The Norwood Morialta High School

Annual Report 2012

distinction · diversity · respect
The annual report details the key actions that the school has undertaken throughout 2012. The accompanying data augments the commentary, to give a record of the emerging trends that inform the next cycle of school planning. The curriculum leaders in the school spend considerable time within the learning area teams to analyse these trends and to devise specific strategies which might lead to student improvement. Our focus is to improve each individual student’s achievement and thereby lift the whole school improvement.

Other aspects of the annual report are required for accountability purposes by the Department of Education and Child Development, and the Federal government. Care has been taken to make this annual report readable and concise and I commend it to you.

Panayoula Parha
Principal
Our school

The Norwood Morialta High School (NMHS) is a dual campus school of 1454 students (years 8 to 13), including 100 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.

Address

PO Box 180
Magill South Australia 5072
Senior Campus
Telephone 08 8364 2299
Middle Campus
Telephone 08 8365 0455

Highlights of 2012

• Stage 2 Formal: Internationalisation Project; all the graduations; Bangkok Christian College Familiarisation Visit; Educators from Switzerland visiting;
• International Study Tours – Koishikawa, Ritsumeikan
• Study Abroad Program Students from Jissen Girls High (4) and Hokusai Girls High (1) schools, Federico Fronterre (Italy)
• Exchange students – Carlo Montanelli (Rotary 12 month program – still here); Alexandra Hoger (Germany); Max Kirfel 3 months from Germany with a reciprocal visit over Christmas holidays made with Blanca Kruger; and Luca Stabile from our Reciprocal Exchange Students Program in Italy;
• Takahashi Sister School visit
• Year 2011 Graduates assembly
• Year 12 Conference Day at Uni SA Orientation days specifically for year 8s, 9s and 10s.
• 10 Year Visit of the Council of International Schools
• Sports Day
• State Swimming Carnival
• State Athletics Carnival
• Vista Track and Field carnival
• Head of the River rowing
• Highly successful hosting of the Head of the River Open Night. One in 10 years event
• Year 12 politics camp (United Nations Youth Association
• Harmony Day assemblies and celebrations
• Celebration of International Women’s Day
• Social Justice Committee events and support for a number of charities
• AGM of Governing Council
• AGM of P and F
• Students selected to represent the state at the National Youth Constitutional Convention in Canberra
• Law week activities
• Young women in Leadership seminars
• “Wizard of Oz”--School Musical
• Year 12 Formal
• Australian Curriculum familiarisation for staff
• Debating activities
• Pedal Prix racing
• Glossy Black Cockatoo Camp
• ISEC class excursion to the Central Market
• Glossy Black Cockatoos Camp
• Pepper Street Art Exhibition
• Italy trip
• Participation in various competitions: Rio Tinto science/Australian Maths competition/ Royal Australian Chemistry competition/ National Chemistry competition
• Year 10 Graduation ceremony
• Stage 1 Achievement Assembly
• Years 8 and 9 Achievement assemblies
• Year 10 Graduation ceremony
• 12 Graduation ceremony

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

Mark Braidwood
Parent Representative
David Carter
Staff representative Senior Campus
J eff Eglington
Parent representative and Chairperson
Laura Greco
Student Representative Council (shared MC)
Zac Hortara
Staff member Senior Campus
Caralyn Lammans
Parent representative
James McCappin
Student Representative Council (shared MC)
Fran Millard
Business Manager
Justin Mitchell
Staff representative Middle Campus
Ron O’Brien
Parent representative and Secretary
Panayoula Parha
Principal – ex officio
Justin Rowe
Student Representative Council (shared SC)
Lisa Sigalla
Parent representative
Rudolph Timoteo
Parent representative and Treasurer
Hollie Tran
Student Representative Council (shared SC)
Maerschel Zwart
Parent representative
School Improvement Plan

Context

In May, 253 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. 98.8% are at or above the national minimum standard for Numeracy and in Literacy over 97% in grammar and over 95% in reading. Spelling results in Bands 9 and 10 showed almost 30% of our students have a strength in this area as well as almost 20% achieving high scores in grammar.

The writing task this year was a persuasive task. It is the second year of such a task type and the results in writing were disappointing but reflect the results across the state. The number of students below the national minimum standard is high and shows that more work needs to be done with students on understanding this type of task.

Action taken in 2012

- Two Middle Campus teachers from Eng/SOSE and LOTE participated in the Eastern Adelaide Region 2012 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.
- ESL Scaling was undertaken for the last time in 2012. It will be replaced by the new Literacy Levels in conjunction with the introduction of the new Australian Curriculum in 2013. In July this year NMHS trialled the draft Literacy Profiles and feedback from the ESL Faculty has been incorporated into the final document which will be the basis for the implementation in 2013. From 2013 ESL learners will be referred to as EALD (English as Additional Language or Dialect) learners in line with Australian Curriculum nomenclature.
- ESL support classes in Year 9 and 10 were again offered in Humanities and Science. In these classes the English language needs of the students were addressed through the teaching of the specific curricula.
- In 2012 a Chinese and Vietnamese Bilingual School Support Officer was employed for two days a week to support ESL students from those two language backgrounds across the two campuses. He worked in conjunction with teachers both in classes as well as with small groups of students.
- During 2012 the school enrolled a total of 39 exit students from the Adelaide Secondary School of English. This reflects a growing trend for migrant families from a range of linguistic and cultural backgrounds to settle in the school catchment area. The school receives extra funding for these students and this is targeted at ensuring they receive support in the critical period of adapting to mainstream high school.

The school progress results are pleasing as they show that a significant level of progress has been made by the majority of students since they were last tested (in year 7). Few students are in the lower progress band which means that over 80% of our students have demonstrated significant progress in years 8 and 9.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total with Scale</th>
<th>% of Whole Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>59</td>
<td>41</td>
<td>100</td>
<td>35.5</td>
</tr>
<tr>
<td>9</td>
<td>54</td>
<td>40</td>
<td>94</td>
<td>34.9</td>
</tr>
<tr>
<td>10</td>
<td>49</td>
<td>36</td>
<td>85</td>
<td>28.5</td>
</tr>
<tr>
<td>11</td>
<td>48</td>
<td>37</td>
<td>85</td>
<td>26.8</td>
</tr>
<tr>
<td>12</td>
<td>39</td>
<td>29</td>
<td>68</td>
<td>24</td>
</tr>
<tr>
<td>249</td>
<td>183</td>
<td>432</td>
<td>29.8</td>
<td></td>
</tr>
</tbody>
</table>

The ESL scaling process this year was carried out by the ESL Faculty during Term 2 using student work samples from Science and English in the Middle School and a range of subjects in the Senior School. As a result, the school will receive tier 2 staffing to specifically address the language learning needs of ESL students in 2013. In 2012 ESL was offered as a stand-alone subject in all year levels with students having the option of moving between ESL and English classes depending on their level of English language proficiency.

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- During 2012 the school enrolled a total of 39 exit students from the Adelaide Secondary School of English. This reflects a growing trend for migrant families from a range of linguistic and cultural backgrounds to settle in the school catchment area. The school receives extra funding for these students and this is targeted at ensuring they receive support in the critical period of adapting to mainstream high school.
- Students who have performed particularly well in NAPLAN as well as in their school grades will be identified and recommended for the year 10 extension class, while class placement and support for those students with results in bands 5 and 6 will be carefully planned for 2013.

Recommendations for 2013

- Explicit teaching of the literacy requirements of persuasive texts to be increased in years 8 and 9. Target: Reduce the number of students below minimum standard to 5%

- Reduce the number of students in the lower progress group in each area of NAPLAN. In literacy aspects the target is for all areas to be at or below 10% in the lower progress group.

- The ESL Faculty provide training and development to all curriculum areas as part of the introduction of the new Literacy Levels which will replace the ESL Scales as the English language proficiency assessment tool for EALD learners. This should include classroom strategies for supporting these students and should build on the Literacy training already undertaken by curriculum leaders in the school.

- Learning Area coordinators should continue to monitor, review and evaluate the Literacy Scope and Sequence document at CLAM (Curriculum Leadership & Management) and Faculty level.

- The ESL levels process 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 levels process should inform assessment task design through feedback to teachers.

- Analysis of EALD data in conjunction with other data sets (NAPLAN, Achievement Data, Attendance and SBM (Student Behaviour Management) is scheduled for CLAM meetings in order to improve engagement and learning outcomes.

- All Faculty areas are trained to participate in the inaugural profiling of EALD learners.

Numeracy

Context

In 2012, 94% of our year 9s completed the NAPLAN Numeracy test with 99% achieving above the national minimum standard - an increase on previous years. Our students showed particular strengths in algebra and fractions when compared nationally. 79% of our students showed average or high progress when compared with students of similar ability.

### 2012 School Progress

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>21.3%</td>
<td>17.2%</td>
<td>17.1%</td>
<td>9.1%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Mid 50%</td>
<td>49.2%</td>
<td>44.6%</td>
<td>40.7%</td>
<td>48.1%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>29.5%</td>
<td>38.2%</td>
<td>33.2%</td>
<td>42.9%</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

Numeracy results continue to be strong and show that 98.8% of students achieved at or above the national minimum standard in 2012. Only 3 students did not meet the minimum standard of Band 6. These students will receive targeted support within their Maths classes.

**8. How much do you agree with these statements?**

- I am pretty good at Mathematics.
- Mathematics is one of my favourite subjects.
- Mathematics is harder for me than many of my classmates.
- Mathematics lessons are usually interesting.
- I would still learn mathematics even if I didn’t have to.
- I learn things quickly in mathematics.

**A sample of the year 9 results in the PAT Maths test, showing areas of strength and areas needing improvement (in order of question difficulty)**

**Action taken in 2012**

- Norwood Morialta trialled the use of a **PAT Maths** test across year 8, 9 & 10 in 2012. The PAT Maths test is an online test similar to NAPLAN. All teachers were able to look at year 8, 9 & 10 results to analyse particular areas of strength as well as areas needing improvement. From the PAT Maths results, the Maths faculty have been able to analyse student responses, review the Maths curriculum and make changes to teaching to improve student results. This level of continued data analysis should impact positively on student achievement.

Norwood Morialta students also completed an online attitudinal survey. This was designed to seek student opinions about their views on the importance of Mathematics, their view about themselves as mathematicians and their experiences in mathematics learning. The findings can help staff review programs and teaching to further build on student success. Some of the interesting findings from the year 8s include:

- 87.2% think that they are pretty good at Maths (Agree a lot or Agree a little)
- 93.6% think Mathematics is important in most people’s lives (Agree a lot or Agree a little)
- 93.4% think that they usually try their best in Mathematics lessons (Agree a lot or Agree a little)
95.6% responded that their teacher expects a high standard of work from them (Often or Sometimes)
84.1% responded that their teacher provides regular feedback on their Maths learning (Often or Sometimes)
89.7% stated that the teacher explains what students are going to learn, and how they will learn (Often or Sometimes)

Some conclusions from this data is that year 8s have a high confidence towards Mathematics, try hard in class and they value the importance of Mathematics in society. There is regular feedback from teachers and the learning is made explicit to students.

Students who did not complete Advanced Maths or Pre-Applications to a high enough standard in semester 1 and had not been recommended to continue in Maths at a specific level in year 11 were given the option to do catch-up sessions after school. Students who negotiated being a part of this program were required to attend an after-school Maths session once a week and complete a number of set tasks to access the necessary background knowledge to be successful in year 11. They were also required to achieve a 5 or better in semester 2.

The Maths programs were reviewed to ensure topics were aligned with the Australian Curriculum. The faculty began looking at updating existing programs and assessment tasks.

The Mathematics faculty engaged in many professional development sessions in 2012, looking at research from around the world relating to best teaching practice in Mathematics, including Professor Peter Sullivan’s work which guided the new Mathematics Australian Curriculum development. Resources and approaches to support best teaching practice were reviewed.

Recommendations for 2013
• Integrate broader pedagogical teaching approaches incorporating world-leading practices in Mathematics education
• Continue to analyse NAPLAN, PAT Maths & attitudinal data to improve student engagement and achievement and in all bands
• Greater integration of technologies into teaching and learning of Mathematics
• Continue to accelerate and extend high achieving students to achieve excellence
• In semester 1, timetable for a class in Yr 9 and a class in Yr 10 to be for students identified as requiring an intensive numeracy program.
• All assessment tasks to ensure they are inclusive of a broad range of student learning styles and cultural backgrounds.

Literacy and Numeracy —Senior Years

Context
It is a requirement of the SACE that students must meet the compulsory literacy and numeracy requirements by achieving a C grade or better in 20 credits of English and 10 credits of Mathematics.

Since the current SACE was introduced in 2010 achievement data has been critically analysed and proactive strategies put in place to improve student achievement and increase the number of students completing the compulsory requirements at Stage 1.

Action taken in 2012
• Where possible all students undertaking Stage 1 English were placed with the same teacher for the full year and enrolled in a 20 credit course.
• Flexible use of the 10 or 20 credit option for English to better meet the needs of identified students, particularly those having difficulty in meeting the course requirements.
• Use of off-site options for students who were engaged in pathways outside of the school or who required additional support to remain engaged in schooling.
• Implementation of revised Mathematics programs in Stage 1 as well as careful monitoring of students’ course selection of Mathematics programs.
• Programming of support classes for both literacy and numeracy during flexible time on Tuesdays and Thursdays.
• In 2012 there were 353 enrolments in Stage 1 English subjects. Of these, 318 were successful in achieving a C grade or higher (90%). Of the 173 students who undertook the 20 credit English option, 166 (96%) achieved a C grade or higher. In semester 1, nine out of 11 students (82%) recorded successful achievement in English (10 credits) whilst in semester 2 only three out of eight students (37.5%) achieved success. Of the 19 students undertaking English Pathways (20 credits) 17 (89%) achieved a C grade or higher whilst the success rate for English Pathways (10 credit) was 100% with one student enrolled in semester 1 and five students in semester 2. In ESL (English as a Second Language) of the 67 students undertaking the 20 credit course 63 students (94%) were successful in achieving a C grade or higher. In semester 1, seven out of 11 students (64%) recorded successful achievement in ESL (30 credits) and in semester 2, 18 out of 19 students (95%) were successful. Literacy for Work and Community Life was offered as an option for ESL students and those students participating in the Bridging course. In semester 1, 21 students out of the 26 students (81%) enrolled achieving a C grade or higher, whilst in semester 2, eight out of the 13 students (62%) enrolled achieved success.
• In 2012 there were 618 enrolments in Stage 1 Mathematics subjects. Of these 541 (88%) were successful in achieving a C grade or higher. In semester 1, 142 students studied Mathematics with 122 students (86%) recording successful achievement; 109 out of 117 students (93%) undertaking Mathematical Applications and 25 out of the 34 students (74%) enrolled in Mathematics Pathways were successful. Of the 36 students enrolled in Numeracy for Work and Community Life, 29 students (81%) achieved success.
• In semester 2, 158 students studied Mathematics with 151 students (95%) recording successful achievement; 79 out of 94 students (84%) undertaking Mathematical Applications and eight out of the 13 students (62%) enrolled in Mathematics Pathways were successful. Of the 24 students enrolled in Numeracy for Work and Community Life, 18 students (75%) achieved success.
• Achievement figures for the successful achievement of the compulsory Literacy and Numeracy requirements of the SACE have demonstrated a significant overall improvement in completion rates at Stage 1.

Recommendations for 2013
• Achievement Data in relation to these compulsory requirements is used to continually review and develop teaching programs.
• Learning Areas 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.
• 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.
• Continued use of both 20 credit and 10 credit English options to maximise opportunities for students and priority given to ensuring that where possible the student to be taught by the same teacher for the full year.
• Further investigation of the issues for students with poor attendance and the development of strategies to support and improve achievement for these students in the compulsory subjects.

The NMHS maintained a high standard of achievement in 2012. Eleven Merit Awards (20/20) were achieved by nine students. Theses Merit Awards were achieved in English Studies (1), English Communications (1), Biology (1), Psychology (2), Specialist Mathematics (1), Modern Greek (1), Research Project (3) and Indonesian Continuers (1).
Students achieved a total of 211 A grades. In the current SACE students study less subjects than was required pre 2011.

Achievement score summary and distribution
In 2012 no Like Schools Data was provided by the SACE Board of SA. Comparisons can now only be made with State averages.

The distribution of grades in 2012 showed that students at NMHS scored a lower percentage of A grades; a higher percentage of C and B grades; a slightly higher percentage of D grades and a slightly lower percentage of E grades than the State average.

The SACE completion rate for 2012 was 92.8%. This was considerably higher than the 89.09% in 2011 and higher than the State average of 92.24%.

The mean Australian Tertiary Admission Rank (ATAR) achieved by students at NMHS was 67.87. Female students achieved a higher rank (70.57) than males (65.07). Comparative data with the State is no longer available.
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 1, 14 teachers delivered the Research Project to 15 classes with class sizes between 18 to 20 students. 166 students were successful at completing the Research Project at a C grade or higher. In semester 2, eight teachers delivered the Research Project to 9 classes, six consisting of students who were continuing with the subject and three classes of selected Stage 1 students. 99 students successfully achieved a C grade or higher in semester 2. Of the 99 successful students 18 were Stage 1 students. The remaining 35 students have been enrolled in Research Project classes for 2012.

Recommendations for 2013

- Year 8 cohort will have more exposure to online database use through the EBSCO suite of academic databases.

- Referencing information including online referencing generator and EBSCO access to be embedded in Moodle courses.

- Implementation of the Academic Honesty Policy occurs, including raising teacher awareness of the expected standard of academic honesty required by the IBMYP at every level.

- Students from EALD, disengaged students and those with learning difficulties, to be placed into full year Research Project classes; Specific teachers to be assigned to the teaching of these classes.

- Teachers who have expertise and interest in cross-disciplinary programs are allocated to teach these subjects in 2013 and strategies are implemented to develop the expertise of other teachers in the delivery of these programs.

- 2012 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 time frame are investigated and supported by the school organisational structures.

- A common language, based on the IBMYP command terms, is established for use by staff and students in regard to Guided Inquiry.

- A scope and sequence of higher order thinking strategies is developed in conjunction with all learning areas.

- The school will engage in a Graduate Qualities project to support inquiry based learning.

International programs

International accreditation

NMHS’s international accreditation with the Council of International Schools (CIS) continues to influence planning and school improvement strategies. Following the completion of the Self-Study reports and a Team Visit occurred in February, 2012 as the final part of the cycle of re-accreditation. As a result the school was re-accredited for the next 10 years. The school is continually addressing the recommendations made in the Team Visit report.

Student demographic

Full Fee paying Students

During 2012 there were 126 international full fee paying students. 114 of these were in the High School Graduate program, and 12 students were enrolled in a Study Abroad Program from four weeks to one year in length. The reduction in numbers from 143 in 2011 continues to reflect the nationwide trend which has resulted from the strength of the Australian dollar and VISA requirements.

New enrolments during the year totalled 48, and included 38 students commencing in the Intensive Secondary English Course (ISEC). It was pleasing to note that 13 new ISEC students were enrolled in Term 4 which resulted in a second ISEC class being formed in Term 4.

The country of origin of the NMHS international students did not change significantly in 2012, with the majority of students being from China, followed by Japan and Vietnam as the next most represented countries. During the year, 22 students left the program for a number of reasons, including nine students completing their Study Abroad Program and six going back home due to illness or personal reasons.

At the end of the year, apart from students completing Year 12, ten students left the program, including three students completing their Study Abroad Program and four students entering pre-university foundation courses.

Highlights of the year for individual students’ successes included: Ngan Pham winning the inaugural Governor’s Award for an international school student; Yue Zhang receiving one of the four Scholarship awards at the Year 12 Graduation; Thananut Chaiyasith receiving the inaugural NMHS International Student Award at the Year 12 Graduation.

Exchange Students

There were five exchange students enrolled in the school during the year for periods ranging from eight weeks to one year. These included students from Italy, Germany and Japan. These students were actively involved in classes, and integrated extremely well with the students, sharing their culture and were particularly a great support in the Language classes of their mother tongue.

<table>
<thead>
<tr>
<th>Country</th>
<th>Study Abroad Program</th>
<th>High School Graduate Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Vietnam</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
<td>5</td>
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<td>Malaysia</td>
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<td>Thailand</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Italy</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total   | 12                   | 114                          | 126   |

Table 2. Country of origin of full fee paying (international) students who studied at the NMHS in 2012

Study tours and exchanges

Study Tours

The school hosted two study tours from Japan. We welcomed 19 students and a tour escort from Koishikawa Secondary Education School from Japan in August and 13 students and their teacher from Ritsumeikan Junior High School in November. They were hosted on the Year 9 sub-school and both programs were very successful. Students were involved in English, Art, Drama, Physical Education and Food and Culture and other school experience classes with host or buddy students. NMHS staff were involved in the instruction of all of these lessons with many voluntarily giving up their non-instructional time. The students were also involved in excursions to Cleland Wildlife Park, Central Market, Historical Adelaide and Morialta Conservation Park.

Obtaining host families within the school community is still a concern. Whilst an SMS request was successful in recruiting a number of new host families for the Koishikawa tour in August, we had to rely on previous homestays for the Ritsumeikan tour in November. The majority came from the local community, rather than families within the school. Whilst this requires greater organisation in allocating school buddies, the experience for these buddy students is valuable in developing intercultural awareness, reflecting our school’s values and vision and mission statements.

Takahashi Sister School Exchange

This year 15 students and two teaching staff from our sister school, Takahashi Senior High School in Japan, visited in August. Unfortunately neither of the sister schools were able to reciprocate in students wishing to participate in a longer term exchange, which is an aspect of our sister school exchange Memorandum of Understanding. We are now
working on the visit to Japan in 2013 and anticipate a group of 15 to 18 NMHS students attending the reciprocal short term visit during the October holidays.

The school is also investigating the establishment of sister school agreements with a school in China and one in Italy.

**Italy Trip**

In December, a group of three staff, 23 students and nine parents/siblings of the students departed for a 15 day cultural tour to Italy. Links with schools in Italy are being investigated, particularly the establishment of a sister school to facilitate greater links with the school's Italian language program.

**World Challenge**

Following the success of the 2011 World Challenge, preparations have already commenced for another group to participate in the 2013 World Challenge. Due to the extensive preparations and fundraising required for this challenging 28 day educational expedition, it has been decided that World Challenge be a biennial event.

**Internationalisation Project**

The school was one of four schools invited to participate in an Internationalisation Project, “The value of international education: Perceptions of local and international students and the school community” conducted by the Research Centre for Languages and Cultures, University of South Australia. A selection of staff, parents, international and local students participated in group interviews. These were focussed on addressing the research questions where participants elaborated on their particular perspectives on their experience of international education.

The findings of the project were launched at the International Education Services end-of-year stakeholder’s function in December.

**Recommendations for 2013**

Continue to use the recommendations of CIS Visiting Team report to guide planning for 2013 and beyond, with the emphasis on improved student learning.

We aim to

- Maintain adequate numbers of international students in order to have a viable ISEC program for the year.
- Continue discussions with the International Education Services (IES) to counter the impact of the decreasing trend of new enrolments.
- Increase the number of Study Tours to support International Programs throughout the school.
- Develop links with schools in China, Italy and Greece.
- Maintain the planning for the second group to participate in the 2013 World Challenge.

**Asia Studies**

In 2012 both Miriam Zhu (MC) and Max Mastrosavas (SC) conducted an Asia Studies Resources audit across both campuses with the help of RC staff. A complete audit is in place for teachers and students and exists both electronically and in hard copy.

Simultaneously, a dual campus “Asia Studies in the Curriculum” audit was conducted in semester 2. This was an extensive survey addressing every subject taught across all learning areas. The data was collated in two formats: A—as a descriptive index of Asia Studies content in the curriculum and B—as a table of “Connectivity” to ascertain the depth and breadth of the study either as an intensive module (high connectedness), a minor study (medium connectedness), a passing reference (low connectedness) or no connectedness.

The objective of the survey was to identify those areas which in the future will require attention in order to satisfy the ACARA Cross Curriculum Requirements of “Studies of Asia and Australia's Interaction with Asia”.

There are clear indicators that while some learning areas are addressing Studies of Asia, others need to undertake more curriculum review and design to enhance student awareness.

**Recommendations for 2013**

- That the future development and auditing of the inclusion of Studies of Asia in the curriculum becomes the responsibility of the International Studies Assistant Principal.
- That an Asia Studies in the Curriculum Working Party be established to further examine and coordinate the development of Studies of Asia in the Curriculum (ISAC).
- Where possible, all existing and new staff should experience foundation and ongoing professional development in the area of Studies of Asia.

**The IBMYP at NMHS – An Overview:**

**International Baccalaureate Middle Years Program (IBMYP)**

The International Baccalaureate Middle Years Programme (IBMYP) encompasses Years 6 – 10 of students’ education. At the Norwood Morialta High School we implement the programme in Years 8–10 and also plan and work collaboratively with Stradbroke Primary School, Linden Park Schools and Gilles St. Primary School, who offer the programme at Years 6 and 7. Stradbroke Primary school in particular is also one of our major ‘feeder’ primary schools, with many of our students arriving with prior knowledge of the IB MYP. However, those who are new to the MYP are inducted into the programme upon arrival.

The IBMYP is an educational framework that 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 all eight distinct learning areas. This includes, English, LOTE, Mathematics, Science, Humanities, The Arts, Physical Education, and Technology.

The Personal Project, begun in Term 4 Year 9 and completed in mid-Year 10 is considered to be the ‘culminating task’ of the students’ middle years education. The Personal Project allows students to implement the skills that they have learnt throughout their time in the MYP and to explore a topic of their own interest, in detail, over an extended time period. All projects are unique, however every student’s project will comprise three core components: a process journal that students use to track their progress, resource use and problem solving throughout the project; a product outcome, i.e. what the student ‘creates’ for their project – this can take a variety of different forms, from a piece of writing to staging an event, to building a robot, to creating a piece of artwork; finally, once completing the product and journal, students complete a report of their project.

Students are assessed against defined IBMYP assessment criteria in each learning area. This assessment data is used to inform mid-year student self-appraisals and three-way parent-student-teacher discussions in Terms 1 and 3. Final reports, giving 1–7 Grades, derived from student achievement against the defined IBMYP Assessment Criteria are then given in Terms 2 and 4. Below is an overview of student achievement across all learning areas in Years 8–10 in Semester 1, 2012. Note: a ‘3’ is considered to be the lowest ‘passing grade’ with a ‘7’ being the highest.

**Highlights of 2012**

**The IB MYP Accreditation Visit**

In July/August 2012 NMHS had its five-yearly IBMYP Accreditation Visit. Preparation for this visit involved considerable work for all staff at NMHS in 2011 and 2012 to update documentation and further develop programmes at the school. These efforts were well received by the IBO followed by a very positive report which includes commendations and recommendations for 2013 and beyond.

**The Personal Project**
A range of impressive projects were completed by students. This was celebrated with our first ever Personal Project Display in the MC Resource Centre which was open to all parents and students at NMHS, as well as students from Stradbroke Primary school. Achievement rates from the Personal Project are summarised in the pie graph below. In 2012 61% of students successfully completed the project, achieving a Grade of ‘3’ or better for their Personal Project, with 11% of students getting either a ‘6’ or ‘7’. Continuing to improve both the rate of successful completion and rate of high end achievement on the Personal Project will be priorities in 2013.

**PLG Programs**

The prevalence of the IBMYP in Personal Learning Group (PLG) Programs has continued at each Year level in 2012.

Year 8 students have been using the ‘MYP Interact’ book to familiarise them with the language and framework of the MYP, such as the attributes of the ‘Learner Profile’ and an understanding of the role and importance of the ‘Areas of Interaction’ in their learning. Students have also been collecting folios of their work across all learning areas and have used this to reflect on their achievement against the learner attributes, presenting this achievement to a staff member and a group of peers in Term 4.

Year 9 students have maintained folios of their work samples. They have also had a strong focus on Community & Service, with all students exploring and/or becoming involved with a charity or not-for-profit organisation. In mid-semester Year 9 students were inducted into the Charity or not-for-profit organisation. In evening seminars offered by the South Australia MYP Coordinators’ group, and via staff attendance at 3-day MYP Accredited workshops during the school holidays.

**Recommendations for 2013**

- Further clarify the expectations of student involvement in Community & Service at each year of the programme and formalising the recording and acknowledgement of this participation.
- Continuing to undertake an overview of the mid-semester student self-appraisal process with the following priorities:
  - Assuring that the appraisal remains meaningful and relevant
  - Exploring the availability of software programs to replace the current paper-based system.
  - Exploring ways to better collect and store useful data on student achievement and participation.
- Continuing to increase the profile of the Personal Project at NMHS and look to improve both overall rates of successful student achievement and high-end student achievement.

**Recommendations 2013**

- Continue to develop structures, policies, processes and documentation according to best practice in IT Service delivery in schools, and implement these changes.
- Continue on with DATACOM Level 3 Support.

**Resources**

**Priorities**

- To modify the network infrastructure to prepare for future changes.
- To implement a 1:1 Laptop Initiative for all students.
- To develop facilities in all learning spaces to support eLearning.
- To develop specific eSpaces on each of the two campuses.

**Achievements**

- DayMap software has been implemented across the school and is being used in all classes to mark and track student attendance.
- Two people attended FITS Training to become accredited in best-practice for IT Service Delivery in schools, bringing the total number trained in the school to seven.
- The ICT Help Desk was changed to an ICT Service Desk as the single point of contact for all ICT issues and requests.
- The ICT Change Advisory Group (CAG) was formed and have met on a weekly basis to identify, prioritise and resolve incidents and problems.
- DATACOM Level 3 Support was utilised 33 times (at end October).

**Information and Communication Technology (ICT) three-year plan: 2012-2014**

This year was the first year of our ICT 3-Year Plan: 2012-2014.

Priorities for this plan, and our 2012 Achievements towards meeting these priorities, are described below:

**Priority**

- To improve teacher access to relevant student data so that learning is improved for all students.
- To develop and implement ICT Service Delivery/Change Management processes (FITS)
transportable). An electronic whiteboard was installed in the SC Maths Room.

- eSpace and Sound Recording Booth development has been delayed until Phase 2 of the DATACOM Solution is implemented.

**Recommendations 2013**

- Implement Phase 2 of the DATACOM Solution, to broaden the bandwidth available to allow for multiple devices and to limit dropouts, and to allow for improved services with respect to printing from laptops and outside access.

- Ensure that all students have access to a laptop at school and how to manage such a scheme.

- Continue exploring the potential of a BYOD scheme using a VMS system to ensure a common student platform.

- Investigate the use of different models of specialised 1:1 Laptop Learning Spaces, and set up a specialised eSpace.

- Set up a Sound Recording Booth on the SC.

- Continue the rollout of data projectors to all teaching spaces.

- Training sessions were conducted on each campus to induct staff into the new Moodle 2.

A big focus for teachers this year was on the use of Atlas Rubicon and DayMap, and these programs took priority for many teachers over Moodle 2.

62% of teaching staff have now been trained in using the eLearning environment through the eLearning Champion Program. All Learning Areas have developed eLearning resources which are being used in classes.

Professional Learning Teams for ICT Rich Curriculum were implemented. Seven Learning Areas participated - BET (Business & Enterprise Technology), the Arts, LOTE (Languages Other than English), MC English, MC Humanities, PE and SC Maths. Each of these Learning Areas developed Units of Work using digital literacies to engage with their teaching and learning. These Units of Work have been documented and are available through the ICT Coordinator.

Three staff trialed iPads this year for classroom/administrative purposes. Three teachers attended training in using mobile phones in the classroom.

**Teaching and learning/ professional learning**

**Priorities**

- All teaching staff are trained in using an eLearning environment (Moodle 2) that provides students with subject resources, enables assignment submission/feedback and enables the development of interactive-based resources and individual learning plans.

- By 2014 all staff and students are using the eLearning environment in their curriculum areas.

- By 2014 digital literacies are meaningfully embedded in all curriculum areas.

- Keep abreast of emerging technologies (e.g. tablets and mobile 3G devices).

**Achievements**

The eLearning Champion Program was changed this year in an attempt to utilise the time given more creatively and effectively:

- Focussed training was provided to a number of Learning Areas (ESL, LOTE, MC English/ Humanities and Research Project). A common eLearning course was set up for the Research Project.

- A Help Desk arrangement was established for teachers to access assistance using a ‘just in time’ approach.

- Training services were made available to staff new to the school, with four staff trained.

**Recommendations**

- Continue with the eLearning Champion Program, targeting staff new to the school and Learning Areas through a more formalised structure.

- Continue the Professional Learning Teams for ICT Rich Curriculum (refer to the 2012-2014 ICT Strategic Plan) to embed meaningful digital literacies into all curriculum areas.

- Learning Areas to use eLearning Champions and PLT (Professional Learning Team) members as a resource to support all staff in developing digital resources in their subject areas.

- Consider a formal release time for teachers to increase their ICT skills in teaching and learning.

**SPORT**

**Intraschool Sport**

**Standards Day**

Standards Day took place on Thursday 23 February in ideal conditions. A team effort enabled the day to run smoothly despite the afternoon heat. 8B3 won the day, 8B2 were runners up and 8B1 finished third, making it a clean sweep for the Blue Sub School.

**Sports Day**

Sports Day 2012 was yet another successful Athletics Carnival held on Wednesday 7 March under perfect conditions. Track and Field events ran extremely smoothly and this was largely due to the organisation that occurred prior to the day. As always, there were stand-out performances, but it was particularly pleasing to see the influx of talented Year 8 students. Novelty events continued to be very popular amongst all students with the ‘tug of war’ once again being a highlight.

School Spirit was fantastic on the day and this was due to the extra effort of the Year 8’s who made several colourful banners. There were a number of fancy costumes worn by students and staff alike. Red won the Spirit Trophy and Blue was the overall winner for the day.

**Swimming**

Swimming continued to thrive with the school boasting its biggest swimming team in over five years! 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 held at the brand new Marian Aquatic Centre on Wednesday 29 March 2012. Whilst we finished 7th out of a possible 10 schools, our Middle Campus students swam particularly well with a number of swimmers finishing top three in their particular event. Participation is the biggest point of emphasis for 2013 so it is hoped that the school can retain its large number of swimmers.

**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 C1 grade championships. The school finished 4th at the Vista Zone Carnival and then 5th at the SSSSA carnival.

We hope to encourage Senior Campus students to extend their participation which is lower at present.

**Cross country**

Every Wednesday, 12-14 Norwood Morialta students travelled to various independent schools to compete in a weekly Cross Country competition. The students performed well and significant improvements occurred. On Thursday 31 May at the end of the Cross Country season, the Cross Country team competed in the annual State Cross Country Championships at Oakbank. All students participated exceptionally well with a few stand out performers. Scott Hargreaves finished 3rd overall in the Open Boys 6km event, whilst Hain Siska finished 4th in the Under 13 boys and Franco Russo finished 8th in the Under 14 boys events. In the girls’ category, Aphra Sutherland -Howard and Shea Hatswell finished 13th and 15th respectively in the Under 15 events. It should be noted that in each race there were well over 100 competitors.

**Secondary School Sport**

**Knockout competitions**

The school competed in 17 knockout competitions this year with an emphasis on Soccer. The Soccer knockout teams were predominantly comprised of students from the Specialist Soccer Program. These teams were successful in their respective competitions with our school (the Year 8-9 Girls 5-a-side Soccer team) winning.
Vista Sport

Lightning Carnivals
Teams were nominated in 14 one-day lightning carnivals. Sports involved were indoor cricket, volleyball, lawn bowls, 5-a-side soccer, super 8s cricket, and rock climbing.

The following had premiership teams:
- Senior Boys 5-a-side Soccer
- Senior Girls 5-a-side Soccer
- Year 10 Boys 5-a-side Soccer
- Year 8-9 Girls 5-a-side Soccer
- Year 9 Boys Indoor Cricket

The following teams were runners-up:
- Senior Boys Indoor Cricket
- Year 9 Boys Indoor Cricket (second team)

Out of hours sport
The school has again competed in two associations: the Sports Association for Adelaide Schools (Boys) and the South Australian Catholic Secondary School Girls Sports Association. These competitions were run only through the assistance of coaches and managers working outside of school hours. A number of these coaches were parents of students or old scholars. Competitions are run in badminton, basketball, cricket, cross country, swimming, beach volleyball, volleyball, waterpolo, netball, tennis, softball, soccer and table tennis.

South Australia state selection
The following students were selected to represent South Australia:

- Rustem Safullin – Athletics
- Amanda Agostinelli – Gymnastics
- Stephanie Eglinton – Gymnastics
- Giorgia Contos – Soccer
- Mathew Nunn – Australian Rules Football
- Giulia Chiro – School Aerobics
- Sarah Banders – School Aerobics
- Hain Siska – Cross Country
- Scott Hargreaves – Cross Country
- Tob Owens – Touch Football
- Sally Young – Orienteering
- Tessa Cabraja – Soccer
- Ryan Zhongqing Cher – Table Tennis
- Sebastian Pertl – Cycling
- Ashlee Martin – Lacrosse
- Brody Yongston – Lacrosse

Recommendations for 2013
- Consider a different fee structure for coaches.
- Retain high participation numbers in Out of School Hours Sport. The coaching issue can only be eradicated through paying more experienced coaches larger sums of money.
- Improve and develop current coaching
- Attract more staff to coaching.
- Maintain a similar number of teams nominated for Knockout Sport and Vista Lightning Carnivals. This year saw a reduction in the number of teams that represented the school in these two areas.

Rowing
There was much change in the 2011/2012 rowing season. A new Rowing Manager was appointed. One of the first events of the year was a Year 8 Come and Try day. This was a great opportunity for many year 8's to come and meet other students as well as be assessed for Rowing. The year 8's started with enthusiasm and some were even able to row Head of the River.

Norwood Morialta rowers worked hard to represent their school against other public and private schools as well as rowing clubs. The crews had a few wins throughout the season and were able to travel to country regattas.

We held a weekend camp at Murray Bridge which helped the rowers prepare for the final few weeks of racing. This was also a good chance to build on the club's sense of community.

Norwood Morialta High School had the once in 12 year privilege of hosting Head of the River, which is the biggest event in the rowing calendar and possibly even the biggest event for any school sport. The planning for this event began in January and was completed with one of the most successful Head of the Rivers to date on 31 March. This involved the whole school, including senior hospitality students, teachers, SSOs and students in volunteer roles, as well as teachers, students and parents supporting our rowers and showing school pride. We had 25 rowers compete in Head of the River. Deb White the CEO of Rowing SA said it was one of the best organised regattas of the season and they were extremely pleased with the NMHS operations.

Action taken in 2012
During the 'off season' many rowers chose to continue training to build their fitness for the 2012/2013 season.

Significant repairs and maintenance have been conducted during terms 2 and 3. This includes the installation of a new kitchen at the NMHS/Unley HS boathed in the city. The kitchen cost a much reduced rate and was installed free of charge by Vincent Laidin. Eight ergos were also repaired to bring them back to a working standard, although these need to be replaced over the next few years.

During the February racing season, it became apparent that the girls' Four boat was unusable. The delay in maintenance was supported by the loan of a boat from the Phoenix Rowing Club. The Neil Oak's boys' Four has been completely repaired and repainted, and Vincent Laidin have replaced all of the fittings and fixtures. This boat is now in an as-new condition and ready for racing. We now have two Fours up and racing.

It became apparent that our boat trailers were in need of some repairs in order to safely transport our fleet of boats to regattas and camps. With the help and support of Mark Dew and Vincent Laidin, we now have a trailer that will enable us to transport boats for this season.

The club would not run without the parents and supporters who volunteer hours of their time each week to fundraise as well as transport and maintain our boats and we express our gratitude to them.

Recommendations for 2013
- We currently have many boys participating in the sport and will be able to fill each division at Head of the River. Unfortunately our girls numbers are low. We have one year 8 girl, four year 9's and four senior girls. As well as inviting new year 7/8 students to join rowing, we need to boost the profile of rowing within our current student cohort so that more students take up the sport.
- With the support of Unley HS, a NMHS/UHS family Christmas regatta was held where the two clubs enjoyed a fun family day where parents rowed and students raced in their normal crews as well as mixed gender and combined schools races. This was an extremely successful event which will now become an annual event, with the hope of including Adelaide HS to become a public schools event.
- A focus on repairs and maintenance needs to be maintained to improve our current fleet and once the club is more stable we need to look into the purchase of more junior boats including quads singles and a double scull.

Assets and Projects

Across campuses
2012 has been a big year for the school with several major projects undertaken, the biggest including $135k full fencing of the MC buildings and $700k invested into the Trade Training Centre on the SC.

The replacement of the retaining wall on the eastern side of campus along Grantley Avenue. Storm water is consistently running off the mound and onto pathways around science, blocking drains and causing flooding with expensive repair costs for drain clearing and Hydro jet machine. We hope to hear of funding early in 2013.

The tennis courts have been a constant problem with run-off water and mud coming from further up the campus. We have landscaped the whole area by the soccer pitch through to the tractor sheds with compacted dolomite & cement mix base which has redirected water run off onto the oval. Also, by banking the grassed areas and shaping traffic
areas, then mulching the areas around, water will be soaked up. This, together with having all gutters and down pipes repaired and shed run off redirected to the street, has already reduced water to the tennis courts by 80%.

Major cracking on the MC caused by soil movement has been a concern for many years. Engineers have completed documentation, plans and cost estimates for repair to cracking to several buildings and underpinning of the science wing. After more than 10 years of reporting this cracking and other OHS&W issues, DECD have granted us $120,000 for this work, which is expected to be undertaken during the Christmas break ready for return to school January 2013.

Construction of the fence around buildings on the MC has continued this year. Trees at the front of campus were removed as was the old pine log fence. The fence was completed by end of April school holidays with little disruption to student play activities or whole school operation. The cost of the fence was in excess of $135,000 funded by DECD. It looks good and we have had little vandalism since construction was completed.

Soccer goal posts were removed, straightened, repainted and relocated to accommodate a larger pitch which was the result of the new fence, then reinstalled in lockable sleeves to improve looks and functionality and stop removal and damage by vandals.

The gym lights and new protective wire light covers were replaced. The parquetry floor in Tech Studies on the MC was repaired again and is an ongoing concern.

The annual audit of oval irrigation systems was conducted and repairs undertaken to oval irrigation system again as part of our Irrigated Public Open Space Program, where water limits are allocated for each summer season by SA Water. Weed spraying and oval fertilisation, complete with an aeration program, took place and the ovals all look good. We are using less water at a time when water expenses are increasing and we are getting very positive feedback from oval users.

Students’ toilets in the MC main courtyard have been repainted and all three landings outside sub school and external stairs were repainted with non-slip paint for safety and good looks. Many lights have been replaced with brighter tubes and fittings replaced where necessary. Ceiling repairs were undertaken in science as result of water leak; Greek and Arabic schools are now using our transportable class rooms each Monday evening and Saturday afternoon. Over 150 students are enjoying our facilities and oval for games. Mulching of garden beds and creating new garden areas are now ongoing around the whole MC following the great start of the working bee, followed by more planting by our year 10 students in term 3. We replaced rusty & broken down pipes where necessary around buildings, sheds, pathways and gardens; cleared out drains and drain pits to assist with flood control, also cleared gutters in car parks and removed mud build-up in surrounding area.

More power points were installed in the IT area for laptop charging and will continue as more laptops come into service on the MC. Toilet cisterns were replaced in the girls’ courtyard toilets and these toilets are due for a full refurbishment, possibly in 2013.

Air monitoring units were fitted to language classrooms as result of OHS&W concerns and resulted in fans being installed in these language classrooms which has improved air circulation and general comfort in the area.

An external Tech Studies door and two windows required a rebuild due to wood rot and several more will require repair in the near future. New vertical blinds were installed in the Music theory room with venetians in the language teachers’ office and classroom along with air conditioning repairs in Science, Resource Centre and LOTE has helped keep everyone comfortable.

The lifts on each campus continue to be unreliable and reports are now being prepared for DECD on this potential serious OHS&W issue. Security lights outside the Gym were repaired for night time security and these lights are also an ongoing concern.

The SC canteen was refurbished during the July break to become a self service facility. Carpenters and electricians worked solidly for both weeks to be ready for the start of term 3. A new store room was added to create more space and the refit was completed by reusing and modifying all existing cupboards. Carpenters continued to work into term 3 to finish the project by installing shelving in the new store room and plumbers to install the dishwasher. Now at the end of the refit, the canteen staff are pleased and have also received a very positive response from students and teaching staff.

Construction of our Trade Training Centre in the old Auto Studies area on the SC commenced in August. The lower courtyard was bunted off during construction and movement of students to and from the Gym and Biology labs was not affected by this construction. The whole area inside the building area was gutted, walls removed and construction then commenced with new wall and ceiling panels, air conditioning, new joinery, lighting and technology was included. This TTC has been 4 years in the planning and development stage and it is very exciting for our school. Everything went smoothly with little disruption to normal school activities and our new Trade Training Centre will open in term 1, 2013.

On the SC the fire prevention sprinkler system leaked in the foyer and caused MFS to attend on several occasions. Upon each repair, technicians reported to DECD the likelihood of further leaks due to old age and fatigue causing damage from water and more unnecessary visits from MFS, with approx cost to replace system $150K. Air conditioning failing in several areas due to old age again. Some repairs are very costly and parts are getting harder to get. 150 excess chairs and TV trolleys were sent to DECD recycling for re-use in another school. Another water leak in the main car park has occurred due to very old rusty pipes. Plumbers say this will continue to happen until the underground system is replaced. Photographs were taken and reported to DECD for urgent funding. Testing and tagging of all portable electrical equipment throughout whole school is completed.

A new kitchen was installed at the Boathouse funded jointly between Unley and NMHS. The rowing boat trailer was refurbished to remain compliant with new long load laws.

Working Bee

This year’s Working Bee was an outstanding success, being the best Working Bee to date. We were helped with a cool mild morning, a perfect day for planting and lots of enthusiasm from over 45 staff, parents, students and volunteers. Following the completion of the perimeter fence on the MC earlier this year, staff and students were very keen to commence a program to “Green up the Campus”, so the Working Bee was planned around this theme, starting at the fence line—the aim was to plant as many Agapanthus as we could get donated along the fence line. Donations of Agapanthus were requested through the newsletter, staff and student bulletin, posters around the school, on the brag boards on each site and the old fashioned way of asking in person. In total, 550 Agapanthus were planted from the tennis courts on Moules Rd right around to the second car park gate on Grantley Ave. Some outside seating and tables were painted inside courtyards, several doors were painted, a team of whiteboard cleaners made their way through the sub schools and did a fine job, while many desks were cleaned and chewing gum removed. Staff dining areas were also cleaned and tidied. This year’s event was again supported by the Blair Athol Bakery who supplied beautiful pastries and buns for morning tea and the Parents & Friends prepared morning tea. To these sponsors we say thankyou for your wonderful support.

By the end of 2012 in excess of 850 Agapanthus were planted and many areas of the MC mulched. This will continue into 2013 as staff and students are wanting to become more involved.

Teaching Staff

Overview

In 2012, the NMHS teaching staff consisted of 101 teachers (96.6 FTE). The school leadership team (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.

Eighteen Coordinators (17.8 FTE) were responsible for the learning areas of Arts, Cross...
Disciplinary Studies, English/Humanities (x2), ESL, HPE, Languages, Mathematics/Science and Business/Technology. Additional Coordinators were also responsible for a range of other programs including, Sport, Counselling, IB MYP. Six Coordinator positions were also held by the Sub School Heads.

Teacher qualifications

All teachers at NMHS in 2012 held qualifications in Education. Between them they held 190 Bachelor degrees and diplomas and 74 post graduate qualifications.

Student enrolment

The NMHS is a large school by South Australian standards with an enrolment of 1457 students during term 3 of 2012. This was a slight increase from 2011. 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. 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.

Student demographic

The proportion of international students has declined from 9.4% to 5.5% as the impact of the high Australian dollar continues to affect international enrolments. The school maintains a high proportion of non-English speaking students (26.2%) and students with an ESL scale (28.9%) in 2012.

At least 84 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 rate is at year 11 following a significant improvement at year 10. (There has been a decrease in attendance rates in year 9 & 11 and an increase in attendance rates at year 8, 10 &12 in 2012 compared with 2011).

When compared to other schools (using 2012 data), NMHS attendance is higher than that of DECD, however, falls below the region and schools of the same index of disadvantage. The level of unauthorized absence is below the region, DECD and schools with the same index of disadvantage. Level of authorized absence is, however, significantly above that of like schools and the region.

Student retention

Apparent retention remains greater than 100% from year 8 to 12 as more students enroll than leave the school between the start of year 8 and the end of year 12. This results in an apparent retention of 107% from year 8 to 12, significantly above like schools and DECD as a whole. The retention is however, lower than the region overall (with a retention of 180%).

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

Student Absence

Absence rates were little changed from 2011. While attendance rates are about the DECD average, they are below the regional and index of disadvantage average. The difference appears to be due to a higher than average rate of approved absences.

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 Counseling team uses a case management approach to follow up on individual students. The introduction of Daymap during 2012 is expected to improve the monitoring of cases of individual lesson absence.

### Apparent Retention rates

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<td>95.7</td>
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<tr>
<td>Year 9-10</td>
<td>FTE</td>
<td>96.6</td>
<td>97.9</td>
<td>108.4</td>
<td>82.8</td>
</tr>
<tr>
<td>Year 8-12</td>
<td>Personals</td>
<td>116</td>
<td>109.9</td>
<td>119.2</td>
<td>105.6</td>
</tr>
<tr>
<td>Year 8-10</td>
<td>Personals</td>
<td>110.6</td>
<td>103.2</td>
<td>175.3</td>
<td>95.7</td>
</tr>
</tbody>
</table>

### Attendance rates 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Schl</th>
<th>Sc</th>
<th>Re-</th>
<th>DECS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2011</td>
<td>1</td>
<td>201</td>
<td>2</td>
<td>12</td>
<td>2012</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.3</td>
<td>91.4</td>
<td>93.3</td>
<td>89.9</td>
<td>92.3</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.4</td>
<td>90.1</td>
<td>90.9</td>
<td>87.5</td>
<td>96.3</td>
</tr>
<tr>
<td>Year 10</td>
<td>86.9</td>
<td>89.9</td>
<td>90.2</td>
<td>86.3</td>
<td>90</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.8</td>
<td>89.2</td>
<td>90.7</td>
<td>86.9</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>89.8</td>
<td>90.1</td>
<td>90.4</td>
<td>87.6</td>
<td>90.8</td>
</tr>
<tr>
<td>Second-</td>
<td>90.1</td>
<td>90.1</td>
<td>91</td>
<td>87.5</td>
<td>90.5</td>
</tr>
<tr>
<td>Total 8 to 10</td>
<td>89.8</td>
<td>90.5</td>
<td>93.4</td>
<td>90.9</td>
<td>92.8</td>
</tr>
</tbody>
</table>
Post-study destination

Students who leave NMHS are surveyed for their intended post school destination. In 2011 (the latest data available—Table above) the majority of Middle Campus students departed NMHS for interstate, overseas or a non-Government school (primarily at the end of year 10). Year 11 students leave to a full range of destinations, including employment and further study with specialist providers. The majority of Year 12 leavers intend to continue with further study on completion of their SACE. The school has become much more successful in collecting destination data from year 12 students in recent years. The majority of the year 12 Unknown destinations are also likely to be seeking employment or going on to further study.

Opinion survey 2012

Summary

The NMHS community was surveyed once again in 2012 using the Council of International Schools survey. A total of 637 students (approximately 44%), 78 members of staff (60%) and 28 parents (3%) responded to the survey, which covered all aspects of school operations, with a particular emphasis on teaching and learning.

The results of the survey are summarised in the table on the next page.

Key findings

Parents

In general the parent responses were more positive in 2012.

- The NMHS's vision and mission statements were well understood and accepted (89%)
- Parents broadly agreed that the curriculum was consistent with the school's vision and mission (82%)
- Most parents believed that the resources that they needed to assist their learning were available (91%)
- Most parents believed that their children found school interesting and engaging (86%) and took into account their child's learning style (75%); however satisfaction in this area is down from 2011
- Most parents believed the school was well documented and built on previous learning (75%)
- Most students believed that the curriculum was consistent with the vision and mission (87%)
- Most students believed the resources that they needed to assist their learning were available (72% down from 78%). Frustration concerning the availability of computer equipment was, however, evident (46% up from 36% of students were dissatisfied with ICT facilities). 31% of students do not believe they have been taught how to use the library effectively
- Most students (87%) were confident that they understood the criteria against which they were assessed, but some (30%) would like more variety in assessment. 40% of students did not believe teachers would vary their approach if a student had trouble learning a lesson
- Most students (73%) believe their teachers respect them but only 58% believe that students respect their teachers
- Despite an active Student Representative Council (SRC), 46% of students did not feel that they had the opportunity to express their opinions about school operations

Students

- The NMHS's vision and mission statements were familiar to most students (82%).
- The majority of students (78% up from 73%) believed that the curriculum provided a 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%)
- 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 (72% down from 78%). Frustration concerning the availability of computer equipment was, however, evident (46% up from 36% of students were dissatisfied with ICT facilities). 31% of students do not believe they have been taught how to use the library effectively
- Most students (87%) were confident that they understood the criteria against which they were assessed, but some (30%) would like more variety in assessment. 40% of students did not believe teachers would vary their approach if a student had trouble learning a lesson
- Most students (73%) believe their teachers respect them but only 58% believe that students respect their teachers
- Despite an active Student Representative Council (SRC), 46% of students did not feel that they had the opportunity to express their opinions about school operations

Staff

- The school's vision and mission statements were well understood and accepted (96%)
- The staff broadly agreed that the school's curriculum was consistent with the vision and mission (87%)
- Most members of staff (89%) believed that the curriculum was well documented and had a logical scope and sequence
- Many staff members (48%) do not believe that sufficient Professional Development is available to improve design, implementation and assessment of the curriculum to benefit

<table>
<thead>
<tr>
<th>Destination</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y8</td>
<td>Y9</td>
<td>Y10</td>
<td>Y11</td>
</tr>
<tr>
<td>Employment</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>3</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
student learning. 30% of staff also believe that the curriculum does not provide well for all students.

- Many staff (45%) are not satisfied that the ICT facilities and other technical resources are sufficient to meet the learning needs of teachers and students.
- Many staff (48%) do not believe there is sufficient teacher aid support and that students who have disabilities are not well identified (48%) and receive insufficient support (65%).
- Staff members believed that students showed a high level of respect for both teachers (86%) and each other (88%).

Areas requiring development

Pedagogical improvement continues to be the area for 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 completion of the 1:1 laptop rollout in 2013, upgrade of the wireless infrastructure and a pedagogical focus on effective use of ICTs in 2013 may help address these concerns.

While staff are, in general, confident in curriculum documentation and articulation, further development in the use of the ATLAS curriculum mapping tool in 2013 is planned. Implementation for the National Curriculum will also need to occur in 2013 providing an opportunity to implement pedagogical changes.

The low confidence of parents in the reporting processes indicates a need to review these processes in 2013.

<table>
<thead>
<tr>
<th>Description of Standard</th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.</td>
<td>82.1 (96.6)</td>
<td>NA</td>
<td>86.5 (83.7)</td>
</tr>
<tr>
<td>Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.</td>
<td>85.7 (92.6)</td>
<td>88.9 (83.2)</td>
<td>99.5 (99.4)</td>
</tr>
<tr>
<td>Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.</td>
<td>NA</td>
<td>74.7 (75.0)</td>
<td>88.6 (81.4)</td>
</tr>
<tr>
<td>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</td>
<td>82.1 (93.2)</td>
<td>63.6 (65.8)</td>
<td>85.7 (83.5)</td>
</tr>
<tr>
<td>The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.</td>
<td>NA</td>
<td>NA</td>
<td>51.6 (47.6)</td>
</tr>
<tr>
<td>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</td>
<td>85.7 (83.9)</td>
<td>75.2 (70.8)</td>
<td>69.3 (77.6)</td>
</tr>
<tr>
<td>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</td>
<td>92.9 (91.2)</td>
<td>72.2 (77.7)</td>
<td>81.4 (70.6)</td>
</tr>
<tr>
<td>The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.</td>
<td>85.7 (81.5)</td>
<td>72.2 (79.4)</td>
<td>96.7 (87.7)</td>
</tr>
<tr>
<td>Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school’s mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.</td>
<td>NA</td>
<td>NA</td>
<td>93.5 (85.5)</td>
</tr>
<tr>
<td>The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.</td>
<td>82.1 (84.8)</td>
<td>NA</td>
<td>100 (79.1)</td>
</tr>
</tbody>
</table>

(bracketed values - results from 2011 survey)

Table 12. Summary of results of a survey, conducted in 2012, 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.