Seaton High School

A Culture of Achievement
A supportive learning culture which fosters and acknowledges the many forms of success apparent in the development of the whole student. Students are expected and supported to do their best, becoming confident resilient risk takers willing to make mistakes and bounce back.

Respect
Students have a sense of pride and belonging in the school, feedback to and from students is central and high levels of participation, engagement and behaviour are evident.

Responsibility
Inclusivity and teamwork are valued; high quality staff who collaborate and develop themselves professionally create a student centred environment where students take responsibility for their own learning.

Achievement
Achievement, effort, and performance are acknowledged; students develop a sense of life-long learning.
**High quality teaching and learning**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Whole School Actions</th>
<th>Lead Responsibility</th>
<th>Outcomes</th>
<th>Long term measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved teaching and learning practices to support numeracy results and engagement levels</td>
<td>Focus on pedagogy and task design informed by individual data through the school PD program and faculty projects. Working with Partnership schools on the continuity of learning 6-9 through an instructional rounds process.</td>
<td>Deputy Principal, Maths/Numeracy Coordinator, Results Plus team</td>
<td>Individual student data is analysed to inform pedagogy and task design. Moderation processes occur to ensure consistency of judgement. Instructional rounds process improves knowledge of numeracy teachers.</td>
<td>Improved SEA achievement. Increased levels of engagement.</td>
</tr>
<tr>
<td>Improved teaching and learning practices to support literacy results and engagement levels</td>
<td>Focus on pedagogy and task design informed by individual data through the school PD program and faculty projects. All teachers develop an understanding of key literacy strategies. Review the role of Literacy Support classes in the context of new teaching and learning practices.</td>
<td>Deputy Principal, Literacy Coordinator</td>
<td>Individual student data is analysed to inform pedagogy and task design. Moderation processes occur to ensure consistency of judgement. Recommendations made as to the role of Literacy Support classes.</td>
<td>Improved SEA achievement. Increased levels of engagement.</td>
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<tr>
<td>Improved teaching and learning practices to support SACE results and engagement levels</td>
<td>Develop a measure of engagement for senior school classes and incorporate into Interim Report processes. Develop staff agreements around defined inclusions on DAYMap. Incorporate new SACE Board systems and requirements into local processes.</td>
<td>Assistant Principal, Senior School Management Team</td>
<td>Measures of engagement used to provide accessible information regarding student progress. Defined inclusions consistently on DAYMap. SACE Board changes effectively implemented.</td>
<td>Increased levels of engagement. Improved attendance.</td>
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**Improved student outcomes and positive pathways**

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<td>Improved outcomes for year 10 maths students</td>
<td>Use achievement data to inform class placement at year 10 level. Focus on pedagogy to support engagement.</td>
<td>Maths/Numeracy Coordinator</td>
<td>Appropriate placement of students at year 10 level. Improved results and engagement levels.</td>
<td>Improved grades in year 10 mathematics. Increased numbers of students undertaking higher level SACE mathematics courses.</td>
</tr>
<tr>
<td>Increased accredited learning outcomes for FLO students</td>
<td>Further develop accreditation pathways for FLO students. Increase access to SACE compulsory components: Literacy, Numeracy and Research Project.</td>
<td>FLO Coordinator</td>
<td>Increased accreditation of FLO students.</td>
<td>Improved SACE completion rates and other accreditation for all year 12 students.</td>
</tr>
<tr>
<td>Improved “C or higher” rates and engagement levels for all subjects</td>
<td>Focus on pedagogy and task design informed by individual data through the school PD program and faculty projects. Develop measures of engagement for all year levels.</td>
<td>Deputy Principal, Curriculum Area leaders</td>
<td>Engagement data used to inform development of engaging pedagogies which in turn decrease the proportion of grades lower than C.</td>
<td>Improved SEA achievement. Increased levels of engagement.</td>
</tr>
</tbody>
</table>
Increased proportion of SACE students achieving at the highest grade band levels including A+

Develop and implement a set of minimum and desirable actions for all SACE teachers to ensure targeted interventions and current up to date knowledge of subject and administrative requirements. Document the processes and timelines associated with this, including specific actions related to the targeted use of individual data.

Assistant Principal, Senior School Management Team

Processes and timelines documented and staff use the identified actions to support students achievement at the highest grade bands

Improved rates of highest grade band level achievement

Increased SACE completion levels

Develop staff skills and knowledge to allow Community Studies B to be completed in original subjects as a way of improving completion

Assistant Principal, Senior School Management Team

Community Studies B is used to support students to remain in classes and gain SACE points

Improved SACE completion rates – February to December

**Student support and wellbeing**

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<td>Improved student support and wellbeing programs to enhance student engagement</td>
<td>Develop a Wellbeing Framework summarizing and organizing these programs</td>
<td>Wellbeing team</td>
<td>Framework developed</td>
<td>Improved student wellbeing Reduced interactions with wellbeing team</td>
</tr>
</tbody>
</table>

**Strategic data sets:**

- The proportion of students who achieve a C or above (or SACE credit) in all learning areas
- The proportion of students who achieve an A or B across all learning areas
- The proportion of students who achieve above the National Minimum Standard in NAPLAN
- The proportion of students who achieve or maintain high NAPLAN bands
- The proportion of students who achieve the SEA levels in PAT maths and reading
- The proportion of students who leave to a positive pathway and/or achieve their SACE
- Attendance rates
- Student engagement levels
- Student interactions with wellbeing services

**Strategic plans:**

- Teaching and Learning Framework
- Literacy
- Numeracy
- STEM
- ICT
- FLO
- Senior school/ SACE
- Wellbeing