



Norwood Morialta High School

2021 annual report to the community

Norwood Morialta High School Number: 0787

Partnership: Morialta

Signature

School principal:

Mrs Jacqui Van Ruiten

Governing council chair:

Sandra Mestros

Date of endorsement:

20 April 2022



Government
of South Australia
Department for Education

Context and highlights

Norwood Morialta High School is a progressive, co-educational learning community with a proud and enduring tradition of academic excellence and world class learning experiences.

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

Norwood Morialta High School has two campuses with distinct middle and senior schooling philosophies, facilities, structures and curricular that cater for differences in adolescent development and support our students to develop their unique qualities and talents. 2021 marked the school's last year on the Morialta campus before co-locating both campuses to the one site, whilst still maintaining this strong commitment.

Our students are active in their learning within and beyond the classroom. High numbers of students participate in the extensive sporting program and diverse co-curricular activities, campus and clubs, with many experiencing successes in Sport, Rowing, Pedal Prix, Debating, Ensembles, Musicals and Drama productions. The school enjoys a well-deserved reputation of academic success and has a growing enrolment with a recently implemented Capacity Management Plan. 2021 was indeed a year of significant transformation with many exciting accomplishments, despite the challenges of a pandemic, that included:

- The completion of a stunning \$54m building project, closing of the Morialta campus and the relocation to the new school
- Community consultation to change the school name to Norwood International High School
- An extensive review of all policies and curriculum, in preparation for the colocation and Year 7 cohort
- The successful authorisation of the International Baccalaureate Diploma Programme (that enables NIHS to offer the IBDP from 2022)
- Strong student success in rowing and sporting competitions
- Year 8 and Outdoor Education camps
- Student leadership programs and consultation teams and
- Outstanding student achievement.

Governing council report

NMHS is a progressive learning community offering world class learning experiences across two campuses. 2021 was a busy year with a focus on transformation and planning as the school prepared to co-locate its two campuses onto the one site. The 2021 NMHS Governing Council was a passionate team that supported the school's significant change management agenda. Despite a range of challenges, our council and leadership team were united in their relentless pursuit of additional resources and departmental support to realise our vision and to uphold the traditions of NMHS as we moved to one site from 2022.

Collectively the 2021 council achieved the following:

- The renaming of our school: The council engaged in lengthy discussion at GC level and organised whole school consultation to ensure the school had a name that reflected its 'new beginning' and global outlook
- Providing input to the proposed new school zone
- Supporting international and local reviews: Members of the council participated in the authorisation visit for the International Baccalaureate Diploma Programme and the DfE External School Review and demonstrating support and commitment to the school's directions, its improvement journey and aspirations to extend its world class programs.
- Championing for additional resources to support the provision of contemporary learning spaces in the new site
- Discussing and endorsing revised policies and new operational procedures (including new timetable, uniform items, canteen operations and respectful behaviour policy, to name a few) and
- Financial oversight of the school.

The Council is proud of our 2021 graduates achieving 100% SACE completion and other student successes in such a challenging year. It also acknowledges the school's successful authorisation to deliver the International Baccalaureate Diploma Programme, which will provide further choice for our senior students and strengthen our commitment to internationalism.

In conclusion I wish to acknowledge the outstanding work and support of the 2021 Governing Council members as well as our energetic student representatives and the school leadership team. With their support we strive to strengthen our school's vision to develop engaged global citizens through world class learning experiences.

Quality improvement planning

Improved student achievement and opportunities for all are at the core of our improvement planning processes.

This was evident in our site improvement plan (SIP) that targeted high impact teaching strategies (effective feedback and formative assessment) and writing improvement strategies. This improvement work included:

Goal 1: Accelerated student achievement in writing through the use of command terms and structured feedback, along with improved understanding of the Brightpath program (in Years 8 and 9 Humanities and English classes)

Goal 2: Increasing the achievement of high performing students from Years 8-12 through the implementation of a school-wide approach to differentiation with a focus on quality effective feedback.

Learning area action plans, best practice presentations, internal moderation activities and action-inquiry related to these priorities ensured our relentless commitment and line of sight. The Learning Design Team and Moving Forward with Literacy teams implemented structured programs for our weekly PLC sessions to support targeted action-inquiry research and the sharing of best practice in cross-faculty teams with clear expectations. Leaders also trialed learning walks to monitor student engagement and the implementation of effective feedback strategies, providing feedback to individual teachers and leaders. The collection of student feedback, the introduction of a site-based Power BI tool and engagement in rich performance conversations were also critical drivers for informing practice and ensuring growth for both teachers and students.

In addition, our teachers collaborated in weekly professional learning community sessions to review and develop a new, globally connected 7-12 curriculum and operational structures that promoted personalisation, student agency, inquiry and collaboration. Students with learning needs were supported in the Space that provided learning intervention and targeted support for identified learners.

To provide further extension, enrichment opportunities and subject choice for our learners, the school also pursued authorisation of the International Baccalaureate Diploma Programme (IBDP). Interested teachers engaged in extensive training, policy development and subject documentation activities. In early term 3 (during the state-wide lockdown) the school hosted a virtual IBDP evaluation visit and proudly gained authorisation to deliver the program from 2022 and strengthen our school's commitment to personalisation and internationalism.

Along with the success of our engagement in international and local review processes (including both Partnership and External School Review conducted by DfE) in 2021, our students have continued to demonstrate improved outcomes, as evident in the Brightpath, NAPLAN, PAT growth and SACE achievement data. This has further supported the school to meet system aspirational targets.

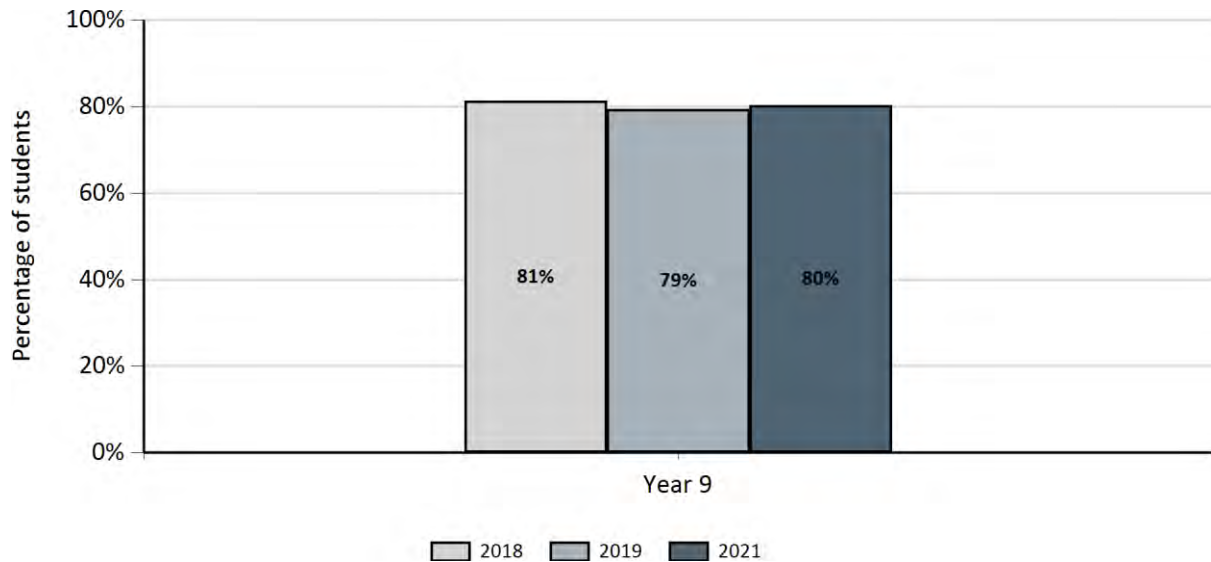
As Norwood International High School from 2022, we will maintain and strengthen our commitment to continuous improvement and growth for all with a focus on quality high impact teaching strategies and the expansion of targeted intervention strategies.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

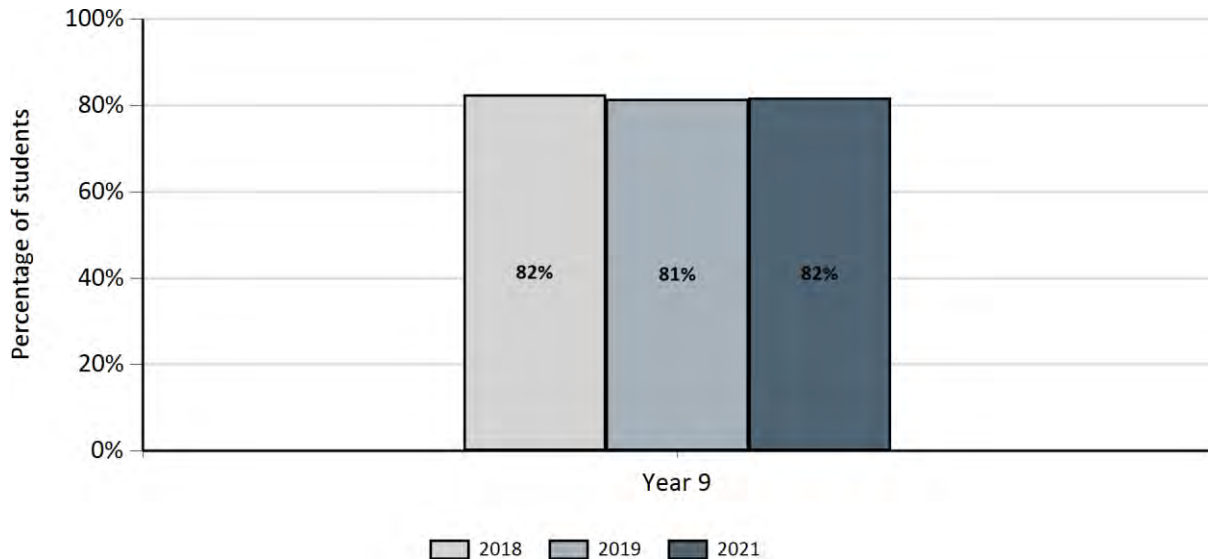


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	42%	35%
Middle progress group	46%	48%
Lower progress group	12%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	36%	34%
Middle progress group	47%	48%
Lower progress group	17%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2021	274	274	62	70	23%	26%
Year 9 2019-2021 Average	280.0	280.0	60.5	61.0	22%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
99%	99%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	4%	5%	5%	4%
A	10%	12%	11%	11%
A-	13%	16%	16%	15%
B+	17%	17%	15%	0%
B	15%	18%	14%	15%
B-	15%	12%	15%	13%
C+	12%	10%	12%	0%
C	10%	6%	9%	12%
C-	3%	3%	3%	3%
D+	1%	1%	1%	0%
D	0%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2018	2019	2020	2021
99%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	99%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	15%	21%	14%	20%	20%

School performance comment

In Term 4 NMHS engaged in the DfE External School Review to explore three lines of inquiry related to student achievement and engagement. Three evaluators visited the school reviewing data sets, documentation and meeting with staff, students and governing council members. The outcome of this visit confirmed the school's position as a high performing school with world class programs and affirmed our intended next priorities. 'The school is to be commended for their commitment to improvement. There is clear alignment between the CIS, IB, Morialta Partnership and External School Review program blended with the school's internal extensive self-review processes to support the school in raising student achievement and sustaining high performance.'

NAPLAN and Brightpath:

In 2021 our Year 9 students continued the trend of improvement in Numeracy and Reading by 1% on previous years and a significant 8% growth of students moving into the higher bands for Numeracy. Whilst there was no change in the Writing data, Year 8 and 9 students exceeded expectations (by more than 1.5 years growth) in the Brightpath writing program, where teachers analyse writing samples and provide explicit feedback to students. The school is confident this work will impact student's NAPLAN Writing results in 2022.

SACE Achievement:

100% of the 248 Stage 2 graduates achieved their SACE! 34% of all grades were in the A band and 77.4% of all results were either A or B grades. This demonstrated a continued trend of improvement from previous results; however data showed a slight increase in D and E grades (to avoid withdrawals). Other SACE highlights worthy of note include:

- 97% retention of all Stage 2 students
- 94% of students achieved an ATAR and pursued a university pathway
- 49 students used VET qualifications (12 completed Cert III)
- 47 SACE Stage 2 subjects were offered at NMHS
- 4 Stage 1 students achieved 5 Merits and 18 Stage 2 students achieved 22 Merits across 9 subjects
- 34 students achieved over 90 and 39% over 80.
- Shradha Angrish, our 2021 Dux with an ATAR of 99.2, won the prestigious Andy Thomas Space Foundation Scholarship.

The school acknowledges the commitment of the dedicated Year 12 teachers and Senior Campus Management Team, particularly in such a difficult year, who relentlessly supported our graduates to optimise their success.

In 2021 Stage 1 students achieved 97.1% Literacy completion (a slight decline from 2020) and 94.1% Numeracy completion (slight improvement), along with 100% completion of the Personal Learning Plan in Year 10. Our SACE achievement continues to be above the state average.

These continued impressive results are a testament to our improvement strategies, including short data cycle reviews, strategic case management, internal moderation and our commitment to high impact teaching strategies.

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was used to supplement resourcing of The Space and provide targeted intervention and mentoring for identified students with specific wellbeing, behavioural or learning needs.	Supportive feedback from parents, teachers and students and improved achievement
	Improved outcomes for students with an additional language or dialect	Funding was used to reduce EALD class sizes, thus providing additional access to specialist teacher and targeted support, and to provide LEAP training for staff.	Improved SACE and NAPLAN achievement, and improved staff understanding.
	Inclusive Education Support Program	Funds were used to resource a IESP leader, learning SSOs for targeted in-class support and supplementing the staffing of the Space (where identified students access targeted programs and mentors).	Improved achievement data, documented strategies for staff & improved transition
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funds were used to provide individual case management and intensive individual academic and well-being support. Flexible Learning Funding supported 26 students to access a case manager and to work in tailored off-site programs. Creation of a Literacy/EAL leadership position, IESP Leadership position and continuation of The Space for targeted intervention and personalised support of identified students.	Most students achieved improved results and senior students completed SACE with support and case-management. Behaviour issues were reduced for this cohort.
Program funding for all students	Australian Curriculum	Professional learning and internal moderation continued for teachers. Year 7-12 Curriculum renewal continued. Collaborative Moderation work was undertaken with our EASC colleagues and IBMYP partners virtually.	Strengthened understanding of quality task design and high impact strategies.
Other discretionary funding	Aboriginal languages programs Initiatives	Support groups to assist students in understanding and celebrating their indigenous background. Monitoring processes.	Improved case-management, data collection and monitoring processes.
	Better schools funding	Supplementing resourcing for a Literacy support, Mentoring programs, PD and staffing of The Space and submission support room for personalised, targeted intervention.	Whole school literacy agreement and strengthened targeted intervention programs.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Supporting special interest, 10 EX, Uni Headstart programs, as well as excursions, co-curricular, competitions and mentoring opportunities for identified gifted learners.	More accelerated learners achieving merits and in Headstart. Interest in IBDP.

