 2, 3 and 4, and fielded teams in a wide range of one day lightning carnivals. Teams were also entered in Tuesday afternoon sport competition for Year 8/9 students in Terms 2 and 4 and for senior students in Term 3.

Teams were entered in boys and girls badminton, boys soccer, boys and girls 5-a-side soccer, girls netball, girls and boys basketball, mixed touch football and mixed table tennis competitions. The Year 8/9 boys badminton division one and division two teams won premierships.

Teams competed in 27 one day lightning

carnivals. The sports involved included lawn bowls, indoor cricket, touch football, volleyball, 5-a-side soccer, 9-a-side football, 12-a-side football, tag rugby, super eight cricket and rock climbing. Five teams (Year 8 boys 5-a-side soccer, Year 9 boys 5-a-side soccer, Year 8/9 girls 5-a-side soccer, Open boys 5-a-side soccer and Open boys volleyball) won premierships. The Year 8 boys super eight cricket, the Year 9 boys super eight cricket and the Year 8/9 girls tag rugby teams placed second.

### Out of hours sport

The school competed in the Sports Association for Adelaide Schools (Boys) and South Australian Catholic Secondary School Girls Sports Association competitions, which are interschool sports competitions conducted outside of school hours, mainly on Saturday mornings. Participation in these competitions was possible only because of the assistance of coaches and managers who worked outside of school hours. A number of these coaches were parents of students, old scholars and, in some instances, NMHS staff (Peter Clements, Janelle Grigg, Paul Peilschmidt and Phuong Nguyen). Competitions were run for cricket, basketball, badminton, swimming, beach volleyball, netball, tennis, softball, soccer and table tennis.

Physical activity is an essential element of a healthy and active life and, as such, is an integral aspect of the educational program of the NMHS. Out of hours school sport provided NMHS students with important opportunities to participate in positive physical activity and enhanced learning experiences.

Whilst most of the teams that represented the NMHS did not win every week, all teams demonstrated a high level of school spirit and represented the school with pride.

### South Australia state selection

The following students gained state selection in their sport: Amanda Agostinelli (gymnastics), Pelle Biancardi (little athletics), Belinda Cher (table tennis), Reanna Eglinton (gymnastics), Kiara Fragomeli (soccer), Teena Leicester (indoor cricket and football), Skye-Marie McKenzie (lacrosse), Anton Minenko (rugby union), Nabeel Muhammad (table tennis), Tob Owens (touch football), Rustem Safiullin (little athletics), Callum Scott-Mills (futsal), Megan Smith (lacrosse), Andrew Wise (squash), Jun Yong (badminton), Mitchell Yorston (lacrosse) and Sally Young (orienteering).

### Recommendations for 2011

Subtle adjustments should be made for 2011 to ensure that the sports program at the NMHS continues to improve. In Term 1, there should

be an emphasis on improving the performance of the track and field team. Additional coaching and training time during extended PLG need to be offered to students to ensure that adequate training occurs in the lead up to interschool track and field competitions.

The number of teams that is nominated for knockout sport must remain the same and only teams that are capable of competing to the required standard should be nominated. The number of teams that competes in Vista lightning carnivals should remain the same, but extra support from staff outside the PE faculty will be required to ensure that classes are not affected.

Tuesday afternoon Vista sport should be removed from the sports program, and there should be a focus on strengthening the Saturday sports program.

## Rowing

The NMHS Rowing Club made an impact on rowing in SA during 2010. All crews performed admirably throughout the season and should be proud of their development and results.

Crews won numerous races throughout the season, with the most successful crews being the senior boys First VIII and the Year 9 girls.

Up to 60 students participated at regattas during the season and the NMHS was able to compete in all divisions.

The importance of rowing to the NMHS cannot be overstated. Students have the opportunity to take part in a prestigious and unique sporting competition. Rowing is a sport, however, which requires great support and resources to sustain and promote it. The NMHS Rowing Club has the support of one of the largest parental support groups in the school and one of the highest levels of student involvement.

The support of the parent support group was instrumental in realising a plan to purchase a new Ausrowtec 8 boat, which provided student rowers with a competitive edge during competition. As part of the push towards updating an aging fleet, the NMHS Rowing Club purchased two new quads and one second hand quad to provide students with the means to achieve their personal best.

The NMHS Rowing Club conducted numerous fundraising events, including an Ergo Challenge, a Krispy Kreme run, a BBQ and sausage sizzle, a quiz night, and a Head of the River dinner, and collected donations from parents and supporters of the club.

### Action taken in 2010

The two areas targeted for improvement were competitive results and equipment. These areas were selected to ensure that the NMHS Rowing Club was in a better position to grow and improve in the long term.

As an integral part of improving competitive results, there was a move to employ new staff and qualified coaches. These changes contributed to the progress of the NMHS Rowing Club, with the students benefiting from the experience and dedication of the coaching staff and observing firsthand the hard work, dedication and professionalism that are required to be competitive in the sport.

### Recommendations for 2011

The NMHS Rowing Club should continue to increase student awareness of and participation in the rowing program. There are over 50 Year 7 students who have registered their interest in being involved in 2011.

The NMHS Rowing Club should continue to build its resource base through solid and sound financial investment. The large parent support group has new members, joining after the intake of Year 8 students, who have the potential for working together for the next five years. Together with the existing members, these parents will form a solid foundation from which finances and resources can be consolidated to allow the club to continue to prosper in the years ahead.

## Assets and projects

### Across campuses

Twenty ten was another busy year for asset management at the NMHS.

- Early in Term 1, the upper courtyard refurbishment at the Middle Campus was completed by the installation of synthetic grass in the old garden beds, which proved to be a success as judged by the reaction of staff and students. Two portable shade covers were installed for protection during warm, sunny days.
- A garage sale was held to sell pre-loved furniture and odds and ends. The sale was well attended but, as a fundraising event, was probably not worthy of being conducted in the future, given the amount of effort required.
- Due to the break in drought conditions, the NMHS experienced the fall of many trees and branches during severe storms. Significant movement of buildings increased, causing windows and doors to become stuck and requiring professional remedial action. Cracking of buildings also increased as the water table began to rise and the soil moved.
- The ovals became sodden in winter, due to heavy rain, and, at times, they were unsafe to use. The NMHS plans to undertake a fertilisation and aeration program with the aim of reducing the problems associated with water retention.
- During one storm, the roof of the stairwell at the rear of the Middle Campus Resource

Centre was lifted. The area was fenced off during the night and a crew removed the structure, including glass panels, to render the area safe for students and teachers. The structure was restored before students returned in 2011.

- The school buses passed a rigorous annual inspection and were in excellent mechanical condition. The buses were damaged during two minor accidents in 2010 but, fortunately, no students were being transported at the time. The cost of repair was almost completely covered by insurance. As a result of one repair, the NMHS was able to upgrade the signage on the bus, including the application of full colour logos.
- Electrical testing of all portable equipment was conducted in September. The testing was a long process, with over 3000 items being tested.
- In a joint venture with the Norwood Soccer Club, the NMHS shared in the cost of upgrading the lighting on the Middle Campus soccer pitch. With the installation of five more powerful lights, the pitch was illuminated significantly better at night, providing much more versatility to the use of the oval.
- Twenty two desks in near-new condition were procured from a Government recycling centre and installed into class rooms for the use of teachers, greatly improving their work space. In addition, 200 student chairs were replaced.
- Centenary clocks were designed, purchased and displayed in the Resource Centre at the Middle Campus and front office at the Senior Campus, displaying the time in the country of origin for many of our students.
- White ant damage at the Middle Campus continued to be a problem, with ten very large windows that lead to the staff room and the windows in the canteen suffering significant damage that will necessitate replacement in the near future.
- School buildings at both campuses were used as a polling place for state and federal elections.
- Vandalism, both during and after school hours, remained a problem, with toilets being vandalised on many occasions. Willful damage at the beginning of the year was severe, with in excess of 30 windows at the Middle Campus being broken over a period of three months. Window screens were installed on the ten most targeted windows, but the damage continued on other windows until the NMHS offered a reward for information that led to the identification of the vandals. The vandalism ceased almost instantly after the introduction of the reward, after which time the NMHS experienced four trouble-free months, although problems began to reappear during the Term 3 holidays. In contrast, the school experienced almost no trouble during

2010 at the Senior Campus.

- General maintenance of all areas continued, including repairs to paths and roadways, line marking, painting of change rooms and the hall foyer, servicing of the air conditioning systems, marking of new lines on the floor of the Senior Campus gym, repairs to lockers, auditing of chairs, servicing of bearings of all trailers, and painting of outside seating and basketball backboards.
- The use of school facilities by external groups increased in 2010 and more enquiries were received for future hire in 2011.
- Information screens were installed in the front office of the Senior Campus.
- Printer stations for students with laptops were built for each sub school.
- An OHS&W audit was conducted for the entire school during September. The audit took two days to complete, with few issues being identified. The auditors were appreciative of the high level of commitment from all staff toward the audit.
- The Building the Education Revolution (BER) grant that was received by the NMHS was used to replace carpet on each campus. The front office, staff room foyer area and classrooms at the Senior Campus and the Resource Centre and classrooms at the Middle Campus were carpeted, at a total cost of \$220000. The NMHS provided \$20000 to supplement the \$200000 BER grant to ensure that the project was completed.

## Pride Day

Pride Day 2010 was held at different times on each campus. In excess of 80 people attended, undertaking various important jobs.

At the Middle Campus, some of the visiting students from Takahashi joined NMHS students, teachers and parents to begin the 'Takahashi Garden'. Led by Lawrie Cresp, the group cleared the garden area of existing debris and a pond was installed. Many other projects were undertaken, including the sanding and painting of stair rails, removal of leaves and rubbish around the perimeter of ovals, cleaning of whiteboards and general tidying of work areas. The legs of tables in the Art Room were painted black to unify their appearance.

A smaller group of staff, parents and friends cleaned and tidied the garden and car park areas at the front of the Senior Campus, painted seating around the mound and oval area and repainted the yellow safety lines around the campus and the machines in Technical Studies.

The Parents and Friends Association once again provided refreshments on each of the days. The school's sincere gratitude is extended to the Association and to all who helped to make Pride

Day 2010 such a success.

## Irrigation public outdoor space

New Irrigation Public Outdoor Space (IPOS) legislation, aimed at limiting the use of water on all ovals from September 2010, was introduced in South Australia. The implications of the legislation for the NMHS ovals was examined. The NMHS was given a strict water allocation for each campus for the summer season and there is an ongoing requirement to report monthly water use to SA Water, to ensure that water use remains within the allocation and heavy fines are avoided.

The NMHS engaged professionals to conduct an audit of the existing irrigation system in order to ensure that the school complied with the IPOS legislation. Modifications to the irrigation system were undertaken in response to the audit report and a weed eradication and fertilisation program was undertaken. Verti Drain aeration and top dressing of the ovals was performed and, at the time of this report, the ovals remained green and safe whilst water use was significantly reduced.

## Recommendations for 2011

In consideration of the number of trees that have been lost over the last few years of drought conditions, a replanting program is required in 2011.

An Energy Demand System should be fitted to the air conditioning infrastructure at the Senior Campus, to reduce power consumption and electricity charges. A grant of \$35000 has been secured for this project.

The hire of facilities by external groups should continue, improving revenue to the school.

More student artwork should be displayed around each campus.

Continued investigation of funding sources from DECS should be a focus for 2011 as NMHS facilities continue to age, with much infrastructure being well past its replacement date. Stronger representation will be required in order to have the needs of the NMHS acknowledged and, hopefully, met as the school strives to maintain the Minister's assets in a safe, operational and appropriate manner for a successful teaching and learning environment.

## Student achievement

### Overall

Student achievement was variable in 2010. The percentage of A grades achieved by students decreased as the year level increased, with the exception of students in Year 10, who achieved slightly more A grades than their Year 9 counterparts (Figure 1). In an inverse relationship, D and E grades were highest for students in Year 12. Approximately 10% of Year 8 and Year 9 student grades were D or E, with the percentage increasing to 20% in years 10 to 12. In 2010, the first semester results showed an improved pass rate of over 85%, when compared to previous years (data not shown). This result was consistent with the goal, set in 2009, of improving the number of passing grades to at least 85% in 2010.

A comparison of passing grades for students in all year levels between 2007 and 2010 showed a dip in achievement for Year 10 and Year 11 students in 2009 and an improvement in the first semester of 2010 for Year 8, Year 10 and Year 11 students. The results from the second semester of 2010 were not available at the time of writing.

### Recommendations for 2011

In 2011, the NMHS should:

- continue to monitor the success of intervention strategies, including the Stage 1

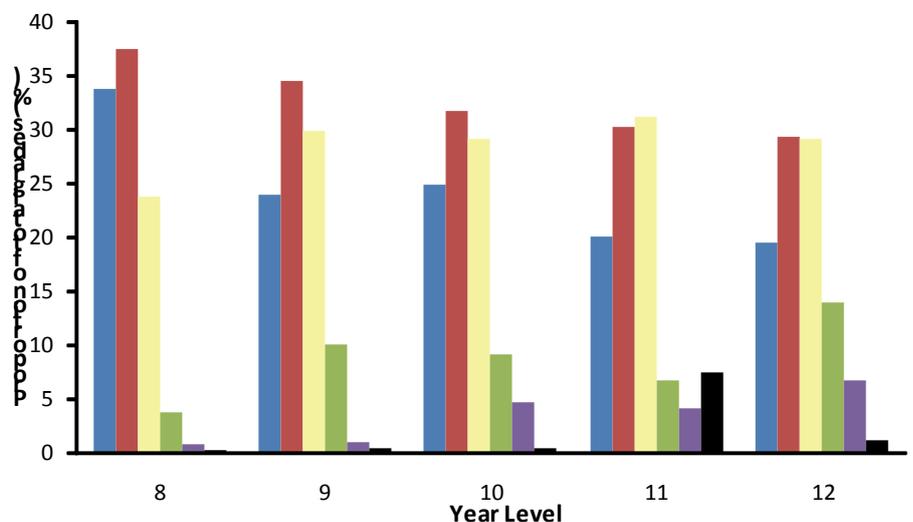


Figure 1. Proportion of the grades A (■), B (■), C (■), D (■) and E (■) achieved by NMHS students in the first semester of 2010 as a percentage of the total number of grades achieved (■, no grade recorded).

Bridging Course, in response to the NAPLAN results for students in Year 9 and curriculum modifications that are developed at a faculty level;

- analyse further the cohorts that are experiencing the greatest difficulty in achieving a pass grade and develop strategies to address the causes of weakness; and
- monitor the effectiveness of curriculum strategies, such as changes due to the New SACE and Youth Compact.

## Senior secondary results

The NMHS maintained a high standard of achievement in 2010. Nine Merit Awards (20/20) were achieved by eight students. One student achieved two merit awards for Community Studies. Individual Merit Awards were achieved in English Studies, English as a Second Language Studies, Chemistry, Psychology, Community Studies, Japanese (Beginners) and Vocational Studies A.

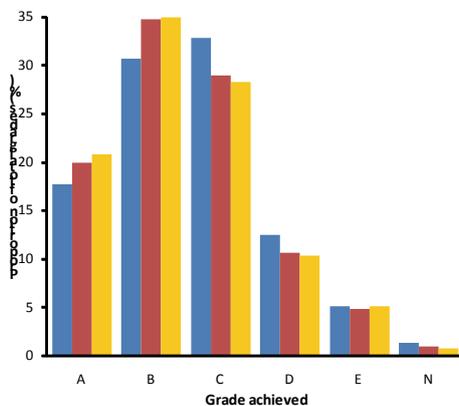
Students achieved a total of 238 A grades, which was slightly less than the number achieved in 2009 (247) and significantly less than the number achieved in 2008 (287) (Table 5). An examination of these data over a ten year period showed that the achievement of A grades has remained relative consistent in that time.

Number per student	Number of students	Total 2010	Total 2009	Total 2008
6	2	12	24	0
5	12	60	45	85
4	9	36	40	44
3	15	45	33	75
2	18	36	42	44
1	49	49	63	39
Total		238	247	287

**Table 5.** Number of A grades achieved by students in the years 2008, 2009 and 2010.

### Achievement score summary

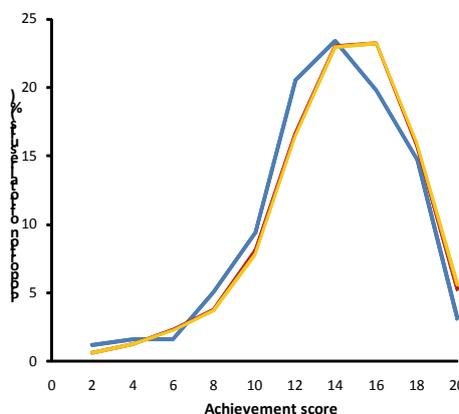
The distribution of grades in 2010 showed that students at the NMHS scored a lower percentage of A and B grades and a higher percentage of C and D grades than the state average for all students (Figure 2). The percentage of NMHS students who achieved an E grade decreased from 6.0% in 2009 to 4.9% in 2010.



**Figure 2.** Proportion of grades, from A to E, for students from the NMHS (■), like schools (■) and the state (■) in 2010. N = no result recorded.

### Achievement score distribution

The average achievement score for students at the NMHS was 13.18, which was slightly lower than the state average of 13.66 (Figure 3).



**Figure 3.** Distribution of achievement scores for students from the NMHS (■), like schools (■) and the state (■) in 2010. Total results = 1302, number of students = 276.

The average Australian Tertiary Admissions Rank achieved by NMHS students (68.71) was, similarly, less than the average of 72.19 for all students at state schools (Table 6).

Year	Number of students	NMHS	Like schools	State
2006	244	72.33	70.07	70.56
2007	214	71.12	70.39	70.88
2008	202	73.30	71.31	71.85
2009	239	68.69	71.05	71.83
2010	220	68.71	71.67	72.19

**Table 6.** Average Australian Tertiary Admission Rank for students at the NMHS, like schools and all state schools between the years of 2006 and 2010.

Ninety-one percent of students who applied for tertiary admission (158 students) received first offers from tertiary institutions. Please note that

this figure does not include international students.

The South Australian Certificate of Education completion rate continued to remain high in 2010, with a greater percentage of students completing their SACE than the average for students from all state schools (Table 7).

Year	NMHS	Like schools	State
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
2010	82.4	82.6	80.8

**Table 7.** Percentage of students who successfully completed the SACE at the NMHS, at like schools and in the state between 2006 and 2010.

## Student demographic

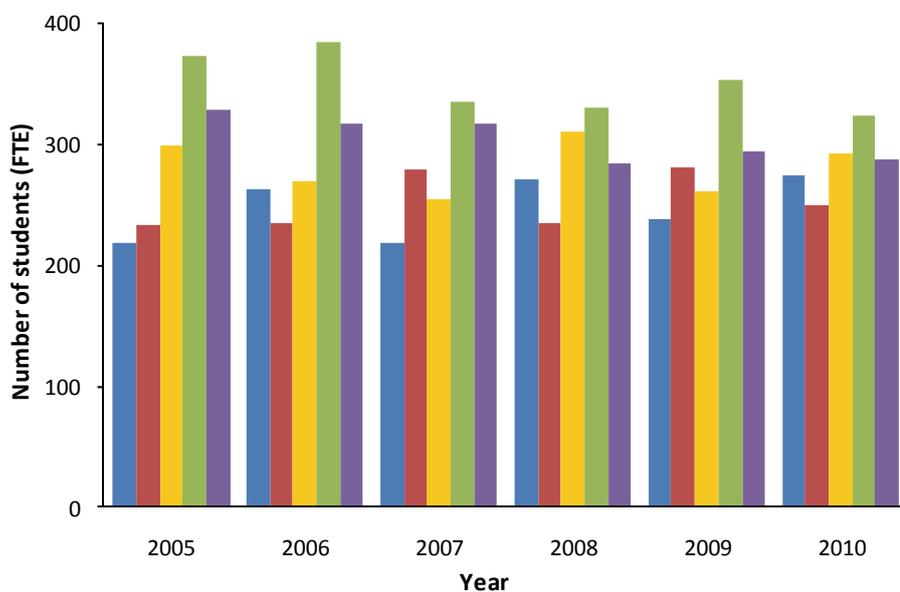
### Student enrolment

The NMHS is a large school by South Australian standards, with an enrolment of 1428 students during Term 3 of 2010. The number of students enrolled in Year 8 varies from year to year and the variation affects the number of students in the cohort in subsequent years. The size of each cohort tends to increase up to Year 11 as a result of higher enrolments than departures (see Figure 4) and this trend continued in 2010. The number of students enrolled in Year 12 fell by approximately 50 in each year between 2006 and 2009 as some senior students moved into a variety of pathways (see Student destination data). In 2010, there was a large Year 8 cohort (274) and a larger than normal decrease in Year 12 enrolments (65 less than the Year 11 cohort in the previous year).

The proportion of international students remained high in 2010 (12% of FTE). Other notable feature of the student cohort included the high proportion of students with a non-English speaking background (29% in 2009) and with an ESL scale (38.8% in 2009). At least 75 different cultural backgrounds were represented in the NMHS student population.

### Student attendance

Student attendance was above 90% for all year levels with the exception of Year 10 (89.9%) in 2010 (Table 8). There was an improvement in attendance for students from all year levels when compared to the attendance in 2009. The improvement in attendance of students in Year 11 and Year 12 was due, in part, to new intervention strategies, including Youth



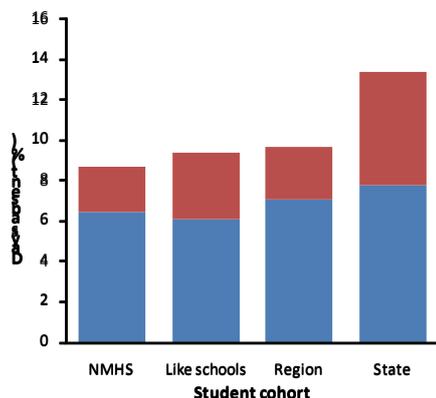
**Figure 4.** Student enrolment in the years 2005 to 2010 for year level 8 (■), 9 (■), 10 (■), 11 (■) and 12 (■).

Compact, which provided alternatives for some disinclined students. Student attendance was above that recorded for the region and like schools at all year levels, with the exception of Year 9 (Table 8).

Year level	NMHS	Like schools	Region	State
8	93.4	93.0	92.8	89.5
9	90.5	90.7	90.3	86.8
10	89.9	90.5	89.9	85.4
11	90.5	89.7	89.4	84.9
12	92.6	89.4	89.2	86.0

**Table 8.** Attendance rate of students at the NMHS, at like schools, at regional schools and at all state schools in 2010.

The data from Semester 1 in 2010 showed that the majority of students had fewer than nine absences and that the majority of the absences were approved (Figure 5).



**Figure 5.** Average frequency of student absence in 2010 (■, authorised; ■, unauthorised).

A small number of students (39) had an absence profile that included more than 20% unauthorised absences, while a larger group of

students (90) had a profile that included more than 20% authorised absences.

The majority of student absences were authorised by parents and/or caregivers. Sub school heads identified those students who had a high absence rate and followed up with their families. The counselling staff supported those efforts and region-based attendance officers were utilised in specific cases to address unsatisfactory attendance.

### Student retention

The retention rate at the NMHS remained difficult to quantify as there was a large number of students who enrolled after the start of Year 8. This pattern applied particularly to international students, who enrolled primarily into Year 10 and Year 11. The net effect of enrolment into the higher year levels was an apparent retention of greater than 100% between years 8 and 10.

The apparent retention rate between Year 10 and Year 12 fell below 100% in 2010. The reason for this decline is still under investigation, but it might include Youth Compact enrolments, the availability of alternative pathways or changes to out-of-zone enrolment patterns. The retention rate for NMHS students remained above that for like schools. A significantly higher retention rate in regional schools in 2010 was probably skewed by distance education and re-entry sites.

### Post-study destination

Students who left the NMHS were surveyed about their destination, which is shown in Table 9.

In 2008, a number of Year 8 to Year 10

students left the NMHS for other SA government and non-government schools. This occurred particularly at the end of Year 10. It should be noted that many students also enrolled from other SA government and non-government schools. This enrolment might reflect an increased trend toward mobility amongst students.

The NMHS will continue to monitor the reasons for departure of students in order to identify reasons that the school might be able to address.

A significant number of students leave the school each year to study interstate or overseas.

The vast majority of Year 12 students finish their schooling at NMHS with the expectation of continuing with further study.

The destination of a group of students who completed Year 10 or Year 11 and who were expected to return to begin the following year, but who failed to return, remained unknown. This group consisted of 26 students in 2008. Many of these students could not be contacted to collect information about their intended destination.

## Teaching staff

### Summary

In 2010, the NMHS staff consisted of 110 teachers (101.8 FTE). The school leadership team (6.0 FTE) was comprised of one Principal, two Deputy Principals (Campus Heads) and three Assistant Principals (Daily Routines, Human Resources and International).

Twenty-one Coordinators (20.2 FTE) were responsible for the learning areas of Arts, English/Humanities (x2), ESL, HPE, Languages, Mathematics/Science (x2) and Technology.

Staff from the disciplines of Sport, Rowing (Manager), IBMYP, Quality Assurance, Student Counselling and the sub school heads (x6) were vested with the responsibility for their area(s) for the entire school.

### Teacher qualifications

All teachers at the NMHS in 2010 held a qualification in Education. A qualification at diploma level was held by 21% of the teachers, while 37% held a qualification at degree level in education (for example, a BEd) and 42% held a qualification at degree level in their teaching area plus a postgraduate qualification in Education (for example, a BA GradDip Ed). Five percent of the teachers held a qualification at degree level in their teaching area plus a qualification at degree level in Education. Finally, 7% of the teachers held a qualification at honours level, 10% at masters level and 3%

Destination	2006					2007					2008				
	Y8	Y9	Y10	Y11	Y12	Y8	Y9	Y10	Y11	Y12	Y8	Y9	Y10	Y11	Y12
Interstate/overseas	2	8	5	19	13	7	12	11	8	6	8	4	15	20	32
Tertiary education			2	8	6			3	6	43			1	4	166
Other school (gov)	12	8	6	8	13	1	4	4	11	11	7	10	11	3	12
Other school (ind)	6	4	6	7		5	2	4	4	1	5	8	9	6	
Employment		1	1	3	7			2	5	1			3	4	15
Seek employment				4	3			1	3	7			1	3	17
Other		1							1					1	
Unknown	1	4	9	9	247	6	3	13	11	306		1	11	15	57

**Table 9.** Destination of students leaving the NMHS for the years 2006 to 2008 (gov = government, ind = independent, Y8 – Y12 = year level from Year 8 to Year 12, no value = no student selected this option).

at PhD level in their teaching area.

## Teacher attendance

There were a total of 21525.9 days available for teaching at the NMHS in 2010 (based on pro-rata FTE teachers), of which 1140.8 (5.3%) were lost due to the absence of a teacher (Table 10). Absence of teachers was highest in Term 3, possibly due to the impact of seasonal illness (for example, the common cold and influenza). There was a higher than normal absence of teachers during Term 1 (2.9%, compared to 1.9% in 2009) due to several extended absences of greater than five days.

	Term 1	Term 2	Term 3	Term 4	Total
Total available working days	5911.8	5254.1	5270.0	5090.0	21525.9
Days lost due to absence* of less than five days	166.5	155.5	184.5	89.3	595.8
Days lost due to absence	276.5	225.5	323.5	315.3	1140.8
Days lost as paid sick leave of less than five days (%)	2.1	2.3	2.33	1.3	2.0
Days lost as paid sick leave (%)	2.9	2.6	3.3	2.8	2.9

**Table 10.** Absence of teaching staff members during 2010 (\* all reasons, including sick, carer's, parental and bereavement leave, and leave for urgent pressing necessity).

## Teacher retention

There was an increased retention of permanent teaching staff in 2009 (90.3%) when compared to 2008 (89.6%). There was also an increase in retention of temporary staff (from 48.2 % to 70.0 %) (Table 11).

There was an overall decrease in permanent staff (from 96 to 93) and contract staff (from 27 to 23).

Retirement and promotion contributed to the loss of some permanent staff in 2009, while a number of new staff won long term positions at the school.

In 2010, three of six coordinator positions were won by existing school staff and nine of 20 teacher positions were won by existing school staff.

There is likely to be a considerable turnover of staff in the next few years as the aging teaching force begins to retire at an increasing rate and as a result of changes to the staff funding arrangements in DECS schools.

	Permanent	Temporary	Total
2008	84	16	100
2009	93	23	116
Retention (%)	90.3	69.6	86.2

**Table 11.** Retention of teaching staff in 2008 and 2009 at the NMHS. Numbers are the number of teachers who were employed, either permanently or temporarily, during the calendar year.

## Opinion survey 2010

### Summary

The NMHS community was surveyed, late in 2009, as part of the Council of International Schools self study process. A total of 724 students (approximately 50%), 65 members of staff (60%) and 133 parents (15%) 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 Table 12.

### Key findings

#### Parents

- The NMHS's vision and mission statements were well understood and accepted (95%).

- Parents broadly agreed that the curriculum was consistent with the school's vision and mission (95%).
- Most parents believed that the resources that their children needed to assist their learning were available.
- Some parents (40%) did not believe that they had enough written information about course objectives and expectations for their student's subjects.
- Parents (90%) believed that students showed a high level of respect for both teachers and each other.

- Parents felt that they were actively consulted about how the school functioned (85%) and their child's education (90%).

#### Students

- The NMHS's vision and mission statements were familiar to less than 30% of students.
- The majority of students (80%) 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 (25%).
- Most students (75%) believed that the curriculum was well documented and had a logical scope and sequence.
- Most students believed that the resources that they needed to assist their learning were available. Frustration concerning the availability of computer equipment was, however, evident (only 50% of students were satisfied with ICT facilities).
- Most students (85%) were confident that they understood the criteria against which they were assessed, but some (30%) would like more variety in assessment.

- Students were less likely to believe that students respected teachers (50%) and each other (70%) than their parents or teachers.

- Despite an active Student Representative Council (SRC), 45% of students did not feel that they had the opportunity to express their opinions about school operations.

#### Staff

- 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 (95%).
- Most members of staff (85%) believed that the curriculum was well documented and had a logical scope and sequence.
- Staff members (90%) believed that students showed a high level of respect for both teachers and each other.

## Areas requiring development

While most students (70%) believed that teachers considered the learning style of individual students and adapted their presentation of the curriculum to suit a variety of needs, a significant proportion felt that this is an area that needs to improve (particularly felt by students in Year 9 and Year 10).

The implementation of the one-to-one laptop scheme partially addressed some of the issues regarding computer availability, but management of the maintenance and repair of ICT resources is an area that requires further consideration.

The NMHS should investigate ways in which curriculum requirements and expectations of students can be better communicated to parents.

The SRC will investigate ways in which it can better represent students in the future.

Description of standard	Parents	Students	Staff
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.	94.0	NA	95.3
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.	89.2	80.2	99.2
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.	NA	74.7	83.7
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.	91.0	66.4	80.7
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.	NA	NA	54.5
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.	82.8	67.2	86.9
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.	87.1	76.0	76.1
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.	79.3	77.2	89.7
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.	NA	NA	87.8
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.	89.5	NA	83.4

**Table 12.** Summary of results of a survey, conducted in 2010, of parents, students and staff members concerning ten teaching and learning standards recognised by the Council of International Schools. Values are the percentage of affirmative responses. NA = not applicable.