



The Norwood Morialta High School

# Annual Report 2011

distinction · diversity · respect





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The Annual Report details the school's outcomes, with a focus on its academic achievements. In addition, the Annual Report is the official accountability report required by the Department of Education and Child Development, including aspects such as financial reporting, student attendance, opinion surveys and student enrolments. The composition of the teaching staff is also included.

Our school regularly reports on major projects such as the ICT Plan, the sports program and the IB MYP program, as well as the International program. I commend the 2011 Annual Report to you.

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, 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

- Sealing of the Time Capsule at end of Centenary celebrations
- Yr 12 Conference Day at Uni SA
- Sports Day: records broken
- Head of the River Grand Final
- Open Night
- Snow Trip 2011
- Yr 12 Politics: State Conference United Nations Youth Assoc.
- Yr 12 Legal Eagles celebrate International Women's Day
- Social Justice Committee support for One Sight, spectacles for Third World countries
- Yr 8 Pool Day
- *The King and I* Musical
- Council members for 2011 elected
- Diagnostic Reports
- Student selected to represent the State at National Youth Constitutional Convention in Canberra
- United Nation Youth Assoc State Conference
- National Rowing Championships
- Lawns Bowls Lightning Carnival
- Vista Track and Field Championships
- National Junior Track Cycling Championships Sydney
- World Challenge trip to Vietnam
- CIS Self Study in preparation for Team Visit in international educators
- Yr 12/13 Formal
- National Schools "Constitutional Convention"
- Harmony Week
- Young Women in Leadership Seminar
- Law Week
- Pedal Prix Super Series
- Yr 9 Band's First Public Performance
- Yr 8 Triple A Award Winners
- Amnesty International 50<sup>th</sup> Anniversary Dinner: Social Justice Committee
- Global Leadership Convention
- Hutt Street Centre *Angel for a Day* Middle Campus Debating
- Yr 10 Small Business Management
- Youth Parliament
- Pride of Australia Awards
- Cyber Safety Seminar with Carly Ryan
- Glossy Black Cockatoo Camp 2011
- Old Scholars Happy Hour
- Working Bee
- ISEC Class Excursion to Cleland Wildlife Park
- Jelly Baby challenge: Social Justice Committee
- Walk a Mile in My Boots: Social Justice Committee
- SRC Leaders: Government House Reception
- Yr 12 Graduation
- Yr 10 Graduation
- Stage 1 Final Assembly
- Takahashi Japanese Garden
- Annual Music Night: *Cover Songs*
- Yr 8 St Kilda Curriculum Day
- Long Term Funding 2012 and beyond secured
- Community consultations
- Flinders Uni Science Innovation Learning Centre: competition winners
- *Alice Dreaming* Yr 10 'Page to Stage' Drama class
- Rio Tinto Big Science Competition winners
- Australian Maths Competition winners
- Royal Australian Chemical institute (RACI) National chemistry Quiz Distinction awards
- International dignitaries visit
- Takahashi Sister School visit
- 2011 Rowing Regatta
- Yr 10 extended class 2012

## 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

### Nikki Kotrotsos

Assistant Principal-Operations

### Fran Millard

Business Manager

### Panayoula Parha

Principal

### Andrea Sarantaugas

Assistant Principal – International Education

## Governing Council

### David Carter

Staff representative Senior Campus

### Jarrold Chave

Staff member Senior Campus

### Laura Dichiero

Student Representative Council representative (shared)

### Jeff Eglinton

Parent representative and Chairperson

### Weetyr Goh

Student Representative Council representative (shared)

### David Hayes

Parent representative and Treasurer

### Caralyn Lammas

Parent representative (March – July)

### Gia-Yen Luong

Student Representative Council representative (shared)

### Fran Millard

Business Manager

### Justin Mitchell

Staff representative Middle Campus

### Gianluca Noble

Student Representative Council representative (shared)

### Ron O'Brien

Parent representative and Secretary

### Panayoula Parha

Principal – *ex officio*

### Tanya Parhas

Old Scholars Association representative

### Grace Portolesi

Community member

### Leanne Sheard

Parents and Friends Association representative

### Lisa Sigalla

Parent representative

### John Tanios

Parent representative

### Rudolph Timoteo

Parent representative

### Jenn Tranter

Parent representative

### Maerschel Zwart

Parent representative

## Site learning plan

### Literacy & Numeracy – Senior years

#### Context

All Stage 1 students commenced the new SACE in 2010 and in 2011 the new SACE was undertaken at Stage 2.

A compulsory element of the new SACE is the requirement for students to successfully meet the literacy and numeracy requirements by achieving a C grade or better in 20 credits of English and 10 credits of Mathematics.

2010 Student Achievement data for the compulsory literacy and numeracy requirements in Stage 1 subjects was collated and analysed.

#### Action taken in 2011

- All Stage 1 Learning and Assessment Plans were reviewed.
- Additional teachers of Stage 1 English and Mathematics were trained in moderation procedures and participated in the moderation process.
- Teachers of all Stage 2 subjects attended planning and clarifying forums conducted by the SACE Board of SA.
- Mathematics Learning Area teachers were released to work in teams to undertake a review of the senior mathematics curriculum and programs.
- In the first semester, 246 students received a result in English subjects, with 227 of those students being successful in achieving a C grade or higher (92%). Of the 218 students who undertook English, 203 (93%) achieved a C grade or higher, while 18 of the 18 students (100%) who studied English Pathways recorded a successful achievement. In the Literacy for Work and Community Life course 6 of the 10 students enrolled in the course were successful (60%).
- In semester two, 251 students received a result in English. Of those students 220 (88%) achieved a C grade or higher. Of the 215 students who studied English 196 were successful (91%). In the English Pathways subject, 12 of the 15 students (80%) recorded a successful achievement. Twelve of the 21 students (57%) who were enrolled in the Literacy for Work and Community Life course were successful.
- ESL was offered as a 20 credit course and resulted in semester two with 86 out of 100 students (86%) successful in achieving a C grade or higher.
- For Mathematics subjects, 345 students achieved a result during the first semester, with 250 (72%) being successful in achieving a C grade or higher. Of the 250 successful students, 156 studied Mathematics (90% of the 174 students enrolled), 174 studied Mathematical Applications (70% of the 233

students enrolled), 10 studied Mathematics Pathways (53% of the 19 students enrolled) and 21 studied Numeracy for Work and Community Life (55% of the 32 students enrolled).

- In the second semester 361 of the 458 students (79%) who studied Mathematics subjects achieved a C grade or higher. Of the 174 students who studied Mathematics, 156 students (90%) were successful. Seventy-five percent (174 out of 233) of Mathematical Applications students achieved success, 53% (10 out of 19) of students who studied Mathematics Pathways achieved a C grade or higher, while in the Numeracy for Work and Community Life course, 21 of the 32 students (66%) were successful.

#### Recommendations for 2012

- Revised Mathematics programs implemented in Stage 1.
- English continue to be offered as a 20 credit course at Stage 1 where possible.
- Learning Areas will continue to map the literacy requirements for their subject and all teaching programs will include strategies for the explicit teaching of the literacy requirements, particularly for ESL students.
- Achievement data in relation to these compulsory subjects is used to continually review and develop teaching programs.
- Strategies to provide further opportunity for students to achieve the required C standard in the compulsory subjects is continued to be investigated and supported by school organisational structures.

### Literacy – Middle years

#### Context

In 2011 there was a focus on improving literacy through explicit teaching and intervention strategies. This focus addressed the 2011 SIP priority to increase student engagement and achievement through the use of explicit teaching strategies.

#### Action taken in 2011

- All staff participated in the Stephen Graham workshop 'Writing across the curriculum' held on the Senior Campus in Term 1 on Friday 25 February. Stephen Graham presented a range of topics on Literacy such as literacy demands in texts, using persuasive texts and assessment practices. The staff worked in Learning Areas across Year 8 to 12 and this provided opportunities to discuss, develop and document explicit teaching strategies to support literacy in the classroom across all year levels.
- In 2011, Learning Areas scoped and sequenced the Literacy requirements across the 8 to 12 curriculum and developed relevant tasks and strategies to support this

focus in the classroom. Learning Area coordinators presented this information at CLAM meetings throughout the year.

- Two Middle Campus teachers from English/SOSE and LOTE participated in the Eastern Adelaide Region 2011 i-lit project, 'Informing Literacy Practice' with Stephen Graham. This project supported teachers to learn how to develop a literacy focus, to plan for explicit teaching and how to measure change in student learning. Teachers were released for 8 days to participate in this workshop and the project has been shared at both a regional and school level.
- ESL scaling teams were established in Term 2 from a range of learning areas to participate in ESL scope and scales training. A total of 17 Middle Campus teachers took part in the training and the scaling assessment process. This degree of staff involvement allowed for the building of expertise and the sharing of classroom pedagogy in relation to explicit teaching strategies to support literacy for a significant cohort of Middle Campus students.
- Middle Campus teachers participated in the ESL literacy workshop, 'Literacy is everyone's business' facilitated by Joan Williams, ESL consultant in Term 2. The session explored a range of ESL topics and allowed teachers to develop understandings and strategies to further support literacy in the classroom.
- ESL focussed classes in PLP, Year 9 & 10 Humanities and Year 9 Science continue to offer programmes in a targeted and structured manner to support the literacy needs of this group. Students respond positively to these classes.
- The ESL scaling process was conducted early in the year to identify the language proficiency of ESL students (see Table 1). The process informed curriculum delivery in the area of content and the development of explicit teaching strategies and relevant resources to support literacy in the classroom and to improve student outcomes. In 2011 4.99 FTE Tier 2 staff were deployed specifically for addressing the needs of ESL learners, including SSO (up to 15 hours per week) and Bilingual School Services Officers staff.

Year	2009	2010	2011
8	98 (41)	109 (39)	97 (38)
9	140 (49)	92 (36)	122 (42)
10	107 (41)	128 (44)	118 (41)
11	132 (36)	107 (33)	121 (35)
12	123 (42)	113 (39)	102 (42)

Table 1. Number of students (and proportion of the total student body) who received an ESL scale in 2009, 2010 and 2011.

Outcomes for students:

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

- Students on lower ESL scales received priority support
- ESL students were identified for specific language support
- Students on lower ESL scales and ESL students will benefit from the scope and sequencing of Literacy across all curriculum areas. These students will benefit from the explicit teaching of a range of literacy tasks in all of their subjects from year 8 to 12.
- In Semester 2 a Year 8 Literacy class was created using a range of data sets including the ESL scale.

### Recommendations for 2012

- Learning Area coordinators should continue to monitor, review and evaluate the Literacy Scope and Sequence document at CLAM and Faculty level.
- The ESL scaling process should be placed on the calendar for early in Term 1, followed by the analysis of the data to more effectively influence the development of strategies to address the literacy needs of students.
- The ESL scaling process should inform assessment task design through feedback to teachers.
- The school needs to develop a mechanism to analyse ESL data in conjunction with a range of data sets ( NAPLAN, Achievement Data, Attendance and SBM) to effectively make further recommendations for the improvement of student engagement and learning outcomes.

## SACE

### Senior Campus Assessment and performance standards

#### Context

As a requirement of the new SACE subject specific design criteria is used to develop assessment tasks with performance standards used to describe and assess student achievement.

#### Action taken in 2011

- Staff teaching Stage 1 and Stage 2 subjects have used the subject specific assessment design criteria to develop tasks and used the Performance Standards to assess students work.
- Learning Area Coordinators and teams attended District Cluster meetings to develop and share understandings around the application of Performance Standards in the assessment of student achievement.
- Teachers of Stage 2 subjects participated in planning and clarifying forums conducted by

the SACE Board of SA.

- Stage 2 subject teachers trained as moderators and participated in the state-wide moderation process.
- A new reporting process was implemented at Stage 1 and Stage 2.

### Recommendations for 2012

- Professional development for staff will continue to focus on developing a greater understanding and use of the Performance Standards and the range and application of diverse and flexible assessment tasks.
- Senior Campus reporting process to be reviewed in term 3 with any changes to be implemented in 2013.

## Senior Campus Guided Inquiry

### Context

In 2011 all Stage 2 students were required to undertake a Research Project as a compulsory component of the new SACE. Students must achieve success in this 10 credit subject at a C grade or higher.

The Research Project requires students to be supported through a guided inquiry approach to research.

### Action taken in 2011

- Cross Disciplinary Learning Area Coordinator appointed to lead and manage the Cross Disciplinary Programs which includes the Research Project.
- Learning Area Meeting time established for the Research Project Team.
- All Research Project teachers attended training workshops presented by the SACE Board in relation to the Research Project.
- Flexible delivery time was used to support students who were experiencing difficulties in completing the requirements of the course to a satisfactory level.
- Selected Stage 1 students were provided with the opportunity to undertake the Research Project in semester 2.
- In semester one 14 teachers delivered the Research Project to 14 classes with class sizes between 18 to 20 students. 176 students were successful at completing the Research Project at a C grade or higher.
- In semester 2, 6 teachers delivered the Research Project to 7 classes, 5 consisting of students who were continuing with the subject and 2 classes of selected Stage 1 students. 47 students out of 53 from the continuing Stage 2 cohort achieved success. Of the 38 Stage 1 students, only 8 were resulted, with a further 9 students completing the course and ready for submission in 2012. The remaining 21 students have been enrolled in Research Project classes for 2012.

### Recommendations for 2012

- Identified classes to support ESL classes be established and timetabled.
- A meeting time on the calendar for the cross-disciplinary learning area is included in designated Learning Area meeting time.
- Teachers who have expertise and interest in cross-disciplinary programs are allocated to teach these subjects in 2012 and strategies are implemented to develop the expertise of other teachers in the delivery of these programs.
- 2011 Research Project achievement data is evaluated and used in the review of the current program.
- Achievement data on all subject based investigations and inquiry based assessment tasks is collated and analysed to inform future professional development needs in relation to Guided Inquiry.
- Strategies to help students to achieve the required C standard within the semester timeframe are investigated and supported by the school organisational structures.

## Senior secondary results

The NMHS maintained a high standard of achievement in 2011. Thirteen Merit Awards (20/20) were achieved by ten students. These Merit Awards were achieved in English Studies (2), Psychology (2), Research Project (2), Biology, Creative Arts, English Communications, English as a Second Language, Music—Individual Study, Music—Solo Performance and Mathematical Studies. One student received the inaugural Governor of SA SACE Award for excellence in the SACE, with only 25 in total awarded in the State.

Students achieved a total of 250 A grades which is slightly more than the number achieved in (238) and 2009 (247)

Number per student	Number of students	Total 2011	Total 2010	Total 2009
7	1	7	12	24
5	5	25	60	45
4	13	52	36	40
3	13	39	45	33
2	24	48	36	42
1	79	79	49	63
<b>Total</b>		<b>250</b>	<b>238</b>	<b>247</b>

**Table** Number of A grades achieved by students in the years 2009, 2010 and 2011.

\*Please note in 2011 that students were required to study 4 subjects and the Research

Project, compared to 5 subjects in previous years.

### Achievement score summary and distribution

Due to the changes to the SACE pre-2011 data will not be comparable. Trend data will build from 2011 onwards. Following is a summary of similar data for 2011.

The distribution of grades in 2011 showed that students at NMHS scored a higher percentage of A and B grades; lower percentage of C grades and a slightly higher percentage of D and E grades than those students in like schools and the State average for all students.

	NMHS	Like schools	State
A grades	19.44%	19%	18.55%
B grades	41.18%	40.9%	40.25%
C grades	28.22%	31.56%	31.67%
D grades	7.3%	6.09%	6.54%
E grades	3.2%	1.92%	2.23%

The main Australian Tertiary Admission Rank (ATAR) achieved by students at the NMHS (72.70) was higher than that for Like Schools (70.21) and for the State (71.13)

Year	Number of students	NMHS	Like schools	State
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
2011	183	72.70	70.21	71.13

**Table** Mean Australian Tertiary Admission Rank for students at the NMHS, like schools and all state schools between the years of 2007 and 2011

## International programs

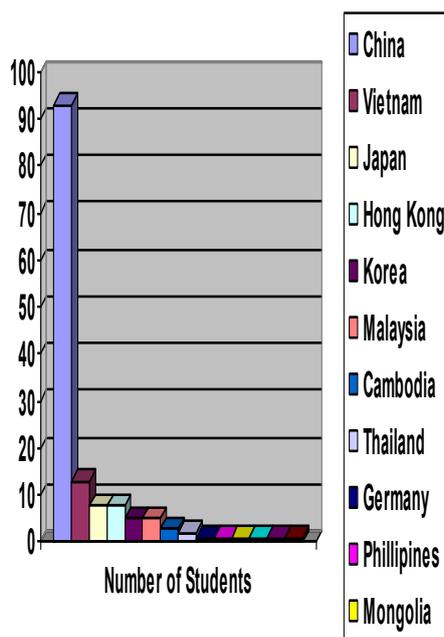
### Student demographic

The downward trend in international student numbers has continued at NMHS and reflects the nationwide trend. Whilst the previous Visa conditions have been relaxed, the continuing strength of the Australian dollar has affected international student enrolments, resulting in both decreased numbers joining the program and also students leaving the international program and returning to their home countries because of financial constraints. The total enrolment of full fee paying international students for 2011 was 143 students, a significant decrease from 167 students in 2010, but in line with state and national decreases. New enrolments during the year totalled 38 students. All but six of these enrolments entered directly into the ISEC class.

The country of origin of the NMHS international students did not change significantly in 2011, with the majority of students being from China, followed by Vietnam and then Japan and Hong Kong as the next most represented countries.

### Countries of International Full Fee Paying Students

Country	Number of Students
China	93
Vietnam	13
Japan	8
Hong Kong	8
Korea	5
Malaysia	5
Cambodia	3
Thailand	2
Germany	1
Phillipines	1
Mongolia	1
Iran	1
Taiwan	1
Germany	1



**Table 2.** Country of origin of full fee paying (international) students who studied at the NMHS in 2011

During the year a large number of students left the program for a variety of reasons. Four students were short term study abroad students and their program ended during the year. During the year, five students left for other providers and five students returned back home for personal reasons. At the end of the year students who terminated their program included two students who returned back home and five students who transferred interstate. Only two students had their visa converted from a student full fee paying visa to dependent student of a business visa (normal school fees), resulting in a minimal impact to international

student funding.

There were 149 Students enrolled on temporary visas, with an increasing number on dependant student visas. The country of origin of students in this group includes 32 different countries, with the majority of students from China India, Korea and Sri Lanka.

There were five exchange students enrolled in the school during the year for periods ranging from three weeks to one year. These included students from France, USA and Japan.

### Recommendation for 2012

NMHS to have continuing discussions with the International Education Services to consider the impact of the decreasing trend of new enrolments, particularly regarding the financial viability of maintaining ISEC in schools.

### Intensive secondary English classes

Due to falling enrolments only one Intensive Secondary English Course (ISEC) class was maintained throughout the year. As recommended in 2010, this was conducted at the Senior Campus and catered for students of all year levels, although the majority of the students in this class were mainly Year 10 and Year 11 levels. Although numbers in the ISEC class fluctuated as students moved in and out into mainstream, generally, in both semesters the ISEC class was at full or near full capacity. Early in Semester 2, the ISEC class increased to over capacity at 23 students, but it was decided to accept the latest enrolments, and as anticipated, this number eventually decreased to an appropriate level as the high school graduate program international students exited into mainstream, short term study abroad students finished their program, and temporary exchange students finished their time at the school.

Once again all students who completed a full semester in the ISEC program successfully completed the Personal Learning Plan, a compulsory subject of the new SACE.

### Recommendation for 2012

The NMHS will aim to maintain enough students in order to continue to conduct an ISEC program for the whole year. Discussions with the International Education Services (IES), regarding the feasibility of ISEC classes in schools to continue, with the aim of supporting all schools across the region to maintain the viability of their International Student Programs.

### Student activities

International students were actively involved in the Student Representative Council (SRC), the multicultural assembly, school bands, music concerts and sporting programs. A particular highlight was the number of International Students whose Art work was displayed at the Knack – NMHS Exhibition 2011, at the Pepper Street Gallery.

ISEC students have been involved in numerous co-curricula activities which have enhanced

their orientation into the Australian way of life. These have included educational excursions to Cleland Wildlife Park, International Education Services, State Library of South Australia, South Australian Museum and Noarlunga Aquatics activities. Senior School international students have attended presentations by various International support services as well as the International Departments of various South Australian and interstate universities in relation to careers and tertiary pathways.

## International accreditation

The NMHS's international accreditation with the Council of International Schools (CIS) continues to influence planning and school improvement strategies. Following the preparatory visit in 2010 to seek re-accreditation, the school began planning for the full Self Study and Team Visit. During 2011 all members of the NMHS community were allocated to one of 20 committees which are involved in completing the full Self Study reports, addressing the CIS standards of the new 8<sup>th</sup> Edition. In late February 2012, a Team of 10 educators from around the world will visit the school for a week to see it in action. They will visit classrooms, talk with students, parents, members of the staff and the Governing Body. They will examine all aspects of the school in the light of the Self-Study. The Visiting Team will write a report including significant commendations significant recommendations and additional advice and will make an overall recommendation directly to CIS with regard to reaccreditation of the school. Once the CIS Board has reviewed the Visiting Team's report and its recommendations, a decision will be made about the school's reaccreditation and the school will be informed.

## Recommendations for 2012

The induction of new staff members in January should include information about the CIS evaluation and accreditation process. Prior to the CIS Team Visit all staff members will be involved in workshops analysing their Learning Area reports and to familiarise themselves with other Self-Study reports as a basis for future planning with the emphasis of improved student learning.

NMHS to use the recommendations as indicated in the CIS Visiting Team report to guide its work for the rest of the year and beyond. NMHS leadership team to review the Report to guide the school's training and development .

## Study tours and exchanges

A group of fourteen NMHS students were led by Karen Andrews and Peter Brook on a tour to Japan to visit 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 at a number of classes as well as participation in sports and club activities. Special lessons were organised for the NMHS group including calligraphy, art, flower arrangement and cooking. A traditional tea ceremony was also a highlight with the girls dressed in traditional Yukata. The NMHS

students were very keen to experience new things, make new friends and were great ambassadors for the school. The students talked with great affection about their host families who included them in everyday activities and also organised some special meals and events.

After the school visit, the group went to Hiroshima to the Peace Park to place at the memorial the 1000 paper cranes which they had made prior to their departure. They also visited Miyajima, Kyoto and Tokyo.

Two students from Takahashi joined classes at both the Middle Campus and Senior Campus during Term 3 as part of the long term exchange program. In 2011, the school did not have any students who were able to reciprocate in a longer term exchange at Takahashi Senior High School.

Preparations have already begun to make arrangements for NMHS to host the reciprocal visit in August 2012. Voluntary homestay accommodation will be sought from those who went to Japan as well as the whole school community.

The school hosted two study tours from Japan this year. Twenty students from Koishikawa High School visited in August this year, whilst sixteen students from Ritsumeikan Junior High School visited in November. Both groups were hosted on the Year 9 sub school where they were very warmly welcomed. Their buddies, host students and their families thoroughly enjoyed the visit, and commented on what a wonderful experience they had. It was pleasing to note after each study tour, the increasing interest from students, especially on the sub school to be involved as hosts and buddies as a result of their interactions and experiences with the previous study tours.

A language and cultural tour of eleven students from Little Wing English School earlier in the year, unfortunately was cancelled due to the earthquake in Japan. It is hoped that we will be able to host this group in March 2012.

Planning has commenced for a 15 day Italian Tour in December 2012. As part of the planning process NMHS will investigate links with schools in Prato and Varese in Italy with the possibility of establishing a sister school relationship to support the strong Italian language program which currently exists. NMHS is also investigating links with a school in Lugano in Switzerland with the aim of setting up Long Term reciprocal Student Exchanges. With strong interest shown in its initial stages we anticipate that this tour will proceed.

On 29 November, 15 students, led by Daniella Galipo and Nick Gillies departed from NMHS to participate in the World Challenge – a challenging 28 day educational expedition. During the past 18 months the students, individually and as a group, have been involved in numerous fundraising activities to fund their expedition. They also undertook fitness training, including Sunday morning walks at Waterfall Gully to prepare them for their treks across Vietnam and Laos. The group travelled to Vietnam and Laos where they were involved in a number of trekking expeditions. In addition, the group undertook community service in an orphanage in Laos.

## Recommendations for 2012

NMHS to develop links with schools in Italy. NMHS to commence planning for a second group to participate in the 2014 World Challenge.

## Staff Exchanges and Visits

The school supports staff professional development which enables staff to experience education systems in other countries. These experiences promote sharing of best practices across cultures, creating partnerships between classrooms and enhance deeper global understandings.

In Semester 2 we welcomed Roland Stoeri, an exchange teacher from Switzerland who brought his expertise in Physical Education and especially Soccer to middle campus physical education students.

Through this exchange Roland learned a lot about our school system and we were able to develop some understanding of differences with the Swiss system. He established some good relationships with the teachers of Physical Education. Students enjoyed his lessons and his different approach to the subject.

This year, two staff members are on exchange to overseas schools. Theo Tsounis has been in Switzerland, with the reciprocal exchange for Roland Stoeri. At the end of 2010, John Arney completed his reciprocal exchange with Ken Holley. We look forward to hearing about their experiences on their return.

Mr Marvin Bär, a trainee teacher from the Karlsruhe Paedagogische Hochschule joined our school and undertook four weeks of Intensive Teaching Practice in German and Mathematics.

Mr Bär also showed an interest in the Music program, in Physical Education and in our Outdoor Education program. He attended the Middle Campus Music Night, played football with students whenever he could and attended a three day Activity Camp as an extra support person. He also showed an interest in our Pastoral Care Program and attended a Year 8 Activity Day at the St. Kilda Adventure Park. A young, fresh, international perspective is always welcome and Mr Bär gave an amusing slide show about his life and family at home. We wish him all the best in his future teaching career.

In the Term 1 holidays, Assistant Principal, International Programs, Andrea Sarantaugas was a participant of a South Australian Government School Leadership Delegation to China. The group visited primary and secondary schools, universities, and education authorities in a number of provinces in China where they gained valuable insight into the China education system and a deeper understanding of the diversity of values in China and an awareness beyond cultural stereotypes. They also represented the South Australian Government Schools at mini fairs in Guangzhou, Shanghai and Beijing where they presented information to prospective international students.

## International Education Training Programs

NMHS has hosted delegations of international Education Department Delegates, Principals, Leaders and Teachers from several overseas countries. NMHS staff have made presentations to groups of educators from East Kalimantan in Indonesia and Shandong Province in China. Twelve principals and teachers from four East Kalimantan schools spent four days at NMHS gaining an understanding of our education system and in particular investigating the IB MYP (International Baccalaureate Middle Years Program). NMHS entered into a Memorandum of Understanding with each of these four schools, committing to supporting the schools in their endeavours to develop their schools with International Accreditation of CIS and IB MYP. Four teachers from schools in the Shandong Province also undertook five days of workshadowing at NMHS in Term 4. A highlight for each of these groups was the presentation by the Year 11 Workplace Practices class explaining the components of this course and culminating in the serving of morning tea by the students at their Vibe Cafe. The students competently demonstrated their Barista skills by preparing a variety of coffees. The students also capably instructed some of the willing visitors in how to prepare Cappuccinos and Lattes!

Throughout the year the school has hosted a number of Familiarisation Visits for agents of current and prospective students. Countries represented include Brazil, Korea, Italy, Switzerland, Germany, Hong Kong, Cambodia and China. Such visits give us the opportunity to showcase our school and the educational programs we offer. At the same time, agents are able to make direct contact with their students.

## International Baccalaureate Middle Years Program (IBMYP)

The middle campus curriculum is built around the eight learning areas of the International Baccalaureate Middle Years Program (IBMYP) with all students undertaking IBMYP in 2011. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It promotes the education of the whole person, emphasizing intellectual, emotional, social and physical growth, involving the traditions of learning in languages, humanities, sciences, mathematics and the arts.

At year 8 all students focused on the IB learner profile, completing tasks in the book 'MYP interact' and compiling a personal folder showing evidence of how they demonstrate aspects of the learner profile. These folders formed the basis of a presentation to a panel consisting of a member of staff and a year 9 student, during term 4.

At year 9 the Areas of Interaction played an important role in special programs. Students

developed an understanding of the Areas of Interaction so that they are well prepared for personal project studies beginning in term 4. Community and Service is one Area of Interaction which has had a high profile in year 9 with students participating in a range of fund raising programs and activities to support others.

At year 10 students put a lot of time and effort into some great personal projects. These projects bring together the students' learning in the middle years program and demonstrate the understanding they have developed in the Areas of Interaction

Personal project studies involved work on a product such as a piece of original art work, a website, an essay, an original science experiment, an invention or specially designed object or system, a video, or a model, as well as a piece of structured writing which describes the processes of learning involved. The project is a major, independently done, sustained piece of study by the student on a topic of interest to them.

Assessment of the project is against clearly identified criteria. These criteria include: Planning and Development, Collection of Information and Resources, Analysis of Information, Organisation of the written work and Analysis of the Process and Outcomes. Students obtain good results for a well planned project which clearly shows the understanding they have developed of the chosen area of interaction but they must all reflect on the skills they have learnt through the process. Some student faced difficulties along the way and had trouble completing their product but they were able to reflect on the reasons for this and the strategies they used to overcome the problems. This is an important part of the learning.

### Middle campus appraisal process

In terms 1 and 3 students undertook a process of self appraisal in all of their subjects as part of their ongoing assessment. Students were asked to identify their strengths in the learning area, their effort, organisation and areas for improvement. They based this on results and feedback from work done. Teachers verified the self assessments and added information about assessment tasks completed.

As self reflection is an important process for students in preparation for their Personal Learning Plan in year 10, students have been encouraged to collect evidence and using self appraisal from year 8 onwards they will be more confident in year 10 and will have much more evidence to work with. Research indicates that self-evaluation can foster an upward cycle of learning. When students evaluate their performance positively, self-evaluations encourage them to set higher goals

Students' work was assessed against defined MYP assessment criteria. The MYP assessment model is criterion-related, as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

The relative emphasis of the objectives is reflected in the weighting applied to each assessment criterion. The number of objectives (and therefore the number of assessment criteria) varies from one subject group to another. Whatever the number of criteria, the relative emphasis of the objectives can be determined by the maximum level achievable

Written reports at the end of terms 2 and 4 showed the final results students achieved against the IBMYP criteria for each subject. The results were in grade levels from 1 to 7 with 7 being the equivalent of an A+ and 1 the equivalent of an E. A 3 is considered a passing grade but it shows that the student needs to do a lot of work to develop their understanding if they are to continue with the subject. Students achieving at Grade 1 or 2 will not have the skills required to continue with that subject at a higher year level. Parents were provided with an explanation of the grade levels with the A to E equivalent.

SRC On the middle campus the SRC consists of four students from each year level elected by their peers. The SRC is a forum in which students can raise and discuss any matters which are of concern to them. It is also the formal opportunity to influence decision making in the school, giving students a voice. The SRC also works on projects that are significant to students and supports a number of chosen charities through fundraising.

One project for the group this year was to plant and further establish the Japanese garden. This is now a feature of the middle campus courtyard.

SRC students ran the whole campus assemblies and also spoke at special assemblies to welcome study tour groups from Japan.

### Recommendations for 2012

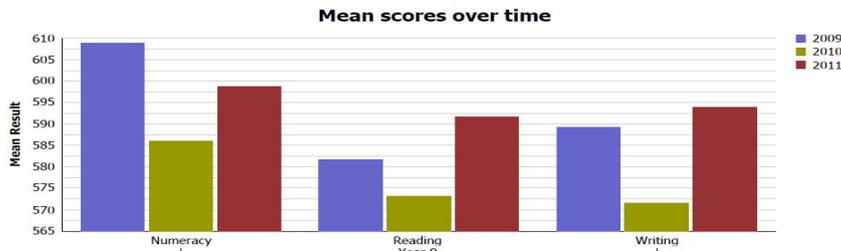
The NMHS should:

- 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.

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

In May, 255 year 9 students completed NAPLAN testing which assessed five areas: Spelling, Grammar, Writing, Reading and Numeracy.

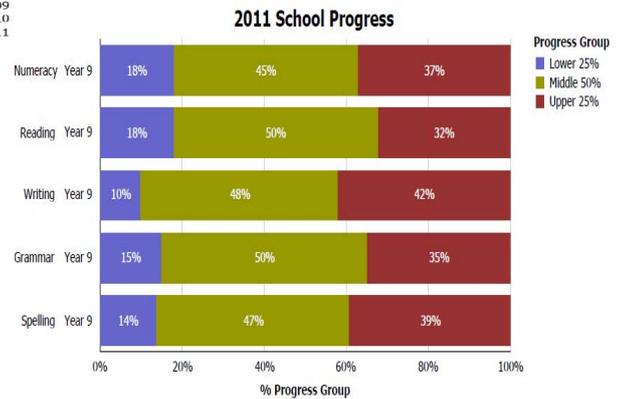
We are pleased to see the high number of students achieving well above the standard expected of year 9 students. The school's mean scores are above those of previous years and there are some excellent individual scores.



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

#### School mean score and standard deviation

Year 9		2009		2010		2011		National Mean Result
		Mean Result	Standard Deviation	Mean Result	Standard Deviation	Mean Result	Standard Deviation	
Year 9	Numeracy	609.0	62.6	585.9	58.6	598.7	69.9	583.7
	Reading	581.8	59.3	573.1	63.8	591.7	61.1	579.6
	Writing	589.3	77.4	571.5	90.2	594.0	90.3	567.7
	Grammar	573.7	69.1	587.9	66.3	593.0	69.0	572.8
	Spelling	585.0	69.3	586.3	69.4	606.7	71.6	581.5



Our students' results in numeracy showed that 10% demonstrated achievement at Band 10 and higher with only 1.5% below the national minimum standard. 98.5% of students tested achieved at or above the national minimum standard for year 9 students in Australia.

Literacy results also showed over 97% of our students achieving at or above the national minimum standard with only 1.9% in reading 2.7% in grammar and 2.3% in spelling below the minimum standard expected of year 9s.

The writing component of the test was a persuasive text this year whereas in previous years it has been a narrative and this aspect of the testing showed the greatest variation in results. 14.5% of our students achieved at band 10 or above which is a great result. However, there was also a percentage of students whose achievement was below the standard expected.

School progress scores show that 82% of students have shown significant progress since their previous testing in year 7 including 34% in reading and 38% in numeracy showing a high level of progress when compared with students of similar ability.

Through analysis of these results we identified students who need support in particular aspects of numeracy and literacy as well as those students who can be extended. Students whose NAPLAN results show higher levels than may be indicated by their subject grades may not be striving for their best in some class work and this will also be explored

Parents received the individual student reports during week 9 of term 3 so that there was an opportunity to discuss them with teachers at the interview night in week 10.

NAPLAN results are also discussed with students by PLG teachers during special programs and students complete an analysis in which they look at individual strengths and areas for improvement.

Student results were used to identify some students of high intellectual potential. Further data such as semester one results, year 8 results as well as teacher recommendations were used to identify a group of students to be in an extension class in year 10 in 2012. This class will have a modified timetable with

opportunities for integrated learning as well as some lesson with year 11 classes.

#### Recommendations for 2012

- Monitor the extended year 10 class during 2012 to see if their level of achievement is raised.
- Develop individual education plans for identified students.
- Establish a plan to further develop opportunities for year 10 students in extended classes as a result of high achievement in tests such as NAPLAN.

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

This year was the third and final year of our ICT 3-Year Plan: 2009-2011.

Priorities for this plan, and our 2011 Achievements towards meeting these priorities, are described below:

#### Priority

- In 2011, to develop the 2012-2014 ICT Strategic Plan.

#### Achievements

- The Strategic Plan: 2012-2014 was developed. This Plan provides comprehensive detail on future directions and recommendations with regards to ICTs across the school.
- TT Partners were commissioned to develop recommendations for ICT Support Roles and Responsibilities across the school, and a new ICT Support Structure and Job and Person Specifications were set up accordingly.

- 5 people attended FITS Training to become accredited in best-practice for IT Service Delivery in schools.

#### Recommendations

- Develop structures, policies, processes and documentation according to best practice in IT Service Delivery in schools, and implement

these changes.

### Resources

#### Priorities

- To implement a 1:1 Laptop Initiative for students.
- To implement a 1:1 Laptop Initiative for staff.

#### Achievements

- Laptop deployment to Year 12's (220 devices)
- Laptop deployment to Year 11's (241 devices)
- Laptop deployment to Year 10's (283 devices)
- Laptop deployment to Staff (107 devices)
- = a total of 851 laptops deployed
- The rollout of laptops to Year 9 students in 2011 was delayed due to the financial uncertainty of the dual campus funding.
- A Dual ISP was implemented to bypass the issues associated with using the DECS EduConnect portal.
- A FITS Audit of ICT Infrastructure was carried out.

#### Recommendations

- Implementation of a parent-school shared-cost 1:1 Laptop Initiative for Year 9 and 10 students in 2012.
- Deploy SCCM and increase storage capacity in response to the 2011 FITS Audit and subsequent DATACOM Solution.
- Plan for the rollout of 10G Core Infrastructure and improvement of wireless access.

### Teaching and learning / professional learning

#### Priorities

- Teaching staff are trained in using an eLearning environment that provides students with subject resources, enables assignment submission and enables the development of interactive-based resources (2011 target – 50% targeted staff).
- Teaching staff and students using an eLearning environment to develop individual

learning plans (2011 target – 50% targeted staff).

- Staff are trained in relevant digital literacies, based on the results of the EdCap Survey T4 2009.
- Digital literacies meaningfully embedded in curriculum areas.

### Achievements

- 18 'eLearning Champions' from across the learning areas were trained by an 'eLearning Mentor' in using the eLearning environment in 2011.
- We now have a total of 56 teachers, or **56% of teaching staff, trained in using the eLearning environment** including the 38 trained by the end of 2010, exceeding our 2011 target of 50%.
- eLearning training sessions were also held for teachers on a faculty basis and also by individual request.
- All Learning Areas have developed eLearning resources which are being used in classes.
- All 488 eLearning Classes have been used at a base level.
- Of these, 111 (23%) are actively managed.
- Based on the results of the EdCap Survey, the school ran 'Scattergun Sessions' with 17 participants, thereby fulfilling our target of having **29% of teaching staff trained in using relevant digital literacies** (including the 12% trained by the end of 2010).

### Recommendations

- Continue on with the eLearning Champion Program as part of the 2012-2014 ICT Strategic Plan, but target staff new to the school.
- Introduce Professional Learning Teams for ICT Rich Curriculum in the 2012-2014 ICT Strategic Plan, with the purpose of embedding meaningful digital literacies into all curriculum areas. As a part of this, continue on with the Scattergun Sessions (sessions that provide an insight, and hands-on approach, to teaching and learning methodologies/strategies for the 21<sup>st</sup> Century).
- Faculties to use eLearning Champions and Professional Learning Team members as a resource to support all staff in developing digital resources in their subject areas.
- Investigate the use of different models of specialised 1:1 Laptop Learning Spaces, and set up a specialised eSpace on each Campus.
- Implement changes to the infrastructure, as per the DATACOM Solution, to allow improved services with respect to shared storage and printing from laptops.

## Sports

### Intraschool sport

#### Standards Day

Standards day was held on Tuesday February 16<sup>th</sup> on the Middle Campus. This is a day where all Year 8 students get the opportunity to

participate in a range of different Track and Field events. It was a fantastic day that was only made possible by the great work of the Phys Ed Faculty and PLG teachers. The winner of the Year 8 Standards Day for 2011 was 8G2. A celebratory pizza luncheon was held for the personal learning group teacher, class mates and their sub school head, Mr Ben Abbott. 8G1 were runners up and 8G3 finished third making it a clean sweep for the Gold Sub School this year

#### Sports Day

On Wednesday 9 March, the staff and students of the Norwood Morialta High School ventured to Santos Stadium for Sports Day. The weather was overcast and cool which was perfect for all our competitors. It was yet again a fantastic day which ran smoothly and featured a number of outstanding results. Over the course of the day there were 12 records broken which is an indication that we have some highly talented athletes within the school.

#### Swimming

Swimming at Norwood Morialta received a real boost this year with the influx of a number of talented Year 8 swimmers. The team trained extremely hard at the Magill Pool two mornings a week right from the start of Term 1 and competed with a great deal of enthusiasm at their Wednesday night competitions at neighbouring independent schools. The SSSSA Swimming Carnival was then held at Adelaide Aquatic Centre at North Adelaide on Thursday 3<sup>rd</sup> March 2011.

The NMHS Swimming team consists of members from across all year levels, from Year 8 through to Year 12. This year, the squad had a balanced number of senior and junior swimmers however it will continue to be a point of emphasis to encourage and recruit more junior swimmers in 2012 due to the fact that a number of Year 12 swimmers from this year will no longer be available.

#### Athletics

From Sports Day a team was selected to compete firstly in the Northern and Vista Zones Carnival in A grade and then a reduced team competed in the SSSSA C2 grade championships. The school finished 4<sup>th</sup> at the Vista Zone Carnival and then 3<sup>rd</sup> at the SSSSA carnival.

The lack of participation amongst the Senior Campus students continues to be a concern and is the only thing preventing the school from achieving greater results in these carnivals. There are a number of reasons for this but every effort will be made in 2012 to come up with a solution for this issue.

### Secondary School Sport SA

#### Knockout competitions

The school again competed in a reduced number of knockout competitions this year with a total of 18. This was intentional to reduce the

number of days staff were missing from school and also to ensure that only teams with a realistic chance of doing well were nominated. The knock out competitions this year included basketball (2), cricket (2), soccer (6), netball (3), football (2) and tennis (1), table tennis (1) and touch (1).

#### We were successful in winning two state championships

Year 10 Boys Soccer  
Year 8-9 Girls 5-a-side Soccer

#### One team were runners up

Open Boys Table Tennis

#### Cross country running

A team of 14 runners competed in Wednesday night competitions at neighbouring independent schools during Term 2 this year. This is the first time in over 5 years a squad has competed in these events. The same 14 students then competed at the SSSSA Cross Country Championships which were held at Oakbank. It will be a point of emphasis to ensure that this squad continues to flourish in 2012.

### Vista sport

This was the first year that we did not participate in Tuesday afternoon Vista sport

#### Lightning Carnivals

Teams have been nominated in 22 one day lightning carnivals. Sports involved were lawn bowls, indoor cricket, volleyball, 5-a-side soccer, boys netball, 9-a-side football, 12-a-side football, hockey, super 8s cricket, and rock climbing.

The following had premiership teams:

Senior Boys 5-a-side Soccer  
Year 10 Boys 5-A-Side Soccer  
Senior Boys Indoor Cricket  
Year 8 Boys Indoor Cricket  
Year 9 Boys Indoor Cricket  
Year 8/9 Mixed Lawn Bowls  
Year 8-9 Girls 5-a-side Soccer

The following teams were runners up

Year 8 Boys Super 8's Cricket  
Year 8/9 Girls Volleyball  
Year 8/9 Boys Netball

### Out of hours sport

The school has again competed in the Sports Association for Adelaide Schools (Boys) and South Australian Catholic Secondary School Girls Sports Association who provide interschool sports competition outside of school hours, mainly on Saturday mornings. These competitions are able to run only through the assistance of coaches and managers working outside of school hours. A number of these coaches were parents of students, old scholar and in some instances, NMHS staff (Peter Clements, Janelle Grigg, Kali Zheng and Phuong Nguyen) Competitions are run in cricket, basketball, badminton, cross country, 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 important aspect of the educational program of our school. Out of Hours School Sport provides NMHS students with important opportunities to participate in positive physical activity and enhanced learning experiences. Out of Hours School Sport is an integral part of the total educational program of the Norwood Morialta High School.

## South Australia state selection

The following students gained state selection in their sport:

Nicholas Rotolo – Futsal  
 Rustem Safiullin – Athletics  
 Jai (TJ) Angsuthasawit - Track Cycling  
 Kevin Dang – Tennis  
 Tyson Beauchamp – Rowing  
 Stephanie Eglinton – Gymnastics  
 Amanda Agostinelli – Gymnastics  
 Fangzhou (Joe) Zhao - Hockey  
 Nicole Banders - Aerobics  
 Sarah Banders –Aerobics  
 Mitchell Yorston – Lacrosse  
 Giulia Chiro – Aerobics  
 Nabeel Muhammad – Table Tennis  
 Sally Young – Orienteering  
 Tob Owens – Touch  
 Victoria Scenini – Martial Arts

## Recommendations for 2012

- Subtle adjustments again need to be made for 2012 to ensure that the Sports Program at Norwood Morialta continues to improve. In term 1 there will be an emphasis on improving the participation numbers amongst Senior School students at the two inter school athletics carnivals that the school competes in. This can only occur through the support of Senior School Staff by encouraging students to participate and not plan tests on same day as these carnivals. Staff also need to set students work in advance if students participating are going to miss double lessons on one of these days.
- The number of teams nominated for Knock Out sport will remain the same and only teams worthy of competing in this competition are to be nominated. Having said this, no Knock Out Cricket teams will be nominated to accommodate for an increase in nominations in other sports such as Soccer, Basketball and Badminton.
- The number of teams that compete in Vista Lightning Carnivals can also remain the same however extra support from staff outside the PE faculty is desperately needed to ensure that not too many PE classes are affected by having their teachers out too often at these carnivals.
- The issue of communication as far as getting information to Senior Campus students was again an issue in 2011. This adversely affected the number of Senior Campus students from participating in school sport. This issue hopefully will be resolved in 2012 by the Sports Coordinator now being able to spend more time on the Senior Campus and be more visible to Senior Campus students.

## Rowing

The NMHS rowers in the rowing club made a significant impression on the South Australian and National rowing scene in 2011.

Tyson Beauchamp a year 10 student won every single scull race in South Australia in the Year 9/10 Boys category including the State Championship. He also won the Under 17 Men's Single Scull Championship at the 1<sup>st</sup> Grade State Championships in South Australia. His crowning achievement during the year was a bronze medal in the Australian National Championships held in Adelaide.

In the same vein Mariah Hatchard a year 8 student has won every single scull race she has contested at the beginning of the 2011/2012 season. Most of her wins have been against adult women. Her tally of medals is five gold medals from five regattas.

Crew racing during the year produced wins by a number of crews with the best result being five wins in one sprint regatta. The most successful crews so far are a year 9/10 girl's crew, a year 8/9 girl's crew, a senior boys IV and a senior girls IV.

Up to 45 rowers participated in regattas during the year and NMHS contested all categories except senior VIII's.

Rowing at NMHS provides students with the opportunity to compete against the best athletes in the state and nationally. As a result of being involved in the intense competition and training, rowers develop significant physical and psychological endurance, and resilience.

Rowing requires significant logistical support and resources. This has been provided jointly by the school and the parent committee of the NMHS Rowing Club. The parent committee together with their weekly supporters continue to comprise the largest parent support group for a school co-curricular activity. Resource acquisition included a new quad scull and a second hand single scull. Both of these acquisitions have already contributed to the successes in racing during the year.

The NMHS Rowing Club continues to conduct numerous fund raising activities, including an ergo challenge as well as a BBQ and sausage sizzles at every regatta.

## Action taken in 2011

Two areas targeted for development in 2011 were the training of junior coaches and the development of aerobic fitness and rowing skill of participants.

The training of junior coaches encompassed the teaching of required rowing skills and diagnostic

processes directed at correcting technical faults in the rowing technique of rowing crews and single scullers.

The development of aerobic fitness of rowers involved using a range of techniques on rowing machines to increase strength and long range aerobic fitness. Skill development of crews was initiated at base level by training in single sculls. This skill development has resulted in rapid improvement in crew success and success in single scull races during the year.

A "Come and Try Rowing" excursion was conducted during the year for all year 8, 9 10 and senior students as an attempt to encourage students to participate on a regular basis in the sport.

A five day non residential "camp" run at our Torrens Lake facility resulted in the rowers maintaining their rowing fitness and skill level.

## Recommendations for 2012

- To field Senior VIII's in both genders in the future there needs to be at least three crews of quads at year 8 and 9 level to allow for attrition of numbers leading into year 10 and senior years.
- To achieve an increase in numbers at the junior level there needs to be success in the sport at that level. While this has been initiated, the skill development of junior coach needs to be continued together with the continued training and participation of rowers in single sculls.
- To achieve the continued development of junior coaches the school should consider employing an experienced Head Coach.
- To continue the skill development of junior rowers there should be an increase in the single scull fleet by at least one new boat or two good second-hand boats. The current fleet of quads and VIII's is good and will be equal to the task of achieving success. The thirty two year 7 rowers who have indicated an interest in rowing could be accommodated in their interest by including rowing as part of the year 8 Physical Education program.

## Assets and projects

### Across campuses

Towards the end of 2010, as a result of reduced water allocations from SA Water, the ovals on both sites had an irrigation audit which highlighted faults with sprinklers or irrigation controllers. Following this audit, repairs were undertaken to all oval systems including a new electronic controller on the MC. The weeds were then sprayed, all ovals were aerated, top dressed and fertilized. New grass was laid in the goal mouths and another weed spray was done late January.

We had an unusually wet summer, and as result of this plus all the effort that went into the

ovals, we used well under our water allocation for the year. We received telephone calls of congratulations and thanks from our oval users and neighbours including Rostrevor College wanting to know what we did to have such lush green ovals.

At the beginning of the year we extended the print room on the MC front office to accommodate the new larger photo copiers. Buildings cracking and white ant damage has been a bigger problem than previous years; much work has been done to replace doors and frames that have been eaten out and pest control people have been very busy trying to keep up.

Vandalism, graffiti and wilful damage have been significantly reduced this year on each campus, both in school and out of hours damage was minimal. This is very pleasing as the previous 2 years saw a particularly high level of damage including several break-ins.

Eastern Health Authority audited warm water outlets in our MC Gym & took samples of warm water quality for health and safety testing. A grant of \$13k was received, to make extensive changes to our hot water plant in the Gym. Plumbers commenced work in November and by mid-December we were fully compliant on both sites and free from all OHS&W risks with hot water system and warm water diseases.

With the Auto Studies shed on the SC set to become a Trade Training Centre, a consolidation and relocation of all auto equipment, tools and other related teaching aids from each campus to the middle campus was made. The shed was tidied, painted, and teaching staff together with grounds staff worked tirelessly to achieve a fabulous goal. A large drinking fountain that was housed within Auto on the SC was relocated to the court yard on the MC and met with much appreciation from students. The large compactus in the front office was pulled down, serviced and rebuilt for OHS&W reasons.

Throughout the year the Canteen, Art office, Science, Drama and Gym all suffered some degree of water damage due to the heavy rains which resulted in some damage to student work and expensive repair work. In July it was announced we were receiving a grant for perimeter fencing around the MC. Planning took a few months and it has now gone to tender and building should commence in February 2012. Servicing and maintenance of equipment is always a priority and together with painting of the interior of Home Economics on MC was very pleasing to staff and students.

The Takahashi Garden in the central courtyard, started last year, was completed in 2011 by SRC, grounds and teaching staff all lending a hand to make it look great. In September we applied for a National Solar School grant for 30k to install 5KW solar panels on the roof of the RC. We will find out early 2012 if our application has been successful.

The Drama space saw a full refurbishment in term 3 with new carpeting, painting, repairs to seating platform and mirror repairs. LOTE 1 also had its very old tired carpet replaced, with more class rooms still in great need of replacement. Cricket nets were also repaired during term 4 and general area tidied by pitch hirer.

## Working Bee

The 2011 working bee was held on 17 September and was helped along with a beautiful day and lots of enthusiasm from a small number of staff, parents, volunteers and a large contingent of students from each campus. The day commenced at 8.30 and quickly people were able to choose their tasks from an extensive list of options displayed on a white board, collect their required tools and get started. Many and varied tasks were undertaken and completed with vigour and quality workmanship including:

- 40 desk tops replaced on 2 sub schools
- Garden bed cleared and mulched in the upper courtyard
- 500kg organic mulch spread across the new SRC Takahashi Garden
- All outside seating and tables painted inside both courtyards
- Wooden handrails and seating around gym, student services and ovals painted
- Tennis courts cleaned of mud following recent heavy rains
- Tiered seating in Drama room recarpeted as part of further refurbishment
- All staff dining areas cleaned, cupboards emptied and restocked as necessary with new or scrubbed cutlery, crockery and utensils
- All white boards and desks cleaned in all sub schools, home economics, tech studies and languages area.
- Yellow safety lines repainted in courtyards
- Handrails around canteen and admin building repainted
- High cobwebs removed with long handled brush
- Specific hard to get at areas on landings where rubbish, dirt and dead things gather were cleaned by a teacher.

We had 41 people in attendance at the 2011 Working Bee and the breakdown of statistics includes 19 students who joined in this year who were very keen to paint and clean. A huge amount of painting was completed around the school as previously stated. 3 teachers helped with the replacement of desk tops, cleaning classrooms, removing high cobwebs and in other targeted areas. 7 support staff assisted in all areas including set up, clean up, painting, and cleaning.

The remaining 12 people were parents of the school, several who already volunteer as Governing Council or Parents and Friends members.

On the SC many projects were undertaken including road works to repair pot holes in roadways, in paths, car parks and walk ways, cricket nets repaired, many pin boards replaced, 2 air conditioners replaced, lockers sanded and revarnished as necessary, plus many more to keep the school operational and looking at its best. 200 student chairs were purchased as part of the replacement program started in 2005, along with 20 teacher chairs and some 15 teacher desks were bought in from Govt recycling depot (Roses) at no charge to the school. The boiler in building 1b continues to be a problem with continual breakdowns causing classrooms and RC to be cold during winter. Gas isolation valves were installed in biology

labs to make area safe from gas leaks from gas taps when rooms not in use.

OHS&W audit of heavy equipment which included tech studies and grounds sheds was conducted in term 3 and although a few suggestions were made for minor improvement, generally we scored very well. The Home Economics building had some much needed repair work undertaken due to wood rot, rusted gutters, termite eaten door frames and peeling paint. It is now safe and looks great.

We received a \$30k Power Savings Grant to install an Energy Optimiser Building Control System in Art, Tech & Home Ec to control the air conditioning load during the heat which should save thousands on energy charges. The Trade Training Centre project continued through its planning stages, DETI taking over the project management from Spotless Facilities followed a further change of project managers within DETI had slowed the project but all drawings and selections have now been completed and project should go to tender by March 2012.

In preparation for a new ICT help desk facility in SC resource centre, a new magazine display area and audio storage was built. We halved the work space area of the RC staff and built a half glass wall to accommodate the IT dept and 4 staff. The future with the IT help desk in the RC and students being able to gain instant access to technicians will relieve RC staff and make a huge difference in dealing with IT queries.

The Drama suite and Ivan Coward Hall received much attention this year with the year 12 graduation being held in the hall for the first time. Refurbishment in preparation for the event included Drama rehearsal and change rooms painted, all stage lighting repaired as necessary, carpets cleaned and many new drama blocks were purchased.

The seating in the Hall had blue removable covers fitted which made a huge difference to the noise level when students are moving around. The stage floor was cleaned & oiled, front cupboards were painted out black, repairs to walls, stairs and timber work were made, a new honour board was installed, now enough space for another 15 years of achievements. The 2 black curtains on each side of the stage were totally replaced and tracks repaired as necessary. Blue carpet runners for across the front and rear together with 4 isles was purchased in August but arrived shortly after the graduation this year, they will look great next year. Lighting, sound, recording equipment and technicians were bought in for a professional appearance and all worked extremely well on the night.

Preparations are underway for 2012 with the counsellors office moving to larger new area in WF for better student use and sharing of information to assist students and their future and ESL staff moving to newly refurbished prep offices with new carpeting, desks and appropriate shelving on the top floor.

In 2011 Grounds and Facilities Dept achieved a great deal of work with fun, laughter and community spirit !!

Figure 1

**Achievement Levels Semester 1 2011**

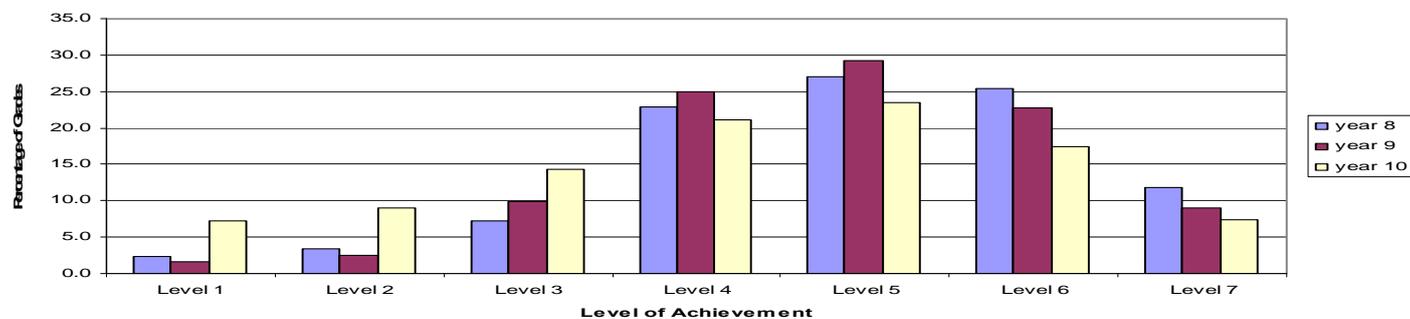
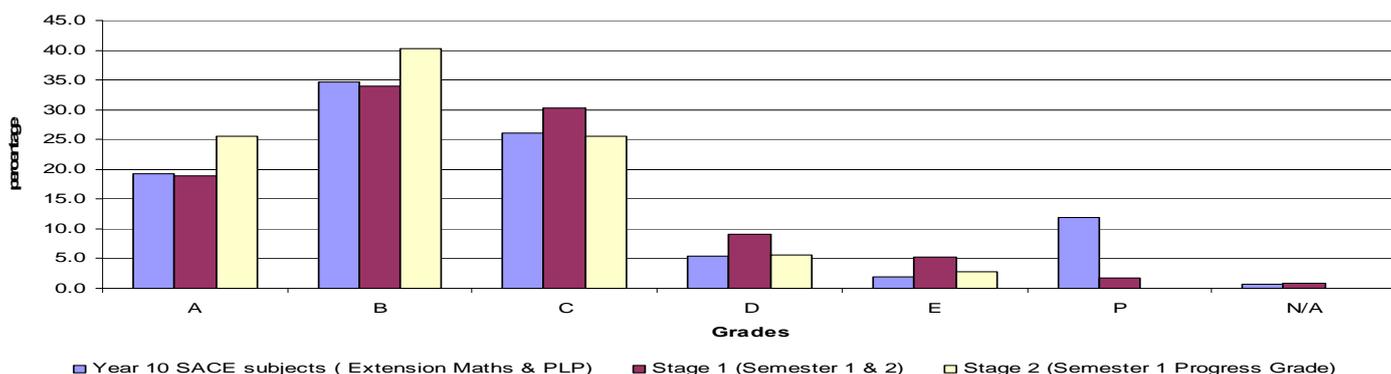


Figure 2

**SACE Grades 2011**



## Student achievement

In 2011 the changes to the SACE reached Stage 2 and Middle Campus reporting changed to use the IBMYP 7 point scale ( 1 lowest to 7 highest)

### IBMYP

Figure 1 shows the breakdown of IBMYP grades assigned in semester 1 of 2011. This indicates that over 85% of year 8 and 9 results were passing grades of 4 or more. The results for year 10 show only a 69% passing rate.

The biggest contribution to unsuccessful grades was from Personal Project Studies (40 level 1, 39 level 2 and 32 level 3 results).

### The SACE

SACE grades (Figure 2) show that most of students received passing grades at both Stage 1 & 2.

In year 10, 80% of students achieved a passing grade in their SACE subjects (only 1 Extension Maths student did not receive a passing grade). There was a significant group of year 10s (31) who had not completed enough of the PLP before the moderation date for stage 1 subjects. Many of these students will complete the PLP in the remaining weeks of 2011 to be assessed in 2012. A small number will need to enrol in the PLP as an additional stage 1 subject in 2012.

The Senior Campus student results indicate that more than 83% results are passing grades at stage 1 and more than 90% passing grades at

stage 2 indicating the greater engagement at Stage 2 level.

### Recommendations for 2012

In response to the CIS Review, NMHS is planning to improve the processes for teacher reflection on learning & student achievement at a unit level within each subject, using the Atlas Curriculum Mapping tool.

To this end

- all curriculum will be documented in Atlas by the end of 2012.
- Coordinators will work with staff to ensure a review of all subjects to a unit level, including learning methodologies and assessment tasks is carried out on an ongoing basis throughout 2012, with a view to identifying areas for improvement.

In 2012 NMHS will develop a process to embed regular feedback from students on their learning and their learning opportunities.

In addition, the Mathematics & English learning areas will review curriculum and investigate options for decreasing the percentage of non-successful grades in the compulsory SACE subjects with the aim of decreasing the number of students not completing the compulsory subjects.

The Cross disciplinary Learning Area will continue to monitor the completion rate of Research Project and PLP and investigate the factors contributing to non completion of these compulsory subjects particularly PLP in year 10 and Research Project in Semester 1 for Stage 2 students.

## Teaching staff

### Overview

In 2011, the NMHS teaching staff consisted of 100 teachers (94.8 FTE). The school leadership teach (6.0 FTE) was comprised of one Principal, two Deputy Principals (Campus Heads) and three Senior Leaders (Formerly Assistant Principals) for Daily Routines, Human Resources & International.

Twenty-one Coordinators (20.0 FTE) were responsible for the learning areas of Arts, Cross Disciplinary Studies, English/Humanities (x2), ESL, HPE, Languages, Mathematics/Science (x2) and Business/Technology. Additional Coordinators were also responsible for a range of other programs including, Sport, Counselling, IBMYP. Six Coordinators positions were also held by the Sub School Heads.

### Teacher qualifications

All teachers at NMHS in 2011 held qualifications in Education. Almost 50% had a Degree in a subject area with a post graduate qualification in Education. 35% had a Bachelor of Education with the remainder having a Diploma in teaching. 15% teachers have a Masters qualification in either Education or their teaching subject and 8% of teachers have an Honours qualification in their teaching subject. 24% of teachers have additional qualifications including one with a PhD.

## Student demographic

### Student enrolment

The NMHS is a large school by South Australian standards with an enrolment of 1439 students during term 3 of 2011. This was a slight increase from 2010. In general, the cohort size increases from year 8 to year 11, with a decrease for year 12 as students move into a variety of pathways. In 2011 there were 66 fewer students in year 12 in 2011 compared to the year 11 cohort in 2010. This was a similar trend to 2010.

The proportion of international students has declined from 12% to 9.4% as the impact of the high Australian dollar and increased access to the American education market has affected international enrolments. The school maintains a high proportion of non-English speaking students (25.6%) and students with an ESL scale (38.9%) in 2011.

At least 85 different cultural backgrounds are represented within the student population.

### Student attendance

The school attendance rates continue to be over 90% at most year levels. The poorest attendance rates continue to be at year 10 which is consistent with the lower grade

achievement. (There has been a decrease in attendance rates in year 8 & 10 and an increase in attendance rates at year 9 in 2011 compared with 2010).

There has also been a decrease in attendance at stage 2 level from 92.6% to 89.8%.

When compared to other schools (using 2010 data), NMHS attendance is higher than that of the region & DECD, however, falls below schools of the same index of disadvantage at year 9 & 10 level.

Student absences are followed up using an SMS messaging system in the first instance, with Sub School heads taking primary responsibility for following up poor attendance. In cases of chronic non attendance the Student Counselling team uses a case management approach to follow up on individual students.

### Student retention

Apparent retention remains greater than 100% from year 8 to 12 as more students enrol than leave the school between the start of year 8 and the end of year 12. This results in an apparent retention of 116% from year 8 to 12, significantly above like schools and DECS as a whole. The retention is however, lower than the region overall (with a retention of 144%).

There is a 99% retention from year 10 to 12 as students move out of school to alternative pathways. This retention rate is again above DECS and like schools but below the region as a whole.

### Post-study destination

Students who leave NMHS are surveyed for their intended post school destination. In 2010 (the latest data available) the majority of departures in year 8 & 9 were for interstate and overseas with some students moving to other government & non government schools in South Australia. There is a small group of students who transfer to non-government and government schools in year 10 and year 11 in preparation for SACE. There is also a larger number of students who enrol at NMHS in year 10 and year 11 for the same reason.

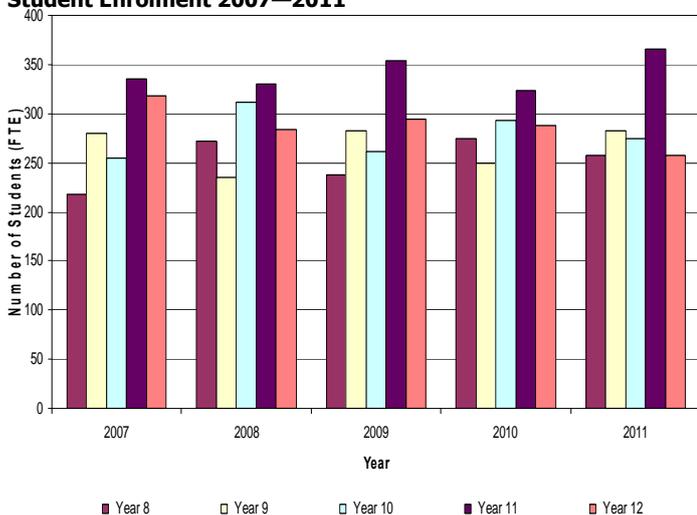
A small number of students leave school for employment during year 11 and 12 with some going on to further study in year 11. The majority of students leaving year 12 do so at the end of the year with the intention of going on to further study. The majority of the year 12 Unknown destinations also belong to this category.

### Opinion survey 2011

#### Summary

The NMHS community was surveyed, late in 2011, as part of the Council of International Schools self study process. A total of 120 students (approximately 8%), 88 members of staff (70%) and 59 parents (6%) responded to the survey, which covered all aspects of school

Student Enrolment 2007–2011



Student attendance 2010/11 (comparative data not available)

Year level	2010 School	2010 Region	2010 DECS	2010 Index of Disadvantage	2011 School
8	93.4	92.8	89.5	93	91.3
9	90.5	90.3	86.8	90.7	91.4
10	89.9	89.9	85.4	90.5	86.9
11	90.5	89.4	84.9	89.7	90.8
12	92.6	89.2	86.0	89.4	89.8

Post school destinations (2010 most recent data available)

Destination	2008					2009					2010				
	Y8	Y9	Y10	Y11	Y12	Y8	Y9	Y10	Y11	Y12	Y8	Y9	Y10	Y11	Y12
Employment			3	4	15			5	10	10			2	9	14
Interstate/Overseas	8	4	15	20	32	2	7	10	22	2	9	8	8	19	10
Other	1		3	4	2								1	3	
Seeking employment			1	3	17			2	2	9			1	2	4
Tertiary/TAFE/Training			1	4	166			5	10	63			1	13	91
Transfer to Non-Govt Schl	5	8	9	6		6	15	2	6	1	3	4	12	9	1
Transfer to SA Govt Schl	7	10	11	3	12	3	10	11	8	7	4	2	7	12	3
Unknown		1	11	15	57	1		5	3	221		1		21	168

operations, with a particular emphasis on teaching and learning. The results of the survey are summarised in the table above. The reduced number of participants particularly from Senior campus students may be due to changes to timelines associated with the SACE.

## Key findings

### Parents

In general the parent responses were more positive in 2011.

- The NMHS's vision and mission statements were well understood and accepted (98%)
- Parents broadly agreed that the curriculum was consistent with the school's vision and mission (97%)
- Most parents believed that the resources that their children needed to assist their learning were available. (91%)
- Most parents believed that their children found school interesting and engaging (88%) and took into account their child's learning style. (80%)
- Some parents (25%) did not believe that they had enough written information about course objectives and expectations for their student's subjects. (this is down from 40% in 2010.)
- While most parents (95%) were comfortable talking to teachers about their child's progress an increasing number (25% up from 16%) were not satisfied with the schools assessment and reporting procedures. This may reflect the change in reporting formats in 2011.
- Parents felt that they were actively consulted about their child's education (95%).

### Students

- The NMHS's vision and mission statements were familiar to most students (86% up from 30% in 2010).
- The majority of students (73% down from 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 (22% down from 25%).
- Most students believed that the curriculum was well documented and built on previous learning (75%).
- Most students believed that the resources that they needed to assist their learning were available (78%). Frustration concerning the availability of computer equipment was, however, evident (36% down from 50% of students were dissatisfied with ICT facilities). 30% of students do not believe they have been taught how to use the library effectively.
- Most students (90% up from 85%) were confident that they understood the criteria against which they were assessed, but some (29%) would like more variety in assessment.
- Students were less likely to believe that students respected teachers (53%) and each other (69%) than their teachers.

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.	96.6 (94.0)	NA	83.7 (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.	92.6 (89.2)	83.2 (80.2)	99.4 (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	75.0 (74.7)	81.4 (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.	93.2 (91.0)	65.8 (66.4)	83.5 (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	47.6 (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.	83.9 (82.8)	70.8 (67.2)	77.6 (86.9)
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.	91.2 (87.1)	77.7 (76.0)	70.6 (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.	81.35 (70.3)	79.4 (77.2)	87.7 (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	85.5 (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.	84.8 (89.5)	NA	79.1 (83.4)

(bracketed values - results from 2010 survey)

**Table 12.** Summary of results of a survey, conducted in 2011, 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.

- 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 members believed that students showed a high level of respect for both teachers (89%) and each other (86%).

## Areas requiring development

### Staff

- The school's vision and mission statements were well understood and accepted (93%).
- The staff broadly agreed that the school's curriculum was consistent with the vision and mission (84% down from 95%).
- Most members of staff (81% down from 85%) believed that the curriculum was well documented and had a logical scope and sequence.

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

The confidence in the ICT hardware and support remains weak. The roll out of 1 to 1 laptops to year 9 & 10 students and changes in the ICT support and change processes as a result of the FITS audit and the implementation of FITS processes may address these concerns.

While staff are, in general, confident in curriculum documentation and articulation, review as part of the CIS self study has identified some opportunities for improvement. Preparation for the National Curriculum will also need to occur in 2012. An aspect of this will be the implementation of the Atlas Curriculum mapping system during the first half of 2012.

The decrease in confidence of parents in the reporting processes in 2011 indicates a need to provide better supporting information and documentation with reports in 2012.