Seaton High School

A Culture of Achievement

Annual Report 2013
Seaton High School has a student population of over 800 students, who come from a range of socioeconomic and cultural backgrounds. 2013 student numbers at Year 8 were lower than the preceding two years reflecting the demographic profile in the school’s zone. Demand from outside of the zone continues to be strong. Although total numbers were lower a waiting list was still in place for students not in the school zone. The intention is to continue to aim for a total enrollment no larger than current numbers – consistent with the aim of providing a good balance of a smaller school, in which each student is known as an individual, and the broad range of curriculum offerings and facilities that a larger school can offer. This may prove a challenge as analysis suggests a return to a larger cohort in 2014 and beyond.

The school has distinctive Middle School and Senior School Programs. The Middle School (Years 8 – 9) is based in the western building. The Senior School is based in the eastern part of the school. High priority is given to providing year levels with strong, visible leadership.

Seaton offers programs and support for students with a wide range of learning abilities, including a special program for students with high intellectual potential (SHIP), and support for students who are experiencing difficulties.

Seaton also offers two very successful Special Classes, providing pathways toward employment and adult life in partnership with a range of organisations.
2013 Highlights

There were many highlights throughout 2013; the following give a sense of the variety and scope:

The school’s Culture of Achievement continued to be enhanced through Awards Ceremonies, Panel Presentations, Positive Rewards Programs and the continued integration of Graduate Qualities into processes and practice.

International programs continued to provide valuable opportunities for increased cultural learning including the hosting of students from Ritsumeikan High School and Koishikawa High School. Another feature was the highly successful hosting of two overseas students as part of the school’s Baseball Program.

The FLO program had another very successful year providing positive outcomes for a large number of students as well as many improvements to the physical environment of the school. Funding was obtained to produce an excellent publication outlining the features and successes of the program.

A number of very successful programs provided opportunities to develop Student Leadership for a wide range of students.

Strong links with Tangara cluster schools continued to support transition and participation in special programs.

Special programs delivered on non-standard timetable days continued to expand enhancing learning to support student wellbeing and positive relationships.

The SHIP program again provided an extensive range of opportunities for gifted students including:

- attending advanced Science and Mathematics classes at Flinders University to motivate and engage the students with a range of experts in advanced Mathematics and Science concepts and be exposed to a range of career options / pathways.
- students in the Year 10 SHIP class undertaking training in Mind Matters addressing gifted students’ emotional and social needs.

The Baseball Program had another very successful year including travelling to Fremantle for the National Championships.

Extensive improvements to the ICT infrastructure were undertaken allowing the 1:1 laptop program to be extended to year 10-12 from 2014.

A new uniform provider was appointed and a redesigned uniform introduced.

The final year of fundraising from car parking for AFL games was an opportunity to acknowledge and celebrate the efforts of many volunteers over and extensive period.
Report from School Council

2013 was a successful year for the School Council with a number of initiatives being submitted for discussion and approval. Some of the major initiatives included:

- Debt-collection Policy approved for 2013,
- Budget approved for 2013,
- Introduction of new school uniforms,
- Consideration of future fund-raising activities in lieu of car-parking,
- Introduction of an ICT laptop program for Y10-12 commencing 2014,
- Consideration of a new school fence to minimise break-ins and graffiti.

Unfortunately, 2013 also saw the end of car-parking as a fund-raising activity with the AFL moving to Adelaide Oval. A celebratory “Thank You” event was held in August for all of our regular patrons, our wonderful volunteers and in particular Gail, Randy & Kelly Clover for their many, many years of organising and running this successful venture for Seaton High. It is estimated that, over the years, an amount of between $400,000-$500,000 has been raised for the school. This is sadly going to be missed in the future.

Collaboration with the SRC (Student Representative Committee) and with Trish Curtis (SHS teacher’s representative) at Council meetings ensured the continuing good communication between parents-students-teachers. It is always interesting and rewarding to consider and appreciate other’s views on issues that affect Seaton High School.

The School Council offers a forum for all school parents and the school community to voice their opinions on matters affecting Seaton High School. Thanks go to all members of Council for volunteering their time to support the school community.

Peter Stattmann
Chairperson, School Council
Site Improvement Plan – Seaton High School 2013-2015

A Culture of Achievement

Learning Streams: Literacy, Higher Order Information Technology Skills, Higher Order Thinking Skills, Classroom Management and Instructional Strategies

Priorities:

Wellbeing and Relationships
Outcomes and key achievements/progress:

Students exhibit behaviours and characteristics consistent with the Graduate Qualities
- Increased use of positive rewards: – 208 students across Years 8/9 received a postcard, 45 Students invited to Principal’s Afternoon Tea and 55 students acknowledged at an assembly with certificate and a movie voucher
- Semester 1 and 2 panel Presentations at Year 9 fully dependent on students understanding and discussing their Graduate Qualities
- Year 8 students now including Graduate Qualities into discussions for their Panel presentations
- Graduate Qualities are explicitly reported against in student reports

Programs are in place to support students’ mental health and wellbeing
- Peer support program for SHIP students established for year 8-10
- Mentoring program established and refined to meet identified need
- Wellbeing learning stream developed for implementation in 2014

Student Achievement
Outcomes and key achievements/progress:

Literacy and Numeracy outcomes are consistent with the school’s Culture of Achievement
- See NAPLAN analysis below

SACE outcomes are consistent with the school’s Culture of Achievement
- See SACE data analysis below

All students access positive pathways when leaving the school
- See destination and pathways data below

Attendance rates support student achievement
- Reliable measures of attendance at Homegroup, subject lessons, and alternative programs are readily available to all staff via Daymap
- Baseline data for subject lesson and alternative program attendance available

Curriculum/Pathways/Programs
Outcomes and key achievements/progress:

Australian Curriculum is successfully implemented
- Teachers in the Phase 1 areas are using the Australian Curriculum
- Common assessment developed for year 8 in the compulsory subjects
- Moderation processes developed.
Teaching and Learning programs explicitly incorporate learning streams in their design and implementation
- Genre project successfully implemented
- Unit plans include explicit reference to learning streams

Information and Communication Technologies
Outcomes and key achievements/progress:
All teachers incorporate 21st century learning strategies in their practice
- The Higher Order Information Technology Skills (HOITS) learning stream implemented and accessed by all learning areas

A Learner Management System (DayMap) is implemented to support student learning, communication and administrative processes
- DayMap operational and options to increase functionality explored

All students have access to appropriate ICT resources to support their learning
- Sustainable processes in place to improve and maintain quality ICT systems
- Introduction of Senior School Laptop program
- Improved access to ICT resources for Middle School
Student Achievement

The Culture of Achievement continues to encompass the philosophy of the school. A wide range of achievement data supports the significant success of our students.

NAPLAN

![Year 9 Spelling - 2013](chart)

![Year 9 Reading - 2013](chart)
Our 2013 NAPLAN literacy and numeracy results are once again very good. The graphs show that our students performed above the state and national average for spelling, reading and grammar and above Western Adelaide and DECD average for writing and numeracy.

Numeracy and writing results are comparatively lower than other areas; targets for improvement will be set in 2014 supported by strategies to improve in these areas.

Other data supports these positive outcomes including:

- Very high participation and success rates in the Premier’s Reading Challenge
- High completion rates (100% of continuing students) of Year 10 Literacy requirements

Literacy and Numeracy outcomes continue to be explicit priorities in our Site Improvement Plan.
The 2013 Year 12 cohort achieved some particularly good results:

**Achieving SACE**
In 2013, 77 students were still enrolled when the results were finalised with subject combinations that gave them the capacity to achieve SACE. 70 students achieved their SACE. A further 2 will complete when VET results are finalised. This gives a completion rate of 93.33% (State average 93.55%)

**3 Merits between 3 students:**
English Communications, Information Processing and Publishing and Robotics
A further 4 students achieved an A+ but were not awarded a merit

**Results and destinations**
59 students were eligible for an ATAR. The highest ATAR was 99.4
16.67% of students scored an ATAR of 90 or above
13.33% of students scored an ATAR of 80 - 90
13.33% of students scored an ATAR of 70 - 80
26.67% of students scored an ATAR of 60 - 70

**17% of our students in the top 10% in the State**
**30% of our students in the top 20% in the State**
**43% of our students in the top 30% in the State**
**70% of our students in the top 40% in the State**

**University**
35 students were offered their first preference in the first round

**TAFE**
10 applicants 2 received offers for TAFE and University 7 were offered their first choice in the first round.

<table>
<thead>
<tr>
<th>Year</th>
<th>Potential Completers (School)</th>
<th>Completers (School)</th>
<th>% School</th>
<th>% State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>77</td>
<td>71</td>
<td>92.21%</td>
<td>91.65%</td>
</tr>
<tr>
<td>2012</td>
<td>70</td>
<td>87</td>
<td>83.78%</td>
<td>82.24%</td>
</tr>
<tr>
<td>2013</td>
<td>77</td>
<td>79</td>
<td>90.51%</td>
<td>90.55%</td>
</tr>
</tbody>
</table>
Participation in Vocational Education & Training (VET) Qualifications

Participation in VET options is broadly increasing despite some fluctuations from year to year. This reflects an increase in options and strong counseling processes supporting appropriate course composition for students.
Attendance rates remain relatively stable with some fluctuation from year to year consistent with variations in the particular student cohort. Achieving attendance rates consistent with the school’s culture of achievement is an explicit part of our site plan. Targets will be consistent with identified DECD targets. A number of initiatives are in place to support maximizing attendance such as clear expectations of Homegroup teachers, Year Level Managers and SSOs in terms of processes for following up absences. The adoption of Daymap in 2013 supported improved monitoring of attendance and additional processes to follow up absences. Working with parents/caregivers to emphasise the team approach towards supporting the culture of achievement and specific actions which can be taken to reinforce this (including attendance) was an explicit feature of communication and conversations in 2013. The ongoing utilization of Daymap will provide opportunities to improve attendance through better targeting of individuals and groups whose attendance is of concern.
## Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012 School No</th>
<th>2012 Region %</th>
<th>2012 Index %</th>
<th>2012 DECD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>5</td>
<td>2.7%</td>
<td>1.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7</td>
<td>3.7%</td>
<td>9.3%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.6%</td>
<td>1.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>11</td>
<td>5.9%</td>
<td>1.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>24</td>
<td>12.8%</td>
<td>4.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
<td>1.6%</td>
<td>10.0%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>33</td>
<td>17.6%</td>
<td>51.4%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>102</td>
<td>54.3%</td>
<td>19.7%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

This data reflects a range of reasons for students leaving the school – supported through strong counseling processes. The proportion of students moving to the private sector is small by comparison to State and Region figures.

## Bullying/violence

<table>
<thead>
<tr>
<th>Behaviour incidents – Violence – Threatened or Actual</th>
<th>Year</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
<td>17</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>26</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>21</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Policies in place support a zero-tolerance of bullying, harassment and violence reflecting the belief of the School Community that all students have the right to learn and staff have the right to perform their duties in a school environment which is safe and caring. High expectations for relationships and behaviour as well as achievement; clear, consistent and effective Behaviour Management processes and the Positive Rewards Program are seen as very positive influences in this area. In fact 2013 saw a significant drop in behaviour referrals to the withdrawal room – an increased emphasis on positive rewards has been suggested as a possible reason for this.

The data illustrates the small proportion of behaviour incidents related to violence. Small variations from year to year are to be expected due to these small proportions and variations in the number of students involved in an incident. The number of incidents dropped in 2013 however the percentage increased slightly, reflecting a significant drop in total referrals to the withdrawal room.

## Client Opinion

A range of informal surveys of groups such as the parents of Year 7 students who have selected Seaton indicated that the school has a strong reputation in the community, and that parents were particularly influenced by positive recommendations from existing parents and students at the school, by the SHIP and Baseball programs, the positive achievement culture and high academic standards, tight behaviour management, caring staff, and strong individualised support for students.

A system for student feedback to teachers about teaching and learning methods in classes enables students to provide information, and have a greater say over course content and methodology in classes.

In 2013 the first steps to formalize these processes to enable consolidation of data and subsequent analysis to inform practice were taken – including designated times explicit in the school calendar. This will be further expanded in 2014 to improve consistency and subsequently the ability to measure and identify trends.
Accountability

National Partnerships

As an ICAN school, we offer a Flexible Learning Option (FLO) enrolment, which provides an individual case manager and a customised flexible learning program, delivered within our school and/or in the wider community.

2013 was a very productive year for the 56 young people between the ages of 16-20 in our FLO Program. Our core business is to help our students to successfully develop skills, knowledge, experience and confidence towards making a smooth transition from school to the workforce and/or further study/training. Seven of our students completed their Certificate I Courses in Plumbing, Automotive, Electrical and Construction. Five of our young people completed their Certificate II Courses in Hairdressing, Community Services and Electrical. Six of our students completed their Certificate III Courses in Hairdressing, Horse Racing, Fitness, Warehousing, Community Services and Beauty and Makeup. Twelve completed courses in First Aid, 25 students achieved their White Cards, 7 students obtained their Forklift Licenses, 43 students passed their Learner’s Course, and 17 students were supported to obtain their Provisional drivers license. Finally, 35 of our young people obtained either part time or full time work and 10 young people began apprenticeships. Last year was a culmination of several years’ hard work by our students and staff which produced excellent results.

Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>103</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>29</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.
Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>57.6</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>59</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$8709593.00</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$345765.00</td>
</tr>
<tr>
<td>Other</td>
<td>$43148.00</td>
</tr>
</tbody>
</table>