



Seaview High School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Seaview High School Number: 893

Partnership: Marion Coast

Name of School Principal:

Penny Tranter

Name of Governing Council Chair:

Dianna Karakitsios

Date of Endorsement:

14 March 2018

School Context and Highlights

Seaview High School is one of two secondary schools within the Marion Coast Partnership. Our school culture is defined by inclusive, respectful and democratic relationships in an environment where students are both challenged and supported. We deliver programs that build on the individual talents, abilities and interests of over 700 young people, including 70 FLO and 67 external VET enrolments. As a respected IES accredited school, 119 International students from a range of countries chose to further their education at Seaview in 2017.

Enrolments at the school continue to grow (increased by 26% since 2014). The school's personalised approach, staff expertise and the application of pedagogies that enable students to develop as confident, motivated, "expert" learners, who apply their knowledge and skills in a range of contexts, are features of our school that are clearly valued by our community.

Learner voice and student agency continue to be significant drivers of school improvement. Students contribute actively to their learning; co-designing tasks, observing lessons, providing feedback to teachers and informing decisions across the school. Our strong focus on digital learning supports students to develop as informed, global citizens and an effective BYOD program facilitates learning anytime - anywhere. The online Learner Management system allows us to work in close partnership with our families by providing 24/7 access to curriculum, well being and achievement data.

As a Specialist STEM & Advanced Technology school, staff and students work closely with tertiary & industry partners to provide authentic pathways to future careers. A school-wide approach to project based learning, problem solving, critical and creative thinking occurs across all year levels and all areas of study. The school has completed the first stage of a major building development providing state-of-the art resources and flexible learning spaces to deliver innovative STEM courses. New areas include a Digital Production suite, STEM classrooms and Makerspace. A flexible Learning Hub and Food Technology laboratories are scheduled for completion in December 2018. Planning is also underway for a \$5m multi-purpose Creative Arts complex.

Students out of the zone continue to seek select entry into one or more of our outstanding Special Interest Programs: Sports, Tennis, Dance and Music as well as a range of accredited certificate courses delivered at the school.

Governing Council Report

In my time on the Governing Council I have seen steady growth, development and improvement. My fifth year as Chairperson was very rewarding and brought me great pride to be a part of such a progressive school.

Results in 2017 are to be celebrated as 100% of Year 12s completed their SACE, with grades demonstrating a continuing upward trend of overall results. Early in the year the school committed to an ICT upgrade to enhance the delivery of digital teaching and learning. A new 1GBps internet service was rolled out with the most up to date technology to ensure students are well equipped for future learning.

We were delighted to welcome so many new students during the year across all year levels. This created a need for three new classes in Year 10 and additional classes at Year 9. Seaview has now declared itself full, with waiting lists at several year levels. To accommodate the increased numbers, several new staff were recruited, bringing with them a wealth of fresh experience and energy. Our Governing Council also grew considerably in 2017, I was delighted that so many parents are prepared to commit their time and energy to such an important role. Early in the year Open Night saw a huge turnout where students, staff and parents presented a snapshot into our School life. We had hundreds of families attend to see displays from the wide choice of subjects on offer at Seaview High School.

2017 also saw the usual high quality productions and events from our students. The Dance & Drama shows, Music nights and Art exhibitions are always a highlight. Students continue to have many exciting opportunities including attending Space Camp, the annual Ski Trip and competing in various National competitions. Sport at Seaview offers students many opportunities in a wide range of sports.

The new Special Interest Sport Program is already in high demand. The professional tennis coaching unit continues through Tennis Solutions and includes a Volleyball unit. Volleyball will now flow onto both Zone Sport and Knockout Sport. Pedal Prix is going strong and welcomed many new sponsors in 2017.

Personally I have found Seaview High a quality school that takes great pride in it's students and achievements. It is a pleasure to be Chairperson of its Governing Council.

I thank Penny Tranter and all the teachers whose dedication and willingness to go above and beyond for our young people, make Seaview a great place of learning and community.

Improvement Planning and Outcomes

In 2017 Seaview's 5 year strategic plan was aligned to the Melbourne declaration on education goals for young people: to - Develop successful learners - Develop confident, [resilient] creative and independent individuals - Develop active and informed citizens.

Each area of study developed an Action Plan with explicit strategies to support the following site priorities.

1:1 Learning is personalised and intellectually challenging:

KEY ACHIEVEMENTS: The TfEL framework continues to inform our work, with student voice accelerating improvement in all areas of the school. In 2017 a major upgrade of ICT infrastructure saw increased speed and access as well as improved technology in classrooms. Devices were upgraded and Professional Learning focused on innovation, transforming teaching & learning with video, Office 365 and OneNote to further enhance our personalised approach.

The SVIL initiative was implemented to build capacity and consistency of teacher practice across the Marion Coast Partnership and to increase student outcomes and engagement, particularly in Mathematics.

1:2 All staff are supported to improve their practice:

KEY ACHIEVEMENTS: Teaching and Learning has become increasingly visible with student and peer observations providing opportunities for conversations, self-reflection and collective efficacy. There is evidence that more students are contributing to task design across a range of LAs. Staff engaged in a range of targeted Professional Learning, which was developed and delivered to improve teaching and learning. In 2017 there was a focus on improving teachers' ability to use data to measure the effect of practice and to respond where necessary.

Action Plans were developed collaboratively to heighten staff awareness of the SIP. Performance Plans followed to ensure individual goals were aligned to team goals and contributed to whole school improvement.

2:1 Students feel confident and supported to take risks in their learning:

KEY ACHIEVEMENTS: Professional Learning and SVIL team continued its focus on learner disposition. A review of the Pastoral Care Programs aims to strengthen a Positive Education focus across all year levels in 2018. The guiding pillars of ENGAGE, INSPIRE and EMPOWER, enables students to maximise opportunities and to understand their character strengths to support growth and learning and increase resilience. The DECD Wellbeing and Engagement survey results ranked Seaview highly in terms of school climate and school belonging with students indicating a healthy level of connectedness and support with staff. Seaview results significantly out ranked other schools in relation to the level of cognitive engagement, academic self-concept and perseverance.

2:2 Curriculum supports development of General Capabilities:

KEY ACHIEVEMENTS: Staff PL and planning supported the development of increased interdisciplinary learning. FutureMakers, Start Up and WWII Expo were examples of our STEM approach and interdisciplinary learning in action. All staff were trained to use the Critical and Creative Thinking continuum. There was increased participation in a wide range of STEM based activities and co-curricular programs, including academic competitions, Science & Engineering Challenge, ASELL, Space Camp and IAC Women in STEM Breakfast.

3:1 Seaview High School is an inclusive Learning Community:

3:2 Enriched Global Understandings enhance learning:

KEY ACHIEVEMENTS: Beginners Chinese class was introduced and a significant increase in numbers overall across all 3 languages served to strengthen language and literacy proficiency and global understandings.

3:3 Seaview is recognized as a school of choice:

Enrolments continue an upward trend with increasing numbers of student applying from out of zone.

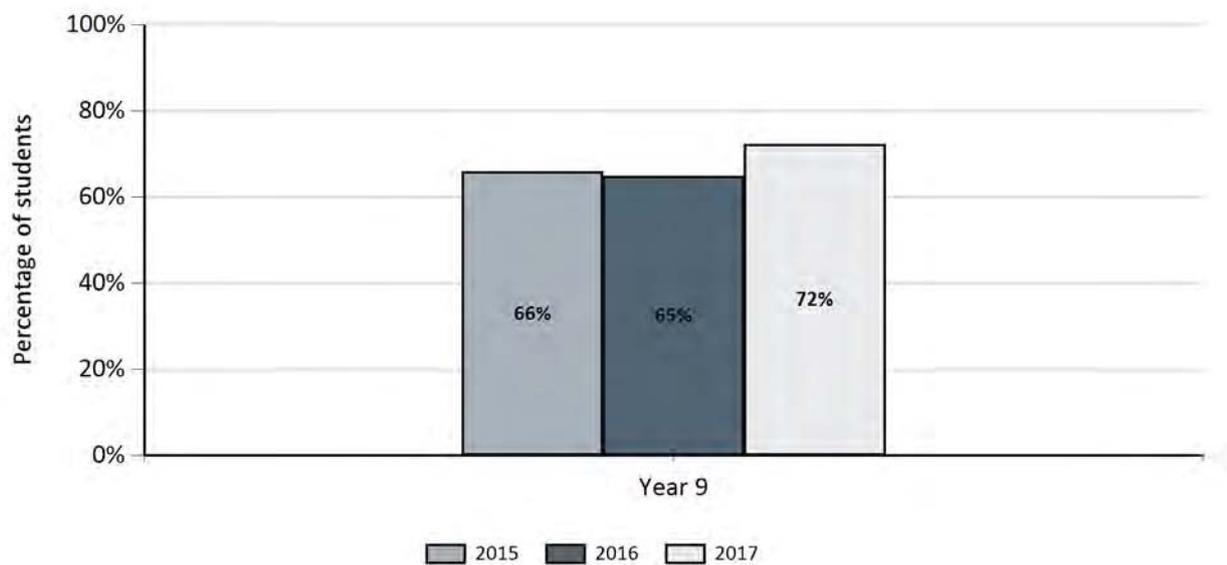


Performance Summary

NAPLAN Proficiency

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

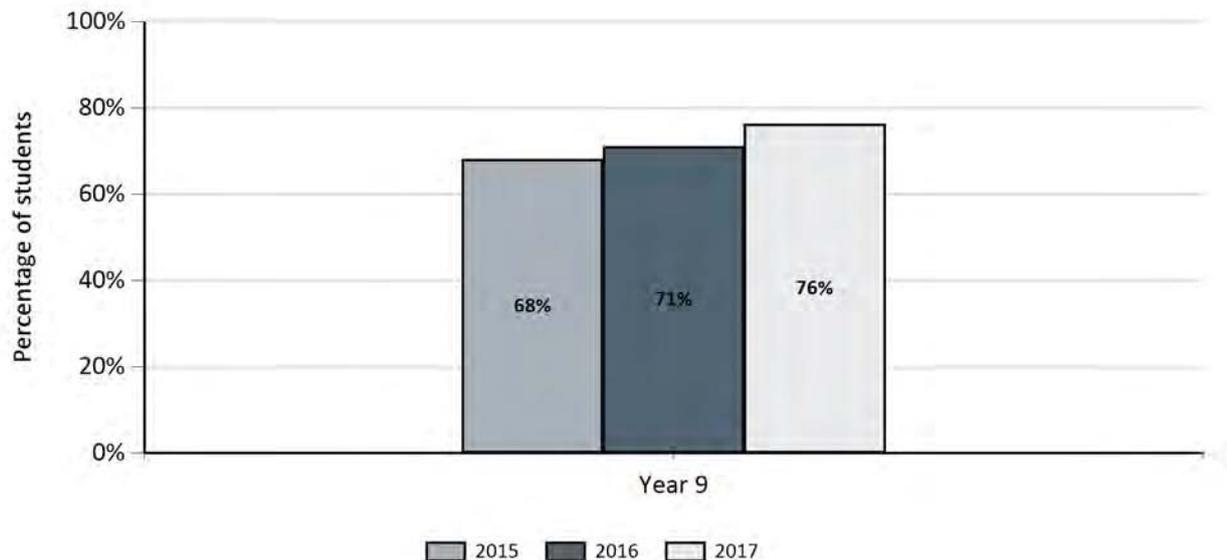
Reading



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

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

Numeracy



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

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

NAPLAN Progress

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

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	30%	25%
Middle progress group	53%	50%
Lower progress group	17%	25%

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

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	62%	50%
Lower progress group	17%	25%

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

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	112	114	18	14	16%	12%
Year 9 2015-17 Average	99.0	99.7	12.0	8.0	12%	8%

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

[^]Includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2014	2015	2016	2017
91%	92%	94%	96.26%

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

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	1%	0.80%
A	3%	2%	6%	3.49%
A-	5%	6%	8%	8.85%
B+	12%	12%	13%	13.40%
B	13%	13%	17%	14.75%
B-	14%	15%	14%	18.77%
C+	19%	15%	16%	14.48%
C	14%	18%	11%	16.89%
C-	10%	10%	7%	4.83%
D+	4%	3%	2%	2.41%
D	3%	3%	2%	1.34%
D-	1%	1%	1%	0%
E+	0%	0%	0%	0%
E	1%	1%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

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

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

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

2014	2015	2016	2017
84%	89%	94%	100%

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

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	22%	38.98%	43.10%	42.65%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	55.03%	55.83%	65.03%	73.41%

School Performance Comment

Our continued improvement in achievement can be attributed to a whole of school commitment - all staff engage in regular, targeted professional learning; they share practice, develop common tasks, engage in moderation and actively seek and respond to peer and student feedback. Staff use assessment for learning and "student friendly" rubrics to support improvement, they monitor snapshot and term reports to track student progress, design and record curriculum modifications and document interventions. Staff facilitate homework club and run vacation seminars voluntarily and work to connect students with the data by providing frameworks for setting targets for individual growth [including Grade Point Average, PATr, PATm and NAPLAN]. Students with Learning Needs, including high achievers, are identified on DAYMAP and strategies for differentiation are provided to facilitate this work. Numeracy and literacy data is used for class composition, adding to increased staff awareness of student needs.

Enhancing student centred practices, intentional teaching and problem solving were critical to our improvement agenda in 2017.

A number of identified intervention strategies were reviewed by the Regional Literacy & Numeracy PLC to ascertain impact and measure outcomes. The SNMY program was implemented across all 8 classes and for a group of identified year 9 students, after the review provided evidence of improved growth and retention in Numeracy bands. Similar growth in Reading data could not be apportioned to the trialled literacy strategy as implementation was not consistent. Explicit teaching of reading for understanding, text type analysis and vocabulary development and fluency will be the focus for improvement in this area in 2018.

In 2017 we celebrated 100% SACE completion (a 29% increase since 2012) and above the state average of 97.3%. We were also pleased that successful completion of the compulsory SACE requirements of Literacy and Numeracy and Research Project and PLP subjects also continue to improve and remain above the state average, and at the same time the number of below passing grades continue to decline.

A number of strategies continue to be resourced to support completion: - In 2017 an increased number of students were enrolled in Flexible Options within the SACE; including 21 conversions to Community Studies and 6 students used Community Learning towards completion. Stage 1 & 2 equivalent VET courses were actively promoted and 17 hybrid classes were offered to maximise student choice as well as acceleration.. Instructional tutorial support, sponsored University tutorials and continuous assessment continue to be priorities.

We congratulate all of our year 12 graduates with 96.2% of all grades awarded being a C standard or higher and, in particular our top achievers; Darrel Wong 94.75, Rongwei He 94.15, Darren Wong 92.00 and Taryn Gartner 89.20, who also received a Merit Award.

We look forward to maintaining this level of success in 2018.



Attendance

Year level	2014	2015	2016	2017
Year 7				100.0%
Year 8	91.9%	87.1%	92.4%	89.8%
Year 9	91.0%	90.0%	88.8%	91.0%
Year 10	90.5%	89.7%	90.5%	92.9%
Year 11	89.7%	88.1%	89.9%	93.3%
Year 12	94.4%	89.9%	91.6%	90.8%
Secondary Other	93.6%	77.7%	93.9%	97.6%
Total	91.6%	88.8%	90.7%	91.7%

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

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

Attendance Comment

Our attendance improvement strategy continued in 2017 with an increased focus on accuracy of data in DAYMAP and EDSAS and streamlining communication between the school and families. This included:

- Close monitoring and follow up of all absences
- Supervised check in process
- Monitoring persistent lateness
- Workshops for families on the DAYMAP Parent Portal
- Consistent follow up of any unmarked rolls
- Increased communication with parents (DAYMAP, SMS and phone calls)
- Newsletter articles re: importance of attendance.

Behaviour Management Comment

At Seaview we create a culture of mutual respect, where students work alongside teachers to design and implement strategies that improve understandings and learning across the school.

Negotiated classroom agreements underpins the democratic process. The management of behaviour is based on Restorative Practice. Formal training for staff and students began in 2017. All stakeholders will be trained in 2018.

Staff address behaviour by promoting self-regulation and acceptance of responsibility for actions. We use each incident as an educative opportunity for repairing harm and to foster socially responsible relationships. Behaviour transgressions remain a downward trend,.

Client Opinion Summary

The feedback from the 2017 Client Satisfaction indicates a significant increase in participation in the survey and an improvement in responses overall, with Parent responses rating consistently between 4.0 - 4.4 /5.

Top results from students were responses to the level of teacher expectations with 91% of students agreeing or strongly agreeing that teachers at Seaview expect them to do their best at school, a 5% increase to the 2016 result.

This was closely followed by 80% of students agreeing or strongly agreeing that they "feel safe at school" (2% improvement) and 78% of students agreeing or strongly agreeing that the school "looks for ways to improve".

The lowest result [3.1/5] was related to student voice with only 43% agreeing or strongly agreeing that their opinions are taken seriously and 13% disagreeing. Given the significance we attribute to student voice we will continue to work to strengthen student understandings of the scope and value of their contributions to school improvement, beyond SRC.

Students also indicated they feel there is room for improvement in the implementation of behaviour management processes, with 43% agreeing or strongly agreeing that it is managed well, in contrast to the 78% of parents who are genuinely satisfied. We are confident our Restorative Practice pilot will improve this outcome for students.

The results from parents are generally affirming of our work with 90% agreeing or strongly agreeing that their child "feels safe" and staff "have high expectations" [4.4 /5]. Overall opinion about school improvement is also high. 83% of parents agree or strongly agree that their child likes to be at Seaview HS.

The areas that elicited the lowest response from parents, while still above satisfactory, were "teachers motivate my child to learn" [3.8/5] and "teachers provide my child with useful feedback" [3.9/5] ,which is consistent with student responses and indicates there is still more work for us to do in these areas.

Our commitment to differentiation, Assessment for Learning and improving learner disposition and self regulation, in conjunction with a consistent and increased use of DAYMAP for Assessment and Reporting will remain priorities in 2018.

I am confident that Seaview High School's learner focus and consistent, rigorous self review process will ensure our continued improvement as a school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	1	0.6%
Interstate/Overseas	57	31.5%
Other	1	0.6%
Seeking Employment	4	2.2%
Tertiary/TAFE/Training	5	2.8%
Transfer to Non-Govt School	9	5.0%
Transfer to SA Govt School	27	14.9%
Unknown	77	42.5%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Copies of all Relevant History Screening for all temporary (TRT) staff, Pre-Service Teachers, volunteer (including Home Stay Families), Third Party Providers and contractors are stored centrally in a folder at the school, as required.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	83
Post Graduate Qualifications	36

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	43.7	1.2	13.8
Persons	0	47	2	15

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

Financial Statement

Funding Source	Amount
Grants: State	\$7,034,242.68
Grants: Commonwealth	\$7,600.00
Parent Contributions	\$498,165.17
Fund Raising	\$14,136.35
Other	\$1,072,374.64

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

2017 School Annual Report: Tier 2 Funding Report*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Re-Engage, White Lion and RASA were engaged to support and provide flexible learning options for individual students, as well as providing financial contributions for off site programs.	Assertive outreach support. Therapeutic approach addressing barriers.
	Improved Outcomes for Students with an Additional Language or Dialect	ESL teachers and additional SSO Hours allocated to support EALD students in classes Middle School EALD class resourced.	ESL scales indicate some improvement, to be monitored in 2018
	Improved Outcomes for Students with Disabilities	A reduction in class sizes, and a targeted holistic learner support continued to support students to improve self efficacy and independent learning skills	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	AET (0.2), Leadership (0.2) and ACETO (26.4 hours). Individual student Tutoring provided	Consistent case management and a team approach achieving positive outcomes. Transition meetings provided data to inform intervention strategies and support.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Advanced Manufacturing Grant ongoing 0.4 of teacher salary Flexible Learning Options Grant to develop and deliver an intervention aimed at supporting disengaged students in the middle years to increase their connection with school.	
Program Funding for all Students	Australian Curriculum	STEM Works professional development	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Used to increase HR profile and reduce numbers of students in in classes	All classes remain below EB recommendations and interventions implemented.
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	