The Norwood Morialta High School

Annual Report
2008
The Norwood Morialta High School is comprised of two campuses. The middle campus (years 8-10) is located on Morialta Road West, Rostrevor and the senior campus (years 11-13) on The Parade at Magill.

The school has hosted international students for a number of years and is consistently sought by overseas students as a school that delivers high quality education and successful transition to tertiary study. Continuing to hold international accreditation with the Council of International Schools (CIS), the school offers all students the International Baccalaureate Middle Years Program (IBMYP).

As shown in this Annual Report, the highlights of the 2008 year demonstrate the extent of the school’s achievements and reflect many aspects of our core values: distinction, diversity and respect.

Panayoula Parha
Principal

Chris Ryan
Chairperson

Governing Council

Data collection by the school on student achievement is a requirement of the DECS. This report reflects emerging trends that the school currently addresses or intends to address. The contents of this Report have been discussed and presented to the school Governing Council, and we commend it to you.

### Student Enrolments

The Norwood Morialta High School is a large school by South Australian standards and has a 2008 enrolment (term 3) of 1440 students. Figure 1 illustrates the number of students enrolling at year 8 level varies between 2005 and 2008. The size of the student body increases from year 8 to year 11. There has been a trend for the year 11 student numbers to decrease by approximately 50 students as that group transitions into year 12. The overall enrolment remains consistent, between 1300 and 1400 students. This number includes between 130 and 150 international students.

Figure 1 Student enrolment 2005 - 2008

#### Student Enrolments(Persons) 2005-2008

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008 (internal Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>133</td>
<td>141</td>
<td>157</td>
<td>176</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>92</td>
<td>143</td>
<td>161</td>
</tr>
<tr>
<td>Total</td>
<td>219</td>
<td>233</td>
<td>300</td>
<td>337</td>
</tr>
<tr>
<td>M</td>
<td>126</td>
<td>136</td>
<td>194</td>
<td>176</td>
</tr>
<tr>
<td>F</td>
<td>137</td>
<td>99</td>
<td>191</td>
<td>161</td>
</tr>
<tr>
<td>T</td>
<td>263</td>
<td>235</td>
<td>385</td>
<td>337</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>109</td>
<td>142</td>
<td>194</td>
<td>176</td>
</tr>
<tr>
<td>Female</td>
<td>109</td>
<td>138</td>
<td>120</td>
<td>161</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>280</td>
<td>269</td>
<td>337</td>
</tr>
<tr>
<td>M</td>
<td>109</td>
<td>142</td>
<td>194</td>
<td>176</td>
</tr>
<tr>
<td>F</td>
<td>109</td>
<td>138</td>
<td>120</td>
<td>161</td>
</tr>
<tr>
<td>T</td>
<td>218</td>
<td>280</td>
<td>269</td>
<td>337</td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>146</td>
<td>146</td>
<td>188</td>
<td>163</td>
</tr>
<tr>
<td>Female</td>
<td>255</td>
<td>336</td>
<td>354</td>
<td>331</td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td>493</td>
<td>545</td>
<td>591</td>
</tr>
<tr>
<td>M</td>
<td>121</td>
<td>146</td>
<td>188</td>
<td>163</td>
</tr>
<tr>
<td>F</td>
<td>115</td>
<td>255</td>
<td>336</td>
<td>331</td>
</tr>
<tr>
<td>T</td>
<td>236</td>
<td>493</td>
<td>545</td>
<td>591</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>148</td>
<td>165</td>
<td>165</td>
<td>150</td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>166</td>
<td>166</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>241</td>
<td>242</td>
<td>290</td>
</tr>
<tr>
<td>M</td>
<td>165</td>
<td>165</td>
<td>166</td>
<td>150</td>
</tr>
<tr>
<td>F</td>
<td>166</td>
<td>166</td>
<td>166</td>
<td>140</td>
</tr>
<tr>
<td>T</td>
<td>242</td>
<td>241</td>
<td>242</td>
<td>290</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Female</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
</tr>
<tr>
<td>M</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>F</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>T</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
</tr>
<tr>
<td>Total</td>
<td>1462</td>
<td>1470</td>
<td>1470</td>
<td>1470</td>
</tr>
<tr>
<td>M</td>
<td>762</td>
<td>109</td>
<td>148</td>
<td>176</td>
</tr>
<tr>
<td>F</td>
<td>714</td>
<td>109</td>
<td>165</td>
<td>161</td>
</tr>
<tr>
<td>T</td>
<td>1476</td>
<td>218</td>
<td>313</td>
<td>337</td>
</tr>
<tr>
<td>M</td>
<td>748</td>
<td>109</td>
<td>146</td>
<td>176</td>
</tr>
<tr>
<td>F</td>
<td>668</td>
<td>109</td>
<td>165</td>
<td>161</td>
</tr>
<tr>
<td>T</td>
<td>1416</td>
<td>218</td>
<td>313</td>
<td>337</td>
</tr>
<tr>
<td>M</td>
<td>738</td>
<td>139</td>
<td>165</td>
<td>176</td>
</tr>
<tr>
<td>F</td>
<td>702</td>
<td>133</td>
<td>166</td>
<td>161</td>
</tr>
<tr>
<td>T</td>
<td>1440</td>
<td>272</td>
<td>331</td>
<td>337</td>
</tr>
</tbody>
</table>
### Destination Data

All students leaving The Norwood Morialta High School are surveyed on their reason for leaving. Table 1 shows data on the expected destination of students leaving at each year level in the years 2005-2007.

In 2007 the majority of students leaving in year 8, 9 & 10 moved interstate or overseas. The majority of year 11 departures were to other South Australian government schools. The large number of unknown destinations at year 12 represents students who are completing their secondary education but have not indicated their likely destination.

**Table 1 Expected destination of students**

<table>
<thead>
<tr>
<th>Exit Reason</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>05</td>
<td>06</td>
<td>07</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Interstate or Overseas</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Tertiary/TAFE Training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>21</strong></td>
<td><strong>19</strong></td>
<td><strong>21</strong></td>
<td><strong>26</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Source: Term 3 Census of schools Data Management and Accountability

Note: 2008 destination data are not yet available

### Attendance Data

Student attendance rates in 2008 were above 90% across all year levels. The attendance at this school remains above the state average at all year levels and above the average for schools with the same index of disadvantage at all year levels with the exception of year 9. The Norwood Morialta High School is above the state average with respect to student attendance for schools within the district, except at Year 12.

**Figure 2 Student attendance by year level 2006-2008**

![Student Attendance rates by Year level 2006-2008](image)

**Source:** Term 3 Census of schools Data Management and Accountability

**Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term**
Retention Data
The retention rate at The Norwood Morialta High School continues to be higher than the state and index of disadvantage average both from year 8 to 10 and year 10 to 12. Figures 3 & 4 show the trend in student retention at this school. The retention rate of greater than 100% indicates that the increase in enrolments compared to students leaving the school was greater between year 8 and year 11.
This data is affected by District schools which have students undertaking distance education or enrolling at senior/re-entry sites.

Figure 3 Apparent retention year 8-10  
Figure 4 Apparent retention year 10-12

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>District</td>
<td>DECS</td>
</tr>
<tr>
<td>8 to 12</td>
<td>Full-time</td>
<td>100.3</td>
<td>95.2</td>
<td>61.7</td>
</tr>
<tr>
<td>8 to 12</td>
<td>FTE</td>
<td>110.4</td>
<td>140.5</td>
<td>72.4</td>
</tr>
<tr>
<td>8 to 12</td>
<td>Persons</td>
<td>113.1</td>
<td>195</td>
<td>81.8</td>
</tr>
<tr>
<td>8 to 10</td>
<td>Full-time</td>
<td>111.1</td>
<td>107.3</td>
<td>97.4</td>
</tr>
<tr>
<td>8 to 10</td>
<td>FTE</td>
<td>111.1</td>
<td>110.6</td>
<td>97.9</td>
</tr>
<tr>
<td>8 to 10</td>
<td>Persons</td>
<td>111.1</td>
<td>111.9</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Teaching Staff attendance
Staff attendance during the 2008 school year was generally above 97%. However, some cases of serious and extended illness resulted in long-term absences throughout 2008. Table 2 shows that the percentage of days lost as paid sick leave was almost unchanged (2.43% in 2007 to 2.45% in 2008).

Table 2: 2008 Staff attendance

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>145.1</td>
<td>203.6</td>
<td>175.0</td>
<td>137.0</td>
<td>660.7</td>
</tr>
<tr>
<td>150.1</td>
<td>227.6</td>
<td>247.0</td>
<td>203.0</td>
<td>827.7</td>
</tr>
<tr>
<td>6134.9</td>
<td>5212.0</td>
<td>5474.8</td>
<td>5330.0</td>
<td>22151.7</td>
</tr>
<tr>
<td>1.84</td>
<td>3.42</td>
<td>2.52</td>
<td>2.12</td>
<td>2.45</td>
</tr>
<tr>
<td>1.92</td>
<td>3.78</td>
<td>3.53</td>
<td>3.36</td>
<td>3.10</td>
</tr>
</tbody>
</table>
Teaching Staff retention
The data for the 2008 school year is not yet available. The Norwood Morialta High School continued to retain a stable teaching staff in 2007. Staff left the school at the end of 2007 due to promotion to positions within other schools, retirement, and resignation. More than half of the temporary teaching staff was reappointed for 2008. The school has maintained continuity of staffing, with many staff who were appointed on contract having previously taught within the school as temporary relieving teachers (TRT). There has been little change from 2006 to 2007 with the exception of a higher proportion of temporary staff having been retained. Table 3 illustrates this trend.

Table 3 - 2007 Staff retention

<table>
<thead>
<tr>
<th></th>
<th>Permanent</th>
<th>Temporary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff employed during the 2007 school year</td>
<td>96</td>
<td>19</td>
<td>115</td>
</tr>
<tr>
<td>Number of the 2007 staff employed during the 2006 school year</td>
<td>82</td>
<td>13</td>
<td>95</td>
</tr>
<tr>
<td>Staff retention (%)</td>
<td>85.42</td>
<td>68.42</td>
<td>82.61</td>
</tr>
</tbody>
</table>

Teacher qualifications
All teachers at The Norwood Morialta High School have suitable teaching qualifications and are registered as teachers. Within the teaching staff, 26% have a diploma level qualification, 29% have a degree level qualification in education, and 45% have a degree in their teaching area with a postgraduate qualification in education. Additionally, 6% of teachers are qualified with honours in their teaching area and 10% hold Masters level qualifications.

Opinion Survey results - Student, Staff and Parent Opinion Surveys
The Norwood Morialta High School surveyed the school community, using surveys provided by the DECS, in order to gauge the satisfaction of staff, student and parents across several areas of school operations. Unfortunately, due to inadequate returns, meaningful data could not be obtained and the results of the survey are statistically invalid.

Professional Development
The Norwood Morialta High School is committed to continuous professional development of staff. In the 2008 budget year, $34,500 of the school’s budget was spent on staff professional development. This amount represented 1.1% of the school’s discretionary budget.
Senior Secondary Achievement
2008 Results Summary

The school maintained a high standard of achievement in 2008. Twenty-seven Merit Awards (20/20) were achieved in 2008, awarded to 17 individual students. The percentage of A grades received by our students in 2008 was higher than the State average. One student achieved merit awards in all five subjects. The results for each subject in which at least one Merit Award was achieved are displayed in Figure 5.

Figure 5

2008 Merit Awards

Figure 6 Achievement score summary graph for 2008

Table 4 Achievement Score Summary

<table>
<thead>
<tr>
<th>No. of A-grades per student</th>
<th>No. of students with this no. of grades</th>
<th>Total A-grades 2008</th>
<th>Total A-grades 2007</th>
<th>Total A-grades 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>N/A</td>
<td>-</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>85</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>44</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>75</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>44</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>1</td>
<td>39</td>
<td>39</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total no of A-grades</strong></td>
<td><strong>287</strong></td>
<td></td>
<td><strong>249</strong></td>
<td><strong>298</strong></td>
</tr>
</tbody>
</table>

The high SACE completion rate at The Norwood Morialta High School continues in 2008 with 229 students (90.2%) completing SACE. Of these 229 students, 210 students (91.7%) received a Tertiary Entrance Rank (TER) and 227 students (99.1%) received a TAFE selection score.
4.1 - School Average Tertiary Entrance Rank, by Year

This report provides school level information on the TERs of students who were eligible for a TER.

<table>
<thead>
<tr>
<th>Year</th>
<th>School Count</th>
<th>School</th>
<th>Like Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>237</td>
<td>73.68</td>
<td>70.79</td>
<td>70.6</td>
</tr>
<tr>
<td>2005</td>
<td>245</td>
<td>74.15</td>
<td>71.12</td>
<td>71.54</td>
</tr>
<tr>
<td>2006</td>
<td>244</td>
<td>72.33</td>
<td>70.07</td>
<td>70.56</td>
</tr>
<tr>
<td>2007</td>
<td>212</td>
<td>71.12</td>
<td>70.39</td>
<td>70.88</td>
</tr>
<tr>
<td>2008</td>
<td>205</td>
<td>72.79</td>
<td>71.26</td>
<td>71.74</td>
</tr>
</tbody>
</table>
Site learning Plan - Senior Campus

2008

Inquiry Focus 1 – How does the mastery of language and literacy skills enhance student learning?

Action taken in 2008

In preparation for the introduction of the future SACE, staff have undertaken a number of literacy workshops in 2008:

- Critical Literacy
- Literacy in Science & Humanities and Social Science
- Evaluating Student Literacy Needs
- Stage 1 Literacy Requirement
- Whole School T&D Day with Literacy focus

First Steps program – Literacy in vocational education

Future Directions

- Literacy and learning will be a focus in 2009 with time to map and implement literacy strategies.
- Staff will engage with new curriculum frameworks and the literacy requirements for each learning area.
- SACE requirements will be embedded in the whole school language and literacy strategy.

Inquiry Focus 2 – How can the application of diverse methodologies improve student engagement and achievement?

Action taken in 2008

- All staff have undertaken an introductory workshop on the Personal Learning Plan (PLP) at TNMHS and the E-Learning environment.
- Key staff have attended a workshop on designing assessment tasks for the PLP.
- Key staff have been involved in the DECS E-Portfolio pilot.
- Key staff are involved in an E-Moderation trial for the PLP.
- Key staff have attended a variety of workshops relevant to the PLP (eg. career counselling, counselling and mentoring strategies, and understanding the Y generation).
- Investigation was made into the technological infrastructure required to deliver the PLP at TNMHS and recommendations and purchases were made to facilitate the introduction of the PLP in 2009.

Future Directions

- Whole School T&D day on 27 February 2009 with Mark Treadwell (internationally recognised educator) with a focus on educating and learning for the future.
- Future Learning Steering Group will incorporate the work already done in this area into their planning process.
- PLP Working Party will continue to develop course materials on ELEN (E-Learning Environment).
- Extending the use of ELEN into other learning areas

Inquiry Focus 3 – How can the school continue to maximise curriculum opportunities for the full range of students?

Action taken in 2008

- IB Diploma feasibility study was completed and a budget was presented to Finance. Part A of the application was prepared and is awaiting a decision by DECS in relation to resourcing support.
- Future Directions presentation was given to all staff by the leadership team.
- Learning area coordinators were provided with the opportunity to respond to draft SACE subject and learning area frameworks as they were published.
- Key staff undertook IB Diploma workshop training in identified curriculum areas.
- Individual staff undertook training or contributed to the development of future SACE initiatives as opportunities arose (eg. numeracy in non-mathematics subjects).

Future Directions

- Key staff will be involved in the further development of the Bridging course to enable a full year option to be offered to students.
- Continue to plan for the implementation of the IB Diploma in 2010 in conjunction with the future SACE.
- Continue to plan for the implementation of the new SACE.

Site Learning Plan – middle campus

2008

Inquiry Focus 1: How does mastery of language and literacy skills enhance student learning?

Action taken in 2008 – after NAPLAN tests

- All students under the benchmark (from 2007 Year 9 LaN test) have had documented individual education plans (IEP) developed in consultation with teachers and parents.
- Year 8 students in 2008 identified as under the benchmark from Year 7 LaN 2007 started the Even Start program (5 teachers, 22 students).
- Students with High Intellectual Potential (SHIP) identification process was developed based on 2007 Year 9 LaN results.

Future Directions

- 2009 NAPLAN data will be analysed to further monitor progress and inform staff and parents of student development.
- SACSA professional development to continue at faculty level.
- Professional development of staff in the IBMYP will continue.

Inquiry Focus 2: How can the application of diverse methodologies improve student engagement and achievement?

Action Taken in 2008

- The “Success for Boys” professional development program, with a literacy focus, was completed. This was undertaken at the middle campus and faculty level over 2 years.
- Explicit assessment criteria were identified as a strategy that improved the learning of all students

Future Directions

- The “Success for Boys” publication will form the basis for exploration of further work in pedagogy in 2009.
- Tracking of NAPLAN results and school grades for all student groups will occur each term.

Inquiry Focus 3: How can the school continue to maximise curriculum opportunities for the full range of students?

Action Taken in 2008

- All teaching staff were trained in the PLP framework and the PLP pilot.
- A key group of teachers developed understandings of assessment for the PLP.
- Term grades were analysed each term.
- Curriculum review continued as part of an ongoing process.

Future Directions

- Production of curriculum models will be explored by the Futures Learning Steering Group.
- Criterion-referenced and process-oriented assessment will be a focus across the school.
National Assessment Program in Literacy and Numeracy (NAPLAN)

Year 9 students in 2008 participated in the annual NAPLAN testing and their results were identified in numeracy, writing and language conventions (spelling, grammar and punctuation). Individual results were provided in comparison to the national average as well as the national minimum standard. Results were identified from Band 5, below national minimum standard to Band 10 the highest standard achievable. The skills assessed in each of these Bands were identified, and the range of achievement for the middle 60% of students in Australia was identified in each area.

A summary of the school’s results indicated that our Year 9 NAPLAN results were ABOVE both the state and national average in ALL assessment areas.

Table 5 Outcomes of the 2008 NAPLAN testing

<table>
<thead>
<tr>
<th></th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNMHS Mean</td>
<td>8.1</td>
<td>7.9</td>
<td>8.2</td>
<td>8.1</td>
<td>8.1</td>
</tr>
<tr>
<td>National Average</td>
<td>7.8</td>
<td>7.7</td>
<td>7.7</td>
<td>7.9</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Table 6

<table>
<thead>
<tr>
<th></th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNMHS Mean</td>
<td>588.2</td>
<td>580.1</td>
<td>592.1</td>
<td>584.4</td>
<td>586.3</td>
</tr>
<tr>
<td>State Mean</td>
<td>576</td>
<td>567</td>
<td>573</td>
<td>577</td>
<td>574.1</td>
</tr>
</tbody>
</table>

In spelling and writing, in excess of 30% of our students are in the 2 highest bands
In reading and numeracy, in excess of 20% of our students were in the 2 highest bands
1.8% of our students were below national minimum standard in numeracy
3.7% of our students were below national minimum standard in reading

Future directions

Relevant staff will identify individual students who were below the benchmark, and strategies for intervention will be developed:

- Students who received low results in literacy and numeracy will be monitored through an IEP. (8 boys, 15 girls)
- Progress of students who received high results (Band 10) in numeracy will be supported with extension.
- Students with low results across all literacy areas (2 ESL girls) will receive targeted support via ESL.
- Students whose results do not match their school grades (17 boys, 9 girls) will be individually assessed in consultation with the student and their parents. Barriers to the student’s success will be discussed and strategies developed to address any issues.
- An IEP will be developed for students whose results were low across all areas (6 boys, 5 girls), and their literacy and numeracy needs identified. These students will do a minimum of 2 semesters of English and Maths.
- ESL students who have low scores in literacy (5 boys, 3 girls) will undertake at least 2 semesters of ESL in Year 10.
- Students who have low scores in reading (6 boys, 5 girls) will be encouraged to join a school reading group staffed by volunteers.

A guidance assessment will be undertaken for students who have very low scores in all areas (2 boys), and a negotiated education plan (NEP) or an IEP will be developed.

Table 7 The school's percentages and counts of students in each band for each NAPLAN test.
English as a Second Language (ESL) Scales Process

The ESL Scales process addressed Inquiry focus 1 of the Site Learning Plan: “How does the mastery of language and literacy skills enhance student learning?”

The ESL Scales process identified all eligible students, together with a total of 619 students who were further identified as attracting ESL support funding. Table 8 provides data on each year level of ESL support.

Action taken in 2008

- student learning data was collected and analysed:
  - Two written pieces across three curriculum areas (science/English/SOSE) were assessed from each student in Year 8, in addition to a literacy task specifically for Year 10 students.
  - Each piece of the student’s work was assessed using the ESL Scales document.
  - Data was entered on EDSAS and collated.
- Professional Development was given in ESL Scope & Scales processes
  - All staff were involved in the analysis of data to improve teaching practice.
  - All staff were involved in the ESL Scope & Scales process

Table 8 Students in ESL support categories by Year level

<table>
<thead>
<tr>
<th>Support Category Middle School</th>
<th>Total</th>
<th>Support Category Senior School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>1</td>
<td>S1</td>
<td>1</td>
</tr>
<tr>
<td>M2</td>
<td>12</td>
<td>S2</td>
<td>27</td>
</tr>
<tr>
<td>M3</td>
<td>33</td>
<td>S3</td>
<td>136</td>
</tr>
<tr>
<td>M4</td>
<td>44</td>
<td>S4</td>
<td>56</td>
</tr>
<tr>
<td>M5</td>
<td>53</td>
<td>S5</td>
<td>72</td>
</tr>
<tr>
<td>M6</td>
<td>38</td>
<td>S6</td>
<td>62</td>
</tr>
<tr>
<td>M7</td>
<td>11</td>
<td>S7</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 8 Students with an ESL Scale by Year level

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>106</td>
<td>85</td>
</tr>
<tr>
<td>Year 9</td>
<td>95</td>
<td>119</td>
</tr>
<tr>
<td>Year 10</td>
<td>127</td>
<td>112</td>
</tr>
<tr>
<td>Year 11</td>
<td>127</td>
<td>132</td>
</tr>
<tr>
<td>Year 12/13</td>
<td>160</td>
<td>121</td>
</tr>
</tbody>
</table>

Increase in enrolments of eligible students

<table>
<thead>
<tr>
<th>07 - 08: (including 20 NAP eligible students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate</td>
</tr>
<tr>
<td>ASSoE – NAP Exit</td>
</tr>
<tr>
<td>Immigrated</td>
</tr>
<tr>
<td>O/S Std Fees</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

What were the improved literacy outcomes for the students?

- Prioritised support was given to students on lower scale levels.
- ESL staffing for TNMHS increased to 5.3 FTE in 2008 in order to specifically address ESL learners’ needs.
- A total of 21 hours of Bilingual School Support Officers (BSSO) time was provided to support students from Korean and Sudanese backgrounds.
- ESL students can now be targeted for specific language support.
- Dedicated ESL classes in years 8-12 were created for students, with the emphasis on language skills across the curriculum.

What were the outcomes for the staff?

- A total of 14 staff were involved in the ESL Scaling process this year.
- Eight staff came from cross-campus and faculty areas (maths/sose/eng/health&pe/languages/art) and were trained by the ESL faculty in the assessment process.
- Staff awareness of literacy levels and needs of a significant group of TNMHS students has been enhanced.

Note: Increasing numbers of New Arrival students are enrolling in our school, reflecting increased migration to SA.

There are two categories of migrant, skilled and refugee. New Arrival students come from either the Adelaide Secondary School of English or as a migrant arriving direct from overseas.
International Student Program 2008
The school continues to attract a large number of students from overseas:

- 36 middle campus full fee international students including 1 Intensive Secondary English class (ISEC).
- 140 senior campus full fee international students, including 2 ISEC classes.
- Approximately 100 students on temporary visas across both campuses.

Most fee paying students are from China and the second largest group is from Korea. Students are also represented from Vietnam, Thailand and Iran. The school also hosts study abroad students for short periods of up to six months from Germany, Brazil and Italy.

Temporary visa holders are mainly from China and Korea but also from Singapore, the UK, Malaysia, Thailand and Indonesia. These students pay normal school fees with many likely to become permanent residents.

The school was audited by International Education Services (IES) in term 1 in preparation for a possible future Commonwealth Government audit. As one of the first SA schools to be audited against the new national code for international students, we were able to meet the standards, reflecting the excellent program the school offers. Some recommendations for improvement were provided by the auditor and have been addressed. Undertaking this process has been a very useful experience and the school has been approached by other schools to support them through the audit process.

International students are represented on the Student Representative Council (SRC) on both campuses. These students embrace school life and participate in many sports programs, help with the multicultural assembly as well as planning Chinese New Year celebrations at the school. When China was rocked by a major earthquake the Chinese students organised a memorial service for the victims and raised over $3000 in support. Fundraising also occurred for victims of the floods in Burma.

The majority of International students aim to study at university on completion of year 12, and many have excellent results. We have provided ESL support and tutoring to those who have been identified and have employed Bilingual School Support Officers to help in the classroom as well as with personal issues.

The school hosted a study tour from Japan in August from Koishikawa High School. This very academic school focuses on Maths and Science. The students fitted in well with our students on the year 9 sub school where they were hosted, interacting mainly with students and teachers of that year level. Their host students and their families also enjoyed the visit, and overall this was a very positive experience.

Students from our sister school, Takahashi High School in Japan, visited in August. There were some difficulties in finding host families and we had one family hosting two students at the last minute. Despite the hosting problems the visit was successful and enjoyed by all involved. We are now working on the visit to Japan in 2009 and hope to have a group of 15 to 20 students going.

A large group of students and family members went to Italy in November on a school arranged study tour. This was an important new initiative for students learning Italian.
**Sports 2008**

**Standards Day**
The Year 8 Home Group athletic competition was based on attaining set standards to gain points. Group 8B4 (Blue sub school) won in 2008 and is the first Home Group outside of the Red sub school to win the day in the 8 years of the event.

**Sports Day**
Despite the hot weather the attendance was pleasing, and a number of school records were broken. Blue sub school was successful on the day, breaking a 5 year drought after having won the previous 10.

**Swimming**
A dedicated group of swimmers trained three times a week for 8 weeks to compete in the Wednesday afternoon ISSA competition and the Vista and SSSSA championships. In the Vista A Grade pool, the Open Boys won their division, and in the E Grade of SSSSA the boys finished 1st over all. The girls performed well considering the small group involved. The challenge next year is to increase the number of girls participating.

**Athletics**
A team was selected from Sports Day to compete firstly in the Northern and Vista Zones Carnival in A grade, and then a reduced team competed in the SSSSA B2 grade championships. Team performance overall was poor, but there were some good individual achievements. Bryce Watkins gained a standards badge for the Open 800m, being only 0.26 sec short of the record. Tara Graetz threw a javelin on the Standards Day a distance of 6m, and on the SSSSA day had developed to throw 24.18m to come 2nd in the U14 Girls event.

**SSSSA Knock Out Competitions**
The school competed in 27 knock out competitions this year: badminton (4), basketball (3), cricket (3), 20-20 cricket (1), indoor cricket (2), netball (3), soccer (5), indoor soccer (3), tennis (1) and touch (2).

We were successful in winning two state championships: Open Boys Badminton and Open Mixed Badminton.

There were 3 teams that made finals: Open Boys Indoor Soccer, Year 8/9 Boys Indoor Soccer and Open Girls Indoor Soccer.

A team competed in the 8/9 Boys and the Year 8/9 Girls Rugby League 13-A-Side schools competition conducted by the Australian Rugby League.

Eight boys’ teams and one girls’ team entered into the Year 8-10 Table Tennis. One of the boys’ teams and the girls played in the finals.

**VISTA Sport**
The Vista Zone has changed its name to ‘North East Vista Zone’. The school participated in Tuesday afternoon sport in terms 2, 3 and 4 and has had teams in a wide range of one-day lightning carnivals.

Tuesday afternoon sport has competitions for Year 8/9 in terms 2 and 4 and the senior students in term 3.

Teams were entered in boys and girls badminton, boys and girls soccer, girls netball, girls and boys basketball, mixed touch, mixed volleyball and mixed table tennis.

Premierships were won in: Year 8/9 Boys Soccer, Senior Boys Badminton and Senior Girls 5 A-Side Soccer.

Runners up were Senior Girls Badminton and Year 8/9 Boys Badminton Div 1 and Div 2.

In the Year 8/9 term 4 competition, Girls Basketball was undefeated.

**Lightning Carnivals**
Teams were nominated in 23 one-day lightning carnivals with a total of 43 teams competing: Lawn Bowls, Indoor Cricket, Touch, Volleyball, 5-A-Side Soccer, 9-A-Side Football, 12-A-Side Football, Tag Rugby, Netball, Super 8s Cricket, Indoor Cricket and Rock Climbing.

The following had premiership teams: Year 8 Boys 5-A-Side Soccer, Year 9 Boys 5-A-Side Soccer, Year 10 Boys 5-A-Side Soccer and Year 8-10 Girls Super 8s Cricket.

Runners up were Year 8 Boys Super 8s Cricket, Year 8/9 Girls 12 A-Side Football and Rock Climbing (Kyle Cook 2nd, Nick Jensen 3rd).

**Out of School Hours Sport**
The school competed in the Independent Schools Sports Association (Boys) and South Australian Catholic Secondary School Girls Sports Association which provide interschool sports competition outside of school hours, mainly on Saturday mornings. Competitions are run in cricket, basketball, badminton, swimming, cross country, beach volleyball, netball, tennis, soccer and table tennis. These competitions are able to run only through the assistance of coaches and managers working outside of school hours, these positions being filled primarily by ex-students. Parents assisted with the Cricket and Soccer and have supported their group through from Year 8 and two community members and three staff have been involved with coaching.

This year three girls’ teams won premierships: the Open B Girls Netball side coached by Danielle Ritchie; 10B Girls Netball coached by Caroline Pillman and the Senior B Girls Badminton coached by Henry Chow (all ex students).

The Senior B Soccer team coached by Rick Carabetta (parent) came 2nd for the third year in a row, this being their first year as seniors.

**State Selection**
The following students gained state selection in their sport:

**Boys Futsal U15:** Matthew Musolino

**Girls Futsal U16:** Lydia Carabetta, Rochelle Daou, Portia De Pinto, Nina Ehlers, Christina Kyriacou, Nikki Lual, Khaliah Marro, Anastasia Minenko, Monique Rotolo, Susan Sohar, Bonnie Stokes

**Secondary School Sport SA U20 Soccer:** Paul Belfari

**Badminton SA U17:** Adrian Chen, Jun Wen Yong , Sena Park.

**Squash SA U17:** Andrew Wise.
Information & Communication Technology (ICT) 3 year plan

The ICT Steering Committee has finalised the Norwood Morialta High School’s 3-Year ICT Plan which was endorsed by the Governing Council and is to take effect from 2009.

A key element of this plan is to move to an ‘Anytime Anywhere Laptop Scheme’ by which each student will have a laptop for their sole use and wireless access to the school’s network. This accessibility will provide students with new learning and teaching tools and allow teachers to integrate these technologies more effectively into their teaching. The ICT 3-Year Strategic Plan document provides comprehensive details on how this scheme will be implemented. A comprehensive set of policies and procedures for the use of the laptops is being developed and a roll-out of the laptops over the next 3 years is envisaged.
School Highlights in 2008

- Year 8 Pool Day - a successful strategy in supporting the year 8 cohort to get to know each other.
- National Sorry Day - many classes watched the Prime Minister Kevin Rudd deliver the apology on television.
- Investing in Our Schools - major fixing, sanding and oiling of the Ivan Coward Hall floor completed.
- We welcomed students from Brazil, Sweden, Italy and Germany on short term exchanges.
- The International Program continued to grow, with students excelling in the year 12 results at the end of the year.
- The continuing growth of the IB MYP program - more students undertaking accreditation than never before and a successful Special Visit.
- The Technical Studies staff working in their holidays to make new benches - real modelling of the value of service and evidence of practical skills to the students.
- Year 9 band visit to Rostrevor Kindergarten - fun and effective learning all round.
- Rowing Club - new committee, new coaches and more students participating.
- Sports Day - high participation. Congratulations BLUE.
- Harmony Day - year 8 students highlighting the value of diversity, beginning with a middle campus assembly which was addressed by Aboriginal artist Kevin Kropinyeri.
- International Year of Languages - students addressed groups across the state on the importance of learning languages in order to gain intercultural understandings.
- Pride Day - gaining momentum each year with focussed activities.
- SRC Induction - our local politicians, Grace Portolesi and Lindsay Simmons, supporting the induction at Parliament House.
- Canteen - observing healthy eating and introducing home made food.
- Website redevelopment - friendlier and more inclusive.
- Youth District Forum - our students are active leaders in the district.
- Activ 8 students with teacher Lynda Noble make a difference to the Magill Retirement village citizens.
- Mock Trials - high student participation.
- Young Women in Leadership - opportunities taken up by our female students.
- United Nations Youth Association (UNYA) - Andrew Bickle and Jonathon Roberts go to Sydney to participate in the Evert Competition.
- UNYA national conference in Hobart - David Wright represented SA.
- Ski Trip - a community event where our school families enjoy the snow.
- Specialist Football (soccer) takes off for girls and boys.
- Badminton champions compete in the U17 Australasian Badminton Championships.
- GREASE - big hair, big skirts, bomber jackets and twin sets.
- High standards met in NAPLAN tests - above average results all round.
- Open Night - well organised, showed off our school with many positive comments.
- Year 12 Formal - beautiful students are now young women and men -impeccable behaviour.
- Helping Friends Program in year 9 - empowering students to support each other.
- Peer Support Program - creating student leadership on the middle campus.
- Cyberia - pilot project with District support to address cyber bullying.
- Orienteering introduced as a co-curricular activity - thanks to teacher Kay Haarsma.
• David Le Cornu - won the State’s highest award in science teaching. Congratulations.
• Sichuan earthquake in China - moving response from students, especially the International students.
• Myanmar/Burma tidal wave - outstanding response by middle campus students and teacher, Peter Pritchard.
• Probus School’s Public Speaking Competition - Miriam Tanios commended on her speech.
• Teacher Keith Carr losing all of his hair (30 years of beard and head) for World Vision.
• Pedal Prix - dedicated staff and students with successful events over the whole year.
• Nadia Touliou and Nina Wilson representing our school at the MEC Youth Forums.
• Come and Try Program on the senior campus - introducing students to community recreational opportunities and activities.
• Futsal girls attending the National Championships in September.
• Yanning Xu - year 8, top student in the national Wales maths competition AND the Australian Maths trust competition.
• High numbers of our students gaining High Distinctions, Distinctions and Credits in Maths and Science competitions.
• High quality Drama productions in years 10, 11 and 12.
• Course counselling day - effective partnering with parent, teachers and students.
• Takahashi exchange - wonderful students, wonderful lifelong friendships formed.
• Koishikawa Study Tour - intercultural understandings at the fore.
• National Science week - high participation by students.
• Playing for a Cause - staff/student soccer match- raised funds for Myanmar.
• Glossy Black Cockatoo camp - support for the environment and real life learning.
• The Norwood Morialta Art Show at the Pepper Street Art gallery - high quality work.
• Inaugural trip to Italy - what better way to learn the language and gain intercultural understandings.
• Jake Morrison and Mona Lisa Fungalei winning the inaugural Adelaide Festival Centre Green Room Awards.
• Arts students participating in the Melbourne International Arts Festival.
• Premier’s Reading Challenge - gaining momentum.
• Adrian Norman - year 10 - building a bike form scratch and donating it to a student.
• Music students participating, by invitation, at the Primary Music Schools Concert.
• Italian Assistants from Italy supporting our Italian language program.
• Year 10 and Year 12 Graduation ceremonies - acknowledgment of high standards.
• Terrific year 12 results in 2008.
• Leilah Iannace – winner of the Ministerial Award “Excellence in Languages and Cultures” 2008.
• Congratulations to Yanjun Ye for gaining 5 merits (20/20) in the year 12 result.
**Asset Projects**

During the January holidays the middle campus saw all 3 sub schools painted for a bright start to the new school year. A new shared computer area in Art/Tech Studies was created with 10 computers and this room is working well with other faculties also sharing in the benefits. With increases in Languages as a subject area we built a new teacher preparation area for language teachers in the old computer area. This upgrade included new benches, desks, chairs, filing cabinets, 4 computers and partition walls. We relocated 2 computer classrooms to the year 9 and 10 sub school areas, and also moved the IBMYP room to the year 10 sub school. On all sub schools, walls were painted, carpets cleaned and more pin boards installed. The student toilets have been painted in anti graffiti paint to assist daily maintenance.

Graffiti and wilful damage is a problem in all schools, however, in March, due to a quick response from the Police and information supplied by school staff and contractors working on site, the offenders were apprehended and incidences of this kind have now reduced.

Both middle and senior campus ovals were top dressed for more effective use of water and to reduce cracking as a safety precaution and provide a more even surface. The cricket pitch on the senior campus was professionally refurbished in October for the 2009 cricket season.

To improve efficiency in the textiles area and for improved teaching and learning opportunities, we installed new benches, power and data points for 12 new computers, 24 overhead power points for sewing machines together with 2 new cutting tables and 12 tables for sewing machines.

We painted outside walkways with non slip paint for safety and repainted yellow safety lines on all stair nosings.

Security lighting around each campus was improved and car park areas were a specific focus. An ongoing painting, cleaning and carpet repair program was conducted where necessary. Repairs to the tennis courts were started in September following large cracks appearing due to the dry weather and the repairs were completed in time for the tennis season.

In early November we delivered 4 pallets of superseded books to South Pacific School Aid at Unley who this year have sent over 60,000 books to schools in underdeveloped countries.

On the senior campus similar activities took place throughout the year but in particular there was a relocation of outdoor seating to the side of the oval, earthworks to the top of the mound by the canteen, repairs to cupboards and lockers and new eye wash taps in science class rooms. New storage cages were built in the gym and fencing was repaired for extra security at the back of the school. More tables were purchased for the canteen and new soap dispensers were installed into staff and student toilets. During term 2 we purchased a new ride on mower and trailer for grounds work and this is reflected in the campus looking great.

50 new student chairs and 10 new staff chairs for the front office and ICT were purchased. The main cycloroma in the hall was replaced in September and at the same time we had all curtains repaired. Three new air conditioning units have been replaced in the main building and 1 extra unit has been installed in the main computer room to ensure consistent temperatures.

† Pride Day this year was held on 3rd May and was a fun and productive day with over 75 people in attendance. The weather was kind to us and we all worked together on projects which included outdoor seating painting, gardening, repairs to paved pathways, pin board making, white board cleaning, painting of classroom walls and doors and paving of a small area on the Middle Campus to make a chess board. With morning tea prepared by the P&F and a motivational speech by Governing Council chairperson Chris Ryan all had a great day. Of course there is always plenty of things to do and this is a great networking and social occasion. If parents haven’t been to a Pride Day event they should be encouraged and not be shy to come along, everyone is welcome and it is a good opportunity for you to be part of the fun and achievement we generate.

† We are meeting several challenges facing The Investing in Our Schools Project to upgrade the Ivan Coward Hall and it is proceeding with care. The floor repairs were completed in February. Stage 2 is to install air conditioning to the roof of the hall, however to achieve this we needed the asbestos roof replaced. Funding was approved and work was commenced in the July holidays. Roof trusses were discovered to be non-compliant with current building codes. There will now be changes made to the roof trusses and then we will be able to move on with the air conditioning, lighting and sound equipment to complete the project. For student safety, naturally, most of these larger projects are conducted while students are not on campus. Breaks may be time off for students, but are very busy times for asset management needs.

† The school is very active in grant applications and another grant application for this year was the “National Solar Schools Program”. This is for a Federal Government grant of up to $100,000 for solar energy or rainwater tanks. We have received favourable feedback and, if successful, these works should go ahead late in 2009.