

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.

Strategic priorities

High quality teaching and learning				
Objective	Whole School Actions	Lead Responsibility	Outcomes	Long term measurable
Improved teaching and learning practices to support numeracy results and engagement levels	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.	Deputy Principal Maths/Numeracy Coordinator Results Plus team	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	Improved SEA achievement Increased levels of engagement
Improved teaching and learning practices to support literacy results and engagement levels	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	Deputy Principal Literacy Coordinator	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	Improved SEA achievement Increased levels of engagement
Improved teaching and learning practices to support SACE results and engagement levels	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	Assistant Principal, Senior School Management Team	Measures of engagement used to provide accessible information regarding student progress Defined inclusions consistently on DAYMap SACE Board changes effectively implemented	Increased levels of engagement Improved attendance
Improved student outcomes and positive pathways				
Objective	Whole School Actions	Lead Responsibility	Outcomes	Long term measurable
Improved outcomes for year 10 maths students	Use achievement data to inform class placement at year 10 level Focus on pedagogy to support engagement	Maths/Numeracy Coordinator	Appropriate placement of students at year 10 level Improved results and engagement levels	Improved grades in year 10 mathematics Increased numbers of students undertaking higher level SACE mathematics courses
Increased accredited learning outcomes for FLO students	Further develop accreditation pathways for FLO students. Increase access to SACE compulsory components: Literacy, Numeracy and Research Project	FLO Coordinator	Increased accreditation of FLO students	Improved SACE completion rates and other accreditation for all year 12 students
Improved "C or higher" rates and engagement levels for all subjects	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	Deputy Principal, Curriculum Area leaders	Engagement data used to inform development of engaging pedagogies which in turn decrease the proportion of grades lower than C	Improved SEA achievement Increased levels of engagement

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				
Objective	Whole School Actions	Lead Responsibility	Outcomes	Long term measurable
Improved student support and wellbeing programs to enhance student engagement	Develop a Wellbeing Framework summarizing and organizing these programs	Wellbeing team	Framework developed	Improved student wellbeing Reduced interactions with wellbeing team

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