

SCHOOL CONTEXT STATEMENT

School Name: The Norwood Morialta High School

School Number: 0787

1. General Information

Part A

School name : NORWOOD MORIALTA HIGH SCHOOL
School No. : 0787 Courier : East Metro
Principal : Ms Panayoula Parha
Postal Address : PO Box 180, Magill 5072
Location Address : Senior Campus 505 The Parade, Magill
: Middle Campus Morialta Road West, Rostrevor
District : Central East
Distance from GPO: 8 kms Phone No. : 08 83642299
CPC attached : NO Fax No. : 08 81392138

Term 3 FTE Enrolment

	2010	2011	2012	2013	2014
Year 8	274	258	279	288	281
Year 9	249.4	283	270	295	308
Year 10	292.6	274.8	301	289	320
Year 11	324	366	315.6	356	319
Year 12	288.2	257.8	289.8	261	305.4
Total	1428.20	1439.6	1455.4	1489	1533.4

Part B

- **Deputy Principals**
Senior Campus Head: Nikki Kotrotsos
Middle Campus Head: Karen Andrews
- **School e-mail address**
dl.0787.theprincipal@schools.sa.edu.au
- **Staffing numbers**
Teaching Staff: 21.4 coordinators and 76.7 teachers (FTE), 82 Teachers
SSO Staff: 955 hours
- **OSHC**
Nil

- **Enrolment trends**

The current enrolment is over 1450 students including over 100 international full fee paying students. The school zone restricts enrolments for Middle Campus students although there are always requests for out of zone entry to the school. Despite some year to year variation, enrolments are expected to remain in the 1350-1450 range.

- **Year of opening**

The Norwood Morialta High School (NMHS) was established in 1993 following the amalgamation of two of Adelaide's leading secondary schools, namely the Norwood High School (founded 1910) and the Morialta High School (founded 1975).

- **Special arrangements**

The school's unique context includes two campuses with a Middle Campus for years 8 to 10 at Rostrevor and a Senior Campus for years 11 and 12 at Magill. Some staff are required to teach on both campuses but most staff teach on one. An internal staffing process is in place providing guidelines for the movement of staff between campuses.

There is a strong commitment to ongoing professional learning and 21st century pedagogy. The structure of the Middle Campus involves three sub schools, each of which has a Sub School Head responsible for teams of staff and the sub school student cohort. On the Senior Campus there are two vertically grouped learning communities, each with its own Learning Community Leader.

The NMHS is recognised both locally and internationally for its international context which is evident in the diversity of its student population, its curriculum and staff expertise. It hosts numerous international visitors on behalf of local government, the Department for Education and Child Development (DECD) SA, Education Adelaide, the International Baccalaureate Organisation (IBO), and the Council of International Schools (CIS). The school has implemented the IB Middle Years Program since 2002, and has been evaluated successfully by the IBO in the past 15 years. The NMHS has been accredited by the CIS in the last 15 years, having successfully responded to the self-study and recommendations from the Team Visit Report.

It has hosted international students for many years with great success and is consistently sought by overseas students as a school that delivers high quality education and successful transition to tertiary study. The school has a long established Intensive Secondary English Course (ISEC) for overseas students on both campuses.

The school community and its students consist of approximately 70 different cultural and linguistic groups, including Aboriginal students, and has had a long history of leadership in the area of internationalism, intercultural understanding and inclusive curriculum. It is profiled in many forums in relation to this aspect.

The school has a number of sister schools – Takahashi Japan, Italy and Switzerland. Opportunities for cultural experiences exist via study tours to countries such as Japan, China, Greece, Italy and Switzerland.

- **International Baccalaureate Middle Years Program**

The International Baccalaureate Middle Years Program (IB MYP) is taught on the Middle Campus to years 8 to 10. The IB MYP provides a framework of learning that encourages students to become creative, critical and reflective thinkers. It emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement.

The MYP:

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

At year 10, all students complete the MYP Personal Project which encourages students to engage in sustained inquiry within a global context. Students develop confidence as principled, lifelong learners.

The school has achieved successful IBO Evaluations over the past 15 years.

- **Council of International Schools (CIS)**

The CIS accreditation process is an internationally recognised school improvement process which provides a quality assurance framework against which the school is measured on a regular five year basis.

It is based on an extensive self-study of all aspects of the school.

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

The NMHS has participated in the CIS accreditation process for the past 15 years and has successfully gained this prestigious award, which is set against international bench marks.

The school's self-study is used by visiting teams as a basis for a Report to the school on their observations, recommendations and commendations. The school is expected to indicate progress on the recommendations contained in the Report over the ensuing years.

- **Public transport access**

Public transport is readily available for both campuses.

2. Students (and their welfare)

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

- **General characteristics**

Students come from diverse linguistic and cultural backgrounds (over 50%) with over 40% receiving an EALD level.

There are approximately 20% students eligible for School Card and over 100 international full fee paying students. There is a small enrolment of about 10 to 20 Aboriginal and Torres Strait Islander students.

- **Assessment and Reporting Procedures**

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

- **Student management**

Teachers establish positive relationships with students and manage student behaviour with clear support from leaders across the school. Parents are involved as a matter of course and various outside agencies are invited as appropriate. The Student Behaviour Management policy is based on a code of behaviour rather than on specific rules.

- **Support offered**

Personal Learning Group teachers have an important role in helping students meet school expectations, feel confident and achieve success in their learning. The school's increasing emphasis on Positive Education will strengthen the pastoral care role of Personal Learning Group teachers and all teachers.

A unique feature of the school which is valued in the school community is the dual campus structure. This provides students with a middle school experience in a flexible and supportive teaching and learning environment before they transition to the Senior Campus for SACE studies.

A transition program at year 10 supports students in the process of becoming more autonomous senior school learners. The transition program begins in year 10, including attending the Graduates' Assembly and a full day visit, and

continues in the first part of year 11, inducting students and preparing them for SACE study.

Another important transition program is that from year 7 into year 8. Key staff and some students visit nearby primary schools and all future year 8s are invited to a full day transition at the Middle Campus in November.

The Helping Friends program in year 9 which incorporates aspects of Positive Education, promotes peer support and anti-harassment strategies.

Personal Learning Group teachers are supported by subject teachers who work closely with them to monitor and support student performance and behavior, promote student success and encourage a sense of responsibility and belonging.

Additional support is provided by Sub School Heads and Learning Community Leaders who work with staff to support students.

Students with additional needs who have a negotiated education plan are provided with individual support. All Aboriginal students receive additional support through their individual education plans.

EALD support is provided for students from diverse linguistic and cultural backgrounds and Bilingual School Support Officers provide classroom support as well as communication with parents. Literacy support classes are provided as needed.

Some of these programs allow students to undertake selected Stage 2 subjects while completing year 11. This in turn, provides eligibility to meet certain criteria, enabling students to apply for external tertiary providers in advance of their SACE.

- **Extension Programs**

Students are extended in their learning through differentiation in the classroom. There are also particular extension opportunities for identified students.

At year 9, student data is used to identify students for a year 10 course at the Senior Campus where they are extended across learning areas and do some of their subjects at SACE Stage 1 level.

In years 9 and 10 identified students are placed in extension classes in Maths so that they further develop their skills.

In Literacy an extension class at year 10 allows for identified students to undertake a SACE Stage 1 English program and further develop their skills.

Electro Technology at Stage 1 is available at the Senior Campus to interested year 10 students who undertake a selection process to be considered for the course.

- **Student government**

A strong Student Representative Council exists with branches on both campuses. Student leadership is promoted across the school and many students participate in community forums locally, statewide and nationally.

There are a number of programs which support student leadership, citizenship and the extension of curriculum programs. These include Mock

Trials, participation in Law Week, United Nations Youth Forums, Youth Parliament, Burnside and Campbelltown Youth Forums and Multicultural Education Committee forums.

- **Special programs**

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

- Peer support and peer mediation
- International Baccalaureate Middle Years Program (IB MYP) for middle school students in years 8-10
- An extensive Outdoor Education program
- An Intensive Secondary English Course (ISEC) for international students on both Middle and Senior Campuses
- Student counseling: Student Counsellors are available to assist students with personal concerns and guidance in study and career choices. The Student Counsellors work closely with Personal Learning Group teachers and Sub School Heads/Learning Community Leaders to develop student support programs and monitor student behaviour and welfare issues.
- Student services: the Student Services area is the first point of contact and provides a range of services for student needs, messages, including first aid and health care
- A Youth Worker provides support to students across both campuses
- A School Musical, Annual Music Concert and Art Exhibition support Arts curriculum
- An extensive co-curricular Program, including Rowing, Pedal Prix, Saturday morning sport, Chess and Debating
- The World Challenge program is held to support international mindedness and community development in developing countries
- Student exchange opportunities are available to students who wish to broaden their understanding of other countries and their cultures
- Positive Education

3. School Philosophy Statement

- **Our Vision**

Every student will graduate as an interculturally engaged citizen with the knowledge, skills and capacity to meet the challenges of a changing world.

- **Our Mission**

To provide a rich and supportive school life in which students develop the knowledge to pursue future opportunities, the skills to be successful, the ability to be life-long learners and the capacity for social and intercultural engagement.

- **Core Values**
 - Distinction
 - Diversity
 - Respect

- **Graduates Qualities**
 - **IB learner profile**
 - Inquirers
 - Knowledgeable
 - Thinkers
 - Communicators
 - Principles
 - Open Minded
 - Caring
 - Risk takers
 - Balanced
 - Reflective

 - **Australian curriculum general capabilities**
 - Literacy
 - Numeracy
 - Information and Communication Technology (ICT)
 - Critical and creative thinking
 - Personal and social capability
 - Ethical understanding
 - Intercultural understanding

- **Retention and Attendance**

Retention of students at all year levels is very high. In general more students enroll than depart as a cohort moves through the school. The majority of the Middle Campus students are from in-zone, with additional out of zone students being permitted to enroll at SACE level.

DayMap is used to monitor and report on both lesson and daily attendance. Attendance rates are above both DECD and schools of the same index of disadvantage with unexplained absences of approximately 2%. An attendance improvement strategy focused on parent condoned absences is in place.

4. Curriculum

- **Subject Offerings:**

- In years 8 and 9 all students study the eight learning areas of the IB MYP and the Australian curriculum. Students study language and literature (English or EALD), Language acquisition, (with a choice from Chinese, German, Italian, Japanese and Modern Greek), Mathematics, Sciences, Individuals and Societies, Health/PE, and subjects from the Arts and Design/Technology.
- At year 10 students must continue with at least six of the above learning areas but can specialise more in the Sciences, Arts or Technology areas if they choose.

- The compulsory year 10 subjects include: English, Languages, Maths, Science, History and Health/PE. Students also select subjects from a range of learning areas. All year 10s complete a Personal Project and the SACE Personal Learning Plan (PLP).
- STEM pathways are an area of focus on the Middle Campus. All students study Systems Technology at year 8 and can select Electronics, Technology and STEMSEL subjects in years 9 and 10. This leads to opportunities to study Electro Technology at the Trade Training Centre facility at the Senior Campus.
- Senior Campus students have the opportunity to choose from a comprehensive and extensive range of SACE subjects. Many new enrolments enter the school at year 11 to access the wide range of SACE subject offerings.
- The school has a purpose build Trade Training Centre and students can enroll in a specialist VET course Electro Technology. Students also have the opportunity to negotiate VET courses and school based apprenticeships.
- Senior schooling centres around the flexible delivery of SACE to support individual student pathways. The majority of students choose university entrance and /or further educational or training options such as TAFE.
- Special Curriculum features:

Students have the opportunity to participate in the following:

- Camping and bushwalking
- Choir bands, string and ensembles
- Debating, Literacy competitions, public speaking and chess
- Exchange program with Takahashi Senior High School in Japan, Italy and Switzerland
- Hosting of short term international students
- National Mathematics, Science and English competitions
- Sporting teams
- Drama productions at middle and senior levels
- Art exhibition at the local art gallery
- Performing Arts opportunities, eg school musical, Class of Cabaret
- Annual Music Concert
- Pedal Prix, including construction and competition throughout the year and participation in International Pedal Prix at Murray Bridge
- Outdoor Education, rock climbing, canoeing, aquatic skills, distance running
- Rowing, including regular regattas, camps and Head of the River
- School Formal
- Student Representative Councils
- Annual Sports Day
- Drum corps

- Community Engagement programs
 - Barista training
 - VIBE café.
- **Teaching Methodology**
 In line with our Mission and Vision Statement, the school is committed to meeting the needs of 21st century learners by personalising learning with an emphasis on inquiry, differentiation and the use of digital pedagogy to enrich classroom teaching. The explicit teaching of literacy and the use of inclusive assessment methodologies is an expectation of classroom practice. International perspectives and the inclusion of graduate qualities in the delivery of the curriculum, builds student capacity to become productive and caring global citizens.
 All teaching staff belong to a Professional Learning Team to improve their practice and broaden pedagogical repertoire, including the use of digital technology to support blended teaching and learning.
 - **Assessment and Reporting Procedures**
 Student work is regularly assessed using explicit assessment criteria and performance standards. The DayMap Parent Portal enables parents to view their student's progress. Term reports are available to parents and students online. There are two formal parent/student/teacher discussions each year. Parents may contact the school and make appointments to see teachers at any time during the term.

5. Sporting Activities

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

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

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

6. Other Co-Curricular Activities

The school runs an environmental program which culminates in the Glossy Black Cockatoo Camp. As well, students participate in activities such as Tournament of the Minds and Language, Speech, Debating competitions.

7. Staff (and their welfare)

Leadership Structure

- 1 Principal (Band A-9)
- 2 Campus Heads (Band B-6)
- 3 Executive Leaders (Band B-4)
- 2 Learning Leaders (Band B-3)
- 5 Sub School Heads/ Learning Community Leaders (Band B-2)
- 7 Learning Area Coordinators
- 1 MYP/Resource Centre Coordinator
- 2 Student Counsellors
- 2 Teacher Managers (Sport & Rowing)

SSO structure

- 1 Business Manager(SSO-5) full time
- 1 ICT Manager (SSO-4) full time
- 3 Managers (SSO-3) full time
- 10 SSOs (SSO-2) 427 hours
- 12 SSOs (SSO-1) 399.5 hours
- 2 Grounds (GSW-3) full time
- 1 Aboriginal Education Worker (AEW-3) (12 hours)

Special Education funding is used to support students through both in class SSO time and provision of reduced class sizes in some areas.

ICT support contributes to maintaining ICT across the school.

8. Incentives, support and award conditions for Staff

- Performance Development and Professional Development programs
- Staff Induction program
- Staff contribute to school decisions through the agreed and published Decision-making Policy
- All policies and procedures are available for staff electronically

9. School Facilities

- **Buildings and grounds**

 - ***Senior Campus***

 - Large Resource Centre

 - Gymnasium

 - Assembly hall

 - Specialist science laboratories

 - Performing arts centre, art, music and media centre

 - Technology studies, art and home economics

 - Lecture theatre

 - Trade Training Centre

 - Flexible learning spaces

 - ***Middle Campus***

 - Year level based sub-schools

 - Large gymnasium and adjoining specialist drama and music areas.

 - Extensive grounds with playing areas, tennis courts

 - Science laboratories, lecture theatre, tech studies, arts and home economics, languages centre

 - Resource centre

 - Flexible learning spaces

- **Student facilities**

 - Cafeteria on Senior Campus

 - Canteen on the Middle Campus

 - Student Services

- **Staff facilities**

 - Own workspace, ready access to Information Technology, staff room

 - Conference facilities

- **Access for students and staff with disabilities**

 - Each campus has a lift and ramps to facilitate access

- **Access to bus transport**

 - Readily available

10. School Operations

- **Regular publications**

Student and staff bulletins are published daily via DayMap. The school newsletter is published twice a term on the school's website.

Annual publications: Annual Report, Yearbook, Staff Handbook, Curriculum Guide.

The Staff Handbook, Student Information Brochure, School Information Booklet and Curriculum Guide are available online.

- **Other communication**

The main communication tool for both staff, students and parents is DayMap. It is also used as an electronic diary by students. It enables parents to track their child's attendance and monitor submission of assignments and other work. DayMap is used by students to communicate about their work and seek support. Campus and Sub School/Learning Community assemblies are held regularly and parent information evenings assist and support the promotion of school programs.

Other forms of communication include:

- The school's website www.nmhs.sa.edu.au
- Sign boards
- Letters, phone calls, emails
- The SMS system is used to monitor student attendance and alert parents to non-attendance and to advise them of any urgent matters.

- **School financial position**

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

- **Transport**

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

Public transport is readily available.

11. Local Community

- **General characteristics**

The majority of students at Norwood Morialta High School live in the surrounding eastern suburbs of Kensington Gardens, Tranmere, Auldana, Magill, Rostrevor, Hectorville, Wattle Park and Skye with smaller numbers from the near Adelaide Hills, Walkerville, St Peters, Burnside and other parts of Adelaide.

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

- **Parent and community involvement**

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

- Governing Council and Parents & Friends
- Sport coaching, Canteen, Rowing, Pedal Prix, Musical, voluntary work, seminars, partnership with Aged Care Homes.
- Old Scholars Association.
- After hours community use of the facilities.

- **Feeder Schools**

The main feeder schools for the Norwood Morialta High School are Magill and Stradbroke Primary Schools, along with Trinity Gardens, Linden Park, Norwood, East Marden, East Torrens, East Adelaide, Norton Summit, Burnside and Rose Park. A number of students also come to the Norwood Morialta High School from Independent /Catholic primary schools. The majority of the Middle Campus students live in the school zone.

- **Local Government bodies**

Campbelltown City Council Ph 8366 9222

Kensington, Norwood and Payneham City Council Ph 8366 4555

Burnside City Council Ph 8366 4200

12. Further Comments

The school has a clear commitment to excellence and an expectation that all students will achieve their best.

A unique feature of the school is the dual campus nature. The two campus concept provides significant opportunities for middle schooling and senior schooling practices to flourish.

The two campus concept enables staff to concentrate on the special needs of younger adolescents on the Middle Campus. On the Senior Campus older adolescents are treated as young adults.

Students, their families, and staff appreciate and promote these unique features of the school.

The school has an extensive International program involving Intensive English classes. The majority of students from these classes continue their education in mainstream classes.

There are a number of annual short-term visits to NMHS including students from Little Wing, Koishikawa and Takahashi High Schools in Japan.

Study abroad students from countries such as Brazil, Germany, Switzerland, France and Italy study in mainstream classes for periods from three months to one year. There are other study tours arranged to countries including China, Italy and Japan.

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