

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Norwood Morialta High School

Conducted in October 2021



# Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

The purpose of the External School Review (ESR) is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in government schools.

The External School Review framework is referenced throughout all stages of the ESR process.

This report outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs, and outcomes.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Maxine McSherry, Review Officer of the department's Review, Improvement and Accountability directorate and Harry Stassinopoulos and Warren Symonds Review Principals.

## Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the Principal and Executive Leadership Team.
- Class visits
- Document analysis
- Discussions with:
  - Governing Council representatives
  - Leaders
  - Parents
  - School Support Officers
  - Student representatives
  - Teachers.

## School context

Norwood Morialta High School caters for young people from years 8 to 12. It is a dual campus site situated 7kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 1443. Enrolment at the time of the previous review was 1514. The local partnership is Morialta.

The school has a 2020 ICSEA score of 1061 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. The school population includes, less than 5% Aboriginal students, less than 5% students with disabilities, 29% students with English as an additional language or dialect (EALD) background and 17% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 6<sup>th</sup> year of tenure and 2 Deputy Principals,

- Middle campus
- Senior campus

There are 3 directors,

- Wellbeing for learning,
- HR and data management
- STEM.

Additional leadership positions include 6 learning community leaders, 2 student wellbeing leaders, 1 proactive intervention leaders, 1 literacy leader and 6 learning area leaders. There is also a leader for the International Baccalaureate Middle Years Program and International Baccalaureate Diploma Program.

There are 107 Teachers including 2 in the early years of their career and 46 Step 9 Teachers.

### The previous ESR or OTE directions were:

- Direction 1**     **Develop agreements about which high-impact pedagogies support the approaches to learning articulated in the teaching and learning charter.**
- Direction 2**     **Develop whole-school agreements on what is effective differentiation of learning and build teacher capacity and resources to enact it.**
- Direction 3**     **Staff and students collaboratively develop agreements of what are the key skills and attributes of a successful learner to support co-construction of learning.**

#### **What impact has the implementation of previous directions had on school improvement?**

During the past three years the school has developed agreed statements of learning, an inclusion policy and an assessment and reporting policy. Cross faculty collaboration has been promoted and supported by leaders with a focus on inquiry action research. Professional development aligned to the school improvement plan (SIP) and the introduction of learning walks, targeted action research and formal conversations have been critical drivers for change, increasing teacher and leader efficacy in implementing high impact strategies.

Increased teacher efficacy in the explicit teaching of writing has led to improved student learning outcomes. This year the school has successfully gained authorisation to formally deliver the International Baccalaureate Diploma program following two years of extensive training, policy development and subject documentation. This will provide further subject choice, extension, and enrichment for students.

## Effective school improvement planning

How well does the school critically evaluate current curricular, pedagogical and assessment practice to determine challenges of practice?

The school is to be commended for their commitment to continual improvement. This is clearly articulated by leaders, teachers, and parents. The school improvement plan has two clearly identified goals, writing and differentiation. Inquiry action research linked to school improvement is an integral part of teacher development through professional learning communities. Each team has a clear direction and accountability around the implementation of the goals aligned to the school improvement plan. The goals for school improvement are also embedded into individual professional development conversations.

There is clear alignment between the External School Review processes and outcomes of the Council of International Schooling, International Baccalaureate, and the Department for Education with a responsive commitment to whole-school improvement and student achievement. The school's internal, extensive self-review processes focus on raising student achievement and sustaining high performance, building on the information gained from all three external review processes.

Sophisticated data platforms have been created and ensure accessible, up to date information is available to every leader and teacher at the whole-school, classroom, and individual level. This provides greater opportunities to track student growth and monitor teacher impact. The data program is being used responsively by early adopters to inform and adjust their teaching. The resource provides future opportunities for students with teacher support to start exploring their own data and using this as the basis for co-constructing learning and identifying personal growth points.

The next step for the school is to amplify these pockets of effective practice through increasing data literacy and application across the school.

The literacy team have introduced an evidence-based writing assessment tool across two key learning areas with a focus on persuasive and narrative writing genres. Pre and post writing samples are used to analyse growth and identify common areas requiring further development. Responsive teaching strategies are then identified and trialed. The work is further strengthened with a targeted focus on academic vocabulary in maths, science, health and physical education, leading to re-adjustments in task design and explicit teaching. The team have worked with all staff across subject areas and strengthened the view that teaching literacy is everyone's business. Further consolidation of this strong foundation will ensure the new learning is embedded in 2022.

**Direction 1      Build a whole-school commitment to school improvement planning through widening teacher and student data literacy.**

## Effective teaching and student learning

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

The school has a well-earned reputation, through the International Middle Years Baccalaureate program and the newly accredited Diploma Program (IBDP), for its focus on quality curriculum and learning. Teachers and leaders are working intentionally to build and maintain an engaging and challenging learning environment. In 2022 senior students will have an option of studying SACE (South Australian Certificate of Education) or IBDP in their learning pathway.

Formative assessment requires clarity of the intended learning, regular checking in with learners and the provision of feedback to keep student learning moving forward. This high impact strategy is well developed in some classrooms and in its infancy in others. Some teachers are effectively using student feedback to improve their own pedagogy. Tools being used to gather feedback include exit cards, student surveys, classroom conversations and end of unit reflection sheets. The school is now well placed to embed consistent, high impact, formative assessment practices.

There is a high degree of professionalism and collaboration in the year level teams with teachers working strategically to develop units of work with accompanying resources and common assessment tasks. This builds consistency in curriculum delivery across each year level. This consistent approach is ensuring that gaps in learning or repetition of learning is kept to a minimum. The curriculum scope and sequence being developed across the school will be reviewed regularly. The new teaching resources will be valuable for educators new to the school in 2022, including those moving from a primary to a secondary setting. Merging the solid work that has been completed around curriculum content together with a focus on building teacher efficacy in implementing high impact, evidence-based strategies will further engage and challenge all learners.

Teachers are to be commended on the way in which they work in partnership with each other and are open to sharing their learning at the school level and beyond.

**Direction 2    Build an understanding of and consistency in using evidence-based, high impact pedagogical practices with a focus on formative assessment, to further engage and challenge all learners.**

## Conditions for effective student learning

To what extent does the school promote a culture of learning with high expectations for all learners?

Positive conditions for learning exist at the school with leaders and teachers committed to optimising the time on task. Learning growth and achievement milestones are recognised and celebrated.

There are three special interest groups at the school; STEM (science technology engineering and maths), rowing and Italian immersion - each having international connections, which support students to excel both academically and socially. Internal and external expertise adds value to each of these specialist programs. The process for entry into the specialist programs is rigorous and parents articulated that they are highly valued in the community.

The school has a vision of building student capacity around learning, wellbeing, community, and connectedness using data as a key driver. Staff and students have been involved in collaboratively developing key expectations for behaviour, attendance, and engagement. Wellbeing and learning programs have been trialled with a targeted group of students and the new learnings have formed the basis of the 'connect' framework. This framework has four key strands of my learning, my wellbeing, my future, and my community with the intent for it to further enhance positive relationships and student engagement in learning as the two campuses come together on one site in 2022.

While high academic expectations are an area in which some young people thrive, others can experience anxiety. The leaders are committed to working as a team with a wrap around the child approach to ensure any young person at risk is supported and monitored. Two physical spaces have been established where students can access teacher or leader support with their learning and wellbeing. Data gathered to date outlines that there have been positive outcomes for the students who have accessed this support. Parents reported that they valued the collaborative approach to ensure each young person can engage and achieve. They valued the time and effort that teachers provide to support both the social and academic needs of their child.

Personalised learning through differentiation is a key lever in ensuring that every student is supported and challenged to achieve at a higher level. Students reported that whole-class feedback was regularly provided, whereas individual personalised feedback was inconsistent. Students identified consistency in key opportunities for focused, informative discussion with their teachers drawing attention to what is next would further support their learning. The school is well placed to build on the effective learning conditions evident to provide targeted differentiation and support at the individual level.

**Direction 3      Build the capacity of teachers to know their learners and to respond intentionally with personalised differentiation that ensure a culture of learning and high expectations exists for all learners.**

# Outcomes of the External School Review 2021

Staff and students at Norwood Morialta have successfully managed to focus on teaching and learning on a building site for the past 18 months. They are to be commended for their flexibility and positive attitude in what has been at times a challenging work and learning environment. The collaboration and professionalism that exists at the school will be an asset as the middle and senior campuses come together on one site with the school being renamed as Norwood International High School. Students, parents, and staff all spoke positively about the new direction for their school.

The Principal will work with the Education Director to implement the following directions:

- Direction 1**    **Build a whole-school commitment to school improvement planning through widening teacher and student data literacy.**
- Direction 2**    **Build an understanding of and consistency in using evidence-based, high impact pedagogical practices with a focus on formative assessment, to further engage and challenge all learners.**
- Direction 3**    **Build the capacity of teachers to know their learners and to respond intentionally with personalised differentiation that ensure a culture of learning and high expectations exists for all learners.**

Based on the school's current performance, Norwood Morialta High School will be externally reviewed again in 2024



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Kerry Dollman  
Director  
Review, Improvement and Accountability



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Anne Millard  
Executive Director  
Partnerships, Schools and Preschools

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Jacqui Van Ruiten  
Principal  
Norwood Morialta High School

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Governing Council Chairperson



# Appendix 1

## School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

### Reading

In 2021 the reading results as measured by NAPLAN indicate that 80% of year 9 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

For 2021 year 9 NAPLAN reading the school is achieving higher than the results of similar students across government schools.

Between 2017 and 2021 the school has consistently achieved higher in year 9 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2021 22% of year 9 students achieved in the top 2 NAPLAN reading bands.

### Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 82% of year 9 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

For 2021 year 9 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

Between 2017 and 2021 the school has consistently achieved higher in year 9 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2021 26% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 9 this result represents an improvement from the historic baseline average.

### SACE

In terms of SACE completion in 2020 91% of students enrolled in February and 100% of those enrolled in October who had the potential to complete their SACE did go on to successfully achieve SACE. This result for October SACE completion represents no change.

For compulsory SACE Stage 1 and 2 subjects in 2020 100% of students successfully completed their Stage 1 Personal Learning Plan, 99% of students successfully completed their Stage 1 literacy units, 94% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020 99% of grades achieved were at 'C-' level or higher, 31% of grades were at an 'A' level and 44% of grades were at a 'B' level. This result represents little or no change for the 'C-' level or higher grade, little or no change for the 'A' level grade and little or no change for the 'B' level grade from the historic baseline averages.

Fifty-nine students completed SACE using VET and there were 17 students enrolled in the Flexible Learning Options (FLO) program in 2020.

In terms of 2020 tertiary entrance 92.4 % of potential students achieved an ATAR or TAFE SA selection score. There were also 20 students who were successful in achieving 28 merits across 15 subjects.

In 2020 the school had a moderation adjustment of 5.5%.