



**NORWOOD  
INTERNATIONAL  
HIGH SCHOOL**

# 2025

# Family Information



Government of South Australia

Department for Education

CRICOS Provider Number: 00018A

# Contents

1. Our Vision & Values.....	4
Our Vision.....	4
Our Mission.....	4
Our Motto.....	4
Our Values.....	4
<b>2. General Information.....</b>	<b>5</b>
First Day Arrangements.....	5
2025 Timetable.....	5
Term Dates for 2025.....	7
School Leadership.....	8
School Map.....	10
Canteen.....	11
Transportation & Pick-Up/Drop-off Zones.....	11
Student Parking - Senior Students.....	12
School Fee Payments.....	12
Required Laptop Program.....	13
Student Absences.....	13
Edsmart.....	14
Exemptions from school.....	14
Equipment List.....	15
Our Uniform.....	15
Sun Safety.....	18
Mobile Phones & Devices.....	18
School Photos.....	19
<b>3. Communication.....</b>	<b>20</b>
Front Reception/Student Services Hours & Contact Details.....	20
Face to Face Communication.....	20
Website.....	20
Social Media.....	21
Who to contact.....	21
EdSmart.....	21
Change of Family & Student Details.....	21
Student with Medical Needs.....	22
<b>4. Engaging with NIHS.....</b>	<b>22</b>
DayMap Parent Portal.....	22
Governing Council.....	23
Parent Engagement Committee.....	23
<b>5. Student Life.....</b>	<b>24</b>
Student Leadership.....	24
House.....	24

Clubs.....	25
Out of Hours Sport.....	25
<b>6. Student Wellbeing.....</b>	<b>26</b>
Connect Program.....	26
Supporting your student.....	27
Wellbeing Team.....	28
Wellbeing Hub.....	30
SchoolTV.....	32
<b>7. Teaching and Learning.....</b>	<b>33</b>
IBMYP.....	33
SACE.....	33
IBDP.....	34
Vocational Education Training (VET).....	34
Assessment & Reporting.....	35
Homework Club.....	37
Learning Support.....	37
<b>8. International Programs.....</b>	<b>38</b>
Study Tours & Homestays.....	38
International Student Leadership Committee & International Ambassadors.....	38
Global Partnerships.....	39
<b>9. Guiding Policies &amp; Processes.....</b>	<b>40</b>
Academic Honesty Policy.....	40
Anti-Bullying & Harassment Policy.....	41
Attendance Policy.....	42
Mobile Phone & Digital Device Policy.....	44
Respectful Behaviour Policy.....	45
<b>10. Staff Contact List.....</b>	<b>47</b>

# 1. Our Vision & Values

## 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.

## Our Motto

*By daring and by doing **Audendo et Agendo***

... emphasises the combination of confidence, curiosity, courage and action to overcome challenges, achieve success and accomplish purposeful goals.

## Our Values



## 2. General Information

To assist our families to prepare for the new school year we have provided some important information below. We suggest you also refer to the school's website [www.nihs.sa.edu.au](http://www.nihs.sa.edu.au) for further information about our school.

### First Day Arrangements

At Norwood International High School our students will have different starting days for the beginning of the 2025 school year:

Students in Years 7 and 12 will start on Tuesday 28 January from 8:40am.

Students in Years 8, 9, 10, and 11 will start on Wednesday 29 January from 10:00am.

On **Tuesday 28 January Year 7 and 12 students** will have a special transition day to build important relationships and develop an understanding of the expectations of their school year. Year 7 students will be meeting in the Ivan Coward Hall and Year 12 students will meet in the Central Plaza for their Welcome Assembly at 8:40am. Year 7 students should wear their daily formal uniform on the first day of school.

All **Year 8 -11 students** will be required to return to school on **Wednesday 29 January** by 10:00am. Year 8 and 9 students will meet in the Hall at 10:00am before moving to learning communities. Year 10 and 11 students will meet in Central Plaza at 10:00am before moving to Connect classes.

### 2025 Timetable

In 2025 the Norwood International High School day will commence at 8:40am on Monday, Tuesday, Thursday and Friday mornings with a later start at 10:00am on Wednesdays to support staff professional development. Each school day will start with a 10-minute Connect session and we recommend all students are on site to get organized at least 15 minutes before their Connect class.

The school day will finish at 3:20pm.

Please refer to the timetable overleaf.

## 2025 Timetable

	Monday, Tuesday, Thursday & Friday	Wednesday
<b>Connect</b>	8:40am to 8:55am	<b>Professional Learning Communities</b> (8:45am to 9:50am)
<b>Lesson 1</b>	8:55am to 9:35am	
<b>Lesson 2</b>	9:35am to 10:15am	<b>Connect</b> 10:00am to 10:15am
<b>Lesson 3</b>	10:15am to 10:55am	10:15am to 10:55am
<b>Recess</b>	10:55am to 11:20am	<b>Lesson 4</b> 10:55am to 11:35am
<b>Lesson 4</b>	11:20am to 12:00pm	<b>Recess</b> 11:35am to 12:00pm
<b>Lesson 5</b>	12:00pm to 12:40pm	12:00pm to 12:40pm
<b>Lesson 6</b>	12:40pm to 1:20pm	12:40pm to 1:20pm
<b>Lunch</b>	1:20pm to 2:00pm	1:20pm to 2:00pm
<b>Lesson 7</b>	2:00pm to 2:40pm	2:00pm to 2:40pm
<b>Lesson 8</b>	2:40pm to 3:20pm	2:40pm to 3:20pm

### WEDNESDAY MORNING: PROFESSIONAL LEARNING COMMUNITIES

On Wednesday Mornings, Norwood International High School Staff participate in professional development through structured Professional Learning Communities.

## Term Dates for 2025

For a full school calendar, please refer to the [calendar on the school website](#).

Term 1	
Australia Day Public Holiday	Monday 27 January
Year 7 & 12 Start	Tuesday 28 January
Year 8-11 Start	Wednesday 29 January
Sports Day	Thursday 6 March
Student Free Day	Friday 7 March
Adelaide Cup Public Holiday	Monday 10 March
Term 1 Ends	Friday 11 April
Term 2	
Student Free Day	Monday 28 April
Term 2 Starts	Tuesday 29 April
Student Free Day	Friday 6 June
King's Birthday Public Holiday	Monday 9 June
Term 2 Ends	Friday 4 July
Term 3	
Term 3 Starts	Monday 21 January
School Closure Day	Friday 5 September
Student Free Day	Monday 8 September
Term 3 Ends	Friday 26 September
Term 4	
Term 4 Starts	Monday 13 October
Term 4 Ends	Friday 12 December

## School Leadership

Executive Team		
Principal	Roy Page	<a href="mailto:dl.0787.theprincipal@schools.sa.edu.au">dl.0787.theprincipal@schools.sa.edu.au</a>
Deputy Principal	Reece Freak	<a href="mailto:reece.freak18@schools.sa.edu.au">reece.freak18@schools.sa.edu.au</a>
Business Leader	Fran Millard	<a href="mailto:fran.millard456@schools.sa.edu.au">fran.millard456@schools.sa.edu.au</a>
Director of Middle School	Dani Gagliardi	<a href="mailto:danielle.gagliardi795@schools.sa.edu.au">danielle.gagliardi795@schools.sa.edu.au</a>
Director of Senior School	Chris Nguyen	<a href="mailto:chris.nguyen645@schools.sa.edu.au">chris.nguyen645@schools.sa.edu.au</a>
Director of International Programs	Margarita Paleologos	<a href="mailto:margarita.paleologos312@schools.sa.edu.au">margarita.paleologos312@schools.sa.edu.au</a>
Director of Wellbeing	Paul Marshall	<a href="mailto:paul.marshall197@schools.sa.edu.au">paul.marshall197@schools.sa.edu.au</a>
Director of HR & Organisational Systems	David Carter	<a href="mailto:david.carter966@schools.sa.edu.au">david.carter966@schools.sa.edu.au</a>

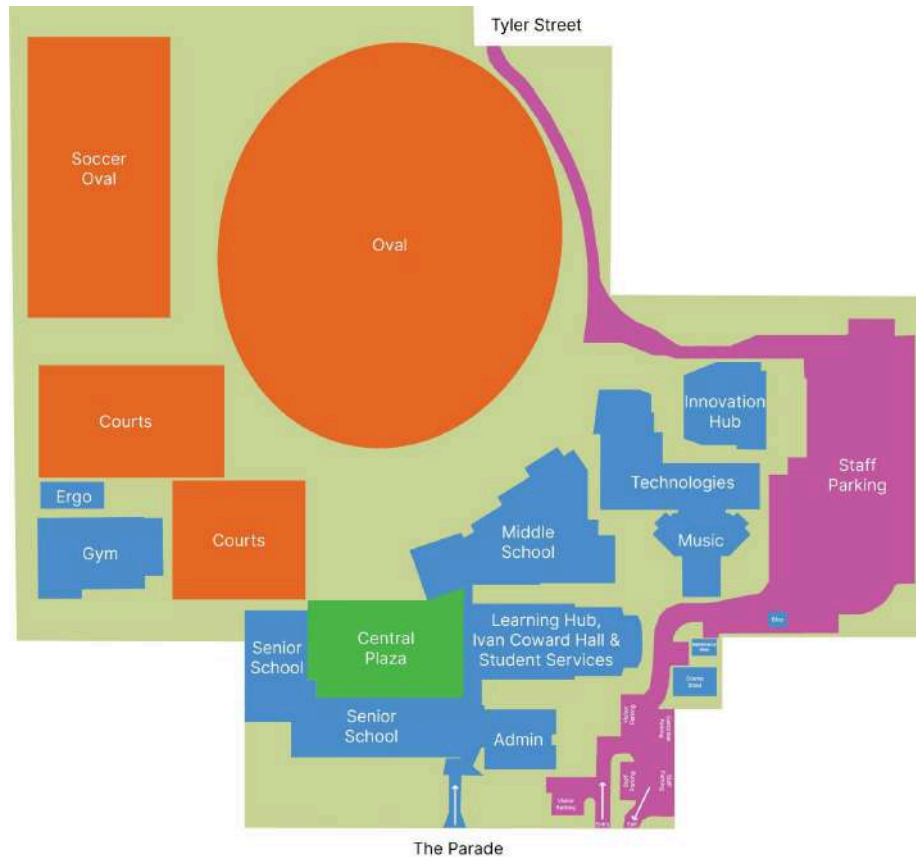
Learning Community Leaders		
Year 7	Chris Olsson	<a href="mailto:chris.olsson128@schools.sa.edu.au">chris.olsson128@schools.sa.edu.au</a>
Year 8	Merima Ganibegovic	<a href="mailto:merima.ganibegovic191@schools.sa.edu.au">merima.ganibegovic191@schools.sa.edu.au</a>
Year 9	Georgina Velardo	<a href="mailto:georgina.dangelo880@schools.sa.edu.au">georgina.dangelo880@schools.sa.edu.au</a>
Year 10	Evelyn Makris	<a href="mailto:evelyn.makris116@schools.sa.edu.au">evelyn.makris116@schools.sa.edu.au</a>
Year 11	TBC in Term 1	
Year 12	Kanchana Devi	<a href="mailto:kanchana.devi816@schools.sa.edu.au">kanchana.devi816@schools.sa.edu.au</a>



## Wellbeing Team

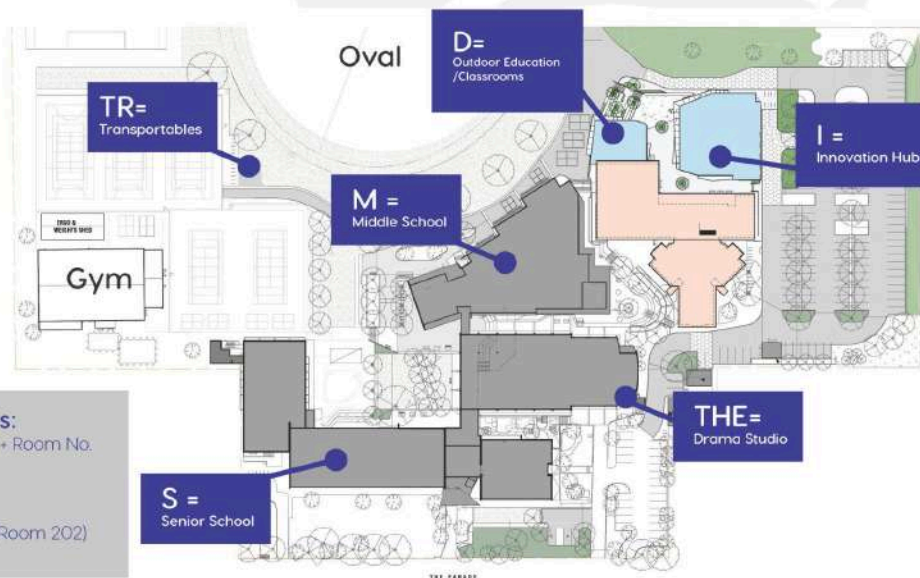
<b>Director of Wellbeing</b>	Paul Marshall	<a href="mailto:paul.marshall197@schools.sa.edu.au">paul.marshall197@schools.sa.edu.au</a>
<b>Student Wellbeing Leader (Senior Years)</b>	Nigel Herbert	<a href="mailto:nigel.herbert995@schools.sa.edu.au">nigel.herbert995@schools.sa.edu.au</a>
<b>Student Wellbeing Leader (Middle Years)</b>	Sarah Mansfield	<a href="mailto:sarah.mansfield692@schools.sa.edu.au">sarah.mansfield692@schools.sa.edu.au</a>
<b>Youth Worker</b>	Sharni Stewart	<a href="mailto:sharni.stewart945@schools.sa.edu.au">sharni.stewart945@schools.sa.edu.au</a>
<b>Pathways &amp; Futures Leader</b>	Kara Lagana	<a href="mailto:kara.lagana164@schools.sa.edu.au">kara.lagana164@schools.sa.edu.au</a>
<b>Engagement &amp; Inclusion Leader</b>	Lauren Schwerdt	<a href="mailto:lauren.schwerdt903@schools.sa.edu.au">lauren.schwerdt903@schools.sa.edu.au</a>

# School Map



**NORWOOD INTERNATIONAL HIGH SCHOOL**

## Norwood International High School Room Codes & Map



**Room Codes:**  
Building + Level + Room No.

For example:  
M202  
(Middle Level 2 Room 202)

## Canteen

Rory's School Lunches is supporting canteen services at NIHS.

The team of chefs cook the traditional way! They take advantage of fresh herbs and spices to boost the flavour in their foods, and because the menu is delivered fresh daily, they don't need to use harmful preservatives to extend its shelf life.

They cater to the fussiest of eaters by packing the delicious sauces full of veggies they won't even see! They also keep their menus fresh and updated, keeping it exciting for staff and students, encouraging them to try a different range of wholesome foods.

Parents can enjoy a guilt-free day off from making lunch, knowing that the lunches are not only affordable but fresh and healthy.

## Ordering

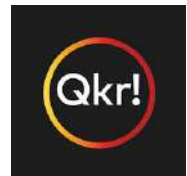
There are a couple of different ways students and staff can purchase lunch or recess.

Use the Qkr! App. The details on how to download and set up the app are on our menu. The full range menu is available to order on Qkr! and is a guaranteed way to receive your favourite lunch options as well as meeting your dietary requirements.

Orders can be placed 2 weeks in advance until 8.30 am on the day the order is required.

Choose from our fantastic café style rotating food range at recess and lunch in the canteen. Some of the selections are pastas, curries and stir-fries, wraps and subs, burgers, and hotdogs. Full EFTPOS facilities are available.

*Please Note – the preferred method for ordering and payment is via the Qkr! App.*



## Canteen Menu

*\*Prices are subject to change.*

## Transportation & Pick-Up/Drop-off Zones

### Bus Services

School Bus Services are provided by Torrens Transit. The main Bus Services used by most NIHS Students are the H20, H21, 638 & 639. For further information please refer to the [Torrens Transit website](#).

## Bikes & Bike Racks

There are multiple bike racks available for students who ride to school. Students are required and strongly encouraged to bring their own locks to secure their bikes during the school day.

## Pick-Up & Drop-Off Zones

**NIHS Car Park:** Please do not drive into the NIHS Car Park to drop off or pick up your children. This is a high traffic zone and therefore not suitable for student movement.

### **Neighbouring Streets:**

If picking up and dropping off in streets neighbouring the school, please respect the residents of these streets by not parking across driveways or blocking roads in any way. Please also be mindful of students crossing the roadways and take care when driving in the area.

The council regularly monitors these streets during the year and will issue fines for people parking illegally, which includes blocking driveways and No Standing Zones. Please refer to these guidelines provided by the [City of Burnside Council: Parking in Burnside](#) and note the [speed limit zones](#) in the area.

## Student Parking - Senior Students

For senior students who may be driving to and from school, it is important to adhere to local parking guidelines to ensure safety and maintain good relations with the local community. Students should respect local parking regulations, park in well-lit areas, and avoid blocking driveways or access to properties. Students are not permitted to park in the staff or visitor parking spaces on the school grounds. Students are responsible for any parking fines incurred. To assist in managing parking effectively, it is requested that students provide their car registration details to the school administration. This information helps the school monitor parking patterns, address any issues promptly, and ensure the safety and security of all vehicles. Additionally, consider carpooling to reduce environmental impact and congestion. By following these guidelines, our students will contribute to a respectful and safe parking environment for everyone.

## School Fee Payments

The 2025 school fee is \$940 for all students, which has been endorsed by our school community through a polling process as the legally recoverable 'prescribed sum'. Invoices for school fees and camp fees will be processed and distributed to families in mid-January 2025. The school requests prompt payment of school fees and invites families to discuss payment options, such as installment agreements, with our finance staff early in the new school year.

More information can be found on [our website](#).

## Required Laptop Program

Students are required to use the prescribed device to enable consistency in learning and access to the school's internal network. Students will also be able to charge these devices at school (using our school-charging stations or seeking cords from Learning Community Leaders or Learning Hub) and also seek IT support from our school's IT technicians. The prescribed device for students in 2025 are the LENOVO ThinkPad L13 or LENOVO ThinkPad 13W must be purchased through the school's online portal at [nihs.orderportal.com.au](https://nihs.orderportal.com.au)

More information is available on the [Daily Organisation page](#) on our website.

## Student Absences

Research indicates a strong connection between success at school and student attendance. At NIHS we seek parent/carer support to notify the school of any absence (illness, urgent and pressing appointments, holidays, planned absences, etc).

If your student is going to be absent for the day please contact us before 9am in one of the following ways:

- SMS 0456 675 047 with your child's name, year level and reason for absence
- Email Student Services [dl.0787.studentservices@schools.sa.edu.au](mailto:dl.0787.studentservices@schools.sa.edu.au) with your child's name, year level and reason for absence or
- Phone Student Services on 8139 2110 to let us know.

**Please note:** A medical certificate is required for any absences of more than 3 days in a row. A medical certificate is also required if a student is absent during an excursion, camp or exam. This certificate can be provided to the Student Services team (via email or delivery).

## Planned Absences

A student can be absent from school for the following reasons, which are arranged with the school prior to the absence:

- Medical or dental appointments which cannot be arranged in out-of-school time.
- Religious or cultural events.
- Approved school exemption for absences more than 4 days to 1 month (not medical), and up to 12 months for a family holiday. This application must be approved by the principal and students must attend school until this exemption is approved.
- Alternative learning programs, including FLO, VET, work experience or traineeships. These must be approved and documented in partnership with the school, adhering to DfE policy.

## Supporting Student Attendance

School staff work in partnership with students and families to maximise the attendance of students, ensuring they are engaging in their learning at NIHS. The following are processes used to actively address non attendance.

- SMS notifications to parents/caregivers of unexplained absences are sent each school day.
- Written communication (letters and emails) notifying families of unexplained absences.
- Phone conversations from teachers, leaders and school support staff regarding non-attendance, learning and achievement. An attendance support plan will be developed in these meetings to identify support strategies and interventions.
- Home visits, in accordance with DfE policy.

## Exemptions from school

For planned absences longer than one week, an exemption is required and should be requested at least two weeks prior to the commencement date. The relevant Learning Community Leader should be contacted in the first instance to apply for an exemption.

Exemptions from school for family trips and holidays must be supported by a learning plan to ensure the student maintains their learning.

Exemptions on medical grounds require medical documentation from an appropriate specialist physician.

All exemptions from school must be approved by the principal.


## Equipment List

### Stationery Lists

The 2025 stationery lists are available on the [Daily Organisation page](#) of the website in the Stationery Lists section or via the below links.

The school recommends a basic pack of stationery is purchased for the beginning of the school year, along with any specialised subject-related items (eg Calculator - Casio Scientific FX-82AU Plus II 2ed, language workbooks, etc).

<a href="#">Year 7</a>	<a href="#">Year 8</a>	<a href="#">Year 9</a>
<a href="#">Year 10</a>	<a href="#">Year 11</a>	<a href="#">Year 12</a>



Students may also be informed of other special requirements from their teachers within the first week. The school provides students with all text books and has some stationery available for purchase at Student Services.

All students are encouraged to bring a refillable water bottle for use during class to prevent lost learning time accessing the drinking fountain.

## Lockers & Padlocks

All students are allocated a locker as they are not permitted to carry their bags around with them during the day. Access to lockers is before school, at recess and lunch times to collect and return books. Students in Years 7, 8, 9 and some Year 10-12 will have access to new lockers with inbuilt combinations. Remaining Year 10-12 students will need to bring a padlock from home to secure their locker and they may like to leave a spare key with their Connect teacher. Mobile phones are also expected to be locked securely in lockers during the day. Students are requested to bring unnecessary valuable items (e.g. jewelry) to school and the school does not accept responsibility for the loss or theft of such items.

## Our Uniform

Norwood International High School takes great pride in its uniform. We have an expectation that our students always wear the correct uniform to promote safety and create a sense of identity within our school community. We seek parent support to ensure that their student is wearing the correct uniform each morning.

Norwood International High School has extended uniform options and proudly offers a full range of uniform items to ensure students are well presented and feel comfortable at school. The school continues to work closely with UMS, our uniform supplier, to transition all uniform items to the new logo and will continue to support students to wear school uniform items with the former Norwood Morialta High School logo in Years 11-12 only.





We wish to remind all families and students that students are required to wear black leather-look shoes (with a hard sole) with their everyday uniform. Sports shoes are **only to be worn with the sports uniform.**



## Our Sport Uniform

All PE students must wear all of the correct items and may wear their sports uniform with other NIHS branded tops/ jackets for warmth (e.g. NIHS classic jacket, NIHS rugby top), this includes one of the hat options below. Students should wear sports shoes and white, non-logoed socks with their sports uniform. Please note that non uniform items such as alternative shorts, tights, track pants or jackets are not supported.

### Student in Years 7-10

These students are supported to wear their NIHS branded sports uniform on the days they have PE and/or Rowing. We wish to remind students that they should not mix the sports uniform with other uniform items.

### Students in Years 11-12

These students are not to wear their sports uniform or any pieces of the sports uniform outside of their PE, Rowing or Outdoor Education lesson. All senior students are required to wear their full school uniform during the day, as well as to and from school. It is an expectation that senior students change into their sports uniform in the school's changing rooms for their sports-related lessons only.



For more information please visit [our website](#) or UMS, our uniform supplier, at [umspl.com.au/pages/norwood-morialta-high](http://umspl.com.au/pages/norwood-morialta-high) or directly from the retail outlet at Adelaide Firle Shop (Shop 12) 161-167 Glynburn Rd Firle, SA 5070.

## Sun Safety

Whilst Norwood International High School does not have a “No Hat, No Play” policy like many of our primary schools, we strongly encourage students to take personal responsibility for their sun safety and wear sunscreen and hats during HPE lessons and break times. Sunscreen is available for students to use on each Learning Community should they need to apply or reapply sunscreen during the school day.

## Mobile Phones & Devices

Norwood International High School aims to create an environment where students can focus on their education while promoting responsible device usage and ensuring the safety and well-being of all students.

The NIHS [Mobile Phone and Personal Device Policy](#) states the following:

- Students’ phones remain stored securely in their lockers during the school day unless used for the purposes of learning as directed by a teacher.
- Students must not use their mobile devices to data share or use as a personal hotspot.
- Students may only use their mobile devices (and other similar technologies) during a lesson at the explicit direction of the classroom teacher for a clearly stated learning purpose.
- Any breaches of the policy will be addressed in line with our [Respectful Behavior Policy](#).
- Exemptions may be granted on a needs basis and by application through the relevant Leader. These will be assessed on a case-by-case basis and documented appropriate learning or medical needs.

To view our complete policy please visit the [Policies & Documents page](#) on our website.

## School Photos

The Norwood International High School school photo vendor for 2025 is Advanced Life.

AdvancedLife	
School Photo Day	Friday 14 February
Catch-Up Photo Day	Thursday 27 February
Ordering Portal	<a href="http://www.advancedlife.com.au">www.advancedlife.com.au</a>
School Ordering Code	Q2W JDV Q35
Family Contact Information	<a href="http://www.advancedlife.com.au/contact">www.advancedlife.com.au/contact</a>

## order your school photos now

to order visit: [www.advancedlife.com.au](http://www.advancedlife.com.au)

enter code: Q2W JDV Q35



scan to order

**advancedlife**  
school photography & print specialists

### 3. Communication

#### Front Reception/Student Services Hours & Contact Details

Front Reception Hours	
Monday - Friday	8.00am - 4.00pm
Email	<a href="mailto:dl.0787.info@schools.sa.edu.au">dl.0787.info@schools.sa.edu.au</a>
Telephone	8364 2299
Website	<a href="http://nihs.sa.edu.au">nihs.sa.edu.au</a>

Student Services Hours	
Monday - Friday	8.00am - 4.00pm
Email	<a href="mailto:dl.0787.studentservices@schools.sa.edu.au">dl.0787.studentservices@schools.sa.edu.au</a>
Telephone	8139 2110
Absentee SMS Number	0456 675 047

#### Face to Face Communication

There are many opportunities throughout the year for parents/caregivers to meet teachers and staff at Information Nights and Learning Conversations. In addition, meetings can be arranged by parents and caregivers with staff by calling the school or by emailing the individual staff member (email addresses provided at the back of this handbook).

When attending the site parent/caregivers must sign in via either the Front Office or Student Services Office before entering the grounds. Members of the public are not permitted to walk through the school grounds during the school day.

#### Website

For more detailed information about our school and programs please visit our website: [nihs.sa.edu.au](http://nihs.sa.edu.au).

Here you will also find our Blog Posts on the [News & Events page](#) where we highlight the many exciting opportunities and achievements for students at NIHS.

## Social Media

NIHS has social media pages on [Facebook](#) and [Instagram](#). Through these pages we post information and reminders about school events. We also celebrate and acknowledge the exciting events happening in our school community, both within and outside of the classroom. We encourage families to “Like” or “Follow” these pages for reminders about school events.

## Who to contact

REASON/FOCUS OF YOUR ENQUIRY	WHO TO CONTACT
General	Front Reception/Student Services
Student Wellbeing	Connect Teacher
Specific Subject or learning	Subject Teacher

## EdSmart

Most communication about school information, events and excursions are sent to families via EdSmart. Please note these communications will arrive via the email address/es you have provided to the school upon your child’s enrolment. If you need to update your email address, please contact Student Services [dl.0787.studentservices@schools.sa.edu.au](mailto:dl.0787.studentservices@schools.sa.edu.au). Please ensure that these emails are not redirected to your spam/junk folder and that the email address provided is one that you are able to check regularly.

## Change of Family & Student Details

In order to ensure good communication between the school and parents/caregivers it is important that you keep your contact details up to date. You can do this by contacting [Student Services](#) to complete a Change of Details form.

## Student with Medical Needs

At Norwood International High School, the health and well-being of our students are of paramount importance. We are committed to providing a safe and supportive environment for all students, including those with medical needs. To ensure we can offer the best possible care, it is essential that parents and guardians provide the school with up-to-date medical information and health support plans. Please ensure accurate information is provided at the beginning of each academic year and updated in a timely fashion throughout the year if your child's medical needs change.

## 4. Engaging with NIHS

### DayMap Parent Portal

DayMap Parent Portal allows you to see your student's timetable, lesson attendance, assignments, results, reports and communication from teachers and the school. It is a very effective tool which will enable you to track your student's and we encourage you to check Parent Portal on a weekly basis.

***It is an expectation at NIHS that parents/caregivers check the Parent Portal weekly to access timely information about their child's attendance and learning progress.***

A unique username (not your email address) and password is required to access Parent Portal.

#### **How to reset your password:**

- New families please select the option 'can't access your account' or current families please select the option 'forgot your password'.
- Enter the email that we have on record for you.
- Enter your students ID number. (This can be found on school issued invoices and the Student ID Card).
- Click on the reset password button.

You will then be sent an email with a link to reset your password. This email will also show your unique username.

If after following the steps above and you are unable to logon please email [dl.0787.parentportal@schools.sa.edu.au](mailto:dl.0787.parentportal@schools.sa.edu.au) with your name and your students name.

To update your email address or phone number please contact Student Services – [dl.0787.studentservices@schools.sa.edu.au](mailto:dl.0787.studentservices@schools.sa.edu.au)

## Governing Council

The Norwood International High School High School Governing Council comprises 16 passionate and committed members:

- The Principal (ex-officio)
- 12 elected Parent Representatives (with a 2-year tenure)
- 2 Community Representatives (appointed by the Council)
- 2 Student Representatives (with voting rights)
- 3 Nominated Staff Representatives (including the Business Manager and 2 staff members nominated by their staff colleagues).

The NIHS Governing Council, in collaboration with the NIHS Executive Team, plays a critical role in ensuring our continued success – which naturally translates into our students' successes.

The Norwood International High School Governing Council meets twice a term. Members of our school community are welcome to attend meetings and contribute ideas to the future direction and strategic planning of our school. We encourage interested community members to check the school calendar for meeting dates.

The council welcomes feedback and ideas from other parents and invites comments to be forwarded to [dl.0787.info@schools.sa.edu.au](mailto:dl.0787.info@schools.sa.edu.au).

## Parent Engagement Committee

Our Parent Engagement Committee is a vital part of our school community, providing a platform for parents to collaborate with school leaders and contribute to the continuous improvement of our school. This committee meets regularly throughout the year, offering valuable insights and perspectives from our parent community. By working together, we aim to create a positive and inclusive environment that supports the success and wellbeing of all students.

We encourage all interested parents to consider joining this dynamic group. Information on how to become a member will be shared with families after the commencement of the school year. Your involvement can make a significant difference, and we look forward to your contributions.

## 5. Student Life

### Student Leadership

Students can apply for a range of leadership positions throughout their education at Norwood International High School. Each position has different roles and responsibilities, providing students with diverse opportunities and experience. As leaders, students will:

- develop leadership skills and capabilities
- provide opportunities for student agency and voice
- work collaboratively with staff and peers to improve school culture and connectedness

### Leadership Positions

There are various leadership roles available to students:

- **Connect Consultants:** Connect Consultants will be the leader and representative of their Connect Class. They work in partnership with their learning community leader in strengthening year level culture and student life at NIHS. There is one Connect Consultant position available per Connect Class.
- **House Captains:** House Captains are the representatives of the NIHS house system. They play an important role in increasing student connectedness with school and the house system. There are 2 House Captain positions available at year 9 (middle school captains) and year 12 (senior school captains).
- **Prefects:** Prefects are the heads and main student leaders of the school. The group of prefects work in partnership with school leadership to have a positive impact on student life and the school community. There are eight Prefect positions available for year 12 students.

### House

Norwood International High School house system has been a part of the school since 1993. The system has evolved over time to increase the connection of students and staff, through changes to house names, an increase in activities and events, and increased opportunities for students to become involved.

Each student and staff member belongs to one of four houses: Morialta, Lofty, Murray or Torrens. Students compete in a range of events and competitions throughout the year to receive points for their house. Each house has student representatives who lead the house system and their allocated house.





## Clubs

Norwood International High School offers an extensive range of co-curricular clubs and activities providing students with the opportunity to share their passions and interests whilst strengthening school culture and connectedness. Students are empowered to lead their clubs and activities with the support of a teacher and Student Life Prefect.

Information on the clubs available is on our [website](#). If none of these are of interest, students can apply to create a new club.

## Out of Hours Sport

Norwood International High School's Out of Hours Sport program offers students the chance to stay active and engaged throughout the year with a wide range of sports. During the summer season (Terms 1 and 4), students can enjoy cricket, tennis, badminton or volleyball, while the winter season (Terms 2 and 3) brings opportunities for soccer, basketball, and netball. This program provides a fun, social, and healthy way for students to develop their athletic skills, make new friends, and stay fit, all while experiencing the excitement of team sports.

In order to participate, students must register prior to each season online via the TryBooking platform. Registration links will be distributed to parents via email, students via Daymap whilst also marketed via various school media platforms.

If you have any questions, please contact Matt Mauriello (sport manager) via email - [matthew.mauriello395@schools.sa.edu.au](mailto:matthew.mauriello395@schools.sa.edu.au)

## 6. Student Wellbeing

### Connect Program

Connect is the Norwood International High School student development program. The program provides students with a range of opportunities and experiences to develop as adolescents, preparing them to be engaged global citizens. Students undertake the program in each year of their education at NIHS. The program provides support for students throughout their schooling. This support is provided by the Connect Teacher, who is the student's go-to person who they see during their Connect Class. They support and monitor student learning and wellbeing, and deliver the Connect Program.

### Program Delivery

The Connect program is delivered via the Connect website and Daymap. Students have four 10 minute sessions of Connect each week called Morning Connect. Each of these Morning Connect sessions have a different focus:

- Memo Mondays
- Take Care Tuesdays
- House Thursdays
- Fitness Fridays

Students also participate in Extended Connect where the Connect Program is delivered. The program involves students engaging in discussions, activities and student choice sessions.

Learning is divided into the following four strands:

- My Learning
- My Community
- My Wellbeing
- My Future



## Supporting your student

High school is a pivotal time in a young person's development, shaping their academic, social, and emotional growth. It is a period where students begin to form their identities, explore interests, and lay the groundwork for future success. The partnership between families and schools is crucial in supporting students through these transformative years. By working together, parents and educators can create a nurturing environment that fosters learning, resilience, and personal development. Here are some guidelines for parents to support their high school students in achieving success:

- **Establish a Routine:** Encourage a consistent daily schedule that includes time for homework, extracurricular activities, and relaxation.
- **Create a Positive Learning Environment:** Provide a quiet, well-lit space for studying, free from distractions.
- **Stay Informed:** Keep up-to-date with school events, deadlines, and your child's progress by attending parent-teacher meetings and reading school communications.
- **Encourage Open Communication:** Foster an environment where your child feels comfortable discussing their academic challenges and achievements.
- **Promote Balance:** Encourage participation in extracurricular activities to develop social skills and interests, while ensuring academic responsibilities are met.
- **Support Goal Setting:** Help your child set realistic academic and personal goals, and discuss strategies to achieve them.
- **Model Positive Attitudes:** Demonstrate a positive attitude towards education and lifelong learning.
- **Provide Resources:** Offer access to educational resources, such as books, online tools, and tutoring if needed.
- **Encourage Independence:** Support your child in taking responsibility for their learning, while being available to guide and assist when necessary.
- **Celebrate Achievements:** Recognise and celebrate your child's successes, no matter how small, to boost their confidence and motivation.

If you have concerns about your child's progress, contact your child's Connect Teacher to seek support at school.

## Wellbeing Team

**Director of Wellbeing:** Leadership for whole school matters pertaining to Wellbeing, Leadership of the NIHS Wellbeing Team.

**Overarching goal:** To lead and grow a culture that promotes positive wellbeing by engaging, supporting and equipping students, staff and families to thrive in a challenging, evolving world.

### **Role Description:**

- Provide leadership for the whole school wellbeing framework, programs, processes and strategies contributing to a positive school culture of respect and care for others.
- Leadership and line management of TLP/FLO program, Aboriginal Education Team and school wellbeing for learning team.
- Leadership and coordination of processes relating to the collection, analysis and use of student and staff wellbeing data. This includes WEC administration and collection and other data relevant to wellbeing.
- Providing a supportive comprehensive care framework/strategy for all school staff, including supporting induction processes for new staff and ECT's.
- Providing whole school professional learning in regard to wellbeing.
- Leading a comprehensive care framework/strategy for all school families in regard to wellbeing.
- Provide support, guidance and leadership with the complex case management of students in particular with students at risk.

**Wellbeing Leaders:** Support for whole school matters pertaining to wellbeing, working in partnership with all facets of the school community to promote positive wellbeing.

**Overarching goal:** To support a culture that promotes positive wellbeing by engaging, supporting and equipping students, staff and families to thrive in a challenging, evolving world.

### **Role Description:**

- Support a whole school approach to wellbeing and mental health.
- Provide case management and support for students in all aspects of their wellbeing and mental health.
- Work collaboratively with the whole school community to create a supportive caring environment ensuring that wellbeing interventions are established and implemented appropriately.
- Provide positive experiences for students that contribute to the enhancement of student wellbeing, engagement and learning at school.
- Make appropriate referrals for both students and families to student support services or other relevant external services.

- Provide and share relevant wellbeing programs, initiatives and services with students, staff and families.
- Use school wellbeing data to support the planning of wellbeing responses both for individual students and the whole school.

## NIHS Wellbeing Vision

**We grow wellbeing by engaging, supporting and equipping students, staff and families, with the skills and dispositions to thrive in an ever-changing, complex world.'**

We will do this by:

- **Empowering** (with and through passion)
- **Enabling** (skills and dispositions)
- **Hold** (to account/with care)

Our strength is our **unity**, the wellbeing team trust and support each other to ensure the best possible service to our school community. The role of our team is to:

- Support one another.
- Drive and support our team vision.

**Culture** is integral and for positive wellbeing throughout the school community. We aim to support a culture that is:

- Inclusive
- Belonging
- Fun
- Striving for excellence
- Resilient

## Student Wellbeing Team Role and Function

- Develop a care package for every student in the school if required.
- Provide guidance on the development of a strong wellbeing framework.
- Develop school process for a thriving community.
- Regularly monitor student wellbeing data to inform responses to wellbeing.

We want our **students** to:

1. Understand themselves and their capabilities.
2. Engage with learning/school with an ability to self-regulate.
3. Connect with a significant adult.

This will be evidenced through:

- Increased happiness and decreased sadness (less referrals to wellbeing leaders, less behaviour instances)

- Increased self-esteem/self-concept
- Improved academic results.
- Improved attendance/engagement.

Our role with **families** is:

- Engaging and working together (increased engagement and more effectively)
- Increased communication overall (increased proactive and decreased reactive)
- Families better equipped with wellbeing skills and dispositions.

And our role with our **staff**:

- To drive wellbeing in the classroom (role modelling, being intentional)
- Focus on staff wellbeing which will be evidenced by less staff absences, increased engagement with our wellbeing culture)
- Driving all staff to have one friend/trusted colleague at work.
- Collaboration and innovation.

## Wellbeing Hub

### NIHS Student Referrals and Student access to the Wellbeing Hub

The following is a guide to how student referrals and access is processed and communicated through the Wellbeing Hub.

#### 1. Student self-referrals (drop ins)

- **Description of Referral**

Students who present to the wellbeing hub for support without a referral from a staff member.

- **Process of Referral**

Students will check in through the Wellbeing reception at the front desk of the Wellbeing Hub. Reception will create a day map entry and notify the class teacher and appropriate LCL that the student is in the wellbeing hub. A wellbeing leader will check in with the student to do an initial assessment of support required and determine the immediate follow up action.

Once the student exits another DayMap notification will be made stating the exit time.


#### 2. Student referral by staff member

- **Description of Referral**

Staff members identify specific students who are feeling anxious, distressed, or dysregulated and require wellbeing support.

- **Process of Referral**

Referring staff members will email [dl.0787.wellbeingteam@schools.sa.edu.au](mailto:dl.0787.wellbeingteam@schools.sa.edu.au) and alert the Wellbeing team that the student is requiring support and needs



to attend the wellbeing hub for this support. On arrival, the Wellbeing reception will enter a DayMap entry that the student has arrived. Wellbeing leader will check in with the student and do an initial assessment of the support required. Students will be given time to regulate/calm before exiting the wellbeing hub and returning to lessons. If the student is still dysregulated, they will be given additional time. If still dysregulated after this the wellbeing leader will determine alternative transition or support, which may include early departure to home.

Once the student exits another DayMap notification will be made stating the exit time and relevant staff notified.

### **3. Scheduled Student Appointment**

- **Description of Referral**

Student or staff member makes a scheduled appointment for that student with a specific wellbeing leader.

- **Process of Referral**

Appointments made through Wellbeing reception or Wellbeing leaders will be made at a time that is suitable for both student and the leader. Once this appointment is made a day map entry will be created and appointment details sent to the student, staff member if the meeting takes place in lesson time and appropriate LCL.

Once the meeting has concluded exit time will be recorded and the student will return to class unless the wellbeing leader assesses the student and requires additional support. This will be communicated to relevant staff members.

If further appointment is needed, Wellbeing reception will make this with the student and the same process followed.

### **4. Wellbeing Referral (DayMap)**

- **Description of Referral**


Staff members identify ongoing wellbeing concerns for a particular student and use DayMap to submit a wellbeing referral.

- **Process of Referral**

Staff members will use DayMap to submit a wellbeing referral. The Wellbeing team will look at all new referrals every Monday morning and allocate appropriate wellbeing leaders to book an appointment with that student through DayMap.

Once this appointment is made a DayMap entry will be created and appointment details sent to the student, staff member if the meeting takes place in a lesson and appropriate LCL.

Once the meeting has concluded exit time will be recorded and the student will return to class unless the wellbeing leader assesses the student needs additional support. This will be communicated to the relevant staff member. If further appointment is needed, Wellbeing reception will make this with the student and the same process followed.



Wellbeing team will update the referral with a summary of actions taken and communication as needed.

## SchoolTV

Because parenting doesn't come with instructions, SchoolTV is a wellbeing resource that can support you in the challenges relating to modern-day parenting.

This award-winning resource helps build relationships, foster connections, enable understanding and break down barriers to navigate a pathway towards better mental health and wellbeing for young people. It can assist in starting conversations on topics that are sometimes awkward or difficult to tackle.

[Access SchoolTV here](#)



## 7. Teaching and Learning

### IBMYP

All students in years 7-10 at Norwood International High School study the International Baccalaureate Middle Years Programme (IBMYP). The IBMYP is a curriculum framework that is designed to meet the specific learning needs of students in the middle years of their schooling. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The Middle Years Programme (MYP) emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world.

At Norwood International High School, we are committed to delivering the International Baccalaureate Middle Years Programme (IBMYP) with fidelity, ensuring that all requirements are met to provide a comprehensive and enriching educational experience. Our programme is designed to foster critical thinking, intercultural understanding, and holistic development in students.

For students seeking certification, we offer the opportunity to undertake e-assessments. These assessments are conducted online and provide a rigorous evaluation of student learning, aligned with the IBMYP standards. Upon successful completion of these assessments, students can receive a completion certificate, recognising their achievements and mastery of the programme's objectives.


Our dedication to the IBMYP ensures that students are well-prepared for future academic challenges and equipped with the skills necessary for success in a globalised world. We are becoming global leaders.

### SACE

The South Australian Certificate of Education (SACE) is the local senior secondary qualification designed to equip students with the skills, knowledge and capabilities to thrive as an engaged global citizen. Students are awarded the SACE if they successfully complete a two-stage course of study that meet the flexible requirements.

The SACE is a two-stage program offering a range of subjects. As students study the SACE, they will gain valuable literacy and numeracy skills in each of the disciplines offered, be challenged to think critically and creatively, problem solve, develop entrepreneurial skills and build upon their intercultural and ethical understanding.

Most students study Stage 1 in Year 11 and Stage 2 in Year 12, and can support their SACE completion by earning credits for individual and/or community activities e.g. the Duke of Edinburgh, or through recognition of vocational education and training (VET) courses.



Students will need to complete 200 credits of study to complete the SACE. Each subject is worth either 10 or 20 credits, depending on the length of the subject. Typically, subjects are awarded 10 credits for one semester and 20 credits for a full year.

Some of the 200 credits required to complete the SACE are awarded through the successful study (C grade or higher at Stage 1 and C- or higher at Stage 2) of the compulsory requirements.

These compulsory requirements make up 50 credits of the 200 needed to complete the SACE. As part of the remaining 150 credits, a minimum of 60 credits must be awarded at a Stage 2 level.

## IBDP

The IB Diploma Programme (DP) at Norwood International High School is a challenging pre-university course for students aged 16 to 19. This two-year program promotes academic excellence and personal growth, encouraging students to be knowledgeable, compassionate, and open-minded.

Students study six subject areas, including languages, humanities, sciences, mathematics, and the arts, with flexibility to tailor their studies. Courses are offered at higher (HL) and standard levels (SL), with additional core components: the extended essay, theory of knowledge, and creativity, activity, service.

The Diploma Programme prepares students to get into university by developing their knowledge, critical thinking, and intercultural understanding. Join us to excel academically and personally through this comprehensive program.


Through the Diploma Programme, we are able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique theory of knowledge course.

## Vocational Education Training (VET)

### What is VET?

VET stands for Vocational Education and Training. VET is nationally recognised industry training within the Australian Qualifications Framework. VET enables students to acquire



skills, knowledge and training for work through a nationally recognised industry-developed training package or accredited course. VET is assessed and certified by Registered Training Organisations (RTO).

Undertaking VET may benefit students' exploration of a variety of career pathways. It is not just reserved for a pathway within the trades, such as plumbing, hairdressing, or construction. Students can complete VET qualifications in a diverse range of industries.

VET courses run either during school or after school. Some courses also require the completion of Structured Work Placement.

## Why study VET in SACE?

VET can be an excellent option for many students. It usually includes practical, hands-on learning, and can lead to further training pathways and employment opportunities in many industry areas. It is a great way to fast-track progress towards a rewarding career, while also developing independence, time-management and other employability skills and capabilities.

Students undertaking VET courses can:

- Personalise their learning pathways.
- Develop industry specific skills, often including on-the-job structured workplace learning.
- Get a head start on a career to be 'apprenticeship ready'.
- Work to attain a nationally accredited certificate against the Australian Qualification Training Framework.
- Achieve their SACE through diverse learning experiences.
- Use their VET to contribute to an ATAR (Australian Tertiary Admission Rank) or TAFE SA entry, in the case of full completion of most Certificate III and higher-level courses.

To find out more about VET Courses, please email the team at [dl.0787.vet@schools.sa.edu.au](mailto:dl.0787.vet@schools.sa.edu.au).

## Assessment & Reporting

Student assessment and achievement information is published continuously throughout the school year via DayMap and can be accessed by families using Parent Portal. Digital Reports will be generated once per Semester and sent to families. It is expected that parents and caregivers check Parent Portal regularly to check on the learning progress of their child/ren.

Additionally, parents and caregivers will have the opportunity to meet with their child's teachers during Learning Conversations at the beginning of Terms 2 and Term 4 to discuss their learning progress.

## Assessment in the IB Middle Years Program (Y7-10)

Students are assessed against four criteria in each subject (Criteria A, B C & D). These criteria are specifically related to the skills, knowledge and understanding required in each specific subject and are assessed out of a maximum level of 8. At the end of each assessment period, the combined achievement of the student is used to determine a final grade.


To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Our school uses the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

Achievement Grade	Grade Boundary	Achievement Descriptor
7	28-32	<b>Thorough &amp; consistent</b> high-quality work produced. <b>Thorough &amp; consistent</b> understanding of most concepts and contexts. <b>Thorough &amp; consistent</b> understanding and application of knowledge & skills.
6	23-27	<b>Consistent</b> high-quality work produced. <b>Consistent</b> understanding of most concepts and contexts. <b>Consistent</b> understanding and application of knowledge & skills
5	19-23	<b>Generally</b> produces high-quality work. <b>General</b> understanding of most concepts and contexts. <b>General</b> understanding and application of knowledge & skills
4	15-18	<b>Often</b> produces good-quality work. <b>Often</b> understands most concepts and contexts. <b>Often</b> shows understanding and application of knowledge & skills
3	10-14	<b>Basic</b> quality of work produced. <b>Basic</b> understanding of most concepts and contexts. <b>Basic</b> understanding and application of knowledge & skills
2	6-9	<b>Limited</b> quality of work produced. <b>Limited</b> understanding of most concepts and contexts. <b>Limited</b> understanding and application of knowledge & skills.
1	1-5	<b>Very limited</b> quality of work produced. <b>Very limited</b> understanding of most concepts and contexts. <b>Very limited</b> understanding and application of knowledge & skills.
0	0	No evidence of learning
NYA	Not Yet Assessed	To be assigned.

## Assessment in SACE

Student work is assessed using performance standards. These standards are provided in each subject outline and describe the quality of student learning required to achieve each grade (A to E for Stage 1 and A+ to E– for Stage 2).

Descriptions of each grade level are included in each subject outline and are called 'performance standards'. The performance standards describe five levels of achievement, A to E.



Teachers and assessors use the performance standards to decide how well a student has demonstrated his or her learning. Each grade corresponds to a level of the performance standards.

Performance standards are more than a tool for assigning grades. They also offer opportunities for teachers and students to improve the quality of their teaching and learning.

In Stage 2, the semester 1 report reflects the student achievement demonstrated against the year level achievement standard, taking into account only what has been taught to that point. The end of year report reflects students' achievement across the whole year.

Further information about SACE Assessment and Reporting can be found here: [SACE Assessment & Reporting Guidelines](#)

## Homework Club

Homework Club is available in the Learning Hub on Wednesday morning from 8.30am. Here students can access our Learning Hub facilities, teacher and SSO Support to help with homework tasks and assignments. This is also a great opportunity for students to organise their own study groups or catch up to work on group assignments. For further information regarding Homework Club please contact our Engagement & Inclusion Leader.

## Learning Support

At Norwood International High School, we are dedicated to providing comprehensive Learning Support to ensure that all students have the opportunity to succeed academically and personally. Our Learning Support services are designed to assist students who may require additional help due to diverse learning needs, including those with learning difficulties, disabilities, or other challenges that may impact their educational progress.

Students who may be entitled to Learning Support include those with identified learning disabilities, those who are experiencing difficulties in specific subject areas, or those who require tailored educational plans to meet their unique needs.

Parents seeking Learning Support for their child can initiate the process by contacting the school's Engagement & Inclusion Leader. This can be done through a phone call or email to arrange a meeting. During this meeting, parents can discuss their child's specific needs, and the school will work collaboratively to develop an appropriate support plan. This may include assessments, tailored learning strategies, and regular monitoring to ensure the student's progress and success.

Our commitment to inclusive education ensures that every student at Norwood International High School receives the support they need to thrive in their learning journey.

## 8. International Programs

Our school has a proud tradition for academic excellence and provides a world-class learning experience within a supportive, culturally rich environment. The NIHS International Student Program is highly regarded both locally and globally. International students from all over the world are welcome and valued as important members of our school community, offering diversity in the curriculum, community and culture of the school.

International Students who study at Norwood International High School are supported by members of the Executive Leadership Team, the International Programs Leader, International Student Support Officer, Wellbeing Leaders, Learning Community Leaders and highly experienced, compassionate teaching staff, many of whom are bilingual.

### Study Tours & Homestays

Norwood International High School hosts short term visits of one to two weeks for groups of students from overseas schools. Programs are tailored for each group and usually involve English lessons, cultural excursions, a school experience program and subjects such as Art, Food and Hospitality, STEM and Physical Education.

Students are preferably hosted by families within the school and the local community. Homestay families are required to provide accommodation and meals, transport their study tour student to and from school each day, and provide packed lunches and snacks during the school week.


The school manages its own homestay program for these Study Tours. It is now a legal requirement that a staff member from our International Programs visits your home to check suitability for having a student. Every person over the age of 18 living in your household will need to have a current Working with Children Check (WWCC). The school will arrange this screening and cover any costs involved. At the home visit, more detailed information about the Study Tour will be discussed and you will have the opportunity to ask any questions.

Families who would like more information about becoming a Homestay Family should contact the school on telephone 8364 2299 or email:

[dl.0787.internationalprograms@schools.sa.edu.au](mailto:dl.0787.internationalprograms@schools.sa.edu.au)

### International Student Leadership Committee & International Ambassadors

International students have the opportunity to join the International Student Leadership Committee, a student body who are responsible for representing our international student cohort. This committee is instrumental in strengthening student connection to school and supporting wellbeing through a range of initiatives.



Students can also nominate to be an International Student Ambassador which involves supporting the many international guests who visit our school. This may involve assisting with tours of our campus for Overseas Teachers and Educators, or being a buddy for our new International Students or Study Tour students.

## Global Partnerships

Students at Norwood International High School are encouraged to participate in overseas group tours and individual student exchanges. Such opportunities allow them to improve their linguistic proficiency in the language they are studying, enrich their international and intercultural knowledge and perspectives, and develop their leadership skills, self-confidence, independence and personal growth.

Opportunities include:

- Sister School Student Group Trips – Japan, Italy, Germany, Taiwan
- Sister School and Student Exchanges – Japan, Italy, Exchange organisations
- Enriching Humanity Tours – World Challenge Expedition, Global Summits in Japan, Hawaii, NIHS

The school aims to have sister school collaborations for each of the five languages it offers in the curriculum.

## 9. Guiding Policies & Processes

### Academic Honesty Policy

#### Purpose

Norwood International High School maintains high expectations of academic rigour and excellence, honesty and accountability. It aims to inspire students to be responsible, compassionate citizens of the world, of which personal integrity, honesty and ethical behaviour are an essential part of our teaching and learning expectations.

This policy and procedures aim to:

- Define academic integrity and misconduct
- Clarify processes for ensuring academic integrity in relation to the production and submission of learning assessment tasks.

It is designed to support:

- teachers and the school to provide opportunities for students to learn how to conduct ethical research and to develop and improve their research skills.
- students to conduct research that is honest, ethical, and has integrity.
- students to appropriately acknowledge all sources of information.
- students, teachers and leaders to understand and apply the consequences in the case of academic misconduct and/or malpractice.

With the core values of the school in mind, students and teachers at NIHS use information from a diverse range of sources, in an effective and ethical manner that allows them to achieve distinction in their field/area of study and furthermore treat this information with respect by acknowledging, through appropriate citation, others' ideas.

As an IB World School, NIHS promotes the interconnectedness of academic honesty within the Approaches to Learning context and also to many attributes of the IB learner profile, more specifically and directly to the Principled and Thinker learner profile attributes.

This policy has been developed to ensure our students are supported to develop as honest and just members of the community who take responsibility for their own actions.

(International Baccalaureate Organization 2008, p 8; MYP: From principles into practice, p 8) and reflects and fulfils the philosophy and requirements of the Australian Curriculum, International Baccalaureate Organisation and the South Australian Certificate of Education.



## Responsibilities

### Students

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned. They:

- participate in an annual induction program including an overview of the academic honesty principles and procedures relevant for the year level, which requires students to sign a declaration of academic integrity
- ensure that all work submitted for assessment is authentically their own, with the work of others fully acknowledged
- understand and adhere to the ethical behaviour, personal integrity and principles of academic honesty in completing all tasks, including acceptable and ethical use of AI and generative technologies
- provide correct and appropriate citations according to the Harvard method, as necessary, which is the school's accepted set of conventions for acknowledging sources
- submit work online using Turnitin, as appropriate, which electronically checks for plagiarism and authenticity of work

### Parents/ Caregiver

Parents/caregivers are requested to support their child in:

- managing time and tasks
- demonstrating academic integrity at all times
- encouraging their child to seek support when necessary and advising a relevant staff member of any concerns immediately.
- Signing the NIHS Academic Integrity Code of Conduct (Attachment Two) at the commencement of the school year

[View the Academic Integrity Policy in full here.](#)

## Anti-Bullying & Harassment Policy

### Purpose

Respect is one of the three school values at Norwood International High School. We require all members of our community to interact respectfully, displaying care and empathy for others. Our school does not tolerate any form of bullying and harassment and all reports will be taken seriously and dealt with in line with our Respectful Behaviour Policy. The purpose of this policy is to promote a safe and inclusive environment for learning and to provide a clear process and procedure for addressing bullying and harassing behaviours that may threaten the safety of students and staff. This policy is supported by proactive educational programs delivered from year 7 to 12, to support our students in engaging positively with others and to develop strategies in responding to bullying and harassment.

## Responsibilities

### **Students:**

- Are respectful towards other students, staff and members of the school community.
- Follow school procedures to resolve and report bullying and harassment.
- Learn to be an effective upstander so that bullying and harassment are discouraged through the influence of peers.
- Use electronic devices and social media appropriately and respectfully.

### **Parent/Caregiver:**

- Talk and discuss with their child about bullying, harassment and the responsibilities of bystanders
- Encourage safe and responsible online behaviour with their children and supervise and monitor their cyber activity.
- Inform the school in a timely manner of any concerns about behaviour, their child's health issues, changes in behaviour, or any other relevant matters.
- Communicate in a respectful manner with school staff about issues of concern as soon as possible.

[View the Anti-Bullying & Harassment Policy in full here.](#)

## Attendance Policy

### Purpose

Attendance at school is one of the most important aspects of a child's education. Attending school regularly improves engagement and the likelihood of a child experiencing success at school. Research indicates the positive impact school attendance has on learning, wellbeing, employment and life outcomes for children and young people. Learning is cumulative and irregular attendance has an adverse impact of student learning, wellbeing, and school connectedness.

Attendance at school is compulsory. The Education and Children's Services Act 2019 states that all children must attend school from 6 until they turn 17. This could be in a school or an approved learning program. Parents or legal guardians (carers) can be prosecuted if they do not make sure their child attends school.

Norwood International High School aims to create an inclusive, safe and supportive educational environment where every young person has the opportunity to attend and engage in learning and school life. This policy outlines the practices and responsibilities of the school community to ensure every young person attends school. These are underpinned by the partnership of school staff with parents and caregivers to support the attendance of all students.

## Responsibilities

### Students:

- Attend every school day unless they are ill or have an approved exemption.
- Proactively communicate with teachers when learning is disrupted due to approved absence.
- Arrive at school and attend all lessons and activities on time.
- Engage positively in all learning activities.
- Report to Student Services if they arrive late or leave early. A parent or carer will be contacted if the school has not received communication from a parent or caregiver.
- Year 12 Late Arrival Early Departure Process:
  - Year 12 students can gain permission to leave school early and arrive late. This permission is provided in writing via the Late Arrival/Early Departure Letter, signed by parents/caregivers and the students Learning Community Leader.
  - Year 12 students are expected to attend all lessons on time and every Connect session unless otherwise negotiated. Students are given autonomy to manage their study independently.
  - This is an optional process and a privilege which can also be revoked at any time by a member of the school leadership team.
  - Students must sign in and out at Student Services.

### Parent/Caregiver:

- Make sure their child attends school every day the school is open unless they are ill or have an approved exemption.
- Be responsible for their child's travel to and from school.
- Make sure their child arrives at school by 8.30am (9.45am on Wednesdays), unless they are a Year 12 student with late arrival privileges.
- Provide their child's school with up-to-date contact details and inform the school of any changes within 7 days of occurring.
- Provide a reason to the school if their child is absent, late, or leaving early on the day this occurs.
- Provide a medical certificate or written explanation if their child is ill for 3 or more days in a row.
- Make appointments outside of school hours if possible. For example, medical appointments or driving lessons.
- Notify the school immediately if the child is diagnosed with a notifiable infectious disease. See full list of infectious diseases via the SA Health website available through this [link](#).

View the Attendance Policy in full here.

# Mobile Phone & Digital Device Policy

## Purpose

This policy provides direction to students, staff, and families about managing personal mobile phones and other digital devices students choose to bring to Norwood International High School. Digital devices include, but are not limited to, smartwatches, tablets, listening devices (unless connected to an official school laptop) or laptops/tablets that are not part of the school's official 'Bring Your Own Device' (BYOD) Program. This policy applies while students are at school or attending an authorised school activity, such as a camp or excursion.

Norwood International High School acknowledges that our students are global citizens of a technologically rich world and that mobile devices provide a positive platform for learning.

However, excessive use of mobile devices can negatively impact on physical and mental health, social interactions, and attention to learning. As a school we have a responsibility to establish and maintain a safe and engaging learning environment that promotes the responsible and effective use of mobile devices.

This policy is aligned to the Department for Education's direction and student use of mobile phones and digital devices policy to manage access to digital devices at school so that students can be fully present in their learning and interactions. The policy also works in conjunction with Norwood International High School's Information and Communication Technology Acceptable Use and Respectful Behaviours Policies.

## Responsibilities

### **Students:**

- Comply with the requirements of this policy and follow all reasonable directions from the principal and school staff.
- Switch all mobile phones and/or digital devices off, or into flight mode, on arrival at school each day and store it away as specified in this policy.
- If permitted to use a mobile phone and/or digital device in line with an exemption under this policy, do so in a safe, responsible, and respectful way and support peers to do the same.
- Communicate respectfully with others and do not use a mobile phone and/or digital device to bully, harass, or threaten another person.
- Respect others' rights to privacy and do not take photos, film, or audio records of other people without their knowledge or permission.
- Notify a school staff member or student services to contact parent/guardian, if required.

### Parents/Caregivers:

- Support the school's implementation of this policy, including the consequences for non-compliance.
- Encourage their child not to bring mobile phones and/or digital devices to school unless necessary. Understand that the department does not provide insurance for accidental loss or damage to personal property that is brought onto school grounds (however, claims may be met under the department's public liability insurance where the loss or damage can be attributed to a negligent act or omission on the part of the school – the school will contact the department for advice if this may be the case).
- Use the school's formal communication channels in all instances to communicate with the school or to make contact with their child during school hours (including where a student requires early collection from school). Encourage their child to always report to a school staff member in the first instance if they become unwell or experience an issue at school.
- Recognise the important role they play in supporting their child to use their mobile phone (or other digital device) in a safe, responsible, and respectful way.

[View the Mobile Phone & Digital Device Policy in full here.](#)

## Respectful Behaviour Policy

### Purpose

Behaviour arises within the context of a young person's development, their environment, their family experiences, and social settings. Behaviour interventions seek to positively influence the social, family, and environmental factors around the young person.

The respectful behaviour policy at Norwood International High School is underpinned by the school's values of distinction, diversity and respect and is based on the principles of respect for self, respect for others and taking responsibility for one's actions. This includes the way all members of the school community engage with and relate to the school environment to support the best outcomes for students, staff and parents. These principles contribute to the expectations that the school has of all members of the school community and follow a tiered approach to managing student behaviour.

Parents, caregivers, family members, community members, peers and professionals influence the behavioural development of young people. They are key partners in supporting positive behavioural change. The following document outlines the responsibilities of students, staff and parents to work in partnership in providing a respectful and caring environment where all students feel safe and are given a fair opportunity to achieve their best.

## Responsibilities

### Students:

- Always act in a safe and legal manner.
- Follow school policies (Uniform, Mobile Phone and, Anti-Bullying and Harassment, school values and expectations).
- Ensure their verbal, physical and online interactions are safe, respectful, and inclusive within the school and wider community (including school events, excursions, and camps).
- Take ownership and responsibility for their behaviour by speaking truthfully with peers, parents, teachers, and leaders when discussing and reflecting on behaviour.
- Support friends and peers to behave in safe, respectful, and inclusive ways.
- Take a stand when they see a behaviour that concerns them (in person or online), by safely intervening or seeking help from a responsible adult to intervene and support.
- Take ownership and responsibility for any mistakes made, by working proactively to repair any damage caused by their actions.

### Parents:

- Communicate relevant attendance, engagement, learning, wellbeing, health and other important information with the school.
- Seek support from the school to address and resolve issues and challenges when they arise.
- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff
- Support their children to develop safe behaviours at home and in the community, including monitoring and supervising their children's social interactions (including online).
- Talk to their children about behaviour, including unsafe behaviours, to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures).
- Consider recommendations and engage in specialist support through student support services and external organisations.
- Support their child to continue to engage in learning via an online or modified program while a behaviour issue is being resolved.

[View the Respectful Behaviour Policy in full here.](#)

## 10. Staff Contact List

Name	Email Address	Position
Jason Andrew	jason.andrew301@schools.sa.edu.au	Teacher
Alicia Anson	alicia.anson412@schools.sa.edu.au	Teacher
Callie Ashby	callie.ashby957@schools.sa.edu.au	Teacher
Kiara Bacon	kiara.bacon24@schools.sa.edu.au	Learning Hub Manager
Dylan Barker	dylan.barker904@schools.sa.edu.au	Out of Hours Sport SSO
Tom Barone	tommaso.barone191@schools.sa.edu.au	Teacher
Chris Barratt	christopher.barratt235@schools.sa.edu.au	Science Learning Area Leader
Maria Batzavalis	maria.batzavalis82@schools.sa.edu.au	Teacher
Angela Benedetti	angela.benedetti216@schools.sa.edu.au	Teacher
Talitha Benson	talitha.benson853@schools.sa.edu.au	Rowing Manager
Laura Betteridge	laura.betteridge896@schools.sa.edu.au	Teacher
Rajbir Bhatti	rajbir.bhatti341@schools.sa.edu.au	Teacher
Josh Bird	josh.bird764@schools.sa.edu.au	Teacher
Cordula Blank	cordula.blank881@schools.sa.edu.au	Teacher
Chloe Blowes	chloe.blowes728@schools.sa.edu.au	Teacher
Paul Blyth	paul.blyth459@schools.sa.edu.au	Teacher
Les Boruch	les.boruch90@schools.sa.edu.au	Teacher
Will Braund	will.braund724@schools.sa.edu.au	Teacher
Alex Brunt	alex.brunt411@schools.sa.edu.au	Teacher
Victoria Bussenschutt	victoria.bussenschutt916@schools.sa.edu.au	Teacher
David Carter	david.carter966@schools.sa.edu.au	Director of HR & Organisational Systems
Laura Cereceda	laura.cereceda905@schools.sa.edu.au	Teacher
James Champ	james.champ63@schools.sa.edu.au	Teacher
Joshua Chatwin	joshua.chatwin722@schools.sa.edu.au	Teacher

Sarah Creeper	sarah.creeper381@schools.sa.edu.au	Teacher
Andrew Crichton	andrew.crichton183@schools.sa.edu.au	House and Clubs Leader
Bec Cuskelly	rebecca.cuskelly745@schools.sa.edu.au	Teacher
Elizabeth Dalton	elizabeth.dalton636@schools.sa.edu.au	Teacher
Claudia Danciu	claudia.danciu917@schools.sa.edu.au	Teacher
Wesley Dennis	wesley.dennis11@schools.sa.edu.au	Teacher
Kanchana Devi	kanchana.devi816@schools.sa.edu.au	Year 12 Learning Community Leader
Yifan Du	yifan.du488@schools.sa.edu.au	Teacher
Joshua Earle	josh.earle834@schools.sa.edu.au	Maths Learning Area Leader
Sean Fletcher	sean.fletcher194@schools.sa.edu.au	Teacher
James Fox	james.fox730@schools.sa.edu.au	Teacher
Carla Fragnito	carla.fragnito693@schools.sa.edu.au	Teacher
Reece Freak	reece.freak18@schools.sa.edu.au	Deputy Principal
Alison Furber	alison.furber4@schools.sa.edu.au	Aboriginal Secondary Education Transition Officer
Dani Gagliardi	danielle.gagliardi795@schools.sa.edu.au	Director of Middle School
Merima Ganibegovic	merima.ganibegovic191@schools.sa.edu.au	Year 8 Learning Community Leader
Satomi Glenn	satomi.glenn511@schools.sa.edu.au	Teacher
Eric Guo	yining.guo666@schools.sa.edu.au	Teacher
Preeti Gupta	preeti.gupta143@schools.sa.edu.au	Teacher
Zerena Hadziabdic	zerina.hadzabdic358@schools.sa.edu.au	Teacher
Kelly Henderson	kelly.henderson476@schools.sa.edu.au	Teacher
Nigel Herbert	nigel.herbert995@schools.sa.edu.au	Student Wellbeing Leader
Gabrielle Hinge	gabrielle.hinge996@schools.sa.edu.au	Teacher
Eliza Hogan	eliza.hogan503@schools.sa.edu.au	SSO
Shubo Huang	shubo.huang522@schools.sa.edu.au	Teacher
Andrea Hughes	andrea.hughes760@schools.sa.edu.au	Teacher



Nick Hyland	nick.hyland928@schools.sa.edu.au	Teacher
Jim Itsines	jim.itsines88@schools.sa.edu.au	Teacher
Emma Johns	emma.johns393@schools.sa.edu.au	Teacher
Rachel Johnson	rachel.johnson728@schools.sa.edu.au	Teacher
Maria Khartinova	maria.kharitonova506@schools.sa.edu.au	Teacher
Zoe Kirkwood	zoe.kirkwood1@schools.sa.edu.au	Teacher
Kristina Krohn	kristina.krohn46@schools.sa.edu.au	Teacher
Kara Lagana	kara.lagana164@schools.sa.edu.au	Pathways & Futures Leader
Emily Laidin	emily.laidin690@schools.sa.edu.au	Teacher
Tom Lang	tom.lang453@schools.sa.edu.au	Teacher
Satish Lawson	satish.lawson334@schools.sa.edu.au	Teacher
Yohan Lee	yohan.lee620@schools.sa.edu.au	Teacher
Xiaomei Li	xiaomei.li828@schools.sa.edu.au	Teacher
Yen Lieu	yen.lieu634@schools.sa.edu.au	Teacher
Andrew Lim	andrew.lim883@schools.sa.edu.au	Teacher
Olivia Limongelli	olivia.limongelli877@schools.sa.edu.au	Teacher
Lalita Lopez	lalita.lopez110@schools.sa.edu.au	Teacher
Evelyn Makris	evelyn.makris116@schools.sa.edu.au	Year 10 Learning Community Leader
Sarah Mansfield	sarah.mansfield692@schools.sa.edu.au	Student Wellbeing Leader
Kym Markwick	kym.markwick895@schools.sa.edu.au	Teacher
Darren Marner	darren.marner526@schools.sa.edu.au	HPE Learning Area Leader
Paul Marshall	paul.marshall197@schools.sa.edu.au	Director for Wellbeing
Mami Matsunaga	mami.murokawa650@schools.sa.edu.au	Teacher
Matt Mauriello	matthew.mauriello395@schools.sa.edu.au	Sport Manager
Myfanwy Maywald	myfanwy.maywald808@schools.sa.edu.au	Humanities Learning Area Leader
Bianca Millar	bianca.millar69@schools.sa.edu.au	Teacher
Fran Millard	fran.millard456@schools.sa.edu.au	Business Leader

Rosetta Moffa	rosetta.moffa120@schools.sa.edu.au	Teacher
Marlyn Morris	marlyn.morris452@schools.sa.edu.au	Teacher
Michael Murphy	michael.murphy336@schools.sa.edu.au	Teacher
Miah Nalpantidis	miah.nalpantidis457@schools.sa.edu.au	IBDP Manager
Chris Nguyen	chris.nguyen645@schools.sa.edu.au	Director of Senior School
Phuong Nguyen	phuong.nguyen49@schools.sa.edu.au	Teacher
Juliet Nicolle	juliet.nicolle39@schools.sa.edu.au	The Arts Learning Area Leader
Tina Niscioli	tina.niscioli929@schools.sa.edu.au	Teacher
Kimberley O'Brien	kimberley.obrien850@schools.sa.edu.au	Teacher
Ben O'Connell	ben.oconnell641@schools.sa.edu.au	Teacher
Chris Olsson	chris.olsson128@schools.sa.edu.au	Year 7 Learning Community Leader
Connie Orlando	connie.orlando646@schools.sa.edu.au	PA to the Principal
Jacinda Ormston	jacinda.ormston538@schools.sa.edu.au	Teacher
Jarden Orr	jarden.orr979@schools.sa.edu.au	Teacher
Roy Page	dl.0787.theprincipal@schools.sa.edu.au	Principal
Margarita Paleologos	margarita.paleologos312@schools.sa.edu.au	Director of International Programs
Menelaos Paraskevas	menelaos.paraskevas500@schools.sa.edu.au	Teacher
Jane Pears	jane.pears377@schools.sa.edu.au	Literacy & EALD Leader
Josh Phillips	josh.phillips933@schools.sa.edu.au	Teacher
Angelo Piantadosi	angelo.piantadosi356@schools.sa.edu.au	Teacher
Jamilla Pickford	jamilla.pickford43@schools.sa.edu.au	International Programs SSO
Marcus Pipe	marcus.pipe734@schools.sa.edu.au	Teacher
Nicola Primaro	nicola.primaro752@schools.sa.edu.au	Teacher
Kerri Psaromatis	kerri.psaromatis365@schools.sa.edu.au	Teacher
Nicole Reeve	nicole.reeve401@schools.sa.edu.au	Teacher

Amy Reimer	amy.reimer770@schools.sa.edu.au	Teacher
Jessica Robjohns	jessica.robjohns527@schools.sa.edu.au	Teacher
Karina Rowe	karina.rowe130@schools.sa.edu.au	Technologies Learning Area Leader
Sabrina Sapio	sabrina.sapio692@schools.sa.edu.au	Teacher
Lauren Schwerdt	lauren.schwerdt903@schools.sa.edu.au	Engagement and Inclusion Leader
Georgia Scott-Mills	georgia.scottmills146@schools.sa.edu.au	Teacher
Sharni Stewart	sharni.stewart945@schools.sa.edu.au	Youth Worker
Maggie Stone	maggie.stone695@schools.sa.edu.au	Teacher
Heidi Sutton	heidi.harding302@schools.sa.edu.au	Teacher
Helen Tooulou	helen.tooulou648@schools.sa.edu.au	Languages Learning Area Leader
Victoria Tripodi	victoria.matkovic336@schools.sa.edu.au	Teacher
Maria Tsimiklis	maria.tsimiklis33@schools.sa.edu.au	Teacher
Kayla Tsoutouras	kayla.tsoutouras132@schools.sa.edu.au	Teacher
Tegan van den Berg	tegan.vandenberg366@schools.sa.edu.au	Teacher
Kris Vanderloo	kris.vanderloo418@schools.sa.edu.au	Teacher
Jenifer Vaz	jenifer.vaz725@schools.sa.edu.au	Teacher
Georgina Velardo	georgina.dangelo880@schools.sa.edu.au	Year 9 Learning Community Leader
Lai Wei	lai.wei454@schools.sa.edu.au	Teacher
Ellie Wilkin	ellie.wilkin565@schools.sa.edu.au	Teacher
Hong Yeung	hong.yeung47@schools.sa.edu.au	Teacher
Bec Young	bec.young810@schools.sa.edu.au	Teacher
Doris Yu	doris.yu948@schools.sa.edu.au	Teacher
Stefan Zaharis	stefan.zaharis788@schools.sa.edu.au	Teacher