



SCHOOL CONTEXT STATEMENT

Updated: 15 February 2023

School number: 0787

School name: Norwood International High School

School Profile:

Norwood International High School is a progressive, co-educational government school catering for approximately 1620 Year 7-12 students from diverse cultural and linguistic backgrounds. The school is located in the foothills of eastern Adelaide.

The school community is committed to providing an engaging, internationalised curriculum that develops students academically, socially and emotionally to become active, global citizens and life-long learners. This commitment is reflected in both its guiding statements, international curriculum (IB Middle Years and Diploma Programmes, extensive Languages program and cross-cultural collaborations), large international student program and its engagement in the rigorous Council of International Schools accreditation framework.

Our guiding statements represent the foundational principles that influence our decision-making processes and promote our collective purpose.

Our Vision:

Every student will graduate as an engaged global citizen to meet the challenges of a changing world.

Our Mission:

To provide a rich and supportive education for powerful learners to develop the qualities to successfully pursue future opportunities, and the personal capacity for social and intercultural engagement.

Values:

- Distinction
- Diversity
- Respect

Motto: Enriching Humanity

Collectively these statements guide our behaviours, actions and interactions and are shaped by our strong focus on well-being, academic excellence, community partnerships, targeted teaching and internationalism.

1. General information

- School Principal: *Jacqui van Ruiten*
- Deputy Principal: *Amanda Walsh*
- Year of opening:
Formerly known as Norwood Morialta High School with two campuses, Norwood International High School was established in 2022 following its relocation to the former Norwood High School site. The school has a long and rich history with Norwood High School (founded 1910) and the Morialta High School (founded 1975).
- Postal Address:
PO Box 180, Magill 5072
- Location Address:
505 The Parade, Magill 5072
- Region: Felixstowe 4.
Partnership: Morialta Partnership
Education Director: David Chadwick
- Geographical location:
7 kms from the GPO
- Telephone number:
8364 2299
- School website address:
www.nmhs.sa.edu.au
- School e-mail address:
dl:0787.info@schools.sa.edu.au

- February FTE student enrolment:

	2018	2019	2020	2021	2022	2023
Year 7					274	175
Year 8	277	275	275	303	273	278
Year 9	259	258	267	279	317	282
Year 10	334	331	320	261	266	339
Year 11	312	317	304	334	276	295
Year 12	306	308	320	269	279	253
Total	1488	1489	1486	1446	1687	1622

In 2023 Norwood International High School has 1622 students in Years 7-12. It is characterised by a complex student cohort with students from over 82 diverse cultural backgrounds collectively speaking 65 different languages other than English with the majority from Australia, Greece, China, India and Vietnam. 45% are identified as having an English as an Additional Language (EALD) background, whilst only 7% (115) students are identified or seek to participate in EAL classes. 20 or 1% identify proudly with their indigenous heritage and receive additional support from our Aboriginal Secondary Education Transition Officer (ASETO). 3% (or 45) students have complex needs attracting additional funding for access to personalised programs and in-class learning support with 9% students (One Plans) identified by the school and families to have barriers to learning. The school has 30 students undertake Flexible Learning Options with external providers.

18% of students are school card holders from lower socio-economic backgrounds.

The school has full fee paying international students who provide a cultural richness to the school community.

Student enrolment trends:

The school experiences high enrolment pressure and is at capacity in some year levels. From 1st May 2023 the Capacity Management Plan will be revoked, allowing out of zone Year 7 enrolments in 2024.

2. General Information

- Public transport access:
Public transport is readily available
- Special site arrangements:
 - International Programs

NIHS is recognised both locally and internationally for its international context which is evident in the diversity of its student population, its curriculum and staff expertise. It hosts numerous international visitors on behalf of local government, the Department for Education (DfE) SA, International Education Services and Study Adelaide, the International Baccalaureate Organisation

(IBO), and the Council of International Schools (CIS). The school has implemented the IB Middle Years Programme since 2002 and has been evaluated successfully by the IBO in the past 20 years. In 2021 the school successfully pursued authorisation to deliver the IB Diploma Programme in the senior years from 2022.

The school has hosted international students for many years with great success and is consistently sought by overseas students as a school that delivers high quality education and successful transition to tertiary study. The school has a long established Intensive Secondary English Course (ISEC) and has been delivering this program virtually to off-shore students during the pandemic.

The school community and its students consist of approximately 82 different cultural and linguistic groups, including Aboriginal students, and has had a long history of leadership in the area of internationalism, intercultural understanding and inclusive curriculum. It is profiled in many forums in relation to this aspect.

In addition the school demonstrates a commitment to internationalism through its language program, offering five languages (German, Modern Greek, Mandarin Chinese, Italian and Japanese) and supporting all students to undertake at least one language until at least Year 10. The school has established partnerships to develop student's global mindedness and intercultural understandings with sister-schools in Japan, Italy, Greece, Germany, Thailand and China and provides outbound study tours to these countries, along with the hosting international study tours within the school.

In 2019 the school hosted a Global Summit with 56 students and 19 teachers from 13 schools in 10 countries for one exciting week. These students worked with local students to create solutions toward peace, sustainability and equity. Students developed an understanding and appreciation of different cultures and global issues, whilst the school strengthened partnerships.

- Council of International Schools (CIS)

The CIS accreditation process is an internationally recognised school improvement process which provides a quality assurance framework against which the school is measured on a regular five year basis. As part of this process the school undertakes an extensive self-study of all aspects of the school. This information, along with a detailed report, is used by visiting teams as a basis of their formal report highlighting their observations, recommendations and commendations. These reports are available to our school community via our website and Governing Council.

The CIS examines the planned and taught curriculum, thereby giving emphasis on teaching and learning programs across the school and student achievement. Student achievement data is examined in the CIS accreditation process. Interwoven in the CIS accreditation processes are concepts such as international mindedness, global citizenship and intercultural understandings. The school self-assesses to what degree these concepts

are embedded in the curriculum and in the life of the school and its community.

Norwood International High School has participated in the CIS accreditation process for the past 18 years and has successfully maintained this prestigious accreditation, which is set against international bench marks. In 2018 the school successfully embarked on combining the rigorous CIS Evaluation visit with the Department for Education's External School Review and continues to be focusing on school improvements based on identified recommendations. The school successfully hosted a Preparatory Visit in July 2022 and will undertake the Evaluation Visit in 2024 with a 'deep dive' into 4-6 improvement projects.

- Partnerships

Norwood International High School has been active in establishing and strengthening partnerships with local schools, academic partners and industry, which has enriched learning experiences. These partnerships include:

- The Morialta Partnership with 5 pre-schools and 4 local primary schools
- The Eastern Adelaide Secondary Network involving seven local secondary sites.

2. Students (and their welfare)

- General characteristics

Individual student needs are identified through analysis of Student Well-being and Collection (WEC) survey data, PAT tests and NAPLAN results, as well as primary school teacher recommendations and overseas school reports. Individual programs are developed to cater for these needs. Every student has an individual literacy and numeracy plan designed to maximise their learning growth and improvement.

- Student well-being programs

Student counselling: A dedicated wellbeing team, consisting of a Director of Wellbeing, three wellbeing leaders, an Engagement and Inclusion Leader and Director of International Student Programs are available to assist students with personal concerns and guidance in study and career choices. The Student Well-being Leaders work closely with Connect teachers and Learning Community Leaders to develop student support programs and monitor student behaviour and welfare issues.

- Student support offered

Student services: The Student Services area is the first point of contact and provides a range of services for student needs, messages, including first aid and health care.

A Pastoral Care Worker provides support to students across both campuses.

Connect teachers have an important role in helping students meet school expectations, develop personal skills and qualities, and achieve success in their learning. The school's increasing emphasis on Well-being for Learning strengthens the mentoring role of the Connect teachers and all teachers.

Connect teachers are supported by subject teachers who work closely with them to monitor and support student performance and behaviour, promote student success and encourage a sense of responsibility and belonging. Additional support is provided by Learning Community Leaders and the Executive team who work with staff to support students to achieve their best.

The school has developed a unique transition program for Year 6 students moving to high school. Key staff and some students visit nearby primary schools collecting information and developing a transition day with student leaders. The transition day, which is held in early December, provides an opportunity for new students to meet students and teachers, and engage in new learning experiences in their new school setting. Families are invited to attend information sessions to meet key staff and learn more about the school and start to secondary school.

Students with additional needs (with One Plans) may be supported in the Space and/or access individual in-class support. All Aboriginal students receive additional support as per their One Plan. EALD support is provided for students from diverse linguistic and cultural backgrounds and a Chinese Bilingual School Support Officer and Aboriginal Secondary Education Transition Officer (ASETO) provides classroom support as well as communication with parents. Literacy support classes are provided as needed.

High achieving and passionate students are supported to accelerate through their learning in individual subjects or year levels. Many students undertake selected Stage 2 (Year 12) subjects while completing Stage 1 (Year 11). This in turn enables students to study more Stage 2 subjects or alternatively undertake tertiary study whilst completing their SACE.

- Student management

Teachers establish positive relationships with students and manage student behaviour in a restorative manner with clear support from leaders across the school. Parents are involved as a matter of course and various outside agencies are invited as appropriate. The Respectful Behaviour policy is based on a code of responsible behaviour and restorative approaches.

- Student government

A strong Student Leadership Program exists promoting student agency across the school with Year 12 prefects, house leaders and student consultants at each year level. Many student leaders participate in community forums and training programs locally, state-wide and nationally. There are a number of co-curricular programs which support student leadership, citizenship and the extension of the formal curriculum. These include Mock Trials, Debating, United Nations Youth Forums, Youth Parliament, Burnside and Campbelltown Youth Forums, Service as Learning and Humanitarian projects, the NIHS Global Summit and Multicultural Education Committee forums. Student leaders are active in organising school events and leading lunch-time clubs.

- Special Programs

The school offers **three special interest programs** from Years 7-9:

- **STEM Program** that extends, challenges and enriches students' understanding of their world through the development of STEM capacities and the integration of authentic STEM experiences.
- **Italian Immersion Program** engages students as global citizens in a unique integrated Italian and Humanities program, developing higher levels of language competence and enhancing their intercultural capabilities. These students may also be accelerated in Stage 1 and 2 Italian.
- **Rowing Program** engages students in fitness and conditioning, team building, competition and racing strategies. The course is offered as a PE subject in Years 7-10 where students have the opportunity to develop their rowing skills as well as compete in regattas.

Another special program is the school's **Electro Technology**. This Stage 1 course is offered to interested Year 10 students and Stage 1 students in the school's Electronics Trade Training Centre. Interested students are required to participate in a selection process to be considered for the course.

- Extension Programs

Students are extended in their learning through differentiation in the classroom with enrichment and problem-based learning (inquiry) activities.

There are also particular extension opportunities for identified students, including:

- Special Interest Programs
- Mathematics Extension class in Year 10
- Stage 1 offerings for Year 10 students – courses vary each year, depending on interest
- Individual personalisation and acceleration across selected subjects or year levels.

2. Key School Policies

- Site Improvement Plan and other key statements or policies:

Refer to the website for our updated School Improvement Plan and larger versions of these documents

Strategic Plan 2018 - 2022

Norwood International High School Priorities and Goals

Norwood International High School provides a world class, personalised learning experience within a culturally and linguistically rich environment. Our vision is for every student to graduate as an engaged global citizen, capable of meeting the challenges of a changing world. This commitment is shaped by our focus on student success and well-being, promotion of distinction, effective partnerships, positive communication and internationalism.

The Norwood International High School Strategic Plan provides a 5-year overview of the school's priorities, strategic actions and targeted outcomes. This plan has been developed in consultation with the school community and reflects the connected emerging priorities in the school, across our region and within the Department for Education. With a strong commitment to improvement and global learning, the school engages in the Council of International School's accreditation processes and both the International Baccalaureate Middle Years Programme and International Baccalaureate Diploma Programme. These frameworks support the school through ongoing self and peer review processes measured against rigorous international standards to support continuous improvement.

Three improvement priorities have been identified:

- » A Leading Teaching and Learning Community
- » A Commitment to Wellbeing for Learning
- » A socially and environmentally sustainable school.

These priorities are supported by related strategic actions that will enable each to be realised and are outlined below.

The 2018 - 2022 Strategic Plan is dynamic and reflects our work and future directions. The school community will ensure the plan is reviewed periodically to promote and position Norwood International High School as a proud,

NiHS will continue this important work in 2022 and will be reviewing and developing new guiding statements for 2023 and beyond.

A Leading Teaching and Learning Community

Delivering and leading distinction and innovation in teaching and learning approaches to the wider school community.

Deliver a holistic, collaborative curriculum and timetable that provides authentic, interdisciplinary and challenge-based learning approaches to explicitly develop capabilities, social responsibility and a global mindset

Strengthen a collaborative and united professional culture that empowers and inspires our staff to lead learning locally, nationally and internationally

Consolidate the position as a leader in STEM and Languages learning

Establish NiHS as a leading learning centre of innovation and quality teaching with tertiary partners

Investigate offering the IB Diploma Program to expand international learning opportunities, strengthen our position as an international school and attract/retain gifted learners (ACTIONED)

Provide a contemporary learning environment that supports the effective use and access of current and emerging technologies by students and staff to enhance their learning

Create the reality for a culture of 'anytime, anywhere' digital access for learning through contemporary technologies, infrastructure and pedagogies (ACTIONED)

A Commitment to Wellbeing for Learning

Inspiring a social and emotional environment that develops character, connections, resilience, enjoyment for learning and creativity, supporting students to flourish within and beyond school.

Embed a sequential wellbeing curriculum, which enables individuals to flourish through the inclusion of positive education practices and programs

Establish a wellbeing centre with personnel, programs and activities to address holistic wellbeing in a contemporary education environment

Strengthen supportive and proactive intervention programs in partnership with families and community groups

Implement a house system to promote school connections and community spirit through the recognition of academic and co-curricular achievements

Deliver an outstanding, structured co-curricular and leadership program that complements and extends personal development and learning beyond the classroom

Promote the principles of wellbeing for learning and life to students, staff and the wider school community

Develop staff and student leadership capacity and involvement in school and community life.

A Socially and Environmentally Sustainable School

Enriching learning through strong local and global partnerships to develop ethically minded and responsive citizens of an interconnected world.

Implement the school's new branding and identity through a strategic, marketing plan that emphasises our distinctive programs and opportunities

Enact a school master plan to ensure current and future generations have flexible and creative learning spaces that inspire and facilitate exceptional global learning outcomes for students and staff (Phase 1 ACTIONED)

Model sustainability, smart energy use and sound environmental practices to students, staff and the school community

Foster connections with families, local and global industries, schools and service organisations to create strong partnerships and authentic academic and service opportunities

Enable students to engage in a broad range of student exchanges, cultural trips and collaborative learning opportunities with schools and tertiary partners within Australia, internationally and virtually

Create entrepreneurial and employment opportunities for students to be proactive and undertake initiatives in the local and school communities

Establish partnerships within and beyond the NiHS community which encourage students to be globally, ethically and environmentally responsive



TEACHING & LEARNING CHARTER

The Norwood International High School Teaching and Learning Charter is shaped by our commitment to distinction as a leading and innovative learning community. These commitments fall within the following 6 domains:

1. POSITIVE RELATIONSHIPS

Our teachers develop positive relationships with students as learners & individuals.

- We value the diverse backgrounds, talents, prior experiences and knowledge of our students to inform personalised learning.
- We identify and support student learning needs to recognise the learner as an individual.
- We know ongoing care for student well-being and their social and emotional development.
- We recognise and foster student character strengths.
- We model our own personal character strengths within the classroom.
- We respect students as individuals by modeling appropriate interpersonal skills.
- We value the diversity of our community to foster and enhance intercultural understanding.

2. TEACHING & ACADEMIC PERFORMANCE

Our teachers maintain and model a high standard of teaching practice.

- We demonstrate a deep knowledge and passion for teaching in order to foster enthusiasm in our students.
- We thoroughly prepare lessons to ensure student engagement and rigor in learning activities.
- We demonstrate a high level of organisation, time management and punctuality.
- We adhere to school calendar timelines and commitments.
- We have an openness to new opportunities for professional learning.
- We respond to communication in a professional & timely manner including email, Daymap and phone calls (within two working days).
- We comply with legislative, administrative and organisational requirements and direction.

3. AUTHENTIC TEACHING & LEARNING

Our teachers use a variety of innovative and contemporary pedagogy to provide personalised and challenging learning experiences.

- We use learning design principles combined with high quality explicit teaching and scaffolding, utilising multiple data sets to target, support and extend learners.
- We incorporate a range of capabilities and skills into the learning to foster global citizenship and action developing critical and creative thinkers who are resilient and independent learners.
- We build authentic and real world connections and learning by incorporating global events, texts and issues.
- We facilitate students to be co-designers of their learning in the classroom and the wider school community.
- We incorporate the most effective and relevant technology to complement teaching and learning.
- We foster student engagement through the use of various approaches to teaching and learning.
- We create rich tasks that require students to consider and engage with multiple perspectives, using technology to create tangible solutions to real world problems.

4. COLLABORATIVE LEARNING & REFLECTIVE PRACTICE

Our teachers engage in collaborative professional learning and reflective practice to create an evidence based leading innovative learning community.

- We ensure a culture of collaboration and communication to share best practice within the education community.
- We respond to student feedback and multiple data sets, to inform and/or change practice.
- We actively participate in the Performance Development Process and our Professional Learning Community to develop distinction in our teaching practice.
- We utilise the Professional Learning Policy to engage in professional learning.
- We work collaboratively with colleagues to foster innovation in our curriculum.
- We collaborate with local, national and international partners to extend learning opportunities for students and teachers.
- We ensure students engage in collaborative and reflective learning.

5. SAFE & SUPPORTIVE LEARNING ENVIRONMENT

Our teachers create a safe, inclusive and supportive learning environment where students can thrive and achieve their full potential.

- We acknowledge and value diversity.
- We provide a range of support structures to ensure all students can successfully engage in learning.
- We have high expectations of students and staff by modeling respectful behaviours.
- We encourage positive behaviour through immediate teacher intervention and the use of agreed processes.
- We set and model high academic standards modelling and promoting ethical decision making.

6. ENGAGING WITH FEEDBACK

Our teachers provide timely and specific feedback to guide students in their learning.

- We provide feedback in a timely manner that enables students to respond to challenges and seek further assistance before due dates.
- We provide feedback in a format that is accessible, relevant and engaging (L1), and that supports students in improving the quality of their work.
- We use a range of methods to check for student understanding in an ongoing manner throughout the learning process.
- We publish summative results on Daymap within two weeks of submission.
- We support students to give, receive, and respond to feedback.



A PLACE TO GROW, LEARN AND DISCOVER

4. Curriculum

- Subject offerings:

Norwood International High School has a success-orientated culture with diverse programs and opportunities to support students to pursue their preferred pathways. Our students engage in a broad range of academic and vocational subjects and experiences that enable them to reach their potential and satisfy their personal interests and strengths.

Middle School (Years 8-10)

The **International Baccalaureate Middle Years Program (IBMYP)** is taught in Years 7 to 10. The IBMYP provides a framework of learning that encourages students to become creative, critical and reflective thinkers. It emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement.

The MYP:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students with opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages to support students in understanding their own cultures and those of others
- empowers students to participate in service with the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

This curriculum framework highlights the ideals of international understanding and responsible citizenship as well as emphasising the importance of student-centred inquiry, communication and learning how to learn. This program is delivered in partnership with Stradbroke School to ensure seamlessness across Years 6-10 and support cross-site collaboration. All learning areas utilise IBMYP subject guides to guide the way in which subjects are taught and assessed (such as the use of assessment criteria rubrics) with authentic cross-disciplinary connections.

All Year 7, 8 and 9 students choose subjects from each of the eight learning areas of the IBMYP and the Australian curriculum. Students study language and literature (English or EALD), language acquisition, (with a choice from Chinese, German, Italian, Japanese and Modern Greek), Mathematics, Sciences, Individuals and Societies, Health/PE, and subjects from the Arts and Design/Technology.

At Year 10 students must continue with at least six of the above learning areas (including English, Languages, Maths, Science, History and Health/PE) but

can specialise more in the Sciences, Arts or Technology areas if they choose. All Year 10s complete the the SACE Personal Learning Plan (PLP) and the IBMYP Personal Project which encourages students to engage in sustained inquiry within a global context.

Senior School (Years 11 and 12)

Senior school students have the opportunity to choose from a comprehensive and extensive range of **South Australian Certificate of Education (SACE)** subjects with a vocational, civic and/or strong academic focus. Students may also opt to study the **IB Diploma Programme (IBDP)**. Many new enrolments enter the school at Year 11 to access the wide range of SACE subject offerings.

The school has established a partnership with the Eastern Adelaide Schools' Cluster (EASC) to provide students with an extensive range of VET opportunities.

- Senior schooling centres around the flexible delivery of SACE and IBDP to support individual student pathways. The majority of students choose university entrance and /or further educational or training options such as TAFE
- The school is proud of its improving SACE results and continued student success, as evidenced by the graduates' achieving outstanding results with 100% receiving their SACE accreditation, and over 30% of A-grade in the last three years.

Refer to the school's interactive Curriculum Guide for an overview of all curriculum offerings.

- Special needs:

The school has a learning support team and provides targeted support for identified students. This team works closely with families, staff and support agencies to maximise individualised learning outcomes.

The school also caters for students who require English as Additional Language support through the provision of EAL classes with specialist EAL teachers and Bilingual support officers.

- Special curriculum features

A number of special programs are available at the school, including:

- Peer support and peer mediation
- International Baccalaureate Middle Years Program (IBMYP) for middle school students in Years 7-10
- An extensive Outdoor Education program
- An Intensive Secondary English Course (ISEC) for international students
- Special Interest Programs (selective entry) are available in:

- Rowing
- Italian Immersion and
- STEM

- Language Programs: The school is recognised for its strong language programs and shares best practice both locally and nationally
- A range of VET Pathways and Programs area available to students through the Eastern Adelaide Secondary Network
- STEM Learning: During the last five years STEM learning has been an area for growth and innovation. The school has developed a STEM Strategy which boasts a multi-layered approach to support the development of interdisciplinary STEM activities, collaboration with academic and industry partners and the articulation of three 8-12 STEM pathways (in Aeronautics, Computer Science and Sustainability). The school has been recognised as a leader in this space, providing opportunities for all students to experience STEM learning and authentic inquiry-based tasks to develop 21st Century capabilities (including STEMies, the Special Interest STEM program, DigiTech Girls, Jewellery Making, ICT, STEMSEL, Clubs, etc).

- Teaching methodology:

In line with our Mission and Vision Statement, the school is committed to meeting the needs of 21st century learners by personalising learning with an emphasis on inquiry, challenge-based learning, differentiation and the use of digital pedagogy to enrich classroom teaching. The explicit teaching of literacy and the use of inclusive assessment methodologies is an expectation of classroom practice.

International perspectives and the inclusion of graduate qualities in the delivery of the curriculum, builds student capacity to become productive and caring global citizens. All teaching staff belong to a Professional Learning Team to improve their practice and broaden pedagogical repertoire, including the use of digital technology to support blended teaching and learning.

Refer to the overview of the school's agreed Teaching and Learning Charter for more information. Teachers are provided with a detailed outline of what it means to teach at Norwood International High School as part of their induction.

- Assessment and Reporting Procedures

Student work is regularly assessed using explicit assessment criteria and performance standards. The DayMap Parent Portal enables parents to view their student's progress. Term reports are available to parents and students online. There are two formal parent/student/teacher discussions each year. Parents may contact the school and make appointments to see teachers at any time during the term.

- Wellbeing for Learning

The school has a focus on student well-being and has implemented a whole school well-being strategy that includes student activities, restorative practices and professional learning for teachers and students.

- Student assessment procedures and reporting

The learner management system DayMap is integral to the school's assessment systems with all summative tasks published to students through this system. Achievement in all summative tasks is also published to both parents and students through DayMap. Student reports are published via the DayMap Parent Portal. The Parent Portal allows parents to monitor student achievement on an ongoing basis, allowing earlier intervention and greater collaboration with the school.

- Retention and Attendance

Retention of students at all year levels is very high. In general, more students enrol than depart as each year level cohort moves through the school.

DayMap is used to monitor and report on both lesson and daily attendance. Attendance rates have been consistently at 93% and is supported by an attendance improvement strategy focused on reducing family trips during school time.

SMS messages are sent daily to notify parents of student absences. Parents have access to the Parent Portal to view their child's attendance and punctuality to class.

Both School Management Teams review student academic performance and attendance every 2-3 weeks. Families of at-risk students are contacted and invited to attend review meetings with leaders and to negotiate intervention strategies. The school works closely with the regional Truant Officer and Behaviour Coach for individual, complex cases.

- Joint programmes:

As a result of well-established partnerships the school engages in a range of programs and professional learning initiatives, including:

- STEM partners and SAMSUNG Smartschool - Uni SA
- Boeing Mentoring program
- VET, Curriculum development and Collaborative Moderation - Eastern Adelaide Secondary Network

5. Sporting Activities

The school belongs to the Sports Association for Adelaide Schools Incorporated through which a broad range of Saturday morning sports are offered.

Team sports are held in local competitions: SA Secondary School Sports Association (SASSSA), SASSSA Knock-out; Independent Schools Sports Association, Catholic Girls' Sports Association, School Sports Day, Vista and SASSSA Athletics and Swimming.

The school has a strong Rowing program and a very successful Pedal Prix program. Both programs have a high degree of parental involvement.

6. Other Co-Curricular Activities

Students are encouraged to develop and grow through their involvement in extra-curricular activities and the international student program. Students contribute actively to the school and wider community by participating in:

- Leadership programs
- Diverse sporting teams and activities
- Range of clubs: Drum Corps, Environment, Culture, Robotics, Book, Space Mission, etc. This changes annually depending on student interest. Some clubs are lead and organised by students.
- Choir, string ensemble, bands and jazz band
- Drama productions and Music concerts
- Art exhibition at the local art gallery
- Annual Short-cut Film Festival
- Biennial large-scale school musical (Sound of Music in 2019)
- Debating, Mock trials and public speaking
- Exchange program and outbound study tours with sister-schools in Japan, Italy, Greece, China and Germany
- Hosting of short-term international students
- Outbound STEM study-tour to USA
- National Mathematics, ICT, Science and Language competitions
- Pedal Prix, including construction and competition throughout the year and participation in International Pedal Prix at Murray Bridge
- Outdoor Education, rock climbing, canoeing, aquatic skills, distance running
- Rowing Club, including regular regattas, camps and Head of the River
- Service as Learning and Humanitarian Projects (such as the Red Shield Appeal and Relay for Life)
- Community Engagement and Entrepreneurial programs

7. Staff (and their welfare)

- Staff profile

Teaching Staff: 134 Teachers including 6 executive leaders and 20 (19.6 FTE) B2 leaders, 2 teacher managers (for Rowing/Pedal Prix and Sport) with an FTE of 124.5.

Support Staff: 35 across a total of 1208 hours
5 leaders (see below), 29 x SSO2, 1x GSE3

Support Staff Leadership:

- 1 x SSO6 – Business Manager (37.5 hpw)
- 1 x SSO4 – ICT Manager (37.5 hpw)
- 3 x SSO3 – Middle Managers (112.5 hpw)

Special Education funding is used to support students through both in class Support Staff time and provision of reduced class sizes in some areas. ICT support contributes to maintaining ICT across the school.

Staff represent 23 cultures and speak 11 languages.

- Leadership structure

Teaching Leadership:

- 1 Principal
- 1 Deputy Principal
- 3 Assistant Principals at Band B4 (Director of Middle School, Director of Senior School, Director of HR and Data Management)
- 3 Assistant Principals at Band B3 level (Director of Well-being for Learning, Director of Innovation and Director of International Student Programs)
- 12 Band-B2 Senior Leaders (8 Learning Areas leaders, Engagement and Inclusion Leader, 3 Student Wellbeing Leaders)
- 6 Learning Community Leaders across Years 7-12

The school is organised into six year level learning communities. Each with Learning Community Leader leading the learning community with students and staff, implementing the Connect (Student Development) program, monitoring student achievement and wellbeing and managing challenging student behaviour.

- Performance Development and Professional Development programs

All staff engage in Performance and Development meetings twice a year with their line manager/ mentor, as per the DfE's policy.

Staff are encouraged and supported to engage in professional learning to fulfil their role and responsibilities and to develop practice. The Learning Design Committee oversees professional development and the weekly professional

learning community sessions that align to the site's annual priorities. This is supported by site's large professional learning budget.

Professional Learning Community sessions

There is a strong commitment to ongoing professional learning and future-focused pedagogy. Teachers engage in weekly professional learning communities where they collaborate in small teams to undertake action research in trialling new pedagogies to improve the quality of student engagement and learning.

- Staff Induction program
The school has an extensive induction program for all new staff, volunteers and TRTs.

Staff contribute to school decisions through the agreed and published Decision-making Policy. Staff contribute to an agreed transparent and consultative decision-making process, as per the school's policy.

- All policies and procedures are available for staff electronically in the Staff Handbook and on Teams.

8. School Facilities

- Buildings and grounds

The Norwood International High School has experienced significant facility developments and transformations with a recent \$55m state government capital works project. This was completed in late 2021 prior to the school's co-location of its previous two campuses. 1700 students and 160 staff commenced at the transformed site in January 2022.

The Norwood International High School provides a combination of newly constructed, refurbished and ageing facilities and promotes distinct middle and senior schooling principles and structures.

The school has a specialist three storey middle school for students in Years 7-9 featuring interconnected classrooms, collaborative spaces, a presentation pod and maker spaces with a roof terrace. Students in Years 10-12 are located in the recently refurbished senior school with The Loft (a Year 12 study centre) and spaces that promote collaboration and independent study. The newly renovated Administration and Well-being Hub, along with modern Science laboratories are also located in this building.

Adjoining the main building is a large Assembly Hall and Performing Arts Centre, including a two-way stage with the appropriate technical capabilities. Below this space is the new Learning Hub with meeting rooms, collaborative and study spaces, along with the new Student Services Centre.

The new Innovation Hub features a new two storey building with contemporary domestic and industry standard kitchens. There are also facilities for Digital Imaging/Photography and CAD specialisations, along with specialist

Woodwork and Electro-technology learning spaces. Adjacent to this area are the Music suites, music storage and practice rooms.

The school also has extensive grounds with hard play areas, basketball courts and two ovals, a gymnasium and weights room.

The school has a shared boat shed for its Rowing program in the city on the River Torrens and a boat storage facility at West Lakes.

All students use laptops and access a wireless network, moodle (for curriculum materials) and DayMap (for communication, homework tasks, submitting tasks, feedback and reports). Students, staff and parents have access to school resources and support from home. Digital technologies such as iMacs, Wacon tablets, 3D printers and Virtual reality are available for class access in specialised learning spaces. Other facilities include:

- Student run café
 - Learning Hub
 - Gymnasium and weightsroom
 - Large Hall and performing Arts Centre
 - Specialist science laboratories and stand-up labs
 - Innovation Hub with Technology studies, art and home economics specialist facilities
 - Music Suite
 - Lecture theatre
 - Trade Training Centre
 - Flexible learning spaces
 - Outdoor Education and PE classrooms
 - 3-storey middle school building for Years 7-9 with a new canteen and roof-top outdoor spaces
 - Senior school with 10 refurbished classrooms, offices, collaborative break-out spaces and meeting rooms (for students)
 - Updated entry with lift and renovated Administration area
- Student facilities
 - Canteen
 - Study spaces, breakout spaces
 - Year 12 Study Centre (The Loft)
 - Well-being Hub
 - Student Services

- Staff facilities
 - Own workspace, ready access to Information Technology, staff room
 - Conference facilities
- Access for students and staff with disabilities
 - The school has updated lift and ramp access as part of the new buildings and landscaping to facilitate access with relevant signs and lighting
 - Disabled and ambulant toilets are available on every floor
 - Access to bus transport and disabled car parks
- Transport

The school owns two medium sized buses. A larger DfE bus is available and is used to transport students from the near Hills towns to local schools.

10. School Operations

- Decision making structures

The school works closely with the Governing Council in the development and implementation of school policies and new school directions. Staff, students and families have opportunities to provide consultation.

- Other communication
 - The main communication tool for both staff, students and parents are: DayMap, SMS, Facebook and our website.
 - Daymap is our Learner Management System, which is also used as an electronic diary by students. DayMap is used by students to communicate their work, seek support and access individual feedback. It enables parents to track their child's attendance, monitor submission of assignments and review assessment feedback/results.
 - Learning Community meetings and assemblies are held regularly.
 - Parent information evenings assist and support the promotion of school programs.
 - Regular publications and communication
 - Student and staff bulletins are published daily via DayMap.
 - Regular reports and student achievements are promoted to the wider community on the school's facebook page.
 - Letters are distributed regularly related to upcoming events and new initiatives. Families receive a link to the communication via an SMS.
 - Annual publications: Annual Report, Yearbook, Staff Handbook, Parent Information Booklet. Each are available on the school's website.

- An interactive Curriculum Guide and promotional material is also available online.
- Other forms of communication include:
 - The school's website www.nihs.sa.edu.au
 - Electronic sign boards around the school
 - Letters, phone calls, emails
 - The SMS system is used to monitor student attendance and alert parents to non-attendance and to advise them of any urgent matters, such as letters with relevant links.
 - STAR app
 - QKR app to order canteen products
- School financial position

The school is in a sound financial state. School fees can be paid in instalments. There is a small percentage of outstanding fees, which are being recouped through a debt collection strategy.

11. Local Community

- General characteristics

The majority of students at Norwood International High School live within the school zone in the surrounding eastern suburbs. This zone was modified in 2021 for new enrolments from 2023 (starting in Year 7). More details are on the school's or Department's website.

The local community has a diverse range of home languages, including English, Chinese, Italian, Greek, Korean, Vietnamese, Hindi and Punjabi.

- Parent and community involvement

There are many opportunities for parental and community involvement, including:

- Governing Council
- Sport coaching, Rowing, Pedal Prix,
- Musical assistance
- Voluntary work, seminars
- Old Scholars Association.

- Feeder or destination schools

The main feeder schools for the Norwood International High School are Magill and Stradbroke Schools, along with Trinity Gardens, Linden Park, Norwood, East Adelaide, Marryatville, Norton Summit, Burnside and Rose Park Primary Schools. A high number of students also come to the Norwood International

High School from independent /catholic primary schools. The majority of the students live in the school zone.

The school has experienced high enrolment demand and has implemented a Capacity Management Plan, which supports the school to manage local enrolments. Enrolments for out of zone families can not be supported.

- Local Government bodies
 - Kensington, Norwood and Payneham City Council, Ph 8366 4555
 - Burnside City Council, Ph 8366 4200

12. Further Comments

The school has a successful international program attracting students from around the world. These students add vibrancy and richness to the school culture and commitment to international mindedness, as well as contributing to the viability of more diverse subject offerings.

The majority of our international students study the graduate program which enables them to complete their secondary schooling in a mainstream setting and achieve the SACE. Over the years the school has hosted a number of short-term visits with long-term partners from Koishikawa, Hosei, Ritsumeikan and Takahashi High Schools in Japan. Our local students and families host these visiting students and make life-long friendships. Study abroad students from countries such as Brazil, Germany, Switzerland, France and Italy study in mainstream classes for periods from three months to one year.

Additionally, Norwood International High School has formal sister-school partnerships with schools in Wuppertal (Germany), Takahashi (Japan), Rome and Turino (Italy) and Rhodes (Greece). Students engage with these schools virtually and undertake biennial study tours to develop an intercultural and language competencies. There are other study tours arranged to attend global summits (in Hawaii, Japan and Italy) and undertake a STEM tour of the USA (including the NASA Kennedy Space Station).

Through registered exchange organisations, exchange students from a large variety of countries including Brazil, Germany and Sweden have come to study at the NIHS. In turn, students from NIHS have been involved in a range of exchange opportunities.

The school looks forward to again extending this program in 2023.