The annual report details the key actions that the school has undertaken throughout 2013. The accompanying data augments the commentary, giving record of the emerging trends that inform the next cycle of school planning. The curriculum leaders in the school spent 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 whole school improvement.

Other aspects of the annual report are required for accountability purposes by the Department for 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
The Norwood Morialta High School (NMHS) is a dual campus school of 1489 students (years 8 to 13), including 103 international students. 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 as an interculturally engaged citizen with the knowledge, skills and capacity to meet the challenges of a changing world.

Mission
To provide a rich and supportive education in which students develop the knowledge to pursue future opportunities, the skills to be successful, the ability to be life-long learners and the capacity for social and intercultural engagement.

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.

Graduates Qualities — IB Learner Profile
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Reflective

Australian Curriculum General Capabilities
Successful learner, confident and creative individual and active and informed citizen.
- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

The NMHS conducts a number of special programs, such as the International Baccalaureate Middle Years Program (IB MYP), an Intensive Secondary English Course (ISEC), outdoor education, specialist sports; rowing and world football; and student services as peer support and mediation, counselling, and pastoral and health care. In addition, the NMHS offers the largest 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.

Highlights of 2013
- Rio Tinto Science/Australian Maths competition/ Royal Australian Chemistry competition/ Year 12 Conference Day at Uni SA
- Year 8 Orientation Day at UniSA
- SRC Leaders representation at Government House
- 2012 Graduates Assembly
- Year 8 Standard Day
- State Swimming Carnival
- SSSSA Track & Field Carnival
- Vista Track & Field Carnivals
- Sports Day
- Senior Boys Twilight Soccer Champions
- Yr 8/9 Boys Knockout State champions
- Yr 8/9 Girls State Knockout Runners Up
- 5 A-Side 8/9 Girls State Champions
- World Challenge Quiz Night and Trip to Vietnam & Laos
- International Study Tours, Little Wing, Koishikawa, Ritsumeikan
- Head of the River Rowing and Awards Dinner
- SAPOL Road Safety
- Open Night MC & Open Day SC
- Fiddler on the Roof School Musical
- Old Scholar’s Happy Hour
- Year 12 Formal
- Australian Chemistry Competition
- Pedal Prix Racing
- Glossy Black Cockatoo Camp
- Year 12 politics camp (United Nations Youth Association
- ISEC class excursions to the Central Market, Cielan Wildlife Reserve, Noarlunga Aquatics.
- 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 Parents and Friends
- Students selected to represent the state at the National Youth Constitutional Convention in Canberra
- Law week activities
- Science & Engineering Challenge Yr 8-10
- RYDA Program for Year 11
- Ski Trip
- Science Week
- Stage 2 Drama Performance
- PiCSE Science Competition
- Languages in the East & NE Concert
- Pepper Street Art Exhibition
- Year 12 & 10 Graduation Ceremony
- Year 11, 9 & 8 Awards Assemblies
- Very successful annual working bee
- Cultural Exchange students—Carlo Montanelli from Italy, Frida Ruster—Norway, Korina Sarapatis—Greece, Amina Burger—Germany, Jara Hintz—Germany, Flavie Roncoroni—Switzerland with reciprocal visit over Christmas holidays made with Ridhima Bhalla; Quike Longarese Rodriguez—Spain, Ander Gonzaless—Spain
- Study Abroad Program students from Brazil Boussuet Cost, Gisely Sousa, Ana Vasconcelos
- Study Abroad students from Jissen and Hokusai
- Work shadowing programs from visiting teachers from Italy and Thailand
- Visiting German Agents

School Executive
Panayoula Parha
Principal
Karen Andrews
Deputy Principal/Middle Campus Head
Kerryn Harvey
Deputy Principal/Senior Campus Head
Nikki Kotrotsos
Assistant Principal—Operations
David Carter
Assistant Principal—Timetabling and staffing
Andrea Sarantuangas
Assistant Principal – International Programs
Fran Millard
Business Manager

Governing Council
Peter Adams 2013—2014
Parent Representative
Dwayne Antojoji 2013—2014
Student Representative Council (shared SC)
Mich Bagnara 2013—2014
Parent Representative and Secretary
Ahriahn Creaser 2013
Student Representative Council (shared MC)
Laura Dichiera 2013
Student Representative Council (shared SC)
Jeff Eglington 2013—2014
Parent Representative and Chairperson
Tursunay Elham 2013
Student Representative Council (shared MC)
Meredith Farmer 2013—2014
Parent Representative
Kerryn Harvey 2013
Staff Representative Senior Campus
Nikki Kotrotsos 2013
Staff Representative Middle Campus
Jim Itsinies 2013
Staff Representative Middle Campus
Fran Millard
Business Manager
Panayoula Parha
Principal – ex officio
Rudolph Timoteo 2013—2014
Parent Representative and Treasurer
Maerschel Zwart 2013—2014
Parent Representative
Literacy

Context

In May, 272 year 9 students completed the NAPLAN testing which assessed five areas: Spelling, Grammar, Writing, Reading and Numeracy.

It is pleasing to note that in the areas of numeracy, reading, grammar and spelling over 90% of our students achieved at or above the National minimum standard expected of year 9 students. In numeracy, a large number of students achieved at the highest possible band showing that 38 of our students are in Band 10 or above.

Results in writing show 83% of our students are above the National minimum standard and over 95% in reading. Spelling results in Band 9 and 10 showed almost 25% of our students have a strength in this area as well as 20% achieving high scores in grammar.

The writing task, once again, was as a persuasive task. It is the third year of such a task type and the results show some improvement from 2012, but are still not as high as expected. This informs us that more explicit teaching of this text type is required to support our students.

The 2014 writing test will require students to respond to either a persuasive or narrative writing prompt. However, the text type will not be disclosed prior to the date. Explicit teaching of a range of text types, including the ones mentioned above, in all learning areas will be our approach to literacy in 2014 and beyond.

Action taken in 2013

On the middle campus, teachers from Business Enterprise and Technology (BET) participated in the Eastern Adelaide Region 2013 i-lit project, “informing literacy practice” with Stephen Graham. This project supports teachers to develop a literacy focus, to plan for explicit teaching and to measure change in student learning.

In 2013, English as an Additional Language or Dialect (EALD) learners were assessed for the first time using the new Literacy levels. This process assesses the English literacy proficiency of eligible students for whom English is An Additional Language Dialect. To support this, the school arranged for a team of 25 teachers to attend ‘language and literacy’ levels training workshops.

The number of students assessed with an English as a Second Language (EALD) scale has significantly reduced this year from 29.8% to 27%. This may be due to changes in the assessment process with the switch from the EALD Scope and Scales process to the Language and Literacy Level process.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>Total with Scale</th>
<th>% of Whole Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 8</td>
<td>36</td>
<td>49</td>
<td>85</td>
<td>30</td>
</tr>
<tr>
<td>Yr 9</td>
<td>23</td>
<td>44</td>
<td>67</td>
<td>23</td>
</tr>
<tr>
<td>Yr 10</td>
<td>41</td>
<td>38</td>
<td>79</td>
<td>27</td>
</tr>
<tr>
<td>Yr 11</td>
<td>39</td>
<td>44</td>
<td>83</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>230</td>
<td>403</td>
<td>27</td>
</tr>
</tbody>
</table>

Statement: School progress information shows a significant number of students who have achieved in the Upper band showing that their progress between the tests is high when compared to students of similar ability. This is some indication of the improvement in the last two years while at this school. We can see that most of our students have performed at or above their expected level when compared to previous tests.

The number of students assessed with an English as a Second Language (EALD) scale has significantly reduced this year from 29.8% to 27%. This may be due to changes in the assessment process with the switch from the EALD Scope and Scales process to the Language and Literacy Level process.

The process was undertaken in term 2, using work samples from Science and English on the middle campus and a range of subjects from the senior campus. A total of 380 students were assigned a literacy level.
In 2013, EALD was offered as a subject in all year levels with the option being made available for students to move between EALD and English depending on English Language proficiency levels.

EALD support classes in year 9 and 10 were again offered in Science and Humanities. A year 8 Literacy class was also established using NAPLAN, PAT-R testing and term 1 achievement data.

In June, a Chinese Bilingual School Support Officer was employed to support EALD students. She worked in conjunction with teachers both in class as well as with small groups.

During 2013, the school enrolled a total of 24 exit students from the Adelaide Secondary School of English for which the school received extra funding.

Recommendations for 2014

- Explicit teaching of the literacy requirements of both the narrative and persuasive text to be increased in year 8 and 9. This will be supported by the use of common assessment tasks in English on the middle campus.

- A focus on reading comprehension and the interpretation of information across all learning areas will benefit literacy skills. Analysis of NAPLAN shows that in reading, the key areas needing improvement are generally higher order thinking and analysis, requiring students to synthesise and analyse written texts.

- Reduce the number of students in the lower progress group in each area of NAPLAN.

- The Senior Leader Literacy Design to provide training and development for teachers in relation to explicit teaching strategies to support the development of literacy skills in students.

- Learning area coordinators continue to monitor, review and evaluate the Literacy Scope and Sequence document with the Literacy Leader, at the Curriculum Leaders and Management (CLAM) and Learning Area meetings.

- Training and development of Language and Literacy levels to be offered in 2014, supporting more teachers to be trained across all learning areas.

- The 20 staff trained in Language and Literacy mentor other staff in 2014.

- Analysis of Literacy Levels data in conjunction with other data sets, such as NAPLAN, achievement data, attendance and SBM is scheduled for Curriculum Leaders and CLAM, Organisation Management Group and learning area meetings to inform curriculum review and task design.

- Examine resources, data collection materials and ICT tools relevant to literacy and literacy testing across 8 to 12.

- The school investigated Bridging Courses and Accelerated classes in Literacy and Numeracy and decided to support students within the mainstream.

Numeracy

Middle Campus:

Of the students who sat NAPLAN this year, only nine (3.6%) failed to meet the minimum standard required. These students all achieved a Band 5, one band below benchmark. These students have all been placed in pre-applied maths classes for 2014, where they can receive targeted support in smaller class sizes.

Of the 56% of students who sat NAPLAN, students achieved an 8 or better, with 13% in the top Band 10. As the table above shows, the NAPLAN Numeracy targets in the School Improvement Plan have been exceeded. There was a decrease in the percentage of students in low progress groups from 21% to 15%. There was an increase in the percentage of students in the upper progress group from 30% to 42%.

We again used PAT Maths this year. All students in years 8-10 sat the NAPLAN like, externally set standardised tests early in term 1. Results were carefully analysed and used to help inform all class teachers of students at risk and students who could be identified for extension. As a result, several students were re-established in different level classes to better meet their needs, with the majority of those being moved up, from applied mathematical classes into standard. In cases where places could not be found for students to move up, teachers modified their programs with identified students to ensure they remained challenged and engaged.

All students again sat the PAT Maths test at the beginning of term 4. These results were again analysed and, along with NAPLAN, used to better inform class placements for 2014. As a result, only three pre-applied maths classes are planned for year 10 in 2014, compared to five at the start of 2013 and two at year 9.

The entire middle campus Maths faculty received targeted in-service training in Term 1, focussing on task design in MYP. As a result, years 8 and 9, have been able to achieve improved results, particularly in Reflection Criteria D that had previously been identified as an area of weakness in Maths.

The Australian Curriculum has been implemented in year 8, resulting in significant adjustments to the program for the year. A year 9 program aligned to the Australian Curriculum was also trialled and adjusted by year 9 teachers throughout the year, ready for implementation in 2014.

New Cambridge text books aligned to the Australian Curriculum were purchased for year 8 and pre-applied year 9 classes. Two levels of text were used for year 8 students, enabling teachers to differentiate their teaching to better meet the needs of all students in the mixed ability year 8 classes.

In term 3 HOTmaths, an internet based system linked to the Cambridge texts, was trialled with all classes in years 8 to 10. This program was successful in expanding the pedagogy of all staff and was well received by most students.

In term 4 Mangahigh, another internet based system, was trialled with all classes in years 8 to 10. Again, while further expanding the pedagogy of staff, teachers reported that this program was particularly successful in challenging more able and talented students. It encouraged a culture of positive competition across the school. However, staff felt that this program did not support less able students as well as HOTmaths, nor did it provide the scaffolding to students that HOTmaths provided through walk-throughs and animated explanation tools.

Recommendations for 2014

- 2014 will see the implementation of the Australian Curriculum in Mathematics at year 9. New Cambridge Texts have been ordered in preparation to support this. It is recommended that HOTmaths be used for the full year, across all three year levels to further extend pedagogy and to support staff and students in working with new material.

- It is also recommended that Mangahigh be used with all year 8 classes and Standard year 9 and 10 classes to further extend and challenge more able students. As a faculty we propose a user pays system learning area. This will be $10 per student for an entire year of Mangahigh and $3 a year for HOTmaths.

- The use of technology, particularly Graphics Calculators is a stated expectation of all SACE Mathematics courses. Too many students who are taking a full year of Stage 1 Mathematics and/or a Stage 2 Mathematics courses do not have access to their own Graphics Calculators for homework and tests in line with practice in similar schools in our region. Students must be discouraged from merely borrowing calculators or using laptop simulators. A limited number of calculators will be available for long term loan by students genuinely unable to fund the purchase of their own.

- In preparation for the implementation of the Australian Curriculum in Mathematics in year 10 in 2015, it is recommended that the 10/10A program be trialled with 10EX to develop a program in preparation for implementation in 2015. This will require the purchase of a single set of texts to cover additional curriculum not previously included in South Australian year 10 texts.
The NMHS retained a high standard of achievement in 2013. Merit Awards (20/20) were achieved by eight individual students. These Merit Awards were achieved in Mathematical Studies (2), Mathematical Applications (1), Ensemble Performance (1), Physics (1), Workplace Practices (1), Spanish (continuers) (1) and Vietnamese (background speakers).

One student received the Governor of SA Award for Excellence in the SACE, with only 29 in total awarded in the State.

Students achieved a total of 309 A grades. This was significantly greater than the 211 A grades achieved in 2012.

**Achievement score summary and distribution**

The distribution of grades in 2013 show that students at NMHS scored a slightly lower percentage of A grades (although there was an increase of 2% in comparison to 2012 figures) and B grades; a higher percentage of C, D and E grades than the State average.

The SACE completion rate for 2013 was 88.09% which is lower than the 2012 figure of 92.8% but comparable to the 2011 figure of 89.09%. As the State completion rate rose to 93.55% in 2013 this is not a trend that we would want to continue and a closer examination of individual cases will be required. The mean Tertiary Admission Rank (ATAR) data that was previously available, is no longer available to schools.

### Senior Secondary Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. % of Results</td>
<td>No. % of Results</td>
<td>No. % of Results</td>
</tr>
<tr>
<td>A+</td>
<td>19  1.56%</td>
<td>16  1.19%</td>
<td>13  1.01%</td>
</tr>
<tr>
<td>A</td>
<td>70  5.74%</td>
<td>68  5.06%</td>
<td>73  6.01%</td>
</tr>
<tr>
<td>A-</td>
<td>148 12.14%</td>
<td>127 9.46%</td>
<td>123 10.55%</td>
</tr>
<tr>
<td>B+</td>
<td>157 12.68%</td>
<td>176 13.10%</td>
<td>160 13.58%</td>
</tr>
<tr>
<td>B</td>
<td>172 14.11%</td>
<td>209 15.55%</td>
<td>170 14.43%</td>
</tr>
<tr>
<td>B-</td>
<td>173 14.19%</td>
<td>206 15.33%</td>
<td>161 13.67%</td>
</tr>
<tr>
<td>C+</td>
<td>143 11.73%</td>
<td>181 13.47%</td>
<td>150 12.73%</td>
</tr>
<tr>
<td>C</td>
<td>129 10.58%</td>
<td>148 11.01%</td>
<td>125 10.61%</td>
</tr>
<tr>
<td>C-</td>
<td>127 10.21%</td>
<td>103 7.66%</td>
<td>95  8.06%</td>
</tr>
<tr>
<td>D+</td>
<td>45  3.69%</td>
<td>45  3.35%</td>
<td>44  3.47%</td>
</tr>
<tr>
<td>D</td>
<td>18  1.48%</td>
<td>30  2.23%</td>
<td>20  1.70%</td>
</tr>
<tr>
<td>D-</td>
<td>26  2.13%</td>
<td>11  0.82%</td>
<td>12  1.02%</td>
</tr>
<tr>
<td>E+</td>
<td>10  0.82%</td>
<td>12  0.80%</td>
<td>11  0.93%</td>
</tr>
<tr>
<td>E</td>
<td>18  1.48%</td>
<td>3   0.22%</td>
<td>12  1.02%</td>
</tr>
<tr>
<td>E+</td>
<td>11  0.90%</td>
<td>8   0.45%</td>
<td>7   0.59%</td>
</tr>
<tr>
<td>E</td>
<td>8   0.66%</td>
<td>3   0.22%</td>
<td>2   0.17%</td>
</tr>
</tbody>
</table>

#### Literacy

<table>
<thead>
<tr>
<th>Grade</th>
<th>NMHS</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.74%</td>
<td>20.19%</td>
</tr>
<tr>
<td>B</td>
<td>41.68%</td>
<td>42.57%</td>
</tr>
<tr>
<td>C</td>
<td>31.4%</td>
<td>30.56%</td>
</tr>
<tr>
<td>D</td>
<td>6.46%</td>
<td>4.53%</td>
</tr>
<tr>
<td>E</td>
<td>2.54%</td>
<td>1.67%</td>
</tr>
</tbody>
</table>

#### Numeracy

<table>
<thead>
<tr>
<th>Grade</th>
<th>NMHS</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91.19%</td>
<td>88.49%</td>
</tr>
<tr>
<td>B</td>
<td>96.65%</td>
<td>91.61%</td>
</tr>
</tbody>
</table>

From 2013, a compulsory requirement of the SACE is to complete 20 credits of an English subject by achieving a C grade or better at Stage 1.

Students at NMHS achieved well above the State average in successfully meeting the compulsory SACE Literacy requirement at Stage 1.

From 2011, a compulsory requirement of the SACE is to complete 10 credits of a Mathematics subject by achieving a C grade or better at Stage 1.

Students at NMHS achieved above the State average in successfully meeting the compulsory SACE Numeracy requirement at Stage 1.
Whole School Guided Inquiry

Context:
The schooling environment is ever changing and recent developments in the use of capabilities driven curriculum has been at the forefront of such changes both internationally and locally. The use of guided inquiry is just one means to achieve educational outcomes addressing this focus. In 2013, the school focused on further establishing a common understanding of guided inquiry across the school environment, while continuing to advance the use of guided inquiry pedagogy through the cross-disciplinary learning area. This was further complemented by work in the Eastern Region Graduate Qualities Project, within which capabilities driven curriculum was explored by four strands: empowerment and community, student voice, assessment and reporting and pedagogy. The school’s focus on pedagogy helped to strengthen our resolve for pedagogical shift in order to affect change in student outcomes.

Action Taken:

Research Project: Cross-disciplinary learning area meetings in semester 1 were used to introduce the building learning power strategies of Guy Claxton to the research project teachers. Research Project teachers utilised wild questioning, transfer thinking and split screen thinking as immediate intervention strategies to affect critical and creative thinking capacity in Stage 2 Research Project students.

At risk ESL students were identified in 2012. These students were then provided with specific ESL teachers and additional time to complete the Research Project.

At risk low achieving students (2 or more D’s or E’s) in their 2012 semester 2 report were identified and provided with additional time and targeted teaching.

Benchmarking and internal moderation processes for the school based assessment tasks were implemented and carried out. The net result of these actions being an increase from 61% to 82% in the first time completion rate of Stage 2 students for the Research Project.

Personal Learning Plan: The Personal Learning Plan working group re-wrote three of four Personal Learning Plan tasks to better align them with desired student outcomes, which were identified from the 2012 student completion survey.

Cross-disciplinary learning area meetings in Semester 2 were used to introduce 21st Century Learning techniques (Moodle, Discussion Based Assessment, Multimedia Assessment, Capabilities focus) and the associated pedagogies.

The net result being a first time completion rate of 88%, 4% percent lower than the 2012 rate because staff were clearer about the performance standard. We are expecting this to increase in 2014.

Whole School: Teaching teams for the Research Project, Personal Learning Plan and Personal Project were selected on interest and expertise in teaching cross-disciplinary programs.

A whole school professional development day was run in term 2 in which all teaching staff were exposed to the building learning power strategies of Guy Claxton. This was an exciting opportunity that is a first step in bringing about pedagogical change.

A team of school leaders worked with Flinders University and the Eastern Regional Office to investigate capabilities driven curriculum. Our school’s pedagogy focus brought about a trial of E-portfolio software (Mahara), as a means of providing students to self-assessment of their learning against non-academic capabilities.

Fourteen staff from across the school were trained in the use of pedagogy to implement E-portfolios (Mahara). In conjunction, the 2013 10EX class was provided access as an initial trial student group for their final task of the 2013 Lifestyle Physical Education course.

The results data from 2013 suggests this is the area that students in these classes are having the greatest difficulty with.

- Fully separate the Personal Learning Plan from the Personal Project. This will require task one to be re-written more in line with the three new tasks created in 2013.

- Continue the development of the teaching pedagogy for the Personal Learning Plan team. 2013 has been utilised as a seeding year from which to build. Classroom observation and ongoing professional development will be utilised to advance the teaching practice of teachers who have demonstrated lower success rates.

- Roll out Mahara E-portfolios and appropriate training to all teaching staff, allowing staff to log professional development against the Australian Institute for Teaching and School Leadership (AITSI) professional standards for teachers; a requirement of the revised teacher registration process as of 2016. This precursory roll out will enable staff to familiarise themselves with the software before undertaking appropriate pedagogical training for the implementation of Mahara into the school Personal Learning Group program.

- A professional development structure that allows all teachers across the school common time in the teaching week needs to be established if desired outcomes are to be achieved in a timely fashion. The proposed time would allow the current professional learning teams format to be expanded to a school wide professional development program. This change would allow all teachers across the school to work collaboratively on developing their pedagogy, the primary driver in improving student learning outcomes.

Recommendations for 2014
- Continue the professional development started in 2013 (21st Century Learning Technology, Building Learning Power, Pedagogical Change) through the introduction of Professional Learning Teams in the cross-disciplinary learning area. This will need to occur in learning area meetings.

- Curriculum leaders and the Executive Leadership team develop a standardised process and timeline for learning area benchmarking and moderation against the IB MYP and SACE performance standards.

- Further develop the Research Project intervention classes (EALD and At Risk) to incorporate common question groupings.
**International Baccalaureate Middle Years Program (IB MYP)**

**The IB MYP at NMHS - An Overview:**
The International Baccalaureate Middle Years Program (IB MYP) encompasses years 6-10 of students’ education. We implement the program in years 8-10 and also plan and work collaboratively with Stradbroke, Linden Park and Gilles St. primary schools, who offer the program 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 at NMHS with prior knowledge of the IB MYP. However, those who are new to the MYP are inducted into the workings of the program upon arrival.

The IB MYP 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 learning areas. This includes, English, LOTE, Mathematics, Science, Humanities, The Arts, Physical Education, and Technology.

The Personal Project began 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 demonstrate 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 period. All projects are unique, however every student’s project will comprise three core components: a process journal that students ‘create’ 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 on their project.

The 2013 results indicate that 90% of year 8’s and 85% of year 9’s achieved a passing grade of 4 or more. This is similar to 2012 for year 8 students and a 1% improvement in year 9. The year 10 Achievement Levels declined from 83% to 79% in part due to improved moderation of achievement standards in some learning areas, which was a focus of the School Improvement Plan (SIP). The biggest contribution to unsuccessful grades was from Science and the Personal Project.

Students are assessed against defined IB MYP assessment criteria in each learning area. This assessment data is used to inform mid-semester 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 IB MYP Assessment Criteria are then given in terms 2 and 4. Students received feedback based on IB MYP Achievement Criteria, and SACE Performance Standards for all assessment tasks.

**Highlights of 2013**

**The Personal Project** continued to grow with excellent projects being undertaken by many of our students. This year also marked the second year that we have held a Personal Project Display, with over 60 projects being displayed in our middle campus resource centre during week 9. Class groups were brought to the resource centre during the three day display, giving all middle campus students the opportunity to celebrate the work of our year 10s. For students in years 8 and 9 this was also an opportunity to gain inspiration and ideas for their projects in future years. The display was successfully opened to parents after school.

Student achievement in the Personal Project increased markedly in 2013 from 2012, with 82% of students successfully completing the project with a 3 or better, up from just 61% in 2012. There was also an overall increase in the number of students who achieved in the very high (6-7) range for their Personal Project - 15% up from 11% in 2012.

The Personal Project is also an excellent opportunity for students to further develop their literacy and guided inquiry skills – two of the 2003 School Improvement Plan priorities.

**Improved curriculum documentation and mapping:** Since the introduction of Atlas Rubicon Curriculum mapping software in late 2011 / early 2012, curriculum documentation has improved. Atlas is a curriculum mapping and planning tool designed to be used by teachers and line managers. It allows teachers to plan, share and store curriculum in a secure online environment, while giving line managers the opportunity to easily oversee what is being taught and undertake systematic curriculum reviews. Atlas has also been especially useful for new teachers and/or teachers new to the IB MYP as it makes locating curriculum and resources much easier.

**Increased staff leadership in the MYP community:** The profile of the NMHS as an IB MYP school has increased dramatically in recent years. This is particularly evident in 2013 with five teachers or administrators now holding positions within the IB regional community as either site visitors (auditors), new school consultants and/or workshop leaders. This training and exposure has provided invaluable new insights for NMHS staff which has led to positive changes within the school. It also gives prestige to the school as a local leader in the IB MYP.

**Recommendations for 2014**

- Begin planning for the MYP ‘Next Chapter’ in 2014: the IB have undertaken a significant curriculum update that is currently being finalised and will be ready for implementation in 2014.
- Increase the amount of time spent undertaking internal moderation in all learning areas, to ensure that all teachers have the same understanding of the IB MYP assessment criteria for their learning area and how they should be awarded.
- Continue to push the importance of student involvement in Community and Service at each year of the program and, further formalise the recording and acknowledgement of this participation.

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**Achievement Levels 2013 (both semesters)**

| Percentage of Grades | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 |
|----------------------|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 7                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 0                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**Personal Project Achievement 2013**

- **Year 8 Levels:** 18%
- **Year 9 Levels:** 22%
- **Year 10 Levels:** 26%
- **IB MYP Level 1:** 9%
- **IB MYP Level 2:** 7%
- **IB MYP Level 3:** 11%
- **IB MYP Level 4:** 18%
- **IB MYP Level 5:** 6%
This year was the second year of our ICT 3 Year Plan: 2012-2014. Priorities for this plan, and our 2013 achievements towards meeting these priorities, are described below:

**Priorities**
- improving teacher access to relevant student data so that learning is improved for all students.
- developing and implementing ICT Service Delivery/Change Management processes via the Framework for ICT Technical Support process were addressed.

Firstly, the DayMap software has been implemented across the school and is being used in all classes to mark and track student attendance.

Staff have trialled the Assessment and Reporting Module to report against criteria in both the IB MYP and the SACE.

DATACOM Level 3 Support was utilised 41 times (at the end of October).

Ten tablets were purchased for TRT’s to enable them access to Daymap and email.

**Recommendations for 2014**
- Expansion of the Assessment and Reporting Module in Daymap so that all staff are reporting against the IB MYP and SACE criteria in all Summative Tasks.
- The Daymap Parent Portal is implemented.
- The Messaging function in Daymap is investigated.
- 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 Level 3 Support.

**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**
- Changes to the network infrastructure were implemented across the school according to Phase 2 of the DATACOM Solution, resulting in a broadened bandwidth allowing for multiple devices and limiting dropouts, and in improved services with respect to printing from laptops and outside access.
- Opportunities were explored for ensuring that all students have access to a laptop at school. This is the second year of the Anytime Anywhere Laptop scheme and the school has successfully managed the resources (financial and devices).
- The potential of a Bring Your Own Device (BYOD) scheme using a Virtual Desktop Interface (VDI) system to ensure a common student platform has been explored. Subsequently, phase 3 of our infrastructure upgrade will be implemented for 2014. In 2013, 20 students trialled the BYOD scheme in preparation for 2014.
- Laptops were deployed through the Learning with Technologies scheme to year 8 students, as well as students from other year levels who wanted to purchase their own device. Two hundred devices in total were taken up through Learning With Technologies (LWT) in 2013.
- Three options were presented to parents for 2014 for laptops:
  - Option 1 - purchase through a school approved vendor,
  - Option 2 - purchase their own device meeting the stipulated school requirements and
  - Option 3 - borrow a loaner laptop through the school.
- We received a total of 205 responses from a potential cohort of 275. The responses for 2014 are summarised as follows:
  - Option 1 - 141 (69%),
  - Option 2 - 33 (16%),
  - Option 3 - 24 (12%),
  - and / or
  - Option 1 or 2 - 4 (2%),
  - Option 1 or 3 - 1 (0.5%),
  - Option 2 or 3 - 2 (1%).

These results demonstrate strong support from our families in purchasing their own device (85%).
- Out of warranty laptops were replaced for 76 staff members.
- An audit was done on data projectors and associated equipment in teaching areas across the school, and equipment added where necessary.
- The eSpace and Sound Recording Booth development was initially delayed until Phase 2 of the DATACOM Solution was implemented. The decision was then made to further delay this until 2014 when the new Learning Spaces Committee is formed. This group will investigate the use of different models of learning spaces to improve student learning.
- The Lecture Theatre upgrade was completed with state of the art technologies, making it a multi-purpose room for delivery of educational outcomes.

**Recommendations for 2014**
- Continue with the implementation of the Phase 3 upgrade, allowing the school to deliver pedagogies via a Bring Your Own Device environment.
- Explore the continued expansion of a Virtual Desktop Environment.
- Continue the rollout of data projectors to all teaching spaces.
- Form a Learning Spaces Committee to investigate the use of different models of learning spaces that will improve student learning in the 21st Century.
- Investigate the use of different models of specialised 1:1 Laptop Learning Spaces, and set up a specialised eSpace and Sound Recording Booth on the Senior Campus.

**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 continued this year:
  - Focussed training was provided to a number of Learning Areas.
  - A Help Desk arrangement was established whereby teachers could access assistance from a pool of ‘Moodle go-to people’ using a ‘just in time’ approach.
  - Focussed time was given to sorting any issues associated with the ‘new’ Moodle (Moodle 2).
- 80% of teaching staff have now been trained in using the eLearning environment through the eLearning Champion Program, meeting the ICT Strategic Plan target. Due to the limited time available, the subsequent School Improvement Plan target of 100% has not been met; if this target is to be reached, regular and dedicated PD time is required.
- Baseline data about Moodle usage since
migrating to Version 2.6 in August has been collected. This baseline data shows all learning areas have developed eLearning resources which are being used in classes.

- The average number of unique logins to the Moodle per week is 878 (~50%).
- The average number of times that courses are accessed in a week is 17113.

- Professional Learning Teams for ICT Rich Curriculum were implemented. Five learning area teams participated – middle campus Design Technology, senior campus IT, senior campus Arts, middle campus LOTE, senior campus Maths, bringing the number of teams having participated in the program to 12. 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.

- The model for the Professional Learning Teams (PLT) for ICT Rich Curriculum has been very successful in changing pedagogy in the classroom, resulting in better student learning outcomes (refer to indicators for success in the PLTs for ICT Rich Curriculum documentation). However, due to the teams of teachers not being available at the same time because of teaching commitments, as well as the cross-campus nature of the school, the resulting time constraints has meant that the program has not been as far reaching. ICT Steering would recommend a further investigation into the possibilities of introducing a timetable structure that will enable teachers regular and productive time for changing classroom pedagogy, thereby better reflecting learning in the 21st Century and relevance for our students.

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

Program has not been as far reaching. ICT

International Student Program

International Accreditation

The NMHS’s international accreditation with the Council of International Schools (CIS) continues to influence planning and school improvement strategies. The school has addressed many of the recommendations made in the Team Visit report and will present its progress on all the recommendations in the First Report on Progress and Planning in early 2014. We congratulate Bevan Thulkanam, a year 10 student who was nominated and awarded the NMHS CIS Award for his contributions to the promotion of global citizenship and the development of international awareness in his community.

Student demographic

Full Fee Paying Students

During 2013 there were a total of 103 international full fee paying students. Ninety four of these were in the High School Graduate program, and nine students were enrolled in a Study Abroad Program from four weeks to one semester in length. These numbers are slightly down from 2012 as a result of eight students leaving NMHS before completing their High School Graduate program. The students transitioned to more suitable alternate programs, including Foundation courses at different Universities around Australia and TAFE. There were also three less Study Abroad Program students. New enrolments totalled 40, including 32 students commencing in the Intensive Secondary English Course (ISEC), slightly down from last year. It was pleasing to note that eleven new ISEC students were enrolled in term 4, which resulted in a second ISEC class being formed in term 4 for the second year in a row.

The country of origin of the NMHS international students did not change significantly in 2013, with the majority of students being from China, followed by Japan and Vietnam as the next most represented countries.

During the year, fewer students left the program than in previous years. Nine students completed their Study Abroad Program, two were transferred to the Adelaide Secondary School of English and one student commenced a Foundation Program.

Highlights for the year were the strong representation and commitment of three international students on the Student Representative Council. Jessica Ryoo, Erin Hyun and Hyeju Hyun are to be commended for their enthusiasm and commitment which included their participation in the organisation of the Multicultural Assembly on the senior campus, farewell picnic for the exchange students and their overall support for the international students. For her commitment, Jessica Ryoo was awarded the NMHS International Student Award at the Year 12 Graduation. Jessica also received a School Leadership award and the Languages Award for her achievements in Japanese Beginners.

<table>
<thead>
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<th>Countries of International Full Fee Paying Students</th>
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<tbody>
<tr>
<td><strong>Country</strong></td>
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<tr>
<td></td>
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<tr>
<td>Germany</td>
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<tr>
<td>Sri Lanka</td>
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<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Exchange Students

There were five exchange students enrolled for periods ranging from eight weeks to one year. These included students from Italy, Spain, Greece, Germany and France. These students were actively involved in classes, sharing their culture and were particularly supportive in Language classes.

Two year 10 students were selected to participate in exchange programs to France and Germany.
The school hosted three study tours from Japan. We again welcomed students from Koishikawa Secondary Education School in August and from Ritsumeikan Junior High School in November. In March we hosted a small group of students from Little Wing English School and received high praise from their English teacher on our well planned and diverse program.

All Study Tours were hosted on the year 9 sub school and visiting students were allocated school buddies to support them. The enthusiasm and support of the buddies contributed to the success of all the study tours.

Study Tour students were involved in English Art, Drama, Physical Education and Food and Culture lessons. The students were involved in excursions to Cleland Wildlife Park, Aquatics at West Lakes, Central Market, Historical Adelaide and Morialta Conservation Park.

The school is building its database of homestay families. Study Tour information in the transition packs for our year 7 students has generated further interest in the homestay programs. The school will consider working with its SRC to nominate International Ambassadors to more closely participate with our International Programs.

Takahashi Sister School Exchange
Unfortunately, a planned reciprocal exchange to our sister school, Takahashi Senior High School in Japan, was cancelled due to insufficient student numbers. Whilst we had great interest and commitment initially, unrest in Korea saw several families withdraw their students. We are hoping that these students and particularly those students who had anticipated attending will return on our next reciprocal visit planned for 2015.

In the meantime, plans are underway to welcome another group of students from Takahashi in 2014 and we will be seeking homestay families for this visit.

Future Planning for Sister Schools
The school is currently discussing two sister school agreements with the possibility of a student sister school trip to Italy for late 2014 is being investigated. The International Programs committee is also investigating student study tours to China and Greece.

World Challenge
In November, a group of 16 students and two staff participated in the four week World Challenge program to Vietnam and Laos. The group was involved in extensive preparations with fundraising, and fitness activities over the whole year. The students undertook a five night trek through Sapa and the surrounding hill tribe villages and a 2 night trek at Phu Khao Kua National Park, an elephant conservation park. For the project phase of the World Challenge, the group spent one week in Laos, in the Luang Prabang region working in the Nam Gha Village assisting with the building of a learning centre, to which they contributed a $2,500 donation of materials.

Overseas Leaders and Teacher Delegations
The school hosted a number of teachers and leaders from Thailand, Indonesia, Japan and China during the year, showcasing our best practice in curriculum and leadership.

Kiara Bacon was selected to continue our educational partnership with the Office of Basic Education Commission (OBEC) in Thailand. She will participate in teaching students and providing professional development for staff in our partner school, Yupparaj Wittayalai School in Chiang Mai, Thailand during January 2014.

Recommendations for 2014
- The school maintains adequate numbers of international students in order to continue to conduct an ISEC program for the whole year.
- Continue to increase the number of Study Tours to support International Programs throughout the school.
- Encourage and support students to participate in overseas exchanges.
- Continue to investigate and develop links with schools in Italy, China, and Greece.
- Involve the SRC, particularly middle campus representatives in the International Program.
- Commence the planning for the third group to participate in the 2015 World Challenge.

Gold won the Spirit Trophy and Red were the overall winners on the day.

Swimming
Unfortunately swimming was not quite as successful this year as several talented swimmers left the school. Despite this, the swimming team still trained hard at Magill University two mornings a week and competed valiantly at their Wednesday night competitions at neighbouring independent schools. The SSSSA ‘F Grade’ Swimming Carnival was held at the Marion Aquatic Centre on Tuesday, 26 February. As we did last year, we finished seventh out of a possible 10 schools.

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 fourth at the Vista Zone Carnival and then seventh at the SSSSA carnival. In 2014 we will be competing in the SSSSA C2 grade championships.

Cross country
A small group of 10 students completed at Oakbank on Friday, 30 May to compete against the South Australia’s best Cross Country runners in the SSSSA State Cross Country Championships. We had a number of good performers with four students finishing top 20 in their age group.

Secondary School Sport
Knockout competitions
The school competed in eight knockout competitions this year with the focus being on World Football. Our year 8-9 boys team were successful in winning their state championship, whilst our year 8-9 girls finished runners up. All other teams progressed through the first round of competition but were unsuccessful further.

Vista Sport
Lightning Carnivals
Teams were nominated in eight one-day lightning carnivals. Sports involved were indoor cricket, volleyball and 5-a-side soccer.
The following had premiership teams:
Senior Boys 5-a-side Soccer
Senior Girls 5-a-side Soccer
Year 8-9 Boys 5-a-side Soccer
Year 8-9 Girls 5-a-side Soccer

Out of hours sport
The school 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 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, World Football and Table Tennis. The school also competed in a Wednesday twilight World Football league against the best world football schools from the Sports Association for Adelaide Schools. Coached by the specialist soccer coordinator, Theo Tsounis. This team went on to be premiers in this league.

South Australia state selection
The following students were selected to represent South Australia:
- Giorgia Contos – Futsal
- Alexia Scalzi – Futsal
- Tessa Calabria – Futsal
- Innocenzo Marro – Futsal
- Joseph Tziortzis – Futsal
- Callum Scott-Mills – Futsal
- Nicholas Rotolo – Futsal
- Jai (TJ) Angsuthasawit – Cycling
- Malvika Hemanth – Badminton
- Isaac Allum-Henson – Athletics
- Lee Minervini – Football
- Connor Bury – Fencing
- Ryan Cher – Table Tennis
- Adelle Martin - Fencing
- Renae Viselli – Lacrosse
- Brody Torston - Lacrosse

Recommendations for 2014
- Continue to promote school sport and the benefits derived from participation.
- Retain current coaches who have built solid relationships with their teams and are effective in promoting school values.
- Retain current umpires for Saturday sport who were successful in officiating games in a professional and diligent manner.
- Continue to seek assistance with coaching.
- Continue to update School Sport uniforms.
- Promote Wednesday/Thursday afternoon after school sports such as World Football, Netball, Swimming, Cross Country and Water Polo.

Rowing
This has been a successful year for NMHS Rowing, building upon the successes of 2012. We had six crews in Head of the River. Unfortunately we were unable to boat a year 8/9 girls crew but we were able to get some year 8’s ready to row and cox for us at Head of the River. Of the six crews that competed, four made it into A finals - a great achievement, especially the year 8 boys crew who had only once before rowed in that combination.

Throughout the season we have repaired and replaced equipment including all our oars. We have also made improvements to other boats and facilities and are in the process of replacing our Dinghy Trailer and purchasing a second hand single scull.

The main focus of this year and the coming season is increasing the numbers of students, and ensuring their experience is a positive one. The current rowers are supporting the program and we have had very positive feedback from out year 7’s, “Come and Try” days. We have a student who is currently training with a state selection squad and it is her hope, and ours, to send her to the National Championships. The aim is to have her racing in single events as well as combining her with other athletes to represent the state.

The 2013-14 season has just begun and we have already had some wins and top three placements. We have been able to boat a Senior Boys eight and have a strong and enthusiastic group of rowers across all year levels. We also have a very positive and proactive parent committee working hard to fundraise and support the rowing program.

Assets and Projects
At the end of 2012, engineers completed documentation, plans and cost estimates for repairs to cracking on several buildings, including the underpinning of the science wing over the Christmas holidays. This major cracking, caused by soil movement on the middle campus, has been a concern for many years. After more than 10 years of reporting, the cracking and other WH&S issues, DECD granted us $120,000 to have work completed just before school returned in January 2013.

This work included underpinning of the science labs and repairs to ceilings and floors damaged by the initial movement. The removal of the vinyl flooring in the weights room in the gym, grinding the lip on the floor, screeding and filling cracks and laying a new sports floor was also completed. The change room floors had the same treatment. Door frames were replaced in the main building, cracked and broken bricks were replaced all over the campus as required by the engineers. Cracks in pathways and many trip hazards in foot traffic areas were repaired.

During term 1 the ovals on each campus were Verdi Drained (aerated), weed sprayed and fertilised. The world football pitch on the middle campus was top dressed with 100 tons of loam. This treatment has been very successful in supporting a safe pitch for students. The IPOS water regulations are now the most up to date technology available for advanced teaching and learning has been installed. The Trade Training Centre (TTC) theatre project was completed and training commenced in late November.

Open Night was successful with large numbers of visitors viewing our school. Extra staff were bought in two days prior to the event to ensure the grounds were clean and in late November, construction of a retaining wall along the pathway on the eastern side of the middle campus was finished. After a ten year battle, $50,000 was allocated from DECD.

The quality of the air and air movement in Tech Studies was addressed. Engineers conducted air monitoring tests to establish the level of airborne particles compared with WH&S recommendations. As a result, a new dust extraction system is being installed. At the time of writing this report, the engineer’s design is going to tender.

The school electrical supply will need to be upgraded, to support this new plant. Planned costs for these works is in excess of $270,000 with completion set for term 2, 2014.

During the early part of the year the State Government announced a Maintenance Funding Grant. We were successful in gaining $40,229 for the middle campus and $33,606 for the senior campus. The 2014 grant was then bought forward and allowed both amounts to be spent giving us a total of $80,458 for the middle campus and $67,212 for the senior campus.

The grant money will be used to: completely refurbish all four student toilets on the middle campus, painting of the tractor shed, earthworks near the oval to reduce the mud in winter, concrete pathway at the front of the middle campus and paint both inside and out of all five transportable classrooms. On the senior campus the following will occur; a new kitchen will be installed; new carpet, curtains and painting of the foyers of the old Coward Hall and lecture theatre foyers, recarpet on stairs leading to the Lecture Theatre, painting of some class rooms, and the outside facia boards in the courtyard. With the total spend of $147,670 this grant has made a big difference to the appearance of each campus.

An upgrade of the Lecture Theatre commenced in April with ceilings, lights, old cabling, speakers, black boards, gas taps and wash sink and carpet at the front removed. Over the next few weeks air conditioning was installed, complete with new ceilings and lighting, cabling, painting and the carpet at the front of the theatre was replaced. It was also decided to gyprock and paint the walls of the theatre and foyers to modernise it and assist with acoustics. The foyer and stairs were carpeted and the whole area looks very modern and professional. The installation of the most up to date technology available for advanced teaching and learning has been installed. The Trade Training Centre (TTC) theatre project was completed and training commenced in late November.

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Distinction - Diversity - Respect
tidy, garden beds looking their best and all repair requests were attended to. Electricians were called to ensure external lighting was working correctly and the cleaners worked extra hours to ensure windows, floors and stair ways were up to standard. It was a successful night and the school looked impressive.

These last two years have seen a huge change in the schools’ infrastructure with all the construction and upgrades and the Trade Training Centre last year. Many other activities such as new lighting in art for displays of student work, courtyard upgrades and improvements all over the school have made it a very rewarding year for staff and students.

Working Bee
The 2013 working bee was conducted in May and although numbers were down on previous years, much work was achieved. We had several truck loads of mulch donated to the school by Austral Tree Service, twenty plus people got to work and removed all debris, weeds and unwanted plants in garden beds and across the front of the school. Several other volunteers gave up their Saturday night and the school looked impressive.

Weeds and unwanted plants in garden beds

Student Demographics
Student Enrolment
The NMHS is a large school by South Australian Standards with an enrolment of 1489 students during term 3 of 2013. This is a significant rise from 2012 (1457 students). In general, there is an increase in cohort size from year 8 to year 11 as more students enrol in the school than leave. There was a fall of 54 students from year 11 to year 12 as students moved into a variety of pathways. This is similar to the pattern in 2012.

When analysing absence rates it is clear that the number of authorised absences by our students is significantly greater than DECD, our Region or our like schools, with unauthorised absence lower than DECD or our Index of Disadvantage like schools.

The introduction of Daymap Connect – the Daymap Parent Portal and an increased focus on engaging parents in ensuring higher attendance in 2013 will work on addressing the high rate of authorised absences.
Student Absence

Absence rates are greatly reduced from 2012 with an overall fall from 9.9% to 9%. The rate of unexplained and unauthorised absences has fallen by over 40%, however the number of authorised absences remains higher than like schools.

Student absences are followed up by an SMS messaging system, in the first instance. Sub School Heads taking primary responsibility for following up ongoing poor attendance. In the case of chronic non-attendance the student counselling team uses a case management approach to follow up on individual students.

A focus in 2014 will be educating parents about the importance of regular attendance with the focus on reducing authorised absences.

Apparent Retention remains above 100% from year 8 to 12 and year 9 to 12 as more students enrol than leave NMHS from year 8 to 11.

The Apparent Retention from year 10 to 12 fell from 99 to 95 as a portion of students transitioned to alternative pathways via the FLO program.

Post-Study Destination

Students who leave NMHS are surveyed for their intended destination. In 2012 (the latest Data available -next page) the majority of middle school students left for Interstate/overseas, or other SA government schools. Year 11 students left for a variety of reasons including further study and employment, while the majority of year 12 students left for unknown reasons – in most cases for further study.

Opinion Survey 2013

Summary

The NMHS community was surveyed once again in 2013 using the Council of International Schools survey. A total of 705 students (approximately 48%), 80 members of staff (61%) and 35 parents (4%) 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 Feedback

In general there were less parent responses than in 2013, possibly due to the fact that parents were not encouraged to use school computers on Parent/Teacher night as had happened in previous years.

- The NMHS Vision and Mission statements were well understood and accepted (83%).
- Parents broadly agreed that the curriculum was consistent with the school's Vision and Mission (74% down from 82%).
- Most parents believed that their children found school interesting and engaging (74.3% down from 86%) and took into account their child's learning style (60% down from 75%).
- Most parents believed the school was appropriately resourced to support student learning and welfare (80% down from 93%) and that computer resources were well used to encourage learning (74% down from 86%).
- Most parents (66%) did not believe that they had enough written information about course objectives and expectations for their student's class work. The implementation of Daymap Parent Connect may address this in 2014.
- While most parents (86%) were comfortable talking to teachers about their child's progress, a large proportion (37% down from 43%) were not satisfied with the school's assessment and reporting procedures. The implementation of Daymap Parent Connect may address this in 2014.

Student Feedback

A limited student feedback model was trialled with some classes in 2013. Early in 2014, students will present the staff with the feedback. The 2014 Student Representative Council (SRC) will work on how to improve the feedback process so that an improved sustainable student feedback system may be implemented.

- The NMHS Vision and Mission statements were familiar to most students (83%).
- The majority of students (79% up from 78%) believed that the curriculum provided challenge and supported the development of academic, social, physical and emotional needs, although some believed that they needed a greater opportunity to assess their own learning (21%).
- Most students believed that the curriculum was well documented and built on previous learning (72% down from 75%).
- Most students believed that the resources that they needed to assist their learning were available (75%). Frustration with the school computing infrastructure and network is, however, evident (37% down from 46% of students were dissatisfied with ICT facilities). 25% of students do not believe they have been taught how to use the library effectively.
- Most students (88%) were confident that they understood the criteria against which they were assessed, but some (32%) would like more variety in assessment. 42% of students did not believe teachers would vary their

### Authorised and Unauthorised absence Rates

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<tr>
<th>Year Level</th>
<th>Rate</th>
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<tr>
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<td>9</td>
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<td>1.4</td>
<td>3</td>
<td>1.6</td>
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</table>
approach if a student had trouble learning a lesson.

- Most students (73%) believe their teachers respect them but only 52% (down from 58%) believe that students respect their teachers.

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

Staff Feedback

- The school’s Vision and Mission statements were well understood and accepted (86% down from 96%).

- The staff broadly agreed that the school’s curriculum was consistent with the Vision and Mission (78% down from 87%).

- Most members of staff (85% down from 89%) believed that the curriculum was well documented and had a logical scope and sequence.

- Many staff members (54% up from 48%) do not believe that sufficient Professional Development is available to improve design, implementation and assessment of the curriculum to benefit student learning. 35% (up from 30%) of staff also believe that the curriculum does not provide well for all students.

- Many staff (35% down from 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 (47%) do not believe there is sufficient teacher aid support and that students who have disabilities are not well identified (40% down from 48%) and receive insufficient support (55% down from 65%).

- Staff members believed that students showed a high level of respect for both teachers (81%) and each other (81%).

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 appointment of Learning Leaders with a focus on pedagogical development will address this concern. The implementation of Daymap Parent Connect will assist communication regarding expectations and achievement between staff and parents.

### Intended Destination

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Employment</th>
<th>Interstate / Overseas</th>
<th>Other</th>
<th>Seeking Employment</th>
<th>Tertiary/ TAFE/ Training</th>
<th>Transfer to Non-Govt Sch</th>
<th>Transfer to SA Govt Sch</th>
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### Description of Standard

<table>
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<tr>
<th>Description of Standard</th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
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</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>74.3 (82.1)</td>
<td>NA</td>
<td>78.2 (86.5)</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>65.7 (85.7)</td>
<td>87.4 (88.9)</td>
<td>99.9 (99.5)</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>71.5 (74.7)</td>
<td>84.9 (88.6)</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>68.8 (82.1)</td>
<td>61.7 (63.6)</td>
<td>87.0 (85.7)</td>
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<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</td>
<td>NA</td>
<td>NA</td>
<td>45.7 (51.6)</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>74.3 (85.7)</td>
<td>74.3 (75.2)</td>
<td>64.5 (69.3)</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>80.0 (92.9)</td>
<td>75.2 (72.2)</td>
<td>82.2 (81.4)</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>80.0 (85.7)</td>
<td>79.8 (72.2)</td>
<td>94.1 (96.7)</td>
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<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>
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<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>
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</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.
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