

# Seaton High School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Seaton High School Number: 941

Partnership: Western Adelaide Shores

**Name of School Principal:**

Mr Richard Abell

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**Name of Governing Council Chair:**

Mr Scott Haddow

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**Date of Endorsement:**

5/3/2018

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## School Context and Highlights

Seaton High School has a student population of over 850 students, who come from a range of socioeconomic and cultural backgrounds. 2017 student numbers at Year 8 again reached our designated ceiling. Demand from outside of the zone continues to be strong and a waiting list was in place to manage this demand. Demographic information suggests the school is likely to increase in size over the coming years. In doing so, our aim is to maintain a focus on our students as individuals within a range of programs and opportunities provided to meet diverse interests and need. Supporting this will be a \$20 million re-development announced during the year. This exciting news will allow us to focus on developing improved facilities supporting 21st century learning and increasing the cohesive nature of our 8-12 programs.

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. Highly successful programs in the areas of Baseball and Gifted Arts are also a feature of the school. Seaton also offers two very successful Special Classes, providing pathways toward SACE completion, employment and adult life in partnership with a range of organisations. Another feature is the Flexible Learning Options (FLO) program which provides individual programs for student at risk of disengaging from education. This program continues to meet the needs of a growing cohort of students and not only engages these students in education but also provides opportunities to gain accreditation in a range of certificates including SACE. During 2017, a highly successful program in the area of Science, Technology, Engineering, Arts and Mathematics (STEAM) was piloted at year 9. Integrated work across two classes allowed students to focus on real life problems and issues, developing solutions and proposals while covering the required Australian Curriculum. This approach will be a feature of our work in many areas as we move forward, supported by our \$2.5 million STEM Works re-development to be completed in the first half of 2018.

Individual highlights in a comprehensive and complex school such as ours are many and varied. Regular newsletters and other direct communications provide the community with updates on the huge variety of opportunities for involvement provided to the students.

## Governing Council Report

Firstly I would like to thank all school council members for volunteering their time and their support for the past 12 months. Special thanks to Richard Abell and Jan Basher for their continued support in my first year as School Council Chair. 2017 was a successful year for Seaton High and the School Council. Some notable items that were discussed at School Council meetings were:

- Approval of School Budget, School Fees and Debt Recovery.
- Year 9 STEAM Projects with 1st STEAM presentations in the Library earlier this year
- Ongoing STEM Upgrade and Redevelopment of existing science classrooms
- Student Awards events at the Christian Family Centre
- \$20M Grant through the Better Schools Program

I personally attended the following events this year and was very pleased with the effort and attitudes of Students, Teachers and Parents at all times, positively reflecting Seaton High schools "Culture of Achievement".

- Mid-Year Student Awards Ceremony
- Year 9 STEAM Presentation
- Student Panel Presentations
- Careers Information Night
- Catering for School Council meeting by year 11 Students

With the recently announced funding through the better Schools program, I am sure there will be greater focus on the development and future of Seaton High required by the School Council and I am excited to see what outcomes will come from this.

Being a part of the School Council has been a great experience this year as it allows insight into School / Teacher / Student / Parent Interactions. It also allows us to voice our opinion / concerns as well as respond to other parties input on a wide range of school related issues. Now with 2 Students attending Seaton and a 3rd to come in a few years, I will hopefully remain involved with the School Council in some form for the foreseeable future.

Again I must thank all Council members for their efforts this and encourage any one who is considering to join or to stand for a position to come on board. It is not difficult and the rewards for influencing your child's learning environment are truly satisfying.

Scott Haddow  
Seaton High School Council Chairperson

## Improvement Planning and Outcomes

The Culture of Achievement is the overarching principle governing all of our policies, processes and planning. This is underpinned by structures and programs to support and scaffold students to achieve success.

Measures of success include:

- Achievement of the DECD Standard of Educational Achievement (SEA)
- Indicators of wellbeing such as: Hub data collection; WEC surveys; client opinion surveys and transition data
- Access to positive pathways from school

Specific initiatives informed by and addressing these measures for 2017, and ongoing focus for 2018, are outlined below.

Focus on pedagogy and task design, informed by individual data, through the school PD program and faculty projects:

- Individual student data is analysed to inform pedagogy and task design
- Moderation processes occur to ensure consistency of judgement

Working with Partnership schools on the continuity of learning 6-9 through an instructional rounds process to improve knowledge of numeracy teachers across years 6-9 between Seaton HS and several feeder schools. To be continued and expanded beyond numeracy in 2018.

Explicitly addressing minimum key literacy strategies for all students across all subject areas through staff training and the ongoing implementation of our genre project. Specifically this addresses the achievement of SEA in terms of NAPLAN reading and PATR.

The incorporation of Strategies for Managing Abuse Related Trauma (SMART) training for staff into our site professional learning program, proactively addressing staff interaction with students to have a positive impact on their wellbeing and engagement with school. Also included was explicit incorporation of these strategies into the planning of learning tasks.

Additional actions to support this during 2017 and continuing into 2018:

- Review of current SBM processes, identifying areas for improvement with a focus on student engagement and the safety net function of the system.

Considerable success has been apparent in SACE achievement data around the priority of improving the proportion of students achieving at higher grade levels. Actions to support this during 2017 and continuing into 2018:

- 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
- Staff use the identified actions to support students achievement at the highest grade bands

Increased levels of certification of FLO students continues to be a focus. More students are undertaking SACE accredited study along with a variety of certificate level courses. Over 90% of FLO students either remained engaged with the program or left to a positive pathway.

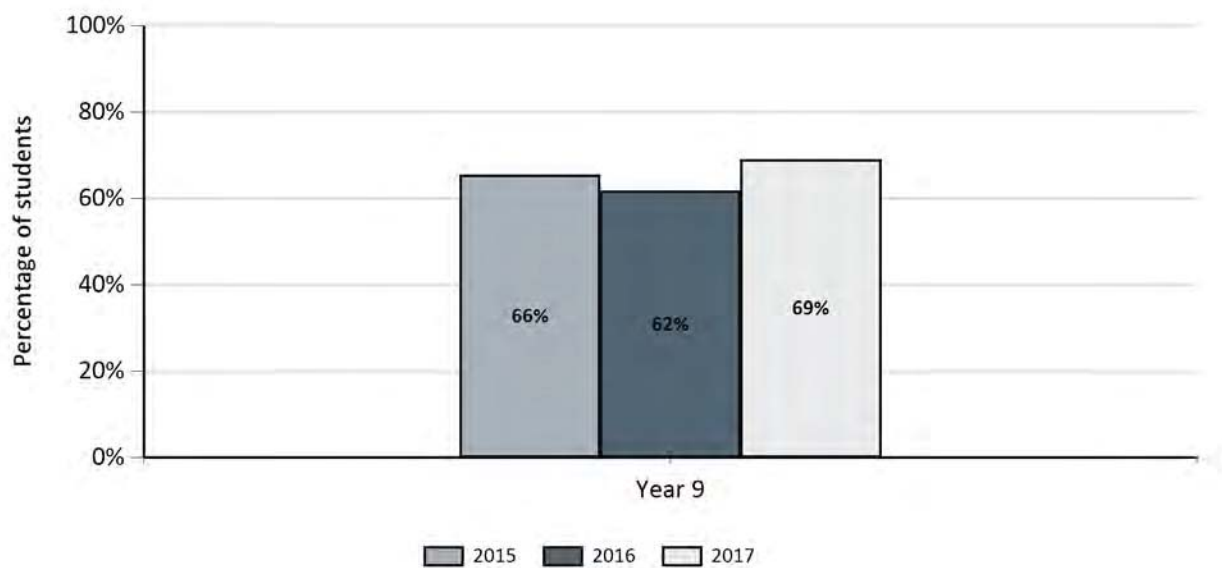
Analysis of a range of data both formal (such as the WEC) and anecdotal informed explicit whole school focus on designing learning and designing the conditions conducive to learning. The school professional learning program continues to focus on these two areas with all staff working in collaborative teams on identified projects aimed at improving student engagement. Particular focus in 2017 saw the development of collaborative and integrated teaching and learning programs such as the very successful Science, Technology, Engineering, Arts and Mathematics (STEAM) project at year 9. Other programs developed during the year will add to the ongoing whole school focus of improving student engagement levels and moving beyond compliance.

## Performance Summary

### NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

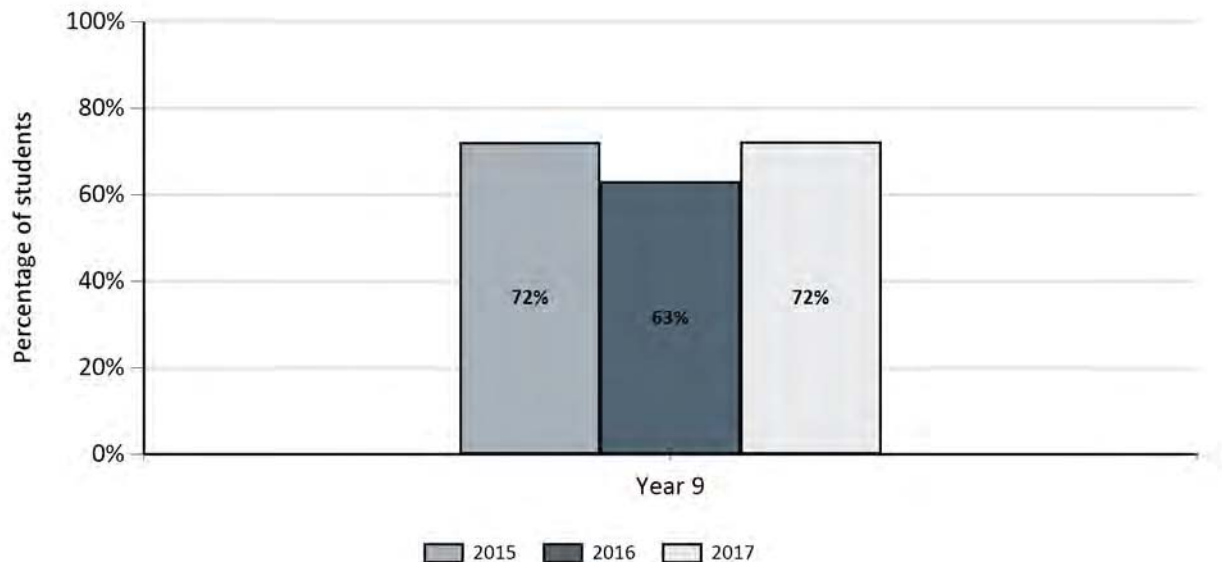
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	22%	25%
Middle progress group	50%	50%
Lower progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	32%	25%
Middle progress group	53%	50%
Lower progress group	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	152	152	22	18	14%	12%
Year 9 2015-17 Average	163.0	163.0	30.0	28.0	18%	17%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>Includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
98%	96%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	2%	2%	2%	1%
A	5%	4%	8%	4%
A-	10%	7%	10%	9%
B+	14%	14%	13%	14%
B	17%	13%	19%	16%
B-	18%	21%	14%	17%
C+	13%	18%	14%	17%
C	12%	12%	14%	14%
C-	7%	6%	6%	4%
D+	0%	3%	1%	1%
D	2%	1%	1%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
100%	94%	95%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	30%	33%	30%	41%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	95%	95%	97%

## School Performance Comment

Our 2017 NAPLAN literacy and numeracy results are once again very good when compared to state, national and DECD averages.

Overall results in reading and numeracy increased on 2016, continuing the recent trend upwards. When considered with progress data the proficiency levels demonstrate a student growth pattern somewhat lower than state average for reading and significantly higher than state average for numeracy. The numeracy result is particularly pleasing and reflects the success of a range of initiatives targeted to this area.

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 2017 Year 12 cohort of Seaton High School achieved some very pleasing results. This included a SACE completion rate of 96.7% - a small increase from 2016 and representing a continuation of an upward trend over several years. The percentage of grades C- or above continues to be very pleasing reflecting a range of ongoing initiatives to support and scaffold student achievement. Recently improvements to grade distributions, in terms of supporting a greater proportion of achievement at higher grade levels, has been evident in our results. 2017 results do not show a continuation of this trend and analysis of data at a single student level indicates this may be related to the particular cohort of students. However, a very pleasing aspect of 2017 results was the number of students achieving their SACE, having been identified in their early secondary years as being in danger of not completing.

Such outcomes are only possible through the hard work of the students themselves and the wonderful support provided by the dedicated staff of Seaton High School. Importantly I would also like to stress the contribution of parents/caregivers to this team approach. This support is critical to success and very highly valued by our staff. This team approach is a feature of our Culture of Achievement and is reflected in the Seaton High School Graduate Qualities.

Other 2017 results:

- 4 A+ results were achieved including a merit in Research Project
- The highest ATAR was 93.2
- 3 students achieved an ATAR in the 90s
- 6 students achieved an ATAR in the 80s
- 14 students achieved an ATAR in the 70s
- 12 students achieved an ATAR in the 60s

This means that of students at Seaton High School who achieved an ATAR, 5% were in the top 10% of the State, 16% in the top 20%, 41% in the top 30% and 62% in the top 40%.

## Attendance

Year level	2014	2015	2016	2017
Year 6				100.0%
Year 8	91.2%	88.8%	92.0%	90.0%
Year 9	87.5%	87.7%	85.7%	89.5%
Year 10	85.8%	86.3%	86.7%	84.8%
Year 11	82.7%	86.1%	87.2%	85.7%
Year 12	88.6%	89.8%	88.2%	91.3%
Secondary Other	88.3%	83.8%	88.1%	80.2%
Total	87.2%	87.7%	87.9%	88.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance rates remain relatively stable, with some fluctuation from year to year. Tracing cohort figures from year to year highlights areas for particular focus. Consistent drops 8-9 and 9-10 and increases 11-12 are apparent and provide specific focus areas for action. A number of initiatives in place support maximizing attendance such as clear expectations of Homegroup teachers, Year Level Managers and SSOs in terms of processes for following up absences. The ongoing implementation of Daymap supports improved monitoring of attendance.

## Behaviour Management Comment

During 2017 extensive data regarding all support and interventions by our Wellbeing team continued to be collected. This data not only informs appropriate action and response it allows the identification of trends and priorities in terms of allocation of available resources. The data show a small proportion of these interactions are related to bullying or harassment whereas over half are related to mental health and relationship issues. Term 2 suspension numbers continue to decline from 31 in 2015 to 18 in 2016 to 10 in 2017 which is now well below DECD averages. Suspensions due to violence or threats of violence, while small in number, continue to constitute a significant proportion of the total although a trend up or down is not apparent.

## Client Opinion Summary

Good levels of response to parent, staff and student surveys provided a relatively large sample size and therefore more reliable data. It is important to recognize however that response was optional and therefore not completely random. Responses demonstrated overall positive results from parents, staff and students.

The following strengths were identified:

Parents: Teachers expect their child to do their best; the school is well maintained; my child feels safe; and I can talk to my child's teachers about my concerns

Students: My teachers expect me to do my best; my teachers provide me with useful feedback; I feel safe; and my school gives me opportunities to do interesting things

Teachers: Teachers expect students to do their best; Students at this school can talk to their teachers about their concerns; teachers treat students fairly; the school is well maintained; students feel safe at the school; students can talk to their teachers about their concerns; parents can talk to teachers about their concerns; and teachers motivate students to learn

Despite this some areas are less positive and suggest action is required – consistent with our ongoing site priorities.

Specific areas for action include:

- Strategies to improve student engagement
- Differentiation and use of assessment for learning
- Improved student voice

This is reflected in the focus of our site priorities and staff Professional Learning program which continues its emphasis of designing the learning and designing the conditions conducive to learning. This remains a priority for 2018 with an even more explicit focus on improving student engagement levels.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	10	4.5%
Interstate/Overseas	12	5.4%
Other	0	NA
Seeking Employment	4	1.8%
Tertiary/TAFE/Training	8	3.6%
Transfer to Non-Govt School	5	2.2%
Transfer to SA Govt School	29	13.0%
Unknown	155	69.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

Processes are in place to ensure all requirements regarding DECD Relevant History Screening are complied with. The school has been audited in this area and this reaffirmed our processes and identified some enhancements which have since been implemented.

## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	131
Post Graduate Qualifications	44

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	63.5	0.6	19.6
Persons	0	67	1	24

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$10,312,513
Grants: Commonwealth	\$0
Parent Contributions	\$386,100
Fund Raising	\$630
Other	\$128,966

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2017 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	Specific staffing in a leadership position to ensure relevant programs are in place. Contribution to Student Learning Plan providing individual support for students with specific needs including EALD	Individual support for students targeted to specific need.
	Improved Outcomes for Students with Disabilities	Specific staffing to ensure relevant programs are in place. Contribution to Student Learning Plan providing individual support for students with specific needs. SSO support for identified students	Individual support for students targeted to specific need.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The position of Senior Leader, Special Programs and ATSI support provided targeted support for ATSI students. This included coordination of participation in the AIME program, individual and support for specific students. After difficulty in filling the position of ASETO in previous years we were able to fill the role and increase support for students and their family's	Individual support for students targeted to specific need. Participation in identified programs.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Created small classes in Literacy and Numeracy for targeted intervention in improving skills and outcomes in these areas.	Improvement in Literacy and Numeracy outcomes for identified students.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	