2023 annual report to the Community

Norwood International High School

Norwood International High School number: 787

Partnership: Morialta

School principal: Jacquelyn van Ruiten

Date of endorsement: 25/03/2024

Government of South Australia
Department for Education

Context Statement

Norwood International High School is a progressive, co-educational government school catering for Year 7-12 students from diverse cultural and linguistic backgrounds. At the time of this report, the enrolment in 2023 is 1646 comprising 1% Aboriginal students, 3% students with disabilities, 21% students with English as an additional language or dialect (EALD) funded background. The site is classified as Category 6 on the Department for Education Index of Educational Disadvantage. Further information about the school is available on the school's website (including its context statement) with more detailed information of SACE and IBDP achievements.

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) and large international student program.

After several years of significant transformational change and upheaval, 2023 was a year of consolidation for Norwood International High School. The school community continued to focus on providing diverse opportunities to empower our students to grow personally and academically, and celebrated the following accomplishments:

- A continuing a trend of **improvement in SACE, Literacy and NAPLAN** achievement
- The **first graduating class of the International Baccalaureate Diploma Programme**. (8 students achieved their Diploma with strong results)
- Many student-led activities and **social action initiatives** with students leading change and learning
- Strong success in local and national competitions, including state and national champions in the **Tax, Super and You competition and the National Nuclear-Powered Submarine Propulsion Challenges**
- Seven **successful international study tours** and formalising 3 new sister-school partnerships
- Representing Australia in the **Anzacs Coastal Rowing Regatta in Malta**, and promoting Australia's connection with Malta across our local community
- Outstanding **Year 10, 11 and 12 Drama productions**, talented **music performances by our Drum Corps and new bands**, as well as the impressive public **Art Exhibition** in our beautiful Visual Arts space
- Our year 7 and Year 12 cohorts developing and implementing their own **Charters** (around expectations for themselves, each other and our school community), and
- The completion of the **VR Immersive Laboratory** and upskilling teachers to deliver exciting new pedagogies.

Governing Council Report

There are so many things worth celebrating from 2023, and I want to start by thanking the members of the Governing Council. Together, we supported Norwood International High School by:

- endorsing the new state-wide mobile phone and digital policy
- working to revoke the capacity management plan to allow more Year 7's to join our community
- developing new guiding statements including our new vision, mission and motto, in a working group that included GC members, staff and students
- guiding the improvement of the parent experience with UMS – our uniform supplier.

The key areas of focus for the Governing Council in 2023 included:

- reviewing the Debt collection, and Respectful Behaviour policies, and Communication protocols
- endorsing the extension of the UMS uniform contract until the end of 2024
- polling the parent community to raise the Materials and Services Fees.

Some wonderful, personal highlights of the year were the Year 12 graduation ceremony, and the International Baccalaureate Diploma Program award ceremony at Adelaide Town Hall, the Year 7 parent evening and the release of the beautiful acknowledgment video created by our Aboriginal and Torres Strait Islander students.

Lou Pyman
2023 NIHS Governing Council Chairperson

Performance Summary

The school's commitment to providing 'opportunities for all' and seeking improved student achievement was at the core of its strategic work. This was shaped by community feedback that included a focus on 'Learner Agency' through:

1. The development of new guiding statements to provide clarity of purpose and direction

2. The creation of diverse opportunities for authentic learner agency across the school
3. Re-designing tasks to empower students to be active partners in their learning. In partnership with Summer Howarth, the school delivered professional learning and implemented tools to elevate agency in tasks. Teachers provided options for students to present their evidence and co-creating tasks or topics, etc. Anecdotal outcomes collected through student forums, student surveys and teacher feedback, highlighted increased student engagement, self-efficacy, stretch/challenge and ownership of their learning.
4. A writing goal approach that developed learner discernment. Year 7-9 English students set writing goals, accessed targeted support, identified growth points, analysed writing progress and recognised next steps for improvement. Student goals and reflections were filmed in Terms 2 and 4, accessing targeted support in between. As a result of this work, teacher judgement, student feedback and achievement data highlighted strong evidence of writing improvement, an increase in the use of meta-language and student ownership for the learning process. This was an exciting initiative that was presented to principals across SA.

This work supported our school improvement priorities and exploration of the New Strategy for Public Education.

2023 Data Analysis and Achievement:

Whilst new **NAPLAN** measures were introduced across the nation and it was difficult to compare 2023 results with other years, the NIHS data showed strong performance in Reading, Writing, Spelling and Grammar with an increase in the higher bands across Years 7 and 9.

The success of the **Brightpath** narrative writing program continued with mean growth improvement across years 7, 8 and 9, indicating a continued trend of improvement by more than 1.5 years growth. As part of this improvement process teachers analyse writing samples, use targeted intervention strategies, participate in moderation, and provide targeted feedback to students.

In 2023 NIHS graduates achieved outstanding *SACE results* highlighting a continued trend of improvement.
- ✓ 219 NIHS Stage students achieved 100% SACE completion.
- ✓ 99.5% of all Stage 2 results were a C- and above ↑
- ✓ 80% of all Stage 2 grades were in the A and B range ↑
- ✓ 45 A+ results ↑ and 21 Merits ↑
- 86.3% of SACE completers were eligible for an ATAR
- 15% of SACE completers achieved an ATAR above 90 in the nation's top 10%
- 49 students used VET for their SACE completion ↑

Further improvements were also in *SACE Stage 1* with an increase in the number of students achieving their compulsory subjects (Literacy 99.6% and Numeracy 98.7%), along with improved grade point averages.

2023 proudly saw Norwood's first *International Baccalaureate Diploma Programme* cohort complete their Diploma studies. 7 of the 8 students were awarded the diploma, with one being awarded a Bilingual Diploma. Two students were awarded perfect scores in Environmental Systems and Societies. The highest score achieved was 94.50 with an average score of 83.9 (or 32 out of 45). One student will be re-sitting an exam in May to achieve his diploma with the school's support.

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy
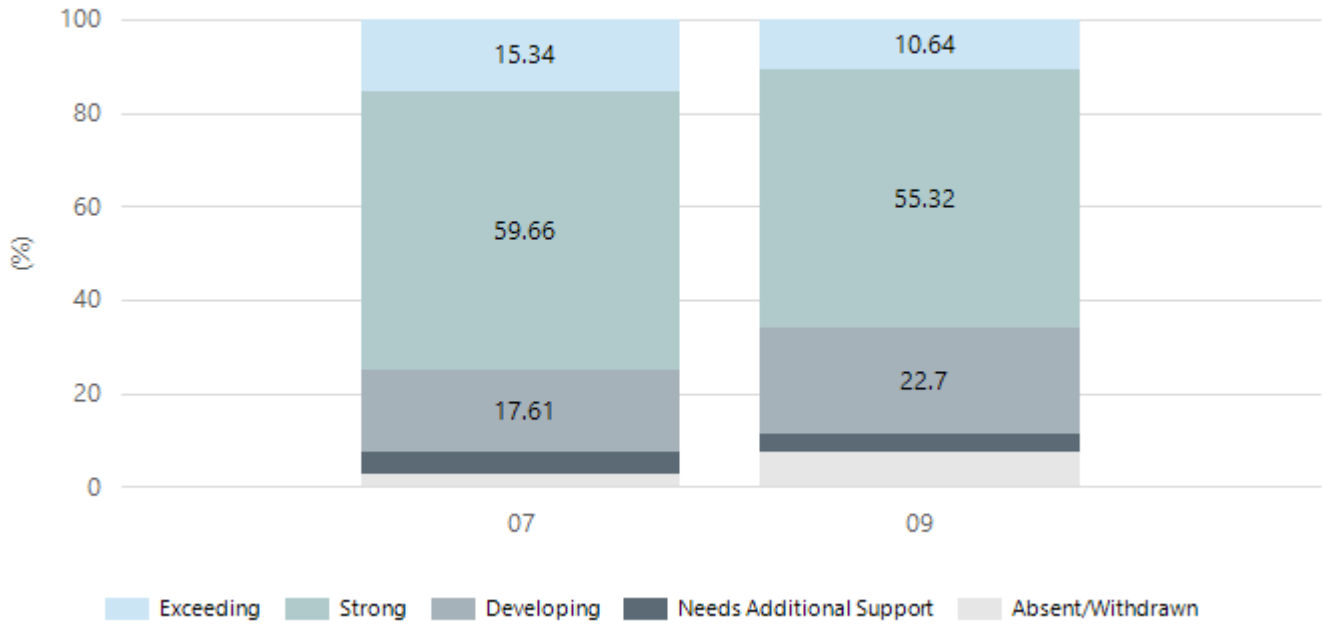
Year Level	07	09
Exceeding	27	30
Strong	105	156
Developing	31	64
Needs Additional Support	8	11
Absent/Withdrawn	5	21
Total	176	282

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading
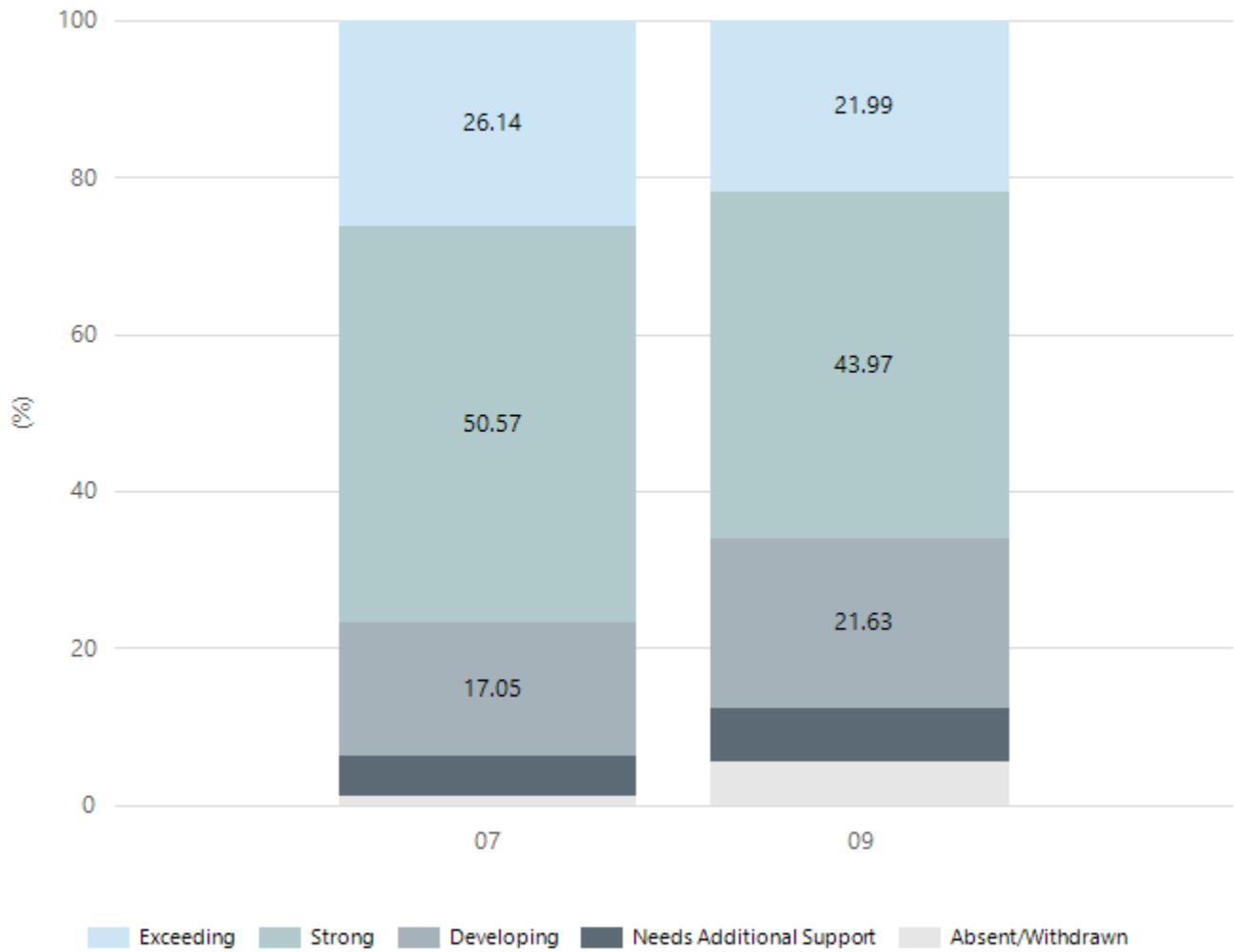
Year Level	07	09
Exceeding	46	62
Strong	89	124
Developing	30	61
Needs Additional Support	9	19
Absent/Withdrawn	2	16
Total	176	282

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Writing

Year Level	07	09
Exceeding	36	63
Strong	85	124
Developing	44	50
Needs Additional Support	6	21
Absent/Withdrawn	5	24
Total	176	282

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
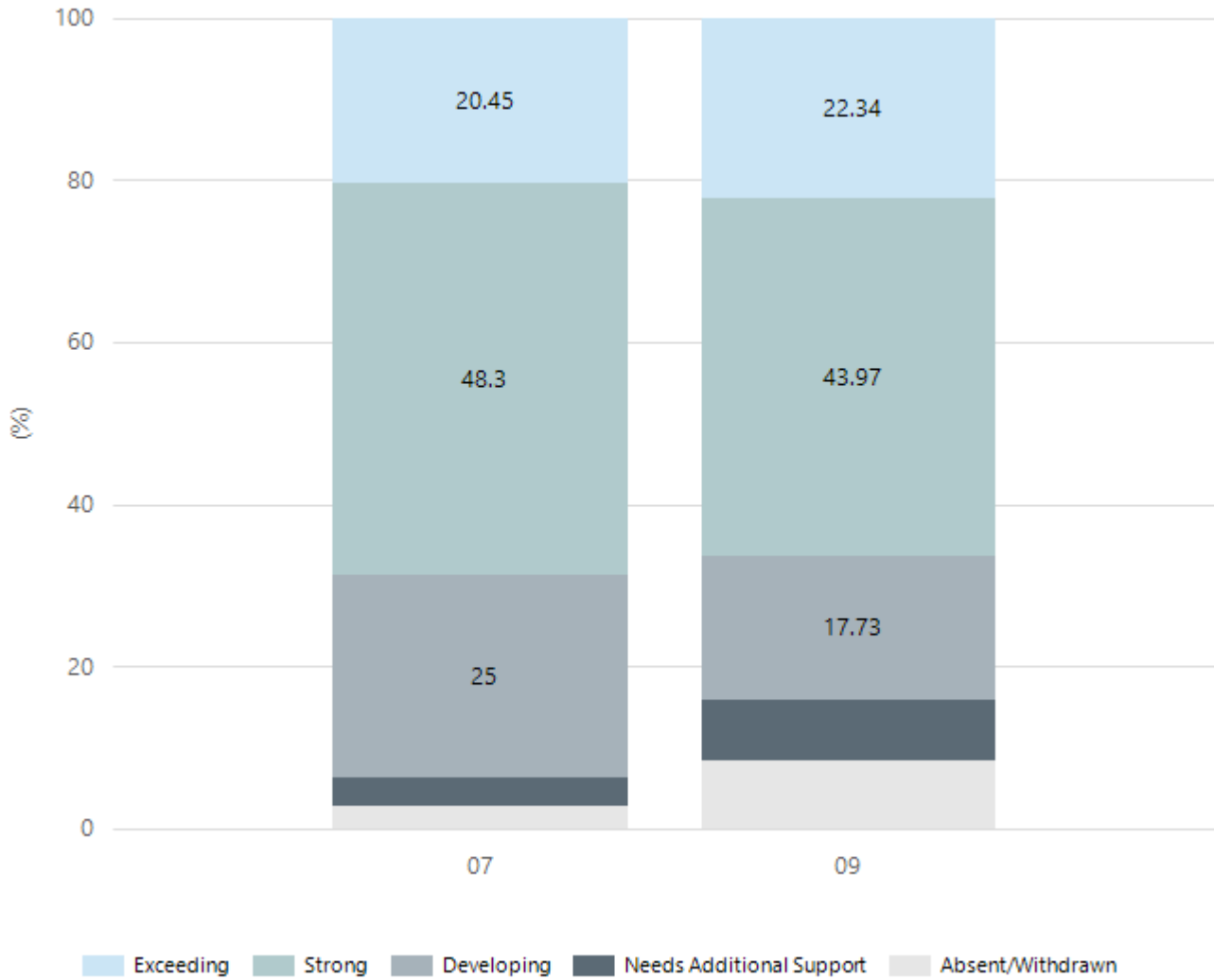
Grammar

Year Level	07	09
Exceeding	31	46
Strong	91	119
Developing	43	80
Needs Additional Support	8	19
Absent/Withdrawn	3	18
Total	176	282

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
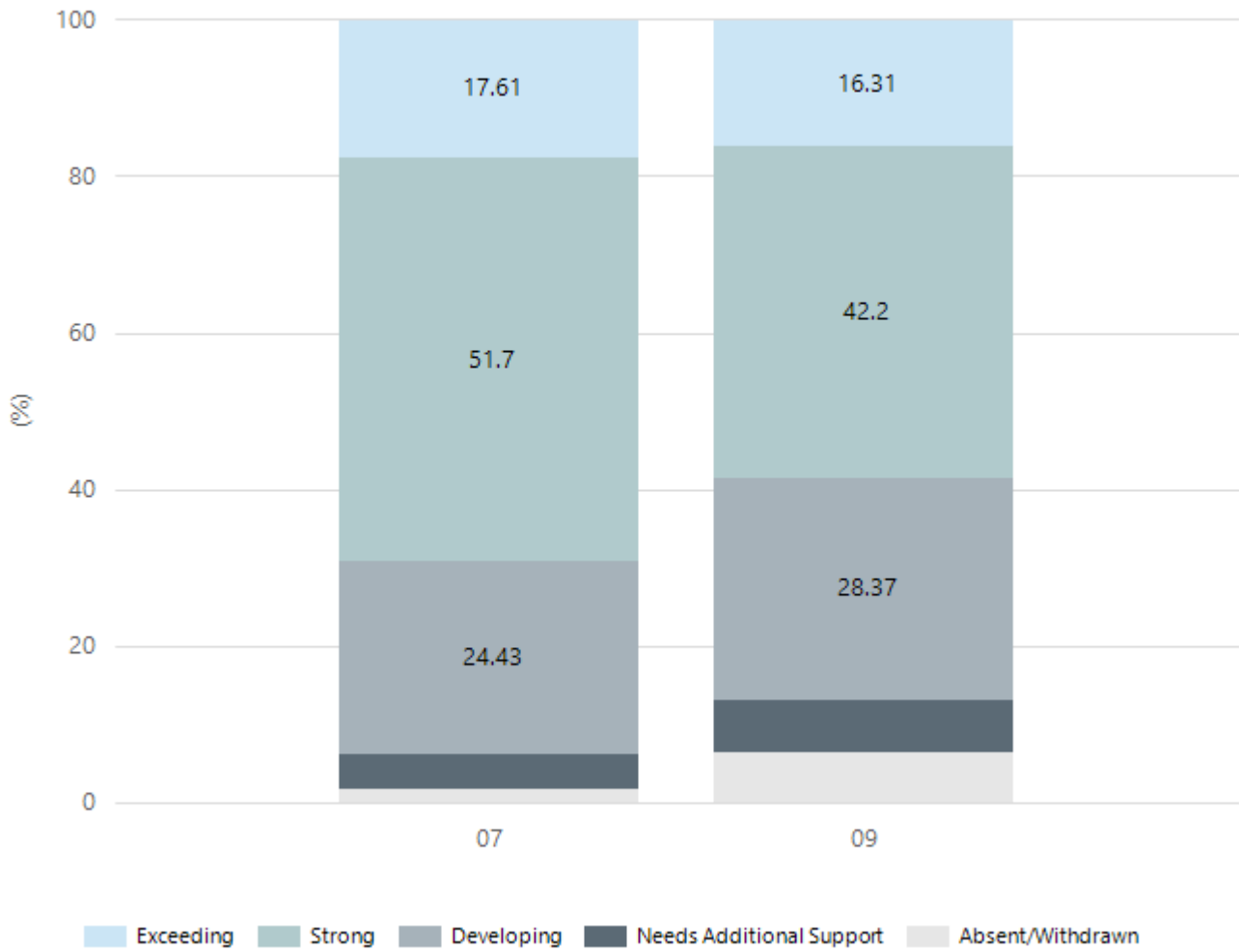
Spelling

Year Level	07	09
Exceeding	43	60
Strong	97	151
Developing	26	35
Needs Additional Support	7	18
Absent/Withdrawn	3	18
Total	176	282

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

Numeracy

Year Level	07	09
Strong	3	2
Developing		2
Total	3	4

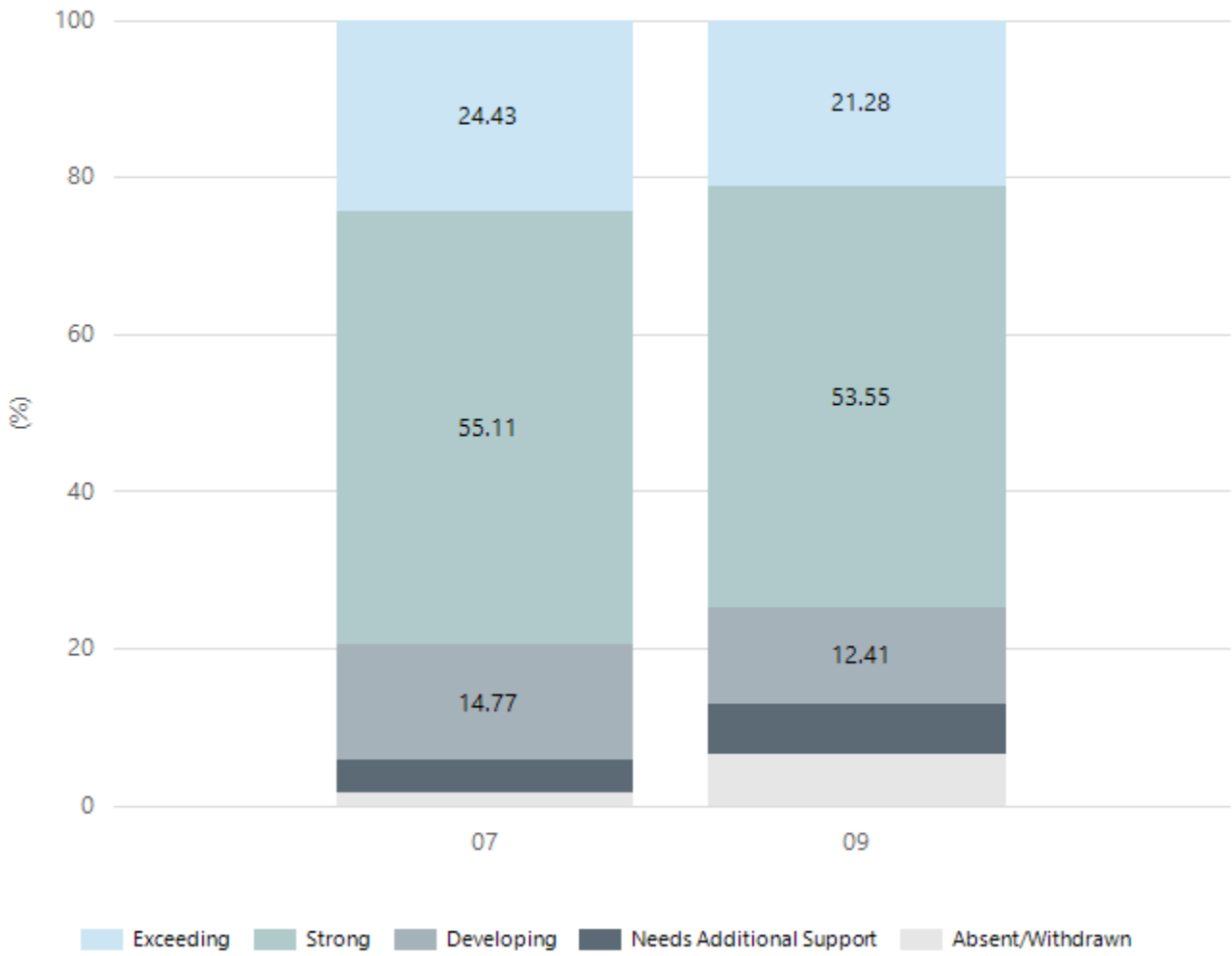Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading

Year Level	07	09
Exceeding		1
Strong	1	1
Developing	2	1
Needs Additional Support		1
Total	3	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
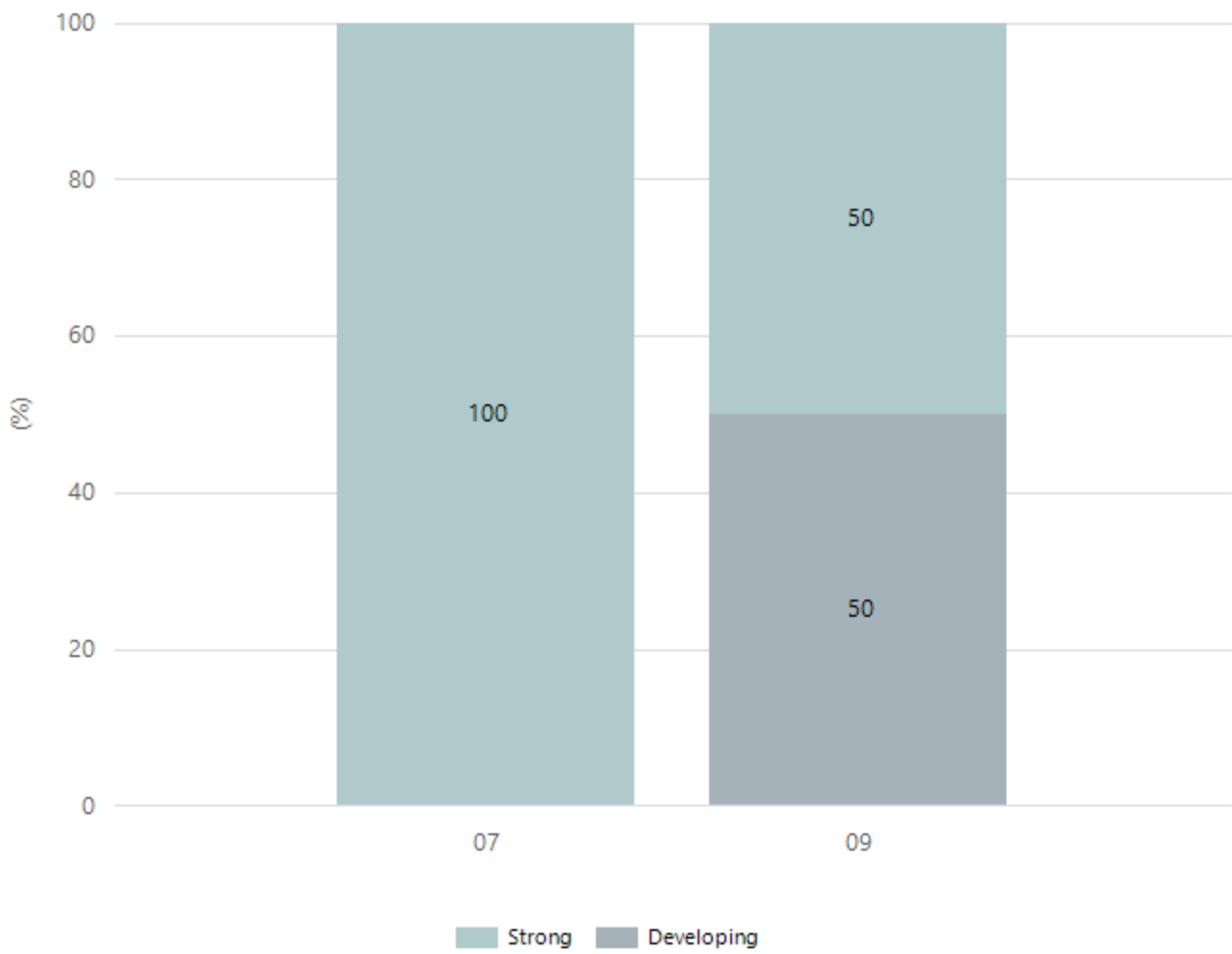
Writing
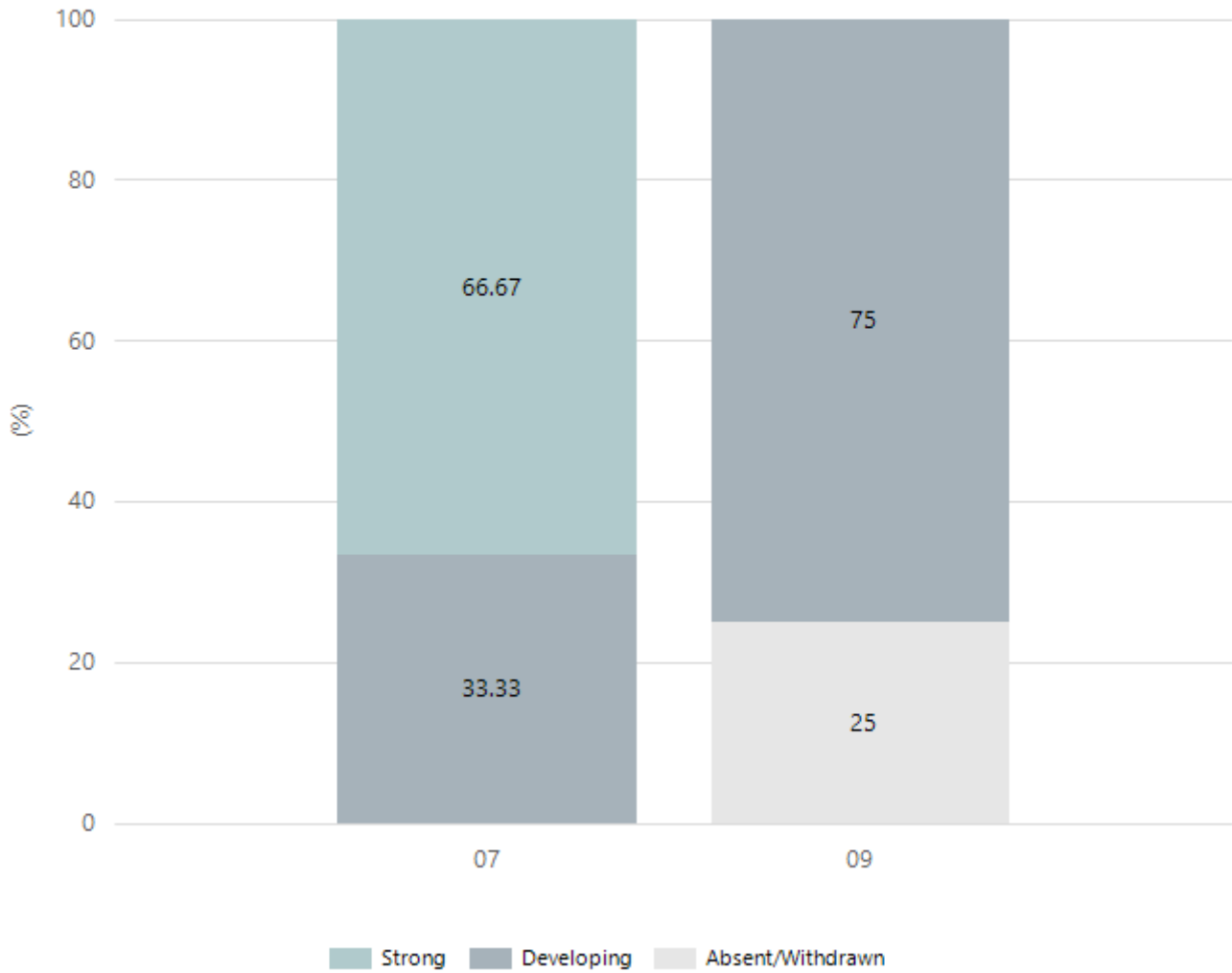
Year Level	07	09
Strong	2	
Developing	1	3
Absent/Withdrawn		1
Total	3	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
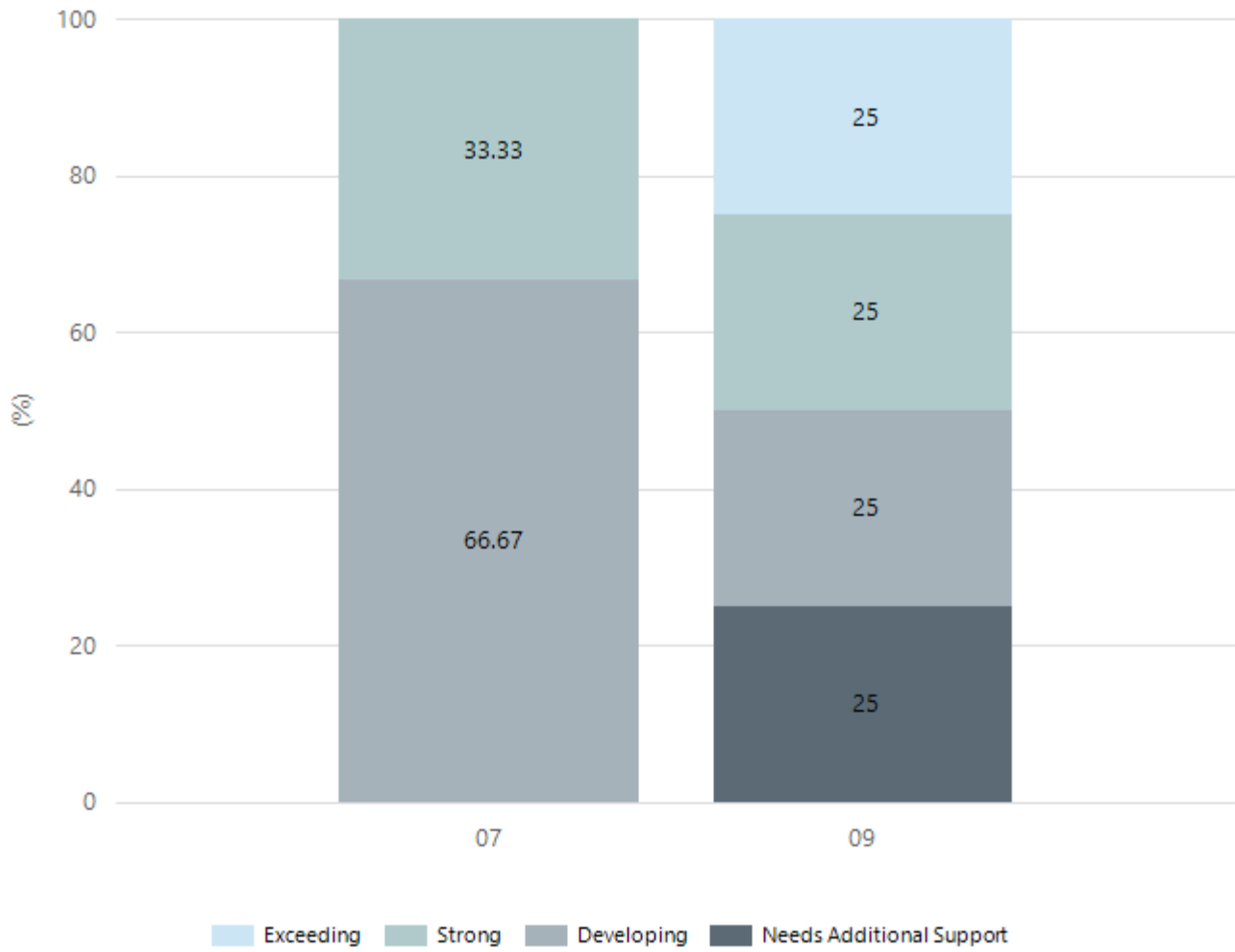
Grammar
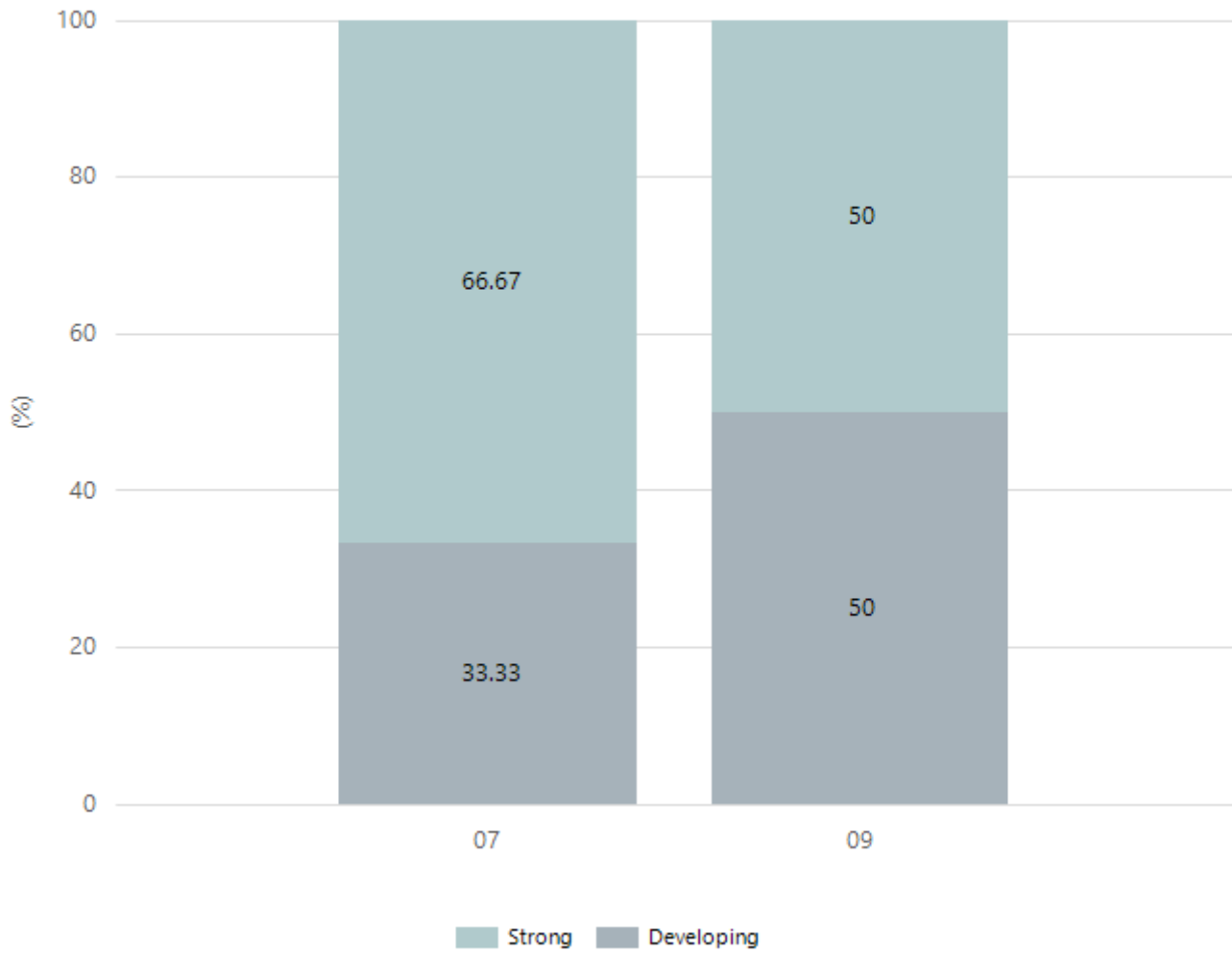
Year Level	07	09
Strong	2	2
Developing	1	2
Total	3	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling

Year Level	07	09
Exceeding	1	
Strong	1	2
Developing	1	2
Total	3	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
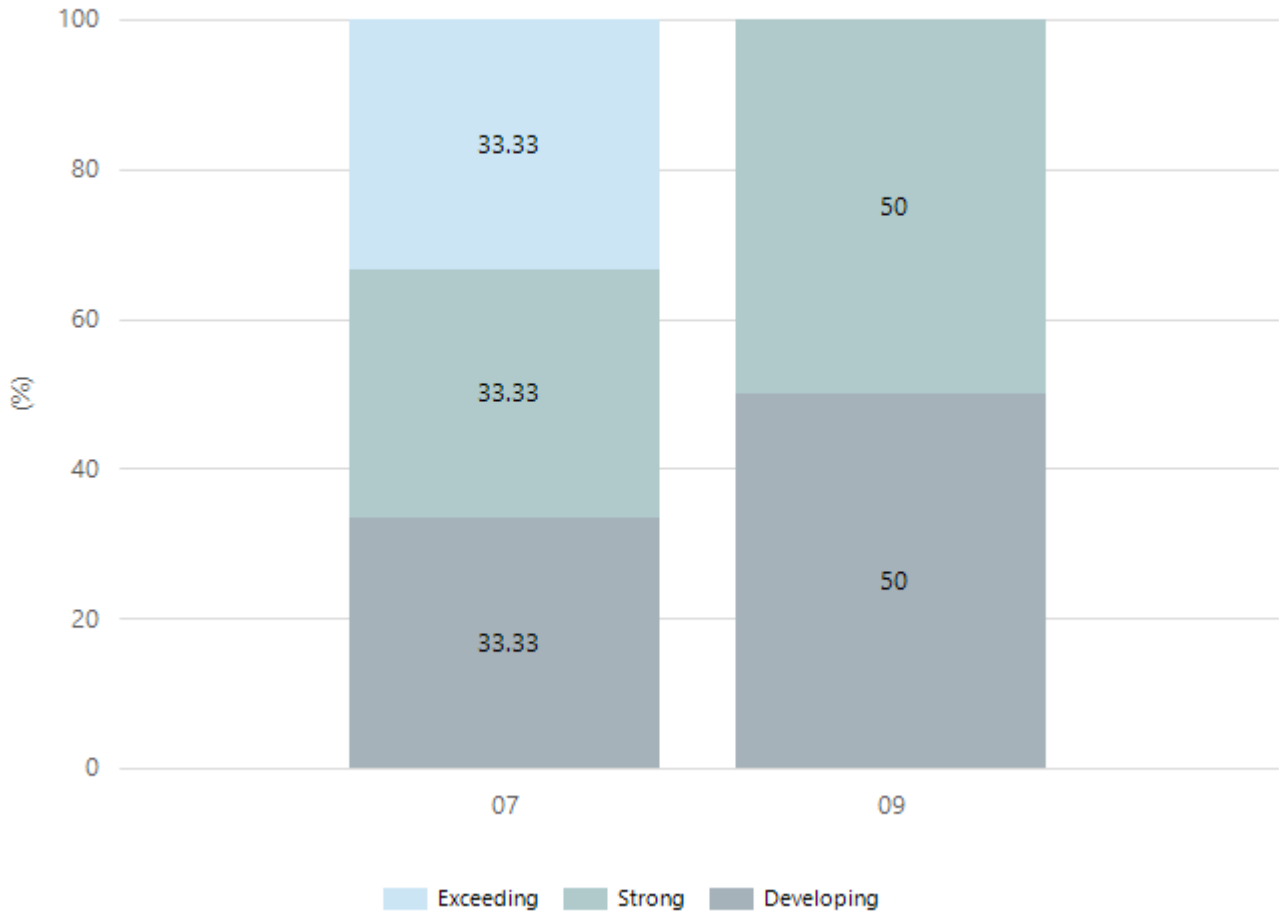
South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2020	2021	2022	2023
99%	99%	99%	**99.6%**

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	5%	4%	2%	**4%**
A	11%	12%	12%	**12%**
A-	16%	18%	14%	**14%%**
B+	15%	17%	15%	**16%**
B	14%	14%	19%	**18%**
B-	15%	13%	13%	**15%**
C+	12%	11%	12%	**10%**
C	9%	9%	8%	**8%**
C-	3%	2%	3%	**2%**
D+	1%	1%	1%	**0.5%**
D	0%	0%	0%	**0**
D-	0%	0%	0%	**0**
E+	0%	0%	0%	**0**
E		0%		**0**
E-	0%			**0**

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2020	2021	2022	2023
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	15	17	18
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	15	17	18

18

Data Source: School supplied data

School Attendance

Year Level	2021	2022	2023
Year 07		88.2%	92.8%
Year 08	93.1%	85.9%	89.7%
Year 09	90.8%	84.7%	88.5%
Year 10	90.9%	85.2%	88.5%
Year 11	91.3%	85.2%	90.1%
Year 12	91.1%	85.3%	89.6%
Secondary Other			81.0%
Total	91.5%	85.7%	89.6%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.
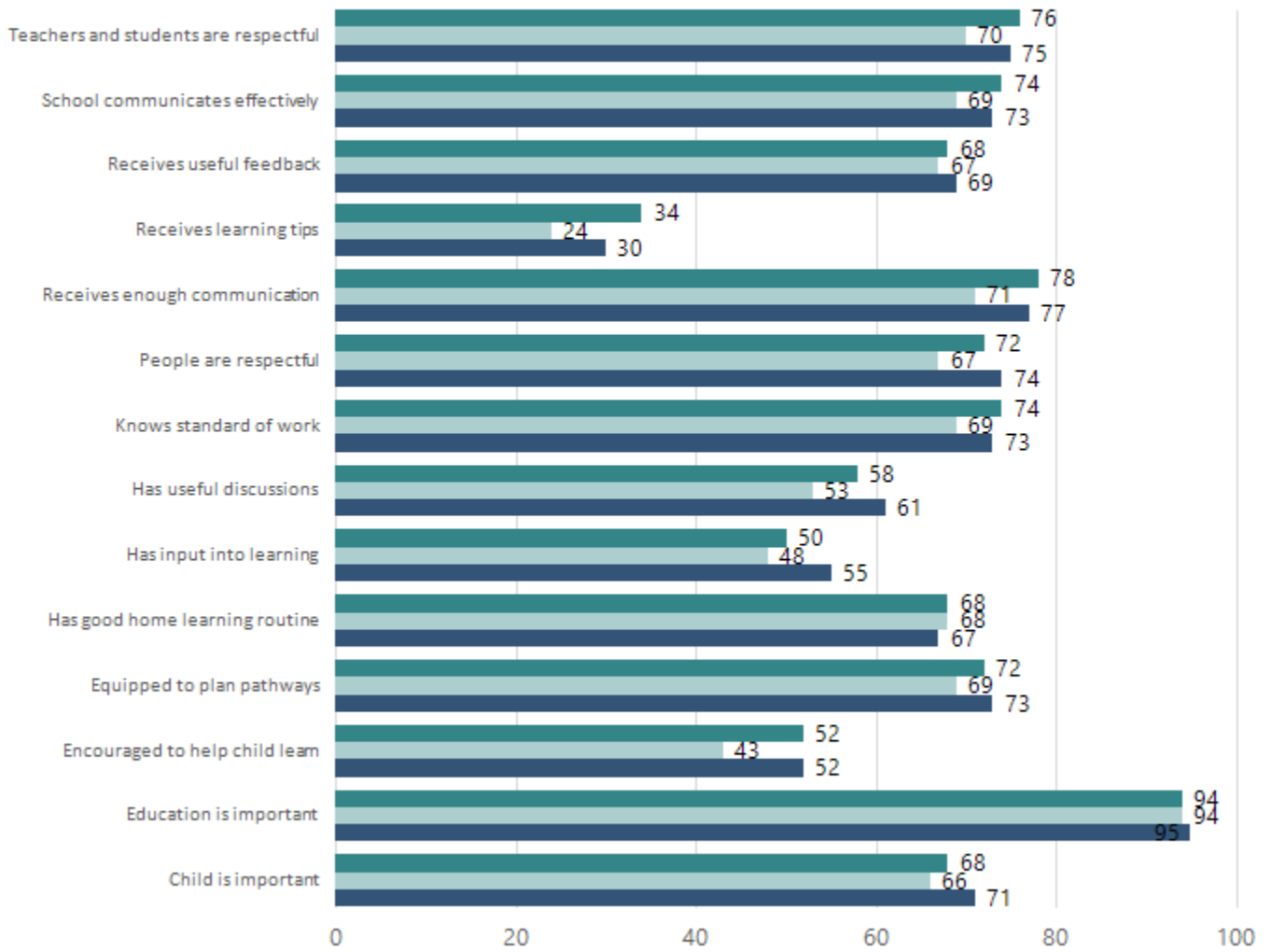
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: ■ 2021 ■ 2022 ■ 2023

Category	2021	2022	2023
Teachers and students are respectful	76	70	75
School communicates effectively	74	69	73
Receives useful feedback	68	67	69
Receives learning tips	34	24	30
Receives enough communication	78	71	77
People are respectful	72	67	74
Knows standard of work	74	69	73
Has useful discussions	58	53	61
Has input into learning	50	48	55
Has good home learning routine	68	68	67
Equipped to plan pathways	72	69	73
Encouraged to help child learn	52	43	52
Education is important	94	94	95
Child is important	68	66	71

Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	9.0%
NS - LEFT SA FOR NSW	3	4.0%
OV - LEFT SA FOR OVERSEAS	29	41.0%
PE - PAID EMPLOYMENT IN SA	3	4.0%
SM - SEEKING EMPLOYMENT IN SA	7	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	14.0%
U - UNKNOWN	3	4.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	6.0%
VI - LEFT SA FOR VIC	3	4.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	56
Postgraduate Qualifications	71

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	116.8	1.0	33.7
Persons	0.0	127.0	1.0	41.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave.
"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	$17,142,217.66
Grants: Commonwealth	0
Parent Contributions	$1,253,134.80
Fund Raising	0
Other	$1,366,574.32

Data Source: School supplied data.