

SEATON HIGH SCHOOL

Context Statement

General information

School Name :	SEATON HIGH SCHOOL
School No. :	0941
Courier :	MW
Principal :	Richard Abell
Postal Address :	Glenburnie Street, Seaton 5023
Location Address :	Glenburnie Street, Seaton 5023
Partnership :	Western Adelaide Shores
Road distance from GPO :	11 kms
Phone No:	08 84452944
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Email:	dl.0941_info@schools.sa.edu.au
Website:	www.seatonhs.sa.edu.au

Enrolment:

	2015	2016	2017	2018
Year 8	159	152	186	166
Year 9	180	156	157	184
Year 10	135	179	166	152
Year 11	148	118	164	154
Year 12	108	149	100	103
Special Class & FLO	106	111	92	116
TOTAL	836	865	865	875

- Deputy Principal: Jane Hernandez
- Assistant Principals: Sue Smith, Michael Huggett, Toni Nash, Paul Lenartowicz, Marty Reeve
- Staffing numbers: 61 FTE teaching staff; 25 SSO's & ground staff
- Enrolment trends: Growing
- Year of opening: 1964
- Public transport access: Bus services from the city and West Lakes Mall / LeFevre Peninsula to school doorstep. Seaton North train station is 13 minutes walk.

Students and their welfare

- **General characteristics:** Seaton High School is a comprehensive co-educational secondary school covering years 8 to 12, in the western suburbs.
- **Support offered:** 3 student counsellors, Psychologists in Schools, EALD, Learning Assistance Program, several mentoring and personal development programs, and alternative programs off-campus and on-campus, including FLO (currently for year 10 -12), & Studio West (year 9 students)
- **Student Welfare:** Seaton Graduate Qualities promoted; Positive Behaviours Policy, as umbrella for programs to support positive behaviour. Clear effective Student Behaviour Management Procedures. Very strong anti-harassment procedures.
- **The Year-Level:** Coordination and Student Counselling structures have been particularly successful in supporting students to stay focused and remain at school. Where appropriate, the Counsellors have achieved a very high success rate in working with students and their families to gain worthwhile career and or training pathways Over 96 % of Seaton students regularly graduate to worthwhile pathways
- **Student government:** Student Leadership Forum.
- **Special programs:** Creative use of Emerging Technologies, SHIP, Baseball, Gifted Art

Key Directions

Seaton has a clear direction and priorities for the coming years.

1. Maintenance and ongoing improvement of programs and policies that make Seaton a successful school.
These include:
 - Literacy, Numeracy and Thinking Skills across the curriculum
 - The SHIP and Gifted Art Students' Programs
 - The Baseball Program
 - Emerging Technologies Specialist Program
 - UAV and Remote Pilot's Licence
 - Effective use of Digital Technologies across the curriculum
2. Intellectual challenge and achievement for all students.
3. Physical and mental wellbeing.
4. Positive personal strengths and attributes, which we call Seaton's Graduate Qualities.
5. Positive Behaviours, to develop, recognise and reward good respectful behaviour.
6. Increased Student Voice, to contribute to school decisions, at school and class levels.
7. Positive pathways for every student graduating from the school.

Key School Policies

Seaton's Culture of Achievement combines high standards and expectations of behaviour work; respect and achievement with a dynamic innovative approach to formal curriculum and student development programs standards.

Seaton affirms and lives by strong positive values of Respect, Responsibility and Achievement.

Students are expected to respect themselves and others, to work to the best of their ability toward success, and to participate positively in school life.

Staff are regarded as professionals. They model respect and achievement, and constantly review and develop their performance to maintain a modern progressive curriculum and program.

Members of Seaton High School include and respect peoples, cultures and ideas. The school has zero-tolerance toward any harassment, racism, discrimination or bullying.

Culture of Achievement

Seaton has high expectations that all students can and will achieve academic success through active, interesting, intellectually challenging learning. Students' achievements are publicly recognised.

Seaton educates the whole person to develop a set of positive values and skills that we call our Graduate Qualities: teamwork, responsibility, persistence, self-organisation and self-confidence. These qualities underpin students' academic and social success.

Seaton has clear procedures which are consistently applied. Misbehaviour or harassment is not tolerated and is met with strong consequences. No student is allowed to interfere with the rights, safety or learning of others.

Seaton's strong organisation enables the school to focus energy on the big positive issues of student learning and wellbeing.

Key Outcomes

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.

Current Site Plan objectives and actions:

High quality teaching and learning	
Objective	Whole School Actions
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.
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 Genre project is progressed with all faculties
Improved teaching and learning practices to support SACE results and engagement levels	Develop a measure of engagement for senior school classes and incorporate into DAYMap traffic lights system Develop staff agreements around defined inclusions on DAYMap Incorporate new SACE Board systems and requirements into local processes

Improved student outcomes and positive pathways	
Objective	Whole School Actions
Improved outcomes for year 10 maths students	Use achievement data to inform class placement at year 10 level Focus on pedagogy to support engagement
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
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 or engagement for all year levels
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 current and up to date knowledge of subject and administrative requirements
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

Student support and wellbeing	
Objective	Whole School Actions
Improved student behavior management processes to enhance student well being	Review current processes, identifying areas for improvement with a focus on student engagement and the safety net function of the system

Other Initiatives

Seaton applies principles of **Middle Schooling** in the Year 8 and Year 9 programs to achieve greater stability, responsiveness and coherent learning for students.

Year 8 students generally study Maths & Science with one teacher, and English, SOSE & Japanese with one teacher, in order to minimise the number of teachers that students have, thereby building stability and strong relationships

A **Student Learning Program** supports students with specific learning needs and difficulties.

Communication with families occurs through newsletters, Skoolbag smartphone app, letters, student diaries, telephone calls and parent-teacher interviews.

An extensive **sport and arts program** provides opportunities to participate in other informal learning and social activities.

Creative use of Emerging Technologies Specialist Program

Seaton High School is on the cutting edge of emerging technologies. From Computer Aided Design, advanced manufacturing and resin 3d printing to conservation and applied geospatial science using UAV technology and industry standard 3D mapping software PIX 4D. Seaton High School integrates design, innovation and entrepreneurship to create a learning environment that focus on problem solving and critical and creative thinking to empower students with key skills imperative for jobs of the future.

SHIP Program

The Seaton SHIP program offers SHIP classes at Years 8, 9 and 10, and advanced curricula in Stage 1 subjects. Gifted students apply for the program; and are selected on the basis of testing, referee and interview, using the same criteria and processes as the DECS Ignite schools. The program has been extremely successful: students have been positively engaged, some for the first time in many years, and parents have been gratified by, and supportive of, the school's effective servicing of the needs of their children.

The Gifted Art Students program provides a similar SHIP program for young artists. The selection process for the GAS program involves the presentation of a portfolio and free-hand drawing exercise on site.

Baseball Centre & Program

Seaton has Australia's best Baseball Training Centre, which is used for Seaton and state training programs and also for Seaton HPE classes.

ASPIRE

The ASPIRE program provides leadership training and opportunities through a range of challenging activities. The program contributes significantly to the ethos of the school, as well as supporting the personal development of the participants.

Special Classes

Seaton offers two very successful Special Classes, which also provide pathways toward employment and adult life in partnership with Prospect Centre and other organisations.

Technology:

Seaton has a fibre optic and wireless network across the whole site, and teachers incorporate IT components into courses. Students in years 10-12 are provided with a laptop computer as through the Senior School Laptop program. Laptop trolleys and a dedicated computer room are available for years 8 and 9.

Trade Training Centre

Seaton's Trade Training centre offers trade certificate courses in Electrotechnology and Plumbing, courses in Robotics and Electronics, and will develop courses in Renewable Energies

Partnerships.

Seaton is a member of the **Western Adelaide Shores partnership** and the **Western Adelaide Secondary Schools Network**

School Facilities

Seaton's excellent facilities include:

- Fully air-conditioned classrooms
- A Trade Training Centre incorporating 3D Printing and Laser Cutting facilities
- A specialist Drama/Dance studio
- A Student Canteen
- Tennis/basketball/netball courts
- Australia's best Baseball Training Centre
- Specialist areas for Art, Electronics, Woodwork, Metalwork, Plastics, Music, Catering and Textiles
- A well-equipped Gymnasium
- A specialist Art and Multimedia suite
- Excellent Home Economics Kitchens
- A specialist Language Centre
- A new STEM Facility which is being built to allow for a more flexible and integrated delivery of Science, Technology, Engineering and Mathematics. This is due for completion during 2018.

Seaton has been ear-marked for a \$20M facilities upgrade in the near future.

School Operations

Decision-making is based on a formal policy structure of committees and teams, consultation and communication

The school's financial position is very sound.

Local Community

- General characteristics: a mix of middle & working class, with a steady gentrification process occurring; significant NESB, particularly middle & eastern European and some from Africa.
- Feeder schools: principally Hendon, Grange & West Lakes. Also Alberton, Westport, Seaton Park, Kidman Park, Largs Bay and Woodville.
- Commercial/industrial and shopping facilities: West Lakes Mall is the main centre.
- Other local facilities: West Lakes, Football Park, beach.