Principal’s Report

Last week I took personal leave to participate in an IB MYP Verification Team Visit to a school in Malaysia. The Verification Visit has been a learning experience for me on many levels. Firstly, the Team Visitors are required to do a significant amount of work before arriving in the school. The school undertakes a thorough self-study which is responsive to a series of standards and indicators, thereby demonstrating its progress with the IB MYP program. This very process has helped me to re-acquaint myself with the refinements of the IB MYP.

Secondly, the documents and the Visit itself have allowed me to assess how well my own school is doing. It is a real form of reflection and professional development, especially as we start the self-study process in the second semester of 2015, in preparation for the next five year Evaluation Visit. I spoke with wonderful teachers, exceptional students, caring and supportive parents and Board members, read a multitude of Unit Planners, observed classes, read student work and verified a pile of documents. In the evenings, we worked on the school Report, the basis on which the IB will form a decision re verification of the school. It was a most rewarding and energising visit.

In essence, in our school, we are beginning the process of our own self-study at the next Student Free Day, on Thursday, 4 September. On this day, the whole staff will be looking at the changes which the IB has introduced across the program. Currently we are ensuring that staff have received official IB training in each learning area in readiness for the changes ahead. Staff who have attended the IB training, have reported on the excellent presenters and the added value of the specific training. In our school, we are also creating capacity in the delivery of the IB MYP by having staff trained as workshop presenters, Visiting Team members and IB MYP moderators. The added bonus is that our staff contributes to the IB world community and exchange knowledge, skills and perceptions that reflect continual educational renewal and openness to new ideas and pedagogical practices.

Asia Literacy
The visit to Malaysia also affirmed for me that this is the “Asian century” and that we have a moral imperative to have an Asian perspective in everything that we do. Malaysia......and yes....I did fly Malaysia Airlines.....like many Asian countries, is undergoing a massive economic resurgence. It is evident in the amount of construction all over the country, although I only saw the Port Dickson and Kuala Lumpur areas. In the very near future, many of our students will inevitably be working in Asia and / or be doing business in different regions with Asian partners.

Malaysia itself is becoming increasingly sophisticated with massive regeneration in every sphere of life. Malaysia has the unique features of being extremely culturally and linguistically diverse with Bahasa Malay, Chinese and Hindi, alongside English, being spoken by many people. In the school, most students were bilingual, easily moving between English and Chinese and many were learning three languages simultaneously. The country is preparing for the Ramadan, an important Muslim festival, which is respected by the Hindus, Buddhists and the Christians all of whom live and work together in peace and harmony.

Recently, I attended the Asia Education Foundation conference with Andrea Sarantaugas, the International Assistant Principal, where we heard about the moral imperative to teach about Asia and its complexities, but the direct experience of being in Malaysia reinforced the concept quite dramatically.

Australian society is still maturing about how it sees itself in relation to Asia and knowledge about Asia is only part of the learning. Ignorance itself is not the only cause of prejudice, racism and misconceptions. We need to develop in our student’s intercultural connectedness, where they are able to adeptly navigate complex environments, like those in Malaysia. What is important is to not only know about Asia or a particular culture, but to develop the capability to truly empathise, see, hear and feel another’s point of view.

In our school, we are very conscious of our responsibility to develop intercultural understandings and international mindedness in our young people and I seek your support as parents to reinforce its importance and the practice of seeing the world through many lenses.

I certainly saw the world through another lens on my visit to Malaysia and it makes me even more determined that Norwood Morialta High School students are well prepared for a future in the Asian century.

LAST DAY OF TERM 2
Early dismissal
Friday 4 July
12.45pm
Year 10s begin the SACE

Year 10 students have now all started study for the South Australian Certificate of Education (SACE). Although SACE is for the senior years the first subject at Year 11 level is actually studied at Year 10. This is the Personal Learning Plan (PLP).

It is important for all parents and students to understand that this is a compulsory subject. If students do not pass it at a C grade level or higher they will not be awarded the SACE. It is one of a number of compulsory subjects in SACE.

The Personal Learning Plan is a valuable course preparing students for study in Years 11 and 12 and helping them to plan out their future learning. There are three compulsory assessment tasks as well as some optional ones. Students should begin by developing their plan for the future, considering options for study, careers and their lives. Students must present their plans in a course counselling interview with their teacher and parents in term 3 and this will also be the time for the selection of subjects for next year.

Study in the PLP can include topics such as learning styles, career choices, work skills, health and well being and social living and responsibility. Assessment is against a set of performance standards in the areas of Understanding and Development of Capabilities, Decision Making, Communication, and Evaluation and Reflection. There are five Capabilities central to the SACE which are incorporated into the assessment of the subject. They are Communication, Citizenship, Personal Development, Work and Learning.

All year 10 classes have begun PLP in their personal learning groups.

Personal Projects

Congratulations to the year 10 students who have 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. I have seen a bike, a novel, cookbooks, children’s books, a makeover plan for the home economics centre, and heard from the teachers about some other great projects.

Personal project has been a focus for semester one and 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: defining the goal, selecting sources, applying information, reflecting on learning and reporting on the project. Students can 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 students 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.

During term 4 this year the personal project will be introduced to year 9 students so that they can begin working on their ideas towards the end of the year. They can identify their area of interest and think about what they would like to produce. Parents, relatives and friends can be of help to give the students ideas or support in making the product as this often needs to be done at home. Students already have some great ideas.

End of term reports

Semester two began at the start of week 9 on the 23rd of June. Written reports to be sent home at the end of term 2 will show the final results students have achieved in the first semester against the International Baccalaureate Middle Years Program (IBMYP) criteria for each subject. These results will be in grade levels from 1 to 7 with 7 being the equivalent of an A+ and 1 the equivalent of an E. A grade 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.

The table below shows the full descriptor for each grade level as well as the A to E equivalent.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7 A+</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</td>
</tr>
<tr>
<td>Grade 6 A</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.</td>
</tr>
<tr>
<td>Grade 5 B</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</td>
</tr>
<tr>
<td>Grade 4 C</td>
<td>A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>Grade 3 C-</td>
<td>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</td>
</tr>
<tr>
<td>Grade 2 D</td>
<td>Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.</td>
</tr>
<tr>
<td>Grade 1 E</td>
<td>Minimal achievement in terms of the objectives.</td>
</tr>
</tbody>
</table>

You can see that a Grade 7 is a very high level for students to strive for.
Semester 2
Semester 2 commenced smoothly on the senior campus, on Monday 23 June, with students being able to access their timetables in Daymap prior to the commencement of the semester.
For Stage 2 students this would have meant no change for the majority of students who are undertaking full year subjects. As most Stage 1 courses are offered in semester length units most Stage 1 students will have a revised timetable for Semester 2.

Semester 1 Reports
Stage 2 Diagnostic Reports were posted home in week 8 of this term. Student/Teacher/Parent Discussions will be held on Thursday 3 July from 1.30pm to 7.00pm. Bookings can be made online up until Tuesday 1 July. The discussions are an important component of the reporting process and all parent/caregivers should attend along with the student. If you are unable to make a time on this day we would encourage you to negotiate an alternative time with individual teachers.
Stage 1 Achievement Reports will be posted home on Tuesday 1 July. This report will consist of an achievement score for the subject; an examination score if applicable and a Personal Learning Group report. Although there will be no formal discussions for Stage 1 students, appointments can be made with individual teachers if required.

Stage 2 Examinations
Stage 2 Examinations will be held in Week 1 of term 3 from Monday 21 July to Friday 25 July. By this time students will have covered a large percentage of their core course work. Students will have the July holiday period for revision time and study, leading up to the examination period. This provides an excellent trial before sitting for the external examinations in term 4.
Students studying subjects where there are no examinations will have course work and assignments to continue with during this week. Whilst there will be no Stage 2 classes running during the examination week, students may be required to attend sessions at school by some of their teachers. Students are able to study at school and contact their subject teachers about work during this time.
At the completion of the Examination Week students’ examination results will be published on Daymap.

Year 12 Formal
A very successful Year 12 Formal was held on Friday 20 June at the Adelaide Entertainment Centre. This is the first time that we have used this venue and from all reports it was very well received.
Many thanks to Param Singh and the hard working Formal Committee who did a wonderful job in planning and managing all the arrangements for the evening. Also thank you to the senior campus staff who supported the event and supervised on the night. Without this support events like the Formal would not be possible.
We look forward to seeing all the photographs when they arrive.

Term 3 Arrangements
Mr David Carter will be taking on the Campus Head position for the first 6 weeks of term 3 whilst I am on Long Service Leave. I look forward to being back in the first week of September.

UPCOMING EVENTS

TERM 2
Week 10
4/7 LAST DAY OF TERM 2
(12.45pm dismissal)

TERM 3
Week 1
21/7-25/7 Stage 2 Exams
26/7 Pedal Prix—Victoria Park

Week 2
28/7 Yr8-10 Soccer Trials 3-5pm
28/7 Governing Council SC 7.00pm
29/7 Uni NSW English Competition Yrs 8-12
28/7-30/7 Glossy Black Camp

Week 3
4/8-15/8 Koishikawa Study Tour
4/8-11/8 Takahashi Sister School Exchange
5/8-7/8 St 2 Drama Performance SC 7.30pm
6/8 P&F Meeting MC 7.00pm
9/8-16/8 2014 Ski Trip

Week 4
12/8 Uni NSW Maths Competition Yrs 8-12
Bevan Thulkanam was invited to participate at the annual School’s Public Speaking Competition held by Burnside Probus.

Bevan chose two topics

Topic 1: “What is Disability?” A subject he could speak on with some authority. His opening comment was “What Disability?” emphasised his obvious determination to concentrate his efforts not on what he finds difficult or impossible, but on what he can do and do well! Bevan gave an overview of many notable people who have minimised their disability through force of intellect and determination to make the best of what ability and skills they have. Some disabilities cannot be eliminated but they can all be negated by will power, patience and determination.

Topic 2: Should Live Export of Animals be Discontinued?” Animal exports have become common place in the agricultural world but they often operate under the radar and lack a voice, being not the most controversial subject on the media unlike poverty or gay marriage. Live animal export and live animal transport is invariably cruel as a consequence of cramped and dirty conditions. Live animal export/transport should be better regulated or, at best, discontinued for these reasons alone. We are talking about ‘real life’ here. How would we feel if our safety and wellbeing were equally disregarded? Profit, not compassion seems to be the motivation behind live export of cattle.

Each year Burnside Probus support and encourage local secondary school students for public speaking and sharing their thoughts on a range of subjects.

Well done Bevan on your excellent achievement.

Bevan Thulkanam (2nd to the right)
Salvos for Schools Day
By Ben Abbott—Yr 9 Subschool Head

On a lovely May Day (the 23rd to be exact,) NMHS Middle Campus hosted it’s third annual Salvos for Schools Day. We continued our association with Capt. Rob Casburn from the Salvation Army in order to raise much needed funds for the outstanding work they do to support those in need in our communities.

The day began with a ‘red theme’ casual day with a gold coin donation. Many students excelled in wearing ‘double red,’ or in rare cases, ‘triple red’ and were rewarded for their efforts. The highlight of the day was watching the upper courtyard transformed into a bustling sea of activity with games and tasks accompanied by the smell of the popular sausage sizzle. Loom bands were sold and who would have thought that trying to hit a balloon on a string could be so fun – it was!

During the week, Mrs Bowles developed a SALVOS table and students and staff offered spare change to help boost our funds for the Salvos for Schools total.

As always we had a wonderful crew of volunteers who helped make the day possible – many thanks to the Year 9s who did a splendid job. Many staff were involved in setting up and finalising the day’s proceedings and we appreciate their efforts.

All in all, we raised $1136 – an increase of over $200 in two years. Capt. Rob Casburn thanked the school for our contributions at our Week 6 assembly and we were able to glow with the knowledge that our generosity and community service was recognised by a most worthy organisation.
In Week 4 of Term 2, Year 10 (A&B) Outdoor Education students participated in a canoe skills day at West Lakes Aquatic Centre.

The aim of the day is to prepare for their three day canoeing expedition to Ral Ral Creek in the Riverland during Week 6 of Term 2.

They were instructed on canoe camp preparation, safety & parts of the canoe and were taught how to steer and control their
On Wednesday 11 June, 15 intrepid Year 9 Outdoor Education students met at the middle campus to pack, weigh and repack rucksacks. Gear was loaded into the trailer and we were on our way.

Students experienced some wonderful scenery, learnt some of the history of goldmining in the area, explored an adit, located a Geocache, found out about Rapid Response Numbers, took on leadership roles, walked independently of teachers, improved their navigation and map reading skills, went mountain biking, cooked delicious meals, completed both day and night orienteering courses, cleaned Trangias until they shone, and completed a grid search to find Ned’s lollies.

Unfortunately the rain started on the final day of the camp, but students refuelled at the Meadows bakery before heading off to their final adventure. Perhaps the most exciting, exhilarating, frightening, challenging and adrenaline pumping activity was the High Ropes Course at Woodhouse. The Leap of Faith was, most definitely, the highlight.

Here are some quotes from the students’ evaluations that summarise their experiences:

“Many times I felt like giving up. I motivated myself to keep going by just thinking to myself that I can do it…and I did it!”

“The highlight of this camp was working together in groups on self-navigation tasks.”

“One risk I took was jumping off the ‘Leap of Faith’ because I had to face one of my biggest fears. When I jumped off I felt so relieved and proud.”

“I learnt that making wrong decisions can cost you a large amount of time.”

“There were views at the top of the hills into the pine forests which looked gorgeous.”

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**Year 9 (A) Outdoor Ed Camp**

By Diane Mudie—Outdoor Ed Teacher

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During week 6 of term 2, Year 10 Outdoor Education students were involved in a three day, 42km round trip from Murtho Forest Landing, canoeing downstream along the River Murray, then into Nelbuck Creek, Ral Ral Open Waters, Ral Ral Creek, Big Hunchee Creek, Little Hunchee Creek, Amazon Creek before returning to the River Murray and Horseshoe Swamp. Two very successful, and at times challenging, camps were held during this time during in which students were able to put into practice all that they had learned in class and on the Canoe Skills Day. They developed their leadership skills, worked together as a team, improved their canoeing, faced new challenges and some hardships, appreciated the beauty and serenity of their natural surroundings and enjoyed ‘getting away from it all’.

Many comments, in student evaluations of their experiences and adventures, reflected this.
Creek Canoeing Camps

“The orange/red cliff faces were really something special. On the second morning you could see them reflected in the water.”

“I had lots of fun even though some times were tough. I would definitely go canoeing again. I enjoyed the challenge and it was really fun.”

“I enjoyed going through the little creeks. It was all secluded and quite serene, is if we were all alone in a forest, away from civilization.”

“The highlight of the camp was finishing the 42km trip. This was because the feeling of achievement was great and I couldn’t believe that the trip was 42km!!!”

“For extra fun we would try to ‘limbo’ under branches, often resulting in getting stuck.”

“I enjoyed Ral Ral Creek as a canoeing location. I do believe that it is one of the best canoeing locations that we could find. During the trip I learned how to properly travel through the environment without leaving any damage behind.”

“On the first day of canoeing, my partner and I were both struck by the silence and calmness of the area.”
The Norwood Morialta High School students were able to bring the seedy Skid Row to life in the recent production ‘Little Shop of Horrors’. The energy and enthusiasm that students brought to this musical was amazing. The cast performed catchy tunes, flawless choreography and portrayed a range of weird and wonderful characters, supported by a teacher and student orchestra who didn’t hit a wrong note. While the smooth execution of technical areas including sound, lighting and projections meant that the storyline of the nerdy flower shop worker was told with effortless flow. The stage management team worked effectively as they were not only able to instantly create a number of locations but they managed to bring the human eating plant to life through their finely tuned puppetry skills. While costumes and makeup managed to play up the comedy of this musical horror while really connecting with the 1960’s flair. Audiences were transported to a dingy florist shop and were enthralled by Audrey II, a man eating plant as she grew throughout the production, a credit to the set designers and everyone who contributed to the set construction. The standard of performances managed to surprise our audiences on a nightly basis and was a reflection of the hard work of everyone who contributed to the show. This was a highly successful musical with bite…
The 2014-2015 NMHS rowing season is about to begin!

The NMHS rowing season starts with the Annual Family Fun Day which incorporates the AGM. From then on the students will be back into basic training on the water. This gives them six weeks to get ready for the Spring camp which then launches them into the racing season.

The Family Fun Day is just that……a day for everyone to have fun. If you are interested in rowing this is a perfect opportunity for you and your family to come down to the Torrens, meet some rowers and their families and have a go at rowing. There is no pressure to join just a chance for you to understand a bit more about rowing. This day is also open to students who are in Year 7 currently but are looking at attending NMHS next year.

Please see flyer below for additional information.

If you are interested in rowing but want to start sooner feel free to join us at the Senior Campus rowing gym each Tuesday and Thursday from 3:30pm.

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Important Rowing Dates

**JULY**

- **7/7** Working Bee
  At the Torrens

- **26/7** Family Fun Day & Parent Committee AGM

**SEPTEMBER**

- **10-14/9** Spring Camp
  Walker Flat

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**2014 Rowing Club Open Day & AGM**

**26 July 2014**

Norwood Morialta High School Rowing Club will be opening its doors to all members of the NMHS community. This is your chance to have a look at our facilities on the Torrens and to see what rowing is all about. The boathouse will be open from 9am until 1pm. Everyone who attends is welcome to have a go in a boat or on an ergo (rowing machine). Current rowers and coaches will be able to help you with your technique.

The Parent Committee will be firing up the BBQ and will have drinks and sausages available for a small cost.

The Norwood Morialta Rowing Club Annual General Meeting will be held upstairs at the Boathouse at 1pm. All rowing families are expected to attend. The AGM will include reports from the 2012/13 season and an election of the 2013/14 Parent Committee (it is expected that there is representation from each squad on the committee).

**When:** Saturday 26 July 2014

Open Day: 9am - 12pm

AGM: 12pm - 1pm

Where: NMHS boathouse on the Torrens, Festival Drive, Adelaide

What to bring: clothes to row in (if you want), Money for the BBQ

Please contact me if you have any questions:

Emily Laidin

NMHS Rowing Manager
Ph: 8365 0455

Mob: 0417 660 130

Email: emily.laidin@001schools.sa.edu.au
Sport

SSSSA

Cross Country

On Thursday 5 June we ventured to Oakbank with a group of 14 students. All of our competitors were extremely enthusiastic and most have been training with Tania Murphy, our own commonwealth winner. We had a successful day with the following students finishing in their divisions as follows:

- Franco Russo 7th
- Grace Inman 14th
- Shea Hatswell 23rd
- Brylon Nthoane 32nd
- Tasmin Hatswell 33rd
- Allanah Bruno 55th & 70th

SOCCER

Knockout

Senior Girls
The girls played their first round against Mercedes winning 2-1 and Marryatville 5-0 allowing them to go through to the second round played against Sacred Heart on Monday 23 June. Our girls won convincingly 15-1. We are awaiting the outcome of the match between Tatatchila and Mercedes to organise the semi final to be played by Friday 5 September.

Senior Boys
Senior Boys played against Prince Alfred College on Wednesday 11 June winning 4-3. Our team play against Blackfriars next.

Year 10 Boys
This team will play Gleeson and Banksia Park in the first round.

8/9 Boys
The boys played their first round against Craigmore 4-0 and Thomas Moore 10-0 winning both matches and enabling them to go to the second round to be played by Friday 1 August. We are awaiting the outcome from other schools involved to organise the next match.

STATE SELECTION

Congratulations to the following students for being selected to represent South Australia:

Harriet Burnett for being selected in the Under 15 Girls State Soccer Team National Championships to be held in Coffs Harbour NSW 6.7.14-12.7.14

Chanel Todino for being selected in the Under 15 Girls State Soccer Team National Championships to be held in Coffs Harbour NSW 6.7.14-12.7.14
Norwood Morialta High School is excited to be offering an Italian Immersion Program from 2015 at year 8 Level. Students will enter the program through a selection process for this special Immersion Program. Once selected, students will be learning Humanities through Italian, as well as studying Italian as a subject.

**Why an Immersion Program?**

Immersion programs are commonplace overseas and also exist in other states of Australia. They enable students to learn the language, in this case Italian, through content, as happens in real life. It leads to a more engaging and relevant process of language acquisition for motivated students. Research shows that language immersion programs are the most successful school-based language learning program model currently available.

**Benefits**

This model is based on a strong educational foundation and substantial research in the area of Immersion Education. Research has shown that students:

- Achieve relatively high levels of second language proficiency.
- Improve their literacy skills.
- Develop a range of learning and thinking skills, including divergent thinking and problem solving skills.
- High levels of functional proficiency in the immersion language while at the same time achieving academically.
- Develop deeper intercultural understandings.

**Selection into this program**

It is **not** a prerequisite that students have studied Italian at primary school or are of Italian background.

**Applications from students who are out of zone will also be considered for the program in 2015.**

For more information please email Ms Tooulou, Languages Coordinator at helen.tooulou648@schools.sa.edu.au

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**Personal Projects**

By Chris Robinson, Kiara Bacon and Leisa Westerhof

The Personal Project is an integral part of the IB Middle Years Program. It is completed by every year 10 student and is a culmination of all the skills they have learnt throughout their time at the NMHS Middle Campus - time management, collaboration, self discipline, organisation and critical thinking. Comprising of three components; the journal, the product and the report, the Personal Project reflects 6 months of hard work for each student.

When the students first began their Personal Project journey, back in term 4 of 2013, the deadline seemed decades away. The excitement of choosing topics and planning projects grew as they returned as year 10 students, meeting their mentor teacher and wrote up their proposals. The Personal Project Planning Day in term 1 helped to kick start the process, with specialised workshops on inquiry, journaling, referencing and assessment. For the next four months, students worked closely with their mentor teacher, completing their product, journaling their process and reporting their success and challenges.

Congratulations to all students who completed the Personal Project.
Hi, 

Our time here in Australia is now finished and it’s really hard to say goodbye to everyone. When we first came we couldn’t even understand how important this experience would have been! During our 24 hour flight to Australia we were dreaming of a country where summer never ends; we immediately changed our mind as we discovered that during winter it can be quite cold and nobody really likes beaches as we do. Besides these little differences, our experience has been exactly how we wanted it to be. We met a lot of people that now are our friends and we will never forget the great times spent with them. How everyone says “a friend in need is a friend indeed” we can say that this is true because they were always by our side through the difficulties, especially at the beginning, when we didn’t understand a word of this different language! After the first two months we started feeling this experience as a natural part of our life; we could speak in a better way but we actually felt Australian when we finally understood how to cross the road properly. We weren’t guests anymore, but we were considered like everyone else; we started thinking and dreaming in English (which was actually really cool) and people at school weren’t just students but also friends. They considered us members of their group and they invited us to go out with them and we had many experiences which were very different from the Italian ones! Now it’s time to go even if we would like to stay here longer. One thing is sure: all our friends will last forever and we will keep in touch with them even if we are on the other side of the world. Wishing to come back again, we want to thank everybody for the amazing moments spent together!

Thank you all for giving us another place to call home!

Your Italian girls

Claudia and Giulia

Hi everyone,

We are exchange students; I’m Claudia and I’m from Italy. As many people already know, we are here in Australia for 5 months. We decided to live this experience because we believe that this is something you must do once in your life. Living and studying far away from home is difficult because everything is different. You become part of a new country and you learn how to integrate yourself in a new family and culture. With this kind of experience we have understood that our way of life is not the only one.

Hi,

I am Giulia and I am from Italy too. I’m here with Claudia and Eva today because we would like to thank all the people who helped us from the beginning (families, teachers and students). Thanks to them we have learnt to appreciate a completely different way of life. Now we feel at home, we have new friends and a beautiful place where to come again someday. With your help we are living an amazing experience that we will never forget. We learnt the meaning of “mateship”. The amazing friendships that we created will be eternal and we will be connected even on the other side of the world. Thank you.

Hello,

I’m Eva and I come from Austria. As Claudia said before, in a different country you have to learn everything from the beginning because the differences are a lot. First of all there are many differences in the school system: for example we don’t have to wear the uniform, we go to school also on Saturday and we study 12 subjects instead of 5. Also the weather is very different from Australia; in fact Italy and Austria are on the Alps and it snows during the winter. Both countries are also very small compared to Australia: together they could fit 20 times into Australia. One of the reasons we are here is to experience all these differences.
Study Tour from Istituto Torno, Milan, Italy!

Norwood Morialta High School welcomed five students, Ilaria, Veronica, Davide, Jessica and Milena, together with their teacher Lucia Buratti, from the Istituto Torno, Castano Primo, Province of Milan.

Ciao a tutti!
Siamo i cinque ragazzi italiani che per due settimane sono stati ospiti della vostra scuola per uno scambio culturale. Siamo veramente molto contenti di aver fatto questa esperienza che ha permesso di migliorare il nostro inglese e conoscere una nuova cultura! Abbiamo visto molte cose interessanti, come ad esempio il Gorge Wildlife Park, dove abbiamo avuto la meravigliosa possibilità di vedere nuovi animali, dare da mangiare ai canguri e prendere in braccio un koala di nome Lia! Siamo anche stati al South Australia Museum dove siamo entrati in contatto con la cultura aborigena, i loro usi, costumi e tradizioni e ovviamente abbiamo anche fatto shopping in Rundle Mall. Non possiamo non ricordare anche la fantastica serata del Formal, così elegante e stupenda! Il più grande ringraziamento però va alle nostre famiglie ospitanti che ci hanno dato la possibilità di farci conoscere il vero spirito della vita australiana, fatto di tranquillità, ospitalità e divertimento. È stata veramente un'esperienza che ci rimarrà nel cuore, breve ma indimenticabile!

Hi everybody!
We are the five students from Italy on a cultural exchange at Norwood Morialta High School. We are really happy to have had this experience which has let us improve our English and experience a new culture! We saw a lot of interesting things, such as the Gorge Wildlife Park where we fed the kangaroos and held a koala! We also visited the South Australia Museum in which we learned about the Aboriginal culture and their traditions, and of course we went shopping in Rundle Mall. Certainly we remember the fantastic night of the Formal, very elegant and stunning! But we must thank our host families for giving us the possibility to learn the real Australian life spirit, full of calm, hospitality and lots of fun! It was a short but unforgettable trip!

Friendly in-house Netball match with NMHS students

Our Italian students all ready for the formal

Italian Study Tour Farewell party

Ms Lucia Buratti with Andrea Sarantaugas—Assistant Principal International Programs, NMHS
On 20 July 2014, the Department for Planning, Transport and Infrastructure, Public Transport Services (PTS) and service providers will be making changes to Adelaide Metro public transport services in the metropolitan area.

Some dedicated and regular bus services will be affected and therefore it is important that students obtain information regarding these changes from the Adelaide Metro website at www.adelaidemetro.com.au from early July.

As part of the changes, PTS will once again conduct a public awareness campaign closer to the implementation date. This will include media advertising including press and radio traffic reports, information from the Adelaide Metro website and the roll out of detailed customer information through timetables and kerbside information at affected bus stops and train stations.

Information will also be available via the Adelaide Metro InfoLine 1300 311 108 and the Adelaide Metro InfoCentres at the corner of Currie and King William Streets and the Adelaide Railway Station, North Terrace, open 7 days a week.

Please disseminate this information to advise students and parents of these changes and the importance of seeking further information from the Adelaide Metro website (www.adelaidemetro.com.au) or the Adelaide Metro InfoLine on 1300 311 108 from early July 2014.