



SCHOOL CONTEXT STATEMENT

Updated: 6 August 2024

School number: 0787

School name: Norwood International High School

School Profile:

Norwood International High School stands as a forward-thinking, co-educational public school, home to a vibrant community of approximately 1673 students spanning Years 7 to 12. Our student body is a rich tapestry of cultural and linguistic diversity, reflective of the global society in which we live. Nestled in the picturesque foothills of eastern Adelaide, our school provides a stimulating educational environment.

Our school ethos is centered around delivering an internationally-minded curriculum that not only fosters academic excellence but also nurtures social and emotional growth. We are dedicated to cultivating active, global citizens equipped with the skills to engage in lifelong learning. This dedication is embodied in our vision and values, our adoption of the International Baccalaureate Middle Years and Diploma Programmes, a comprehensive Languages curriculum, and our emphasis on cross-cultural partnerships. Our substantial international student program further underscores our commitment to global engagement and intercultural understanding, preparing our students to excel in an interconnected world.

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

Our Vision:

We empower curious and compassionate global citizens, shaping a better world for themselves and their community.

Our Mission:

We inspire a love for learning through authentic experiences that foster creativity, global perspectives, and empower individuals to take action.

Values:

- Curiosity
- Community
- Integrity
- Diversity

Motto: By daring and by doing

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: *Amanda Walsh*

Deputy Principal: *Jason Schutt*

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:
<https://nihs.sa.edu.au/>
- School email address:
dl.0787.info@schools.sa.edu.au
- February FTE student enrolment:

	2018	2019	2020	2021	2022	2023	2024
Year 7					274	175	245
Year 8	277	275	275	303	273	278	200
Year 9	259	258	267	279	317	282	297
Year 10	334	331	320	261	266	339	314
Year 11	312	317	304	334	276	295	345
Year 12	306	308	320	269	279	253	272
Total	1488	1489	1486	1446	1687	1622	1673

In 2024 Norwood International High School has 1673 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 10% (172) students are identified or seek to participate in EAL classes. 15 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 37 students undertake Flexible Learning Options with external providers.

12% (193 families) 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. As of 1 May 2023 the Capacity Management Plan was revoked, allowing out of zone Year 7 enrolments in 2024 and beyond.

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). 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 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.

- 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 involves seven local secondary sites.

2. Students (and their welfare)

- General characteristics

Individual student needs are identified through analysis of Student Wellbeing 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 Wellbeing 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.

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 through additional interventions or have access to 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 Bilingual School Support Officer and Aboriginal Secondary Education Transition Officer (ASETO) provides classroom support as well as communication with parents.

2.5% (or 43) students have complex needs attracting additional funding for access to personalised programs and in-class learning support with 12% (186 students) identified by the school and families to have barriers to learning, resulting in One Plans.

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.

- 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.

3. 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

OUR STRATEGY FOR PUBLIC EDUCATION

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

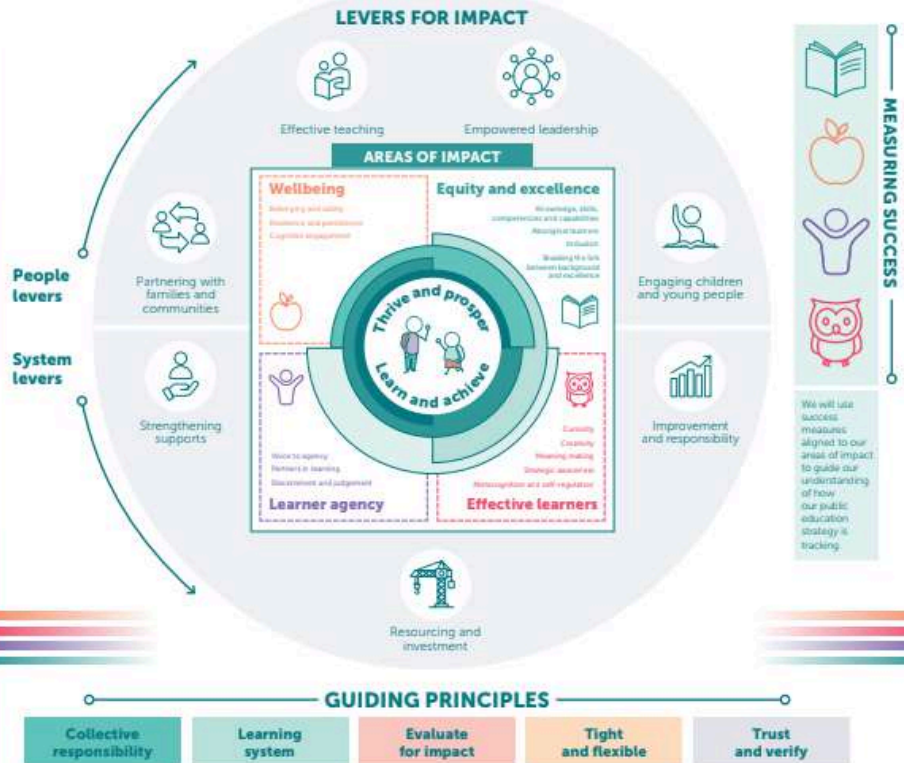
Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

When our children and young people thrive so does South Australia.



4. Curriculum

- Subject offerings:

Norwood International High School has a success-oriented 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 7-10)

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 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 are 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 extracurricular 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 led 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 7 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:

44 across a total of 1208 hours
7 leaders (see below), 31 x SSO2, 3x GSE3

Support Staff Leadership:

1 x SSO6 - Business Manager (37.5 hpw)
1 x SSO4 - ICT Manager (37.5 hpw)
5 x SSO3 - Middle Managers (169 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
- 4 Assistant Principals at Band B4 (Director of Middle School, Director of Senior School, Director of HR, Director of Wellbeing and Data Management)
- 1 Assistant Principal (Director of International Student Programs)
- 11 Band-B2 Senior Leaders (8 Learning Areas leaders, Engagement and Inclusion Leader, 2 Student Wellbeing Leaders)
- 6 Learning Community Leaders across Years 7-12
- 3 B1 Leaders supporting Rowing, Library & Research Project

The school is organised into six year level learning communities. Each with a 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 the 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 Electronics 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 weight room
 - 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
 - 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 nearby Hills towns to local schools.

9. 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 tools 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 is 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.

10. 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

11. 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 intercultural and language competencies.

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.