



SEATON
HIGH
SCHOOL

Entrepreneurial Specialist School

2023

Information Handbook



Look beyond *tomorrow*

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The Seaton Story

For more than 55 years, Seaton High School has been providing inspiring, life-relevant education to the young people of Adelaide's western and beachside suburbs. We have grown to become leaders in innovation, and authentic student-centred learning, where individual success is fostered and celebrated, and students are challenged to aim high.

We actively seek out new opportunities for our students and the school as a whole. We provide options that allow our students to identify and explore their unique strengths, and support them in both realising their potential, and in becoming principled, grounded and socially responsible.

As a recognised Entrepreneurial Specialist School, Seaton High School is redefining itself as a vibrant hub for entrepreneurial learning. Our students enjoy richer experiences, tailored learning pathways, and a more world-relevant curriculum that enables them to identify local challenges, engage with experts, explore innovative ways of thinking and problem-solving, and find new ways to test and demonstrate their learned skills and knowledge.

Ultimately, we look beyond the classroom, beyond the school gates, and beyond the everyday – preparing our students to succeed not only at school, but also in life as citizens, contributors, and innovators.

Education at Seaton High School is more than just preparation for life... *it is life.*

The Seaton Brand

In recent years, Seaton High School has been going through an exciting and significant redevelopment phase.

This includes:

- our recent designation as an Entrepreneurial Specialist School
- a significant building upgrade (completed in 2021)
- the ongoing development of a contemporary model of education.

Given these exciting changes and developments, it was the ideal opportunity to refresh our school branding – including logo, publicity, communications, projection into the community, and school uniform – and ensure it is more closely aligned to our school story and vision.

Staff, students and parents (through School Council) were involved in the rebranding process, and in particular in determining what the new brand and logo should communicate about Seaton High School.

The following is a summary of what staff, students and parents felt that the brand needs to communicate about Seaton High School:

- inclusion and diversity
- entrepreneurship
- opportunity
- a culture of achievement
- professional/quality
- modern
- innovative/imaginative/visionary
- futures oriented/cutting edge
- pride
- community
- flexible

One of the last stages of the rebranding exercise was the development of a new Seaton High School uniform. This was introduced in 2022 for years 7 and 8 students.

The Seaton Logo

The new school logo and the significance of its design elements and colours.

The key elements:

The landmark design represents:

- confidence
- strength
- pride
- innovation and modernity
- pathways for life
- forward movement
- different education options
- choice
- solid foundation

What's in a colour?

Blue

- confidence
- trust
- loyalty
- intelligent
- reliable
- responsible
- calming

Orange

- happiness
- growth
- optimistic
- enthusiastic
- positivity
- sociable
- associated with gut-instinct



About Seaton High School

Respect • Responsibility • Achievement

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About Seaton High School

Seaton High School

With the introduction of year 7s in 2022, Seaton High School is home to a student population of over 1000 students. We strive to maintain a focus on our students as individuals; offer a range of programs and opportunities that meet diverse interests and needs; and ensure that no student is anonymous. A high priority is placed on providing each year level with strong, visible leadership, tight management, and thorough follow-up.

Seaton has established a reputation as an innovative, dynamic school, and is constantly developing new approaches and creating opportunities for students and staff. In 2018, we became one of only five designated Entrepreneurial Specialist Schools in South Australia. This enables our school to further build on its reputation and encourages us to look beyond the classroom.

Our school 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, which provide pathways toward employment and adult life in partnership with community and vocational organisations.

Seaton's Culture of Achievement

A supportive learning culture fosters and acknowledges the many forms of success which help create a well-rounded student.

This culture is underpinned by the school's **Graduate Qualities**: a set of positive values and skills based on the school's values of **Respect, Responsibility and Achievement**.

Within this culture, the school has high expectations that our students will:

- ▶ become successful independent learners
- ▶ take charge of their own learning
- ▶ develop the skills to think critically and creatively
- ▶ act with care and respect
- ▶ develop positive values
- ▶ aim high.

These expectations are underpinned by clear and efficient school processes that enable us to focus on student learning and welfare. They also reinforce the message that misbehaviour and harassment will not be tolerated.

About Seaton High School

Local Community

Seaton High School is located approximately 15 minutes west of Adelaide's city centre and 5 minutes from the beach.

While our main feeder primary schools are Hendon, Grange and West Lakes Shore, students also come from Alberton, Westport, Seaton Park, Kidman Park, Largs Bay and Woodville Primary Schools.

Local facilities include West Lakes, West Lakes Shopping Centre, West Lakes Aquatics Centre and the beach.

Seaton has a close relationship with Charles Sturt Council.

Partnerships

Seaton is a member of the Western Adelaide Shores Partnership.

Parent Involvement in the School

Seaton High School Council

Parents, staff, students and representatives from the community are elected annually to the School Council. As the school's parent representative body, it meets to discuss and decide matters concerned with the school directions, finances and facilities, and to receive reports of the school's activities.

School Zone

Please use the following link to refer to the Department for Education website for information regarding the school zone.

<https://www.education.sa.gov.au/parents-and-families/enrol-school-or-preschool/find-school-zone-or-catchment-area>

School Facilities

A \$20M upgrade, completed in 2021, adds to the already excellent facilities of Seaton High School and further enables us to deliver a contemporary education. This major upgrade includes a new two-storey building, an Entrepreneurial Hub (with shopfront) and refurbished buildings. New landscaping adds to the pleasant teaching and learning environment and provides even greater opportunities to connect learning with the outdoors.

Key features of our school:

A new **STEM facility** – allowing for a flexible and integrated delivery of science, technology, engineering and mathematics.

A specialist **visual arts** and **multimedia suite** – creating a first-class visual arts and graphic design facility.

A purpose-built **performance studio**.

A high-performance **diamond sports** training and fitness centre.

The **Trade Training Centre** – housing technical studies, electronics and robotics. The centre also incorporates 3D printing and laser cutting facilities.

Fully-equipped **home economics kitchens**.

The **Wellbeing Hub** – a specially designed area for the wellbeing team and outside providers who work in partnership with learners and parents. The role of the hub is to support, encourage and maintain student personal wellbeing.

Two lifts – one installed in the eastern building and one in the new two-storey building, providing access to most rooms for students and staff with disabilities.

A **canteen**.

Curriculum

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Seaton High School Curriculum Charter

Teaching and learning at Seaton High School occurs within and across five learning nodes: Local & Global Perspectives, The Physical & Natural World, Health & Happiness, Arts Hothouse and The Made World.

'Nodes' suggest a network of points at which learning in one area intersects with another. This reflects our practice of connecting teachers, students, and learning, both within and across the different nodes. This approach helps us make sense of a world where ideas intersect and knowledge is not confined to boxes.

To be effective, learning should closely relate to real-world contexts and contemporary issues, and be open to the rich resources in our community. In this way, students build experiences that help them think across traditional subject boundaries.

This means that we move away from the notion of traditional subject labels and approaches, and instead promote the development of:

- critical and creative thinking skills &
- problem solving skills.

Emphasis is also placed on approaches to teaching that facilitate each student's ability to draw upon transferable skills when they find themselves in new contexts. This supports them in finding their place in, and acting on, the world around them. Ultimately, it helps set them up for success both now, and beyond school.

As one of five designated Entrepreneurial Specialist Schools in South Australia, all students at Seaton High School engage with the development of the **five elements of an entrepreneurial mindset**:

- future focus
- abundance
- humility
- growth mindset.
- purpose

As students move through the school from year 7 to year 12, opportunities increase for them to engage in packages of connected learning with an entrepreneurial focus.

This begins in year 7, where all students engage in a semester package of learning called **Induction, Immersion, and Connection**. This is designed to support students in becoming successful, confident, and entrepreneurial learners, while also gaining the foundation skills required to be successful in all learning opportunities presented.

In year 8, all students undertake a **Personal Venture** where they apply the foundation skills acquired in year 7, pursue an area of personal interest or passion, and seek to create value for others.

Beyond year 8, opportunities open up for students to engage in programs and packages of learning with an entrepreneurial focus based on local challenges, and calling for problem-solving, engaging with experts, and developing potential solutions.

All nodes and packages cover the requirements of the Australian Curriculum and the SACE.

At Seaton High School, education is not about getting ready for life... education *is* life. To this end, we ensure that the curriculum is meaningful now and that students experience success in life as they engage in real-world problem-solving while creating value for others and making a difference.

The Five Learning Nodes: Statements of Purpose

1. Local and Global Perspectives

Students explore language and texts to become clear thinkers, confident communicators, and informed citizens. They use collaborative approaches to build relationships with others and with the world around them, while at the same time gaining insights into diverse ways of thinking and perspectives. They develop skills in finding, evaluating, and analysing evidence and the habit of basing their thinking on reliable evidence. Students learn about civilization, social discord and cohesion, and ways that they can contribute to a cohesive and ethical society.

2. The Physical and Natural World

Students investigate and describe the physical and natural world through a range of authentic learning experiences. Students develop their understanding of the world around them through questioning, experimentation, analysis and evaluation. Authentic problems provide students the context within which to apply and expand their skills and understanding.

3. Health and Happiness

Students explore the concept of happiness from perspectives around the globe. They develop personal and social capabilities and the physical and mental fitness required for an advancing world. We aspire for individuals to understand how and why we move our bodies. Both self and environmental sustainability are developed through the practice of gratitude, empathy and mindfulness. Students engage in experiences and produce outcomes that benefit the community and beyond.

4. Arts Hothouse

Students are challenged to develop critical and creative problem-solving skills through the creation of an authentic arts product. Students collaborate in their decision-making towards that purpose. They are exposed to a diverse range of artistic expressions and are respected as valued contributors who work with teaching staff and visiting artists in the development of an artistic identity, and become more aware of future roles in both local and global communities. Through this experience, students gain a deeper understanding of the role the arts play in society.

5. The Made World

Students, as critical users of information, look for what is factual, relevant and emerging. They develop a critical understanding of the impact of design and technology on their life, the wider world and its culture. They design solutions to practical problems that have been modelled, tested and evaluated. Students develop the specialised skills and knowledge required to contribute actively to their society by creating real solutions to real-world problems. By understanding design situations and evaluating products from different perspectives, students are empowered to become informed citizens who examine and question their made world.

Key Features of the Curriculum

Independent Learning

Independent learning supports Seaton High School's current directions as an Entrepreneurial Specialist School. Evidence suggests that the skills of independence offer great benefits to students, particularly in the form of improved motivation and better management of their learning and therefore, greater success and improved academic performance.

Structured, independent learning fosters the development of critical and creative thinking, by providing 'space' within which to think more slowly and deeply. The ability to be self-directed has been identified as an essential 21st century skill.

Independent learning does not merely involve students working alone. Teachers, together with parents and caregivers, play a vital role in enabling and supporting independent learning. Success relies heavily on having the skills and strategies to manage learning when direct access to a teacher may be limited – for example, in the Independent Learning Program.

Some students lack confidence. As a result, they ask for help and reassurance every step of the way. They sometimes ask for help before they have even thought about the task or put in place any self-help strategies. Good teaching practice aims to shift the emphasis from 'rescuing' or 'getting students over the line', to providing students with the habits, knowledge, skills, and confidence to solve problems, complete tasks independently, and to take charge.

The way teachers, parents and caregivers talk to students, when assisting them with study either at school or at home, also plays an enormous role in developing student independence. Consistently positive and appropriate talk is critical to developing positive, independent, 'can do' mindsets.

Independent Learning Program

A structured 'Independent Learning Program' supports the development of students as effective independent learners who have the skills and confidence to take charge of their learning and ultimately their own lives.

At school

Years 7, 8, 9

Students have scheduled, independent learning lessons each week. In these lessons, students make decisions about the work they will focus on. The work can be from any subject. The teacher uses this time to develop independent learning strategies with the class, and then provides targeted support and guidance as students begin to take charge of their own learning.

Years 10, 11, 12

Most students will have scheduled independent learning time when they are likely to be working without direct access to a particular subject teacher. The development of effective independent learning skills and strategies in years 7, 8 and 9 is critical if students are to make the most of this valuable time.

The new buildings and facilities provide a range of flexible breakout spaces which are conducive to independent learning. Students who demonstrate high-level skills in working independently will have access to these spaces.

Beyond school

As study and workloads gradually increase from year 7 onwards, so does the need to continue with learning, studying, revising, researching and assignments, at home or in the community – for example, accessing local libraries. Independent learning at home and in the community replaces the traditional notion of 'homework'. The emphasis shifts onto the student to take charge of their workload and assessment deadlines, and ensure that work is completed with care and pride, and that assessment and work deadlines are met.

Key Features of the Curriculum

The following are recommended time allocations for daily, off-site independent learning (previously called 'homework').

Year 7	45 minutes	Year 10	120 minutes
Year 8	60 minutes	Year 11	150 minutes
Year 9	90 minutes	Year 12	180 minutes

Support for Independent Learning

An after school Independent Learning Support Centre operates on one day per week. Families are advised of the details early in the school year.

This centre provides students with a working environment that may not be available to them at home, along with access to the internet and assistance from teachers.

Tracking and reporting on students' development as independent learners

Students will demonstrate their capacity as independent learners by providing evidence across key areas of independent learning using the Dreyfus Model of Skill Acquisition. This model is based on skill development through instruction and experience, with students working through five developmental stages: novice, beginner, competent, proficient and expert.

Evidence across these developmental stages are provided by students through the use of an E-Portfolio. The evidence is validated by subject and ILP teachers, and detailed in student reports. As students progress from novice to expert, increased autonomy and independence is unlocked.

Progress across the five developmental phases is used to form part of the total picture of a student's readiness and/or suitability for particular subjects and pathways.

The Seaton High School Career Development Strategy

At Seaton, we believe that students are already on their career pathway, and this career pathway is called 'education'. Beyond their school years, students will hopefully move onto further careers, for which their education career has set them up successfully.

The Seaton High School Career Development Strategy aims to develop students as confident and resilient lifelong learners who are managers of their own career development now, and in the future. The career development strategy from year 7 to 12 includes increasing exposure to the world of work, and career development conversations at every level of a student's schooling to facilitate greater engagement.

Students are empowered through:

- connection with the world of work, such as via work experience, training and industry engagement through subjects, VET and Entrepreneurial SACE packages of learning
- targeted career exploration
- the development of a personal E-Portfolio documenting enterprise skills, knowledge, experience and credentials.

Each year, students make considered decisions about the following year, including the subjects and packages of learning they will choose.

In years 7 and 8, these decisions may be influenced more by students' passions and areas of apparent or emerging strengths, or they may simply choose something because they have never tried it before. From year 9 onwards, decisions about subjects and packages of learning will increasingly be informed by students' preferred pathways, evidence of achievement in relevant areas of the curriculum, and the skills and knowledge required to maximise the chances of success on this pathway both at, and beyond school.

Starting in year 7 and continuing through their secondary years, students will track this journey via their personal E-Portfolio.

Key Features of the Curriculum

Specialist Entry Programs at Year 7

Students from any primary school may apply to be accepted into an Entrepreneurial Specialist Entry Program or the Diamond Sports Specialist Entry Program. Applications are generally completed in Year 5.

Entrepreneurial Specialist Entry Programs

Entrepreneurial Specialist Program - Emerging Technologies

Students engage in a range of creative applications of emerging technologies such as robotics, computer-aided design, advanced manufacturing and resin 3D printing. Students tackle real-world challenges identified in their local community and beyond. Seaton High School integrates design, innovation and entrepreneurship to create a learning environment that focuses on problem-solving and critical and creative thinking to empower students with the key skills that will be imperative for jobs of the future.

Entry into the Emerging Technologies Program is based on testing, referees and an interview.

Entrepreneurial Specialist Program - Students with High Intellectual Potential (SHIP)

The SHIP Program creates a learning environment that focuses on problem-solving, critical and creative thinking and intellectual stretch. Students in the SHIP Program engage in interdisciplinary learning experiences framed around authentic, real-world problems that create change and value in society. In addition to being extended academically, the SHIP Program provides students with the opportunity to develop the key skills that are vital for the 21st century, namely teamwork, communication, adaptability and leadership.

Entry into the SHIP Program is based on testing, referees and an interview.

Entrepreneurial Specialist Program - Visual Art and Innovation

The Visual Art and Innovation Program provides students with the opportunity to develop critical and creative thinking skills through experimentation with a range of techniques and materials. Students also explore the application of emerging technologies in contemporary art (for example laser cutting and etching, and additive manufacturing such as 3D printing), engage in collaborative experiences and work with artists to produce pieces for the community.

Entry into the Visual Art and Innovation Program is based on a portfolio submission and an interview.

Diamond Sports Specialist Entry Program

Students study the games of baseball or softball building leadership, teamwork and pride in their community. Students receive specialist coaching from state, national and international coaches. The program is inclusive of the health and happiness curriculum, which is delivered through the lens of diamond sports to build well-rounded students. Students access high-performance training facilities incorporating an indoor training centre that features a gymnasium, analysis lab, batting tunnels and pitching machines. This is one of the most advanced diamond sports training facilities in Australia.

This program boasts an unparalleled record of 37 state and 9 national titles since its inception in 1994.

Entry into the Diamond Sports Specialist Program is based on an application and try-out.

Language Academy

Students with a passion for languages are able to express their interest in the Language Academy. Here, students are provided with a rich and immersive experience in Japanese language, culture, history and art. Students in the academy establish strong links with students from Koishikawa Secondary Education School – a specialist science school in Tokyo – with whom Seaton has a long-standing relationship. The academy program also accesses local community experts in Japanese language, culture, history and art.

Participation in the Language Academy is distinct from specialist entry programs. Students who are enrolled at Seaton High School for year 7, may submit an expression of interest in the Language Academy when they are in year 6.

Curriculum Overviews

Detailed information about all courses and pathways is available in the Curriculum Handbook which can be located on our website: www.seatonhs.sa.edu.au

Middle School: Years 7, 8 & 9

The Middle School program provides stability and challenging learning, so that every student can make a successful transition to high school and from one year to the next. Care Group teachers typically teach their classes for two subjects. This enables teachers to know their students, and to provide effective supervision and support.

Year 7

YEAR 7: CURRICULUM OVERVIEW	
Full Year	Local and Global Perspectives (English, Humanities & Social Sciences, and Japanese)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	*Induction, Immersion & Connection
Semester	Health & Happiness
Semester	Arts Hothouse
Semester	The Made World

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program) or the Language Academy, will vary slightly to the above 'standard' program. Students will be advised of this variation.

*Induction, Immersion and Connection

At year 7 students complete a new subject: 'Induction, Immersion and Connection'. This subject is designed to equip students with the knowledge, essential skills and habits required to be successful, confident and entrepreneurial learners. It will also see students begin to map their learning journey through high school using the personal E-portfolio.

Research suggests that connectedness to high school is a significant forecaster of student academic outcomes and wellbeing. Therefore, this experience is designed to build connectedness to the school through a range of authentic learning experiences.

Curriculum Overviews

Year 8

YEAR 8: CURRICULUM OVERVIEW	
Full Year	Local and Global Perspectives (English, Humanities & Social Sciences, and Japanese)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	*Personal Venture
Semester	Health & Happiness
Semester	Arts Hothouse
Semester	The Made World

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program) or the Language Academy, will vary slightly to the above 'standard' program. Students will be advised of this variation.

*Personal Venture: in this subject students apply the foundation skills acquired in year 7, pursue an area of personal interest or passion, and seek to create value for others.

Year 9 (the Year 9 Program is being reviewed for 2023: there may be variations to the program outlined below as a result of the review)

Year 9 is a significant year as students begin their transition to senior school. Part of the year 9 program will include exploration of a range of senior school, and post school pathways, including visits to a range of work sites, industries and tertiary institutions to help students continue the process of planning their preferred future. Details of the exact nature of this aspect of the program are to be finalised.

YEAR 9: CURRICULUM OVERVIEW (under review)	
Full Year	Local and Global Perspectives (English and Humanities & Social Sciences)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	Personal Venture & Pathways Planning
Semester	Health & Happiness
Semester	Choice from a range of subjects or programs
Semester	Choice from a range of subjects or programs

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program) or the Language Academy, will vary slightly to the above 'standard' program. Students will be advised of this variation.

Curriculum Overviews

Senior School: Years 10, 11 & 12

The Senior School provides a wide range of courses and pathways to prepare students for success in further study, employment and positive adulthood and citizenship. A vertical Care Group structure, which includes students having the same Care Group teacher for 3 years, enables the Care Group teacher to get to know their students well, fostering a supportive and more adult environment. In some cases, students are assigned a case manager to support students' success in tailored programs.

Entrepreneurial SACE Packages

From Year 10 onwards, students are able to engage in an Entrepreneurial SACE Package based around Stage 1 and Stage 2 subjects, as part of their learning.

Following is a list of current Entrepreneurial SACE Packages available.

- Applied Environmental Science (2 year program option)
- Changemakers: Voice in Modern Media (2 year program option)
- Connect
- Design, Innovation and Entrepreneurship (2 year program option)
- Food Futures
- Kick Starter (Business & Innovation)
- Performing Arts and Industry
- Sports Industry Pathways (2 year program option)
- The Diamond Sports Academy (2 year program option)
- Unmanned Aerial Vehicle (UAV) Program (2 year program option)

All students are expected to select an Entrepreneurial SACE Package as part of their program, in particular at Year 10 and Year 11.

Curriculum Overviews

Year 10

Year 10 marks the beginning of students' journey towards completing the South Australian Certificate of Education (SACE).

All students must complete and pass the Personal Learning Plan (PLP), which earns students 10 credits towards the SACE.

YEAR 10: CURRICULUM OVERVIEW		SACE ACCREDITATION
Full Year	English	
Full Year	Maths	
Full Year	Science	
Full Year	Entrepreneurial SACE Package	Stage 1 or 2 SACE credits depending on the package and the student's pathway(s)
Semester	Modern World History	
Semester	Health & Happiness	
Semester	Personal Learning Plan (PLP)	10 SACE credits: Must pass with A, B or C (Stage 1)
Semester	Choice	

- A wide range of choices is available: Please refer to the *Curriculum Handbook on the school's website*.
- Some variation may occur within this standard program, dependent, in part, on the Entrepreneurial SACE package a student selects.
- If PLP has not been passed at Year 10, it must be completed at Year 11.

Curriculum Overviews

Year 11

YEAR 11: CURRICULUM OVERVIEW		SACE ACCREDITATION
Full Year	English	20 Credits: Must pass with A, B or C (Stage 1)
Semester	Maths	10 Credits: Must pass with A, B or C (Stage 1)
Semester	Additional Unit of Maths	10 Credits (Stage 1)
Full Year	Entrepreneurial SACE Package	Stage 1 or 2 SACE credits depending on the package and the student's pathway(s)
Semester	Choice	Stage 1 or 2
Semester	Choice	Stage 1 or 2
Semester	Choice	Stage 1 or 2
Semester	Choice	Stage 1 or 2
Semester	Choice	Stage 1 or 2
Semester	Choice	Stage 1 or 2

A wide range of choices is available. Please refer to the *Curriculum Handbook on the school's website*.

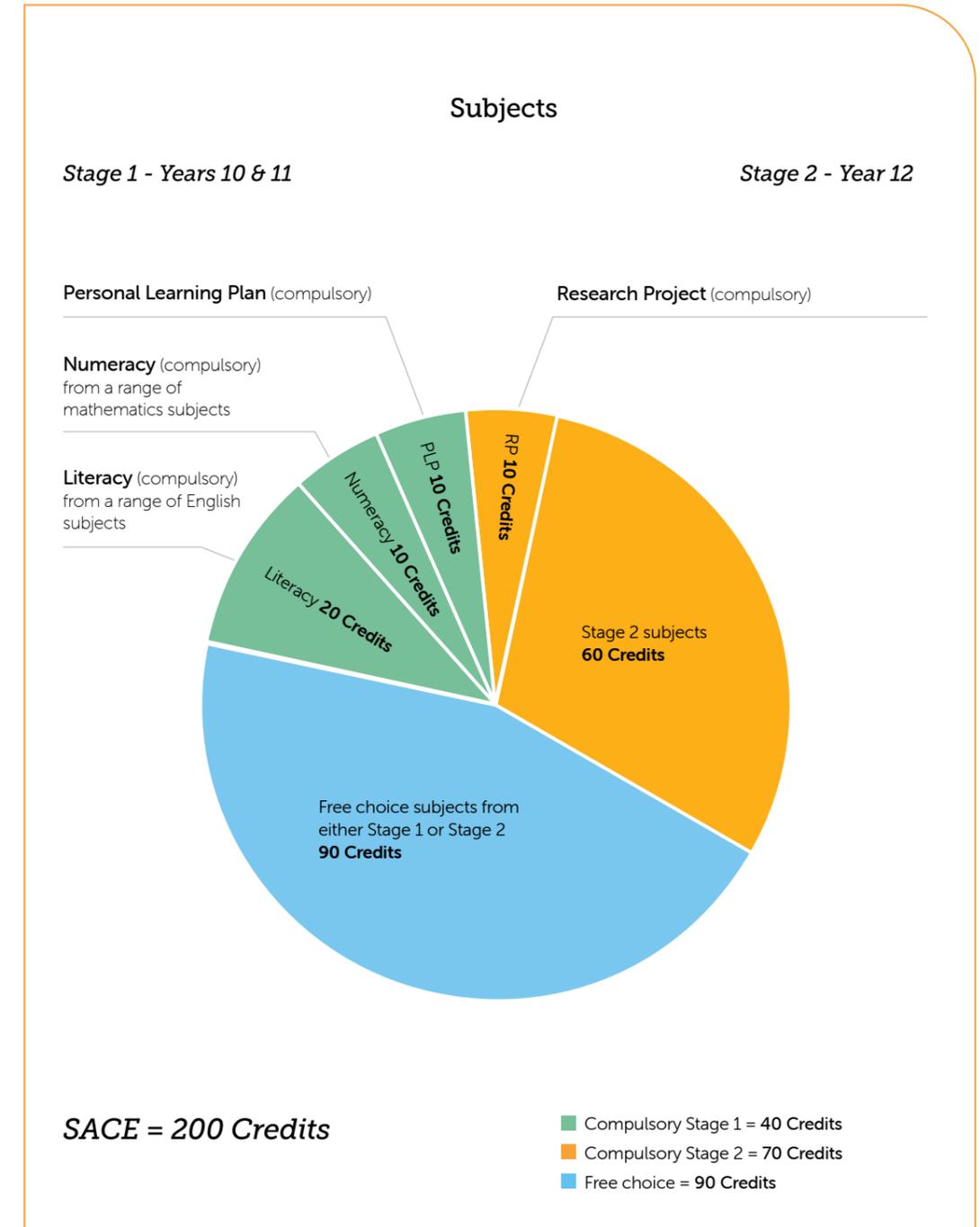
Year 12

YEAR 12: CURRICULUM OVERVIEW		SACE ACCREDITATION
Semester	Research project	10 Credits: Must pass with A, B or C (Stage 2)
Full Year	Choice	20 Credits: Must pass with A, B or C (Stage 2)
Full Year	Choice	20 Credits: Must pass with A, B or C (Stage 2)
Full Year	Choice	20 Credits: Must pass with A, B or C (Stage 2)
Full Year	Choice	20 Credits (Stage 2)

A wide range of choices is available. Please refer to the *Curriculum Handbook on the school's website*.

Curriculum Overviews

The SACE Pattern (Stage 1 and 2 and PLP at Year 10)



Curriculum Overviews

Literacy and Numeracy

Seaton High School emphasises high levels of literacy and numeracy across the curriculum. Literacy skills are taught in all subjects and both literacy and numeracy support is provided in a range of ways across the school, including support classes as appropriate.

EALD (English as an Additional Language or Dialect)

Targetted support is available for students for whom English is an additional language or dialect.

Vocational Education and Training (VET)

VET refers to national vocational qualifications that are endorsed by industry. Students with VET qualifications are well prepared to take on apprenticeships, further training, and skilled jobs.

VET programs are undertaken in year 11 or 12 as part of a student's SACE, and may include:

- courses delivered at Seaton High School
- programs delivered at other schools in the Western Adelaide Regional VET Network
- courses delivered by TAFE or other registered training organisations.

At Seaton High School, we currently offer **Certificate II Electrotechnology (Career Start)** on campus as part of the Western Adelaide Regional VET Program.

Electrotechnology:

Certificate II Electrotechnology (Career Start)

This program is an excellent option for students interested in a career related to any aspect of the electrotechnology industry. Delivered in collaboration with TAFE, it is a mix of school-based practical work and theory, with work experience supporting electrical, refrigeration, electronics and air-conditioning companies.

Music Instrumental Program

Each week, Instrumental Music Service Staff visit the school to provide tuition. Currently, tuition for the following instruments is provided to students in years 10, 11 and 12:

- Drums
- Electric Bass Guitar
- Guitar
- Voice

All students in years 10 to 12 who are studying music as a subject, are required to participate in the Instrumental Music Program.

Each week, students participating in this program receive a 30-minute lesson in a small group. Students leave their normal lessons to attend, and are responsible for catching up on work missed, as well as any independent learning tasks set by their teacher.

It is desirable for students involved in the program to have their own instrument at home for practice.

This service is provided at no extra cost.

Beyond the School Gates

Seaton High School consistently achieves very high levels of SACE completion rates, excellent year 12 results, and high-preference offers to university and other post-secondary education providers, across a wide range of professional, technical, health-related, and creative disciplines. Almost all Seaton students go on to worthwhile pathways in tertiary study, traineeships and apprenticeships, or employment.

Beyond the Formal Curriculum

Students are strongly encouraged to seek out opportunities to participate in the life of Seaton High School, beyond the classroom.

Research suggests that *the more a student participates in the life of the school, the greater their chances of academic and personal success.*

Student Leadership

Student Leadership Group

The **Student Leadership Group** – comprising both middle school and senior school students – provides opportunities for students to participate in decision-making processes within the school, foster a positive school culture and community, and develop skills in leadership.

Members of the group assume a variety of roles of responsibility in the school, such as organising assemblies, coordinating significant events (for example Wear it Purple Day, and days of national importance), managing competitions and lunchtime activities, and fundraising.

Students are selected for the Student Leadership Group based on an expression of interest, supporting statement from a staff member and Coordinator recommendation.

The group meets weekly, and the year culminates in a leadership camp towards the end of Term 4.

Informal Leadership

In addition to the formal Student Leadership Group, there are many opportunities for students to support the school in a range of areas requiring leadership, such as Open Night guides, student buddies (for example to international students), Home Stay or school buddies for the Koishikawa program, ushers at school celebrations of achievement, or participation in school working parties. We encourage all students, from year 7 onwards, to seek out these opportunities and to step up willingly when asked.

Beyond the Formal Curriculum

School Sport

SPORT SA Carnival and Knockout Competitions

Seaton High School participates in SSSSA carnival and knockout competitions. Teams are nominated on the basis of student interest.

The school currently fields teams in:

- Baseball
- Basketball
- Netball
- Soccer
- Softball

Robotics Clubs

Supporting our Emerging Technologies program, three robotics clubs are currently offered:

- An Introduction to Robotics (Years 8 and 9)
- Emerging Tech Robotics Club (Years 6 and 7)
- Advanced Robotics and Engineering Club (invitation only).

The robotics clubs meet at lunchtime and after school.

Students have the opportunity to work collaboratively to build and program computer-controlled robots with the aim of competing in the state and national RoboCup Championships. Seaton High School boasts an impressive record in this competition, having won the Championship's Senior Division for ten years in a row. On numerous occasions, students have also won the Open Championships.

The robotics clubs provide a positive and supportive space for students to pursue their passion and are a great way for students to develop industry-leading engineering and programming skills.

Art Club

The Art Club meets one day a week after school (day TBA) and is open to all students, not just visual art students.

Students can attend the Art Club to:

- continue with practical work based on class tasks, supporting the school's approach to independent learning
- work on group projects, such as murals
- pursue an individual idea.

The Art Club also provides students who were unable to select visual art as a subject, with a space within which to pursue their interest in the practical aspects of visual art.

Dance Club

The Dance Club meets one day a week after school (day TBA) and is open to all students, not just dance students.

Students can attend the Dance Club to:

- continue with practical work based on class tasks, supporting the school's approach to independent learning
- work on technique
- learn new and different styles of dance.

The Dance Club also provides students who were unable to select dance as a subject, with a space within which to pursue their interest in dance or movement.

Volunteering and Community Service

There are many opportunities beyond the formal curriculum for students to volunteer their time, skills and expertise to create value for others, both at school and beyond, in the community. Students are encouraged to volunteer their services in a range of activities organised by the school and to make further suggestions through the Student Leadership Group.

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School Organisation

Communication

Daymap

The Daymap platform is the main communication channel for all teachers and students. Parents and caregivers can access some information via the parent portal.

Students

Students can access the following in Daymap:

- work set for independent learning (at school and at home)
- assessment tasks
- assessment overviews
- assessment results
- resources such as booklets and PowerPoint presentations.

Daymap is to be used by students to:

- submit work for feedback
- submit work for assessment
- message their teacher.

NOTE: Variations to the mode of submitting work may vary from subject to subject and year level to year level. Teachers will communicate specific arrangements directly to their students.

Access to Daymap is set up when students enrol in the school.

Students should check Daymap regularly, every day.

Parents and Caregivers

Parents and caregivers can access the following in Daymap:

- results of assessment tasks
- assessment overviews
- work set for independent learning each week (work to be completed in scheduled independent learning lessons at school, or at home)

Parents are encouraged to check Daymap regularly.

Parent and caregiver access to Daymap

Parents and caregivers can access key information via **Daymap Connect**.

Parents and caregivers enrolling their child for the first time at Seaton High School will receive instructions about setting up a login and password once they have provided the school with a valid email address.

Online communication

School communication is available through the following platforms:

- Email
- Daymap Learner Management System or Daymap Connect Parent Portal
- Skoolbag App
- Facebook: www.facebook.com/seatonhs
- Instagram: www.instagram.com/seatonhighschool

The school may use email or SMS to send messages to parents and caregivers.

Parent-Student-Teacher Interviews

Interviews occur once a year, at the beginning of term two. They provide opportunities to discuss students' progress and strategies for improvement.

School Organisation

Communication (cont.)

Care Group Teachers

The Care Group teacher is the student's immediate point of contact with the staff, and is the first person whom parents should contact when any difficulty is experienced.

Year Level and House Coordinators

Each year level or house (in senior school) has a coordinator for overall management and support. The coordinator works with students on academic, attendance and social issues that have not been resolved with the Care Group teacher. Parents can contact the year level or house coordinator about such issues.

Wellbeing Leaders

The services and support of Wellbeing Leaders is available to any student who wishes to discuss private and/or personal concerns. Advice is also available regarding careers and courses for future study or employment.

Good mental health is vital to successful learning. To support this, the Wellbeing Team facilitates access to psychologists and mental health services as appropriate.

The School Day

BELL TIMES	
8.35am	Care Group
10.50am	End of Recess
1.07pm	End of Lunch warning bell
1.10pm	Start of classes after Lunch

LESSON TIMES	
Care Group	8.35am – 8.50am
Lesson 1	8.50am – 9.40am
Lesson 2	9.40am – 10.30am
RECESS	10.30am – 10.50am
Lesson 3	10.50am – 11.40am
Lesson 4	11.40am – 12.30pm
LUNCH	12.30pm – 1.10pm
Lesson 5	1.10pm – 2.00pm
Lesson 6	2.00pm – 2.50pm
DISMISSAL	2.50pm

Early dismissal

Students are dismissed at **2pm every Wednesday**.

School Organisation

Term Dates

2023	BEGINS	ENDS
Term 1	January 30	April 14
Term 2	May 1	July 7
Term 3	July 24	September 29
Term 4	October 16	December 15

2024	BEGINS	ENDS
Term 1	January 29	April 12
Term 2	April 29	July 5
Term 3	July 22	September 27
Term 4	October 14	December 13

Canteen

The canteen is open from 8.15am to 1.10pm daily. Students can order their lunch directly with the canteen before school starts each morning. Nutritious home-made hot meals are available each day, and hot chips are available once a week. Canteen price lists are available from the Student Services area.

Bikes

Bike racks are provided in the compound at the eastern end of the metalwork area. Students can enter the school grounds via Gate 1 or Gate 5.

Once on the school grounds, students should dismount and walk their bikes.

The gates to the compound are locked each morning at approximately 9am and are opened at approximately 2.40pm each afternoon. **The school is not responsible in the case of theft or damage.** Students must bring their own chain and lock.

Attendance

Regular attendance is a high priority. If a student is absent from school, parents or caregivers are asked to **complete an absence e-form via the Skoolbag app**.

For senior students, a doctor's certificate is required if summative work has been missed or is late.

Parents and caregivers are advised via SMS if their child is not at school.

Lateness

Students who arrive at school late must report to the Student Services area to sign in. The lateness should be explained with a note or via a Skoolbag message.

Students Signing Out

Students signing out of the school for appointments must first report to the Student Services area to sign out of the school. Students attending an appointment must have a note or Skoolbag message from a parent or caregiver. Notes should be signed by the Care Group teacher during the morning Care Group period. Students returning to school after an appointment follow a similar process to sign back in.

Illness during the School Day

Students are to report to the Student Services area if they feel unwell. If medical attention is required, the school will contact parents or caregivers.

STUDENTS MUST NOT LEAVE SCHOOL WITHOUT PERMISSION or PHONE HOME THEMSELVES IF THEY DO NOT FEEL WELL.

Students will only be allowed to leave the school, if and when a staff member has made contact with a parent or caregiver.

School Organisation

Lost Property

Lost property is located in the Student Services area. Loss of property should be reported to the Care Group teacher or Student Services area. Any articles found should be handed to Student Services.

Students are strongly advised to ensure that all articles of clothing and other belongings are clearly marked with their name, on the inside of the garment.

Students should not bring unnecessary sums of money to school.

Students are strongly advised not to bring personal electronic devices. **The school is not responsible in the case of theft or damage.** Students are not permitted to use such devices during lessons, unless directed by a teacher for learning purposes.

School Photographs/ID Cards

Photographs will be taken during February 2023, with a catch-up day for those who were absent. Payment for school photographs will be via a payment envelope on the day the photographs are taken. These payment envelopes will be issued to students early in 2023. The school will not handle photograph money. All arrangements are between parents and the photography company.

Research Hub – Opening Hours

The Research Hub is open all day except during morning recess and the first part of lunchtime.

The Research Hub may be open before and after school for independent learning and study on some days of the week (TBA).

Bus Information

In the afternoons, a school bus services the route from Seaton High School to West Lakes.

For information about the different public transport routes to Seaton High School, please contact the Adelaide Metro Infoline on 1300 311 108.

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Key School Policies

School Charges

Materials and Services Charge

The **Materials and Services charge** is required to maintain the breadth of educational programs at Seaton High School.

All families are expected to pay this fee, as it enables the school to offer students the opportunities to achieve academically, to use learning technologies, and to participate in co-curricular programs. These charges cover most aspects of the school's provision of resources for use in teaching programs, and help ensure we can offer high-quality educational programs and facilities, over and above that which is provided by the government.

Please note that some courses will require the payment of additional fees for materials, camps and excursions.

Seaton High School will always seek to recover unpaid Materials and Services charges through personal consultation and negotiation. However, where this is not successful, the school may engage with DFE Central Recoveries Section to recover any charges which remain unpaid.

Applications for **School Card** assistance must be made at the beginning of every school year. Automatic approval does not carry forward from one year to the next.

School Charges

The 2023 School Charges are currently being reviewed. They will be set and approved by the School Council during term 4, 2022.

The School Charges include:

- the compulsory charge set by the Department for Education
- the use of textbooks
- the provision of some classroom consumables, education materials and apparatus and equipment used in most subjects studied during the year
- an ID card which is used for borrowing library and textbooks from the Resource Centre. The card is also used for identification when travelling by public transport
- access to IT through the school's curriculum computer network
- provision of an initial credit for printing facilities.

School Laptop Program

Students can purchase a laptop through the Seaton High School BYOD portal. The purchase price includes Accidental Damage Protection (ADP) insurance. Malicious damage is not covered under this policy and families are encouraged to take out appropriate insurance to cover damage, loss or theft.

Students who do not purchase their own laptop through the school program have some access to a device for on-site use. A number of laptop trolleys are available for student use on a lesson-by-lesson basis throughout the school.

Key School Policies

Uniforms and Policy

All students are required to wear the specified uniform.

The uniform is important as it:

- enhances pride in the school and provides a sense of identity*
- enables all students to be identified as part of the school*
- allows outsiders to be easily identified and challenged immediately*
- provides appropriate attire for a professional workplace*
- reduces issues associated with not wearing the latest trend.*

There are two main types of uniform, which all students must purchase and wear as specified in this policy:

- the formal Seaton High School uniform*
- the Seaton High School physical activity uniform*

Formal Seaton High School Uniform

- All formal school uniform items must be purchased from Seaton's uniform supplier, Hambours, unless indicated with an *
- Students are required to wear full school uniform. However, students are not required to purchase every item listed.
- Only items listed below are permitted.

Key School Policies

Formal Seaton High School Uniform (cont.)

FEMALE-BASED UNIFORM OPTIONS		MALE-BASED UNIFORM OPTIONS	
Summer	Winter	Summer	Winter
Seaton dress	Seaton skirt	Seaton shorts (tailored or relaxed-fit)	Seaton pants (tailored or relaxed-fit)
Seaton shorts (tailored or relaxed-fit)	Seaton pinafore dress	Seaton short sleeve shirt	Seaton long sleeve shirt
Seaton short sleeve blouse	Seaton long sleeve blouse	Seaton short sleeve polo	Seaton long sleeve polo
Seaton short sleeve polo	Seaton long sleeve polo	Seaton bucket hat or baseball cap	Seaton jumper
Seaton culottes	Seaton pants (tailored or relaxed-fit)	<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>	Seaton beanie
Seaton bucket hat or baseball cap	Seaton jumper		<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>
<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>	Seaton soft shell jacket		
	Seaton beanie		
	<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>		
	<i>*Tights (not footless):</i>		

Seaton High School Uniform Shoe Policy

This is a guide to assist you in purchasing suitable footwear for your child:

- Shoes must be school shoes or plain sports shoes (**not boot style**).
- School shoes/sports shoes must be fully closed in, with thick soles, and provide adequate support and protection.
- Colour: black or dark brown (Sports shoes may be plain white, with minimal trim. However, black is preferable.)
- Socks or tights must be worn with shoes.

Examples of acceptable footwear:



Key School Policies

Formal Seaton High School Uniform Policy

Students must wear the formal Seaton High School uniform at all times, including to and from school unless otherwise specified for particular lessons.

- Length of all dresses, pinafores, skirts: around the knee and no more than 10cm above the middle of the knee. (Should generally remain unaltered, to allow for growth)
- Length of shorts: shorts should not be shortened (leave as purchased)
- Length of all pants: above the sole of the shoes. Must be properly hemmed. No frayed edges.
- Socks or *tights must be worn with shoes. Socks are not to be worn over tights. **Tights are distinct from leggings. Leggings may only be worn as part of the physical activity uniform.*
- As part of our Sun Smart policy, Seaton High School hats are compulsory at recess and lunch and for all other outdoor activities in terms 1 and 4 (when not in the shade).
- Students are not permitted to modify school uniform items, for example, colouring in the school logo. If students do so, they will be asked to purchase a new item.

Jewellery: Acceptable jewellery is limited to one set of small sleepers or studs in pierced ears and a thin chain around the neck.

Makeup: Light makeup only.

Headwear and accessories other than Seaton hats, such as *scarves, *headscarves, *headbands and *gloves, must be plain white, grey or dark blue.

Protective Clothing: At Seaton High School, we provide a safe learning environment and insist on strict adherence to safety rules. Guidelines regarding clothing, hair safety, footwear, and eye protection are explained to students attending science, design & technologies and home economics classes.

Students who do not come to school in the formal school uniform:

Students will be:

- offered a loan uniform for the day
- asked to remove unacceptable jewellery and excessive makeup
- subject to disciplinary processes if they refuse to cooperate
- excluded from school activities requiring the school or physical activity uniform.

The school may phone parents/caregivers and request that they bring the uniform to school for the student to change into.

The school will contact parents/caregivers if the issue persists, to discuss strategies and/or support for overcoming any barriers to wearing the uniform.

Key School Policies

Seaton High School Physical Activity Uniform

Uniform for Dance

The specific dance uniform is purchased from year 9 when students elect dance as a specialist subject. The dance uniform may also be purchased by students who participate in Seaton's after school Dance Club.

**In Years 7 and 8, students requiring a change of clothes for the Arts Hothouse should wear their Health & Happiness uniform.*

Only items listed below are permitted:

YEAR 9 DANCE	SUPPLIER	PURCHASE
Grey dance T-shirt with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy blue sports shorts with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy leggings with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy track pants with Seaton logo	Caprice Promotional	Purchase direct from the school

Note: Students choose between navy blue sports shorts, leggings or track pants, all with Seaton logo. Students may purchase more than one of these items should they wish.

The above items are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collection process when the school knows who has elected dance as a subject from year 9 onwards.

Uniform for: Health & Happiness (Years 7 & 8), Health & Physical Education, Sports Studies and Sports Industry Pathways

Only items listed below are permitted:

	SUPPLIER	PURCHASE
Grey PE shirt with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy blue sports shorts with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy leggings with Seaton logo	Caprice Promotional	Purchase direct from the school
Navy track pants with Seaton logo	Caprice Promotional	Purchase direct from the school

Note: Students choose between navy blue sports shorts, leggings or track pants, all with Seaton logo. Students may purchase more than one of these items should they wish.

The above items are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collection process.

In years 7 and 8, some students are timetabled for Health and Happiness in semester one, and others are timetabled in semester two.

If a student is timetabled for semester 2, we advise that families wait until that time to purchase the uniform.

Key School Policies

Hats

Seaton bucket hat or baseball cap (same hat as used for the formal school uniform).

Purchase directly through Hambours.

Uniform for Diamond Sports

Only items listed below are permitted:

BASEBALL	SUPPLIER	PURCHASE
Baseball Cap (Sharks)	Caprice Promotional	Purchase direct from the school
T-shirt	Caprice Promotional	Purchase direct from the school
Track Pants	Caprice Promotional	Purchase direct from the school
Shorts (Sharks)	*Hambours	Purchase direct from Hambours

SOFTBALL	SUPPLIER	PURCHASE
Visor	Caprice Promotional	Purchase direct from the school
T-shirt	Caprice Promotional	Purchase direct from the school
Track Pants	Caprice Promotional	Purchase direct from the school
Shorts	Caprice Promotional	Purchase direct from the school

Supplier (Caprice Promotional)

All Caprice Promotional products are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collection process.

Key School Policies

Seaton High School Physical Activity Uniform (cont.)

Sports shoes for all physical activity courses (except for dance)

Students purchase their own sports shoes.

Sports shoes must be:

- plain sports shoes (not boot style)
- fully closed in, with thick soles, and provide adequate support and protection
- black or white with minimal trim.

Seaton High School Physical Activity Uniform Policy

All students come to school in the formal Seaton High School uniform.

If students have a Physical Activity subject on a given day, they should bring their Seaton High School Physical Activity uniform to school in their school bag.

Lessons 1 and 2: Students change into their Seaton High School physical activity uniform at the start of lesson 1 and back into their formal Seaton High School uniform at the end lesson 2.

Lessons 3 and 4: Students change into their Seaton High School physical activity uniform at the start of lesson 3 and back into their formal Seaton High School uniform at the end lesson 4.

Lessons 5 and 6: Students change into their Seaton High School physical activity uniform at the start of lesson 5 and may leave school at the end of lesson 6, in their Seaton High School Physical Activity uniform.

In all cases, students come to school in the formal Seaton High School uniform. If students have a physical activity subject on a given day, they bring this uniform with them, in their school bag to change into.

Wednesday Entrepreneurial SACE Packages Uniform & Policy

Most packages have a corresponding, specially designed top with the Seaton High School logo (including the words Seaton High School). Students may wear this top to and from school on Wednesdays.

All other items of clothing must be part of the formal Seaton High School uniform except in the case of a physically active based package. In this case, students may wear the Seaton High School Physical Activity Uniform with the specially designed top, on Wednesdays.

On other days, students must wear their full formal school uniform.

Specially designed tops are purchased through the school.

Families are advised of the payment and collection process.

Year 12 Tops

Year 12 students are able to purchase a specially designed year 12 top, marking this milestone in their lives.

The school provides ordering and payment details to students at the end of year 11.

Uniform Shop: Hambours

The Seaton High School formal school uniform, and other items as indicated must be purchased from:

Hambours
2 Wilson Street, Royal Park, SA

Shop in person:
Monday to Thursday: 9.00am to 12.30pm and 1.00pm to 5.00pm

Friday: 9.00am to 12.30pm and 1.00pm to 4.00pm

Telephone: 8447 2077

Key School Policies

Acceptable Use of ICT Policy

General

Students are responsible for good behaviour on school computer networks, just as they are in a classroom or the schoolyard. General school rules for behaviour and communication apply.

Seaton's computer network is provided to enable students to conduct research and develop skills in the use of information and communication technology.

Independent access to network services is provided to students who agree to act in a considerate and responsible manner. All parents and students under the age of 18 must sign an Acceptable Use of ICT agreement. Access is a privilege, not a right, and entails responsibility.

Students are responsible for their behaviour and any communication they send over the network. It is expected that they will comply with school standards of behaviour and will honour the agreements signed.

While a student's workspace is private, users should be aware that staff reserves the right to view any files or communications when necessary, to maintain the system's integrity and to ensure that the system is used responsibly.

Specific

1. Personal Safety

As a student, you will:

- keep personal contact information about yourself or other people private unless you have your parent's approval. This includes your home address, telephone number, school address, or anything else likely to identify yourself
- not agree to meet 'in person' with anyone you have met online
- promptly disclose to a teacher or other staff member any message you receive that is harassing, threatening, or makes you feel uncomfortable or insecure.

2. Inappropriate Activities

As a student, you will:

- not attempt to gain unauthorised access to the network or to any other computer system through the network or go beyond your authorised access. This includes attempting to log in through another person's account or access another person's files, even if only for the purposes of 'browsing'
- not make deliberate attempts to disrupt the operation of any computer or network (including disabling or altering software, or disconnecting cables) or destroying data by spreading computer viruses or by any other means
- not use the network to engage in any other activity deemed inappropriate, as stated in the daily notices or by your teacher
- only use mobile phones in accordance with the Mobile Phones and Personal Devices Policy
- treat all ICT equipment with care and report any damages to staff.

3. System Security

As a student, you will:

- be responsible for your individual account, and should take all reasonable precautions to prevent others from being able to use your account. Under no circumstances should you provide your password to another person
- immediately notify a teacher or the System Administrator if you think someone else is using your password.

Key School Policies

Acceptable Use of ICT Policy (cont.)

4. Inappropriate Language

As a student, you will:

- not use bad language, such as language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful
- not engage in personal attacks, including racist or discriminatory remarks
- not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop
- not knowingly or recklessly send false or defamatory information about a person or organisation.

5. Respect for Privacy

As a student, you will:

- not re-send a personal message that was sent to you privately without permission of the person who sent you the original
- not send private information about another person.

6. Respecting Resource Limits

As a student, you will:

- use the network only for educational and career development activities and limited, high-quality, self-discovery activities
- check your workspace regularly, deleting unwanted files and emails promptly, and stay within your space quota
- subscribe only to high-quality discussion groups that directly relate to your schoolwork
- not send chain letters.

7. Plagiarism and Copyright Infringement

As a student, you will:

- not plagiarise works that you find on the Internet, or any other source of research material. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own
- respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains statements that specify the appropriate use of that work, you should follow them carefully. You should use a bibliography to identify the source of any material you use from the internet.

NOTE: Copyright law can be very confusing. If you are unsure whether or not you can use a work, you should request permission from the copyright owner.

A recommended reference book is 'Copyright and the Internet' (Australian Copyright Council) which is available from many libraries.

8. Inappropriate Access to Material

As a student, you will:

- not knowingly use Seaton's facilities to access material that is obscene or profane, sexually explicit, promotes illegal acts, or promotes violence or discrimination towards other people
- not access online or downloaded games unless authorised by an appropriate teacher for educational purposes
- not access social media sites while at school
- not store in your Home Drive (z: drive) any files that are not related to your schoolwork
- immediately tell your teacher if you mistakenly access inappropriate information. This will protect you against a claim that you have intentionally violated this policy.

Key School Policies

Consequences

Parents or caregivers of students found in violation of these guidelines will, in line with the school's policies, be contacted by the school and informed about the violation.

If subsequent deliberate, wilful and/or persistent violation occurs, a student will:

- have their network privileges revoked
- face additional disciplinary actions, consistent with the school's Behaviour Management Policy and/or Harassment Policy or as determined by the school Principal or his/her representative.

Police action may be considered in certain circumstances.

Liability

While the school strives to produce the best possible network service, we make no guarantee that the functions or the services provided by or through the network will be error-free or without defect. Seaton High School will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Seaton High School is not responsible for the accuracy or quality of the information obtained through or stored on the system.

The school will not be responsible for financial obligations arising through the unauthorised use of the system.

A full copy of the Acceptable Use of ICT Policy is available on request.

Flexible Teaching and Learning: Online Protocols

Increasingly, students are accessing learning, and their teachers, in ways that are more flexible, at different times, and from a range of locations, using technology such as online forums.

When students are engaging with flexible modes of teaching and learning, clear protocols apply to protect all users.

In online learning environments, students must continue to abide by the Computer Network Acceptable Use Policy, which is located on the school's intranet website. All students who participate in the laptop program must sign the Computer Network Acceptable Use Policy.

The two main online forums at Seaton High School are MS Teams and Daymap.

Microsoft Teams (MS Teams) is an online chat-based collaboration platform where students can post questions to each other or to the teacher, and share answers. This avoids teachers receiving emails with the same question from all of their students, and having to respond to each student individually. Instead, the answers can be shared with the whole class, and students can see the questions being asked and don't need to repeat a question that has already been posted.

MS Teams is also the forum where teachers may conduct online lessons or video conferences. These may be face-to-face in real-time or pre-recorded, so that students can choose when they view the lesson.

Key School Policies

Flexible Teaching and Learning: Online Protocols (cont.)

Just as there are protocols for appropriate conduct in classroom discussions and for collaborative learning, there are strict protocols for the use of MS Teams. These protocols protect both the staff member and the student. Any student who does not use the online forum appropriately may be blocked from the team until such time as they are able to be a productive and positive team member. Additionally, there is a range of consequences for more serious breaches of the online protocols. Our Behaviour Management Policy is built on the school's values of **respect, responsibility and achievement**, and disruption to the teaching and learning will not be tolerated, regardless of how the student is accessing the learning program.

Daymap is the communication platform that students and many families are very familiar with. Whilst Daymap does not have a video conferencing feature, teachers and students can engage in online discussions and question and answer sessions, and therefore, many of the protocols below also apply to Daymap.

The following protocols will help ensure everyone's safety, and the success of our teaching and learning program.

On-line Protocols: MS Teams and Daymap

TEACHERS

Before a lesson, teachers will:

- schedule online lessons as per the timetable for that subject, to avoid clashes with other subjects
- carefully consider the need and purpose of online lessons
- advise students at the start of each week of a scheduled online lesson
- send lesson content or pre-reading in advance, and will expect students to have engaged with this before an online lesson
- give clear start of lesson instructions (for example, all microphones off, video on/off (student choice), blurring of background).

During a lesson, teachers will:

- protect their privacy by ensuring a professional or blurred background
- be professionally dressed
- advise students if a lesson is being recorded
- not deliver one-to-one online lessons
- not engage in conversations of a more personal nature or about matters of wellbeing
- be vigilant, and ensure that only students who are members of the class are involved in the lesson
- remove/mute students from online lessons if they are behaving inappropriately.

After a lesson, teachers will:

- advise parents or caregivers of inappropriate online behaviour
- follow the school's behaviour management processes in the event of inappropriate online behaviour.

Key School Policies

STUDENTS

Before a lesson, students will:

- ensure they alert a teacher if they are unable to attend a scheduled online lesson
- have completed any pre-lesson work set by the teacher.

During a lesson, students will:

- follow normal school rules and expectations
- follow start of lesson instructions
- not invite other people, who are not members of that class, to join an online lesson
- be dressed appropriately (school uniform if accessing the program at school and preferably a Seaton High School top if accessing the program from home)
- join an online lesson from an appropriate location, if accessing the program from home. This may be an office or shared space in the home (i.e. not a private space such as a bedroom)
- protect their privacy by ensuring an appropriate or blurred background, if accessing the program from home
- not record, photograph or share any part of an online lesson
- engage respectfully in discussions.

PARENTS

Parents and caregivers will:

- encourage and support their child's learning, including providing a suitable environment at home for an online lesson when required
- not participate in video conferences or online discussions
- not contact the teacher via video conferences or online discussions if their child requires additional support. Please contact teachers by email, letter, in person or by phone call.

Use of Mobile Phones and Personal Devices Policy

Purpose

This policy provides direction to students, staff and families about managing personal mobile phones and other digital devices that students choose to bring to school. Digital devices include, but are not limited to, smartwatches, tablets or laptops that are not part of a separate Bring Your Own Device arrangement. This policy applies while students are at school or attending an authorised school activity such as an excursion, during school hours.

Mobile phone use for secondary school students

Our school recognises that there are legitimate reasons for students to bring a mobile phone or personal device to school. This may include:

- to ensure their safety while travelling
- so that parents can contact them outside of school hours.

Principles governing the use of mobile phones and personal devices (MPPDs) at Seaton High School:

- All workplaces have expectations and limitations around the use of mobile phones and personal devices. Seaton High School is a workplace for staff and students.
- Expectations and limitations will be relevant to users in terms of developmental stages and demonstrated capabilities. These will be in line with the Independent Learning Program and associated credentialing. The program will explicitly teach, assess and document students' independent learning skills – including the appropriate use of MPPDs and recognises that:
 - MPPDs have a place as useful tools in education
 - MPPDs can be a source of distraction and contribute to other negative outcomes.
- Many parents provide students with mobile phones for safety reasons – particularly for the journey to and from school. During lesson time, communication between parents and students should be via school phones, not direct.

Key School Policies

Use of Mobile Phones and Personal Devices Policy (cont.)

Storage of personal devices

Individual devices are the responsibility of the owner. Access to lockable storage will be available.

Compliance

Formal agreements must be signed for all students who wish to bring devices to school. Anyone unwilling to abide by the relevant agreement will not be permitted to have a device in their possession at school. In this case devices will be checked-in at the Front Office, where they will be securely stored, at the start of the day and retrieved at the end of lesson time.

Non-compliance with agreements will be dealt with in line with the behaviour management policy and consequences applied accordingly. As well as normal responses, this may lead to the withdrawal of permission to access devices during school time. In this case devices will be checked-in at the Front Office, where they will be securely stored, at the start of the day and retrieved at the end of lesson time.

The contents and use of any device must comply with school rules and expectations, despite being a personal device.

Roles and responsibilities

Principal

- Ensures this policy is clearly communicated and accessible to all students, staff and parents/carers.
- Ensures there is a process for regular review of the policy.
- Ensures secure storage is provided for student personal devices that are handed in to school staff and lockers that the school provides for students to store their belongings are appropriately secure.

- Ensures processes are in place for monitoring internet and school network use by all members of the school community.
- Enforces the school's policy and responds to instances of non-compliance.
- Reports and responds to incidents of inappropriate use of personal devices in line with department policy and procedures and any legislative requirements.
- Considers requests for exemptions from the school policy from parents, adult or independent students on a case-by-case basis. Makes sure that approved exemptions are documented and that relevant staff are informed about students' exemptions.
- Models appropriate use of mobile phones and supports families to understand the importance of promoting safe, responsible and respectful use of mobile phones to their children.

School staff

- Deliver learning opportunities and maintain a safe and productive learning environment. Take steps to minimise distractions from the non-educational use of personal devices in the learning environment.
- Respond to instances of non-compliance in line with the school's policy.
- Report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures and any legislative requirements.
- Make sure that any student personal devices handed in for their care are stored in a secure location and are returned to the student (or their parent).
- Model appropriate use of mobile phones and support families to understand the importance of promoting safe, responsible and respectful use of mobile phones to their children.

Key School Policies

Students

- Comply with the requirements of the school's policy and follow all reasonable directions from the Principal and school staff.
- If permitted to use a mobile phone or personal device in line with this policy, do so in a safe, responsible and respectful way and support peers to do the same.
- Communicate respectfully with others and do not use a mobile phone or other personal device to bully, harass or threaten another person.
- Respect others' rights to privacy and do not take photos, film or audio records of other people without their knowledge or permission.

Parents

- Support the implementation of the school's policy, including the consequences for non-compliance with the policy.
- Use the school's formal communication channels in all instances to communicate with the school (including where a student requires early collection from school). Encourage their child to always report to a school staff member in the first instance if they become unwell or experience an issue at school.
- Recognise the important role they play in supporting their child to use their mobile phone (or other personal device) in a safe, responsible and respectful way

Communication and review

The principles of this policy have been developed in consultation with staff, student groups, and School Council.

Acceptable use agreements will be constantly reviewed and updated as part of the Independent Learning Program. Ongoing consultation with staff, students and parents/carers will occur as to what constitutes acceptable use.

Students and parents/carers will be provided with information regarding progress in the Independent Learning Program and associated ramifications for use of MPPDs.

Key School Policies

Assessment and Reporting Policy

During the school year, students are given a combination of tests, assignments, projects and practicals. The results of these assessment tasks are combined to form an achievement grade at the end of semester one and at the end of semester two.

End of Semester Report

The report includes an achievement grade, descriptive comments indicating progress in each subject, attendance, assessment against the 'Graduate Qualities', and progress in independent learning. The Graduate Qualities include skills and attributes such as teamwork, persistence, cooperation, respect and aiming high.

Continuous Reporting via the Parent Portal

Throughout the year, assessment results are communicated via the Parent Portal. Parents and caregivers are able to view the results of assessment tasks as each task is marked. This enables parents to receive ongoing information about the progress of their child.

Year 12 students receive a full report at the end of term two and term three.

Achievement grades and what they mean

- A:** Excellent achievement of what is expected at this time of year.
- B:** Good achievement of what is expected at this time of year.
- C:** Satisfactory achievement of what is expected at this time of year.
- D:** Partial achievement of what is expected at this time of year.
- E:** Minimal achievement of what is expected at this time of year.

UC: The student's work cannot be given an achievement grade, usually because of extended serious illness, extended holiday or late enrolment.

NA: A grade cannot be given. This could be due to the ongoing nature of the work in the subject, and/or SACE board moderation.

N: Student has shown insufficient work to receive a grade.

The Australian Curriculum

Students in Years 7, 8, 9 and 10 are assessed against the Australian Curriculum standards.

SACE

SACE subject achievement at Stage 1 appears as a grade A to E, at the end of semester one and two.

SACE subject achievement at Stage 2 appears on the student's SACE Certificate.

Graduate Qualities

Seaton educates the whole person to develop a set of positive values and skills that we call our Graduate Qualities. They are based on our school values of 'Respect, Responsibility and Achievement'. These qualities underpin academic success, and each student is assessed on their development in these areas in each school report.

Following is a summary of the Graduate Qualities.

Respect

Seaton's graduates:

- are organised
- acknowledge responsibility for their own decisions and actions.
- are resilient
- are confident
- are academically successful (aim high).
- get along
- contribute to a safe community and environment
- have pride in the school and themselves.

Key School Policies

Responsibility

Seaton's graduates:

- are organised
- acknowledge responsibility for their own decisions and actions.

Achievement

Seaton's graduates:

- are resilient
- are confident
- are academically successful (aim high).

Attendance

A student's absence from lessons may be due to attending VET courses, camps, excursions, and sport, as well as explained and unexplained absence from school.

Independent Learning

Each student's development as an independent learner is outlined in the end of semester school report. Students are assessed as novice, beginner, competent, proficient or expert.

Expositions of Learning

All students in years 7, 8 and 9 are expected to formally present their learning twice each year to a panel consisting of teachers, parents and, at year 9, community representatives.

The Expositions of Learning are assessed against stated criteria and recorded in Daymap, which is visible to parents and students.

A further round table discussion is undertaken during year 10 as part of the Personal Learning Plan and involves students reflecting on their learning and development.

The year 10 discussion is one of the assessment tasks of the Personal Learning Plan and is included in the overall assessment for that subject.

Student Behaviour Management Policy

Principles

The school supports and values successful learning and positive behaviour.

Students are expected, taught and empowered to accept responsibility for their learning and behaviour, to make positive and responsible decisions, and to consider and accept the consequences of their actions.

We do not tolerate misbehaviour or harassment. No student is allowed to interfere with the rights, safety or learning of others. Any misbehaviour or harassment is met with strong consequences.

Classroom Strategies

Each class negotiates a set of classroom expectations based on the school's principles, in particular:

- Students have the right to learn in a positive environment, free of disruptive behaviour
- Teachers have the right to be able to teach in a positive learning environment, free of disruptive behaviour
- Disruptive behaviour is unacceptable and will result in logical consequences.

Persistent disruptive behaviour will result in withdrawal from lessons.

Anti-Harassment

Seaton High School has consistently low levels of harassment. It is made extremely clear that harassment in any form is unacceptable, and firm disciplinary action is taken when required.

All students are taught how to recognise and deal with harassment.

Key School Policies

Student Behaviour Management Policy (cont.)

Disruptive Behaviour in the Classroom

The following classroom step process ensures that students are given the opportunity to improve their behaviour and avoid being withdrawn from a class.

Step 1: First official warning

Step 2: Second warning: student may be moved within the class

Step 3: Third warning: student moved within the class or removed from class, whichever is more appropriate. One-to-one conversation with the teacher.

Step 4: Student withdrawn from class and referred to a school leader. Parents/caregivers informed via an email.

Second Withdrawal: Case management support process begins

Third Withdrawal: Internal suspension. Case management continues.

External Suspension

If a student continues to disrupt the learning of others after this procedure, further consequences may apply, including external suspension for up to 5 days.

Serious Breaches of Behaviour

In the event of serious breaches of behaviour, students will immediately be withdrawn from class and considered for suspension.

Detention

Detention is held at lunch-time. Detention may be used as a consequence for misbehaviour outside of subject lessons, such as disobedience in the yard, smoking/vaping, abusive or offensive language, truanting and Care Group related issues (for example, persistent lateness, homework not completed, not wearing correct school uniform).

Community Service

Where appropriate, students may be asked to complete community service, such as yard clean up, in response to misbehaviour.

Positive Behaviours Program

A Positive Behaviours Program is in place to formally recognise and reward positive actions. This includes recognition at school assemblies and awards ceremonies, and the 'postcard' system whereby each term, postcards are mailed to parents or caregivers informing them that their child has been recommended for a postcard for meeting the Graduate Qualities to a high level. Positive behaviours are also acknowledged through a voucher system. Students may receive a voucher for the school canteen, a bookstore and/or the movies.

Key School Policies

Key School Rules

The School's Graduate Qualities define appropriate behaviours and interactions in school and also out of school.

These are some key rules students must follow to help maintain our positive learning culture.

- Respect our environment, for example, use the bins, do not stand or sit on tables.
- All interactions and language must be appropriate to a workplace. This includes in the yard.
- Follow staff instructions without arguing.
- Punctuality to school and to lessons is expected.
- Students should not be out of class during lessons unless for a specific purpose, and only with teacher permission.
- Students should use recess and lunch to organise themselves in regard to the toilet and water bottles.
- Books/devices/equipment are not to carry inappropriate images, text or tags.
- Chewing gum is banned at school.
- Students must comply with the School Uniform Policy. This includes to and from school and during all school hours, including excursions.
- Students must not modify their school uniform, for example, colouring in the school logo.
- Students are to wear hats in accordance with the school's Sun Smart Policy. Hats must be worn correctly and must be removed in class.
- Students may drink water (not soft drinks) in class, at the teacher's discretion. Food is not to be consumed in teaching and learning areas.
- Use of mobile phones and all other personal devices must be in accordance with the Use of Mobile Phones and Personal Devices Policy. They may be used for learning purposes, but only when directed by a teacher. In general, unless directed, they must be turned off and stored away.
- The oval, gym, diamond sports centre and courts are only to be used for games, not sitting or eating. (Exception: students may sit on the northern edge of the oval, under the trees or in landscaped areas with seating)
- Tennis courts are to be used only for appropriate games.
- Students are not permitted to leave school grounds without permission.
- Students are not to "hang out" in out-of-bounds areas during breaks, including the car parks. See the out of bounds school map.

Key School Policies

Harassment Policy

Seaton acknowledges, accepts, and celebrates diversity.

Harassment is unacceptable.

Seaton has zero-tolerance of harassment.

What is harassment?

Harassment and bullying are deliberate and repeated actions towards others which involve the misuse of power. It is when someone makes you feel embarrassed, uncomfortable, upset or unsafe because of who you are or what you do.

Harassment can occur:

- between students
- between staff and students

Examples

Instances of harassment include, when someone:

- threatens, pushes, punches or hits you
- calls you names, puts you down, makes rude gestures or belittles your achievements
- hides or destroys your property
- gets a gang (or group) together to frighten or humiliate you
- prevents or affects you doing a task, set work or job

- writes or sends rude, unpleasant notes, drawings, images or e-messages to or about you or a group of people (for example a race, gender, religious group) on the internet, mobile phone, or on other e-technology methods
- repeatedly calls you rude names, makes suggestive comments or tells smutty jokes
- makes degrading comments against your culture and/or your background
- touches or brushes up against you often and deliberately, when you have asked them not to
- comments on the size or shape of your body
- spreads rumours about you and/or your family
- persistently makes unwelcome requests for sexual favours or social outings
- makes degrading comments about a person's sexuality or gender identity.

Key School Policies

Being harassed

There are some occasions when we should be corrected – when we are doing the wrong thing and when we need to be taught the right way of behaving.

But harassment is behaviour that is unwelcome and repeated, and must NEVER be allowed to continue.

When we are angry, embarrassed, frightened, humiliated or uncomfortable, it affects our self-confidence and we find it hard to concentrate on our work or stay in class.

Staff, parents, governments and society believe 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.

So, stopping harassment is important because...

Seaton High School should be a safe and caring environment where we can all work and learn together, and where the rights of all are respected.

What to do when you or someone you know is being harassed

You can choose what you want to do and control what happens.

- Tell the person (or people) harassing you that you don't like it and that you want it to stop.
- Talk it over with friends or your parents.
- Talk to a teacher or wellbeing leader.
- Follow the 'Grievance Procedure' outlined in this policy.

Are you the harasser?

If you are harassing others:

- you should stop
- you will be told to stop
- your behaviour will be investigated and recorded at the school
- you will be subject to the disciplinary action decided by the school which could include:
 - involving your parents/guardians
 - involving some form of suspension
 - involving departmental authorities.

Students who are 16 years and over, who sexually harass another student or staff member may be reported to the police.

It is the school's responsibility to report all assaults.

Key School Policies

Harassment Policy (cont.)

Harassment grievance procedures for students

If you are being harassed, or someone you know is being harassed, you can choose what you want to do.

You can:

- assertively, but calmly communicate with the person who is harassing you, making it clear that you want the harassment to stop
- or
- go to any teacher, parent, or adult you trust (or all three) for help
- talk openly about the problem
- make a plan with your helper to deal with the problem and follow it through.

or

- lodge a complaint with the Equal Opportunity Commission, if you are 16 years or older.

(Note: A teacher or Harassment Contact Person will not talk to others or take any other action without your permission (except in the case of Child Abuse).)

Harassment grievance procedures for staff

If you are being harassed or someone you know is being harassed, you can choose what you want to do.

You can:

- assertively, but calmly communicate with the person who is harassing you, making it clear that you want the harassment to stop
- or
- discuss the problem with a Wellbeing Leader, the Principal, a Deputy or Assistant Principal, another staff member, or the DFE Personnel Counsellor and decide upon a course of action
- or
- lodge a complaint with the Equal Opportunity Commission.

Remember... *"Everyone has the right to feel safe all the time."*

Seaton High School is a member of the Safe Schools Coalition SA.

Key Staff Contacts

Principal

Mr Richard Abell

Deputy Principal

Ms Jane Hernández

Assistant Principal

Ms Sue Smith

Business Manager

Ms Jan Basher

Key Staff Contacts

Care Group Teachers

Care Group teachers, in partnership with families, have a key role to play in helping to maintain communication lines, supporting the learning, and ensuring any emerging issues are dealt with quickly. Families are provided with the Care Group teacher's contact details once students have been allocated to classes.

Wellbeing Support

Michael Huggett, Assistant Principal – Wellbeing:
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Careers Support

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Curriculum Leaders: questions about the learning program and subject specific matters

Stephen Cavanagh, Coordinator – HPE:
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Flexible Learning Options

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Entrepreneurial Education

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Hannah Thorburn, Coordinator – Entrepreneurial Education and Independent Learning Program:
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Sa Danh, Coordinator – Special Entry Programs:
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Scott Charlton, Coordinator – Research and Contemporary Practices: Scott.Charlton178@schools.sa.edu.au

Middle School/Senior School Leaders: questions about attendance, wellbeing, and general progress

Mr Paul Lenartowicz, Assistant Principal, Head of Middle School and Transition:
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Michelle Evans, Coordinator, Senior School – Orange House and Wellbeing Focus:
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Technology Assistance

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Respect • Responsibility • Achievement



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