



Seaview High School 2016 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:

Diana Karakitsios

Date of Endorsement:

15 March 2017

School Context and Highlights

Seaview High School is a co-educational, state, secondary school in the southern suburbs of Adelaide. For the last 5 years we have been considered a small school when compared to neighbouring high schools; however, in 2017 enrolments have increased by 18% and we now have 700 students enrolled in school-based and off site programs. We actively create a strong sense of community and foster a culture of belonging, accountability and achieving one's best. Staff develop a deep knowledge and understanding of the young people in our care and our personalised approach ensures opportunities for acceleration, extension and support. Students are encouraged to maximise their opportunities to complete the SACE and pursue a range of post school pathways by combining academic programs with skills-based (VET) subjects in the Senior School.

As a Specialist School for STEM and Advanced Technologies we pride ourselves in delivering high quality teaching and learning programs. After three years as a lead school in the Teaching for Effective Learning (TfEL) local Partnership Pilot, a commitment to student centred pedagogies is embedded in our practice. Students and staff collaborate to co-design tasks that stretch students intellectually, through inquiry and Project Based Learning. Student Voice remains integral to our work in 2016 students provide feedback to teachers, co-design lessons and deliver Professional Learning across the Partnership and at state conferences.

This year we have completed the first stage of a major building development providing state-of-the-art resources and flexible learning spaces to deliver STEM courses. In 2017 a further \$2.5million has been received, which will see a STEM Cuisine Hub with a molecular gastronomy area and kitchen laboratory developed on site.

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

Seaview is an International Education Services (IES) accredited school; in 2016, 91 students from a range of countries contributed to the cultural diversity of our school.

In 2016 students participated in a wide range of curricular and co-curricular programs including: student voice, academic competitions, sport, performing arts, exhibitions, clubs and activities, camps, ski trips, World Challenge, community service, public speaking, youth forums and overseas trips.

Governing Council Report

Seaview High School experienced another exciting and productive year in 2016. My fourth year as Chairperson of the Governing Council was rewarding and brought me great pride to be a part of the continual improvement and achievements of the School.

A considerable amount of work occurred around the school making the school look increasingly inviting. Most exciting is work commencing on our \$2.5m development, which will see large parts of the school being redeveloped into contemporary learning spaces. It is on track to be completed by the end of 2016 and we were delighted to receive a further \$2.5 million for STEM improvements and planning for this is underway.

We were delighted to welcome so many new students this year across all year levels including International students. Our Governing Council also grew considerably in 2016 as we welcomed many new parents who were prepared to commit their time to such an important role.

2016 saw the usual outstanding productions from our students. The Dance & Drama shows, Music nights and Art exhibitions continue to be a highlight. Seaview Dance entered 2 teams in the School Aerobics National Championships and they performed so well that they progressed to come 4th against 1000s of students from across Australia & New Zealand in the National Championships. The Ski Trip to Falls Creek was a huge success as usual. Staying at the 5 star QT Resort meant amazing food, service and the opportunity to ski straight onto the slopes.

Sport at Seaview continues to offer students many opportunities. Students won championships in tennis, soccer, badminton, table tennis, basketball and volleyball. 2016 saw the development of the "Super 16" Class; a class of elite tennis players supported by Tennis SA coaches. Our Pedal Prix teams continue to perform well; 31 students competed in the 24 hour race at Murray Bridge, which was just one of the many events attended by the team.

Seaview is a vibrant school with a wide range of offerings that has catered perfectly to my 3 very different children.

I thank Penny Tranter and the teachers, whose dedication and willingness to go above and beyond for our young people, makes Seaview a quality school and one where the kids look forward to going every day. Thank you also to all the members of our large Governing Council and members of the sub-committees for all your time and effort. I look forward to the year ahead with excitement.

Improvement Planning and Outcomes

In 2016 the following key strategies were implemented to support our continuous improvement as a school:

- **HIGH QUALITY TEACHING** - The Performance Development Process for teachers continues to be shaped by student feedback and aligned to site priorities. It has become evident that the Compass Survey in its current form has some limitations and the process is repetitive. This is impacting on the quality of the feedback being provided and will be reviewed in 2017. Teachers continue to engage in regular Professional Learning on a range of topics including; Positive Psychology (PERMA) Differentiation, Literacy & Numeracy improvement, Understanding and Using Data, Assessment for Learning and Learning Design. Another focus in 2016 was strengthening cross-curricular approaches and Project Based Learning facilitated by the STEM PLC. Attending SACE clarifying forums remained a priority in 2016, particularly where moderation has impacted on results. PLCs included Gifted & Talented, STEM, Flipped and Digital Learning, Literacy and Numeracy Improvement. Opportunities for sharing and showcasing best practice continue to be a priority.

- **DEVELOPING A COMMUNITY OF LEARNERS**

There is some evidence that some teachers are co-designing learning and there are increased opportunities for negotiating content and assessment in authentic contexts; however, this still needs to be more consistent.

In our final year of the TfEL PILOT our focus was on ensuring our work on increasing student voice in learning, strengthening intellectual stretch and learner dispositions was sustainable across the Marion Coast Partnership and continued to inform the system.

The Seaview Student Learning Community (SLC) was integral to designing our improvement strategy.

Students R-10 were involved in Student led Learning Rounds (SLR) with teachers and leaders across the partnership.

Classroom observations in Numeracy and Maths lessons looked for evidence of best practice to support intellectual stretch and developed recommendations for improvement based on these observations. At Seaview the recommendation to continue work on task design, and to ensure assessment rubrics inform and empower students in the learning process, is guiding current priorities.

- **STRENGTHENING COMMUNITY PARTNERSHIPS**

Increasing use of DAYMAP was identified as a means to maximize communication and improve learning outcomes. A number of training sessions on access and use of the Parent Portal were well attended and YouTube tutorials on the website complemented these. Student reports were published on DAYMAP and DAYMAP messaging was actively promoted as the preferred communication between students, staff and parents.

Common templates became a requirement for LAPS and for all Assessment tasks, Snapshot Summaries and Interventions, so that they are to be available on line and time-lines were developed for uploading them. The numbers of tasks published on line increased by 30.6%

The introduction of SKOOLBAG and QKR in conjunction with DAYMAP, Facebook and our website further strengthened our on-line presence and communication.

A review of the Special Interest Tennis Program resulted in a more holistic sports model, that gives students exposure to a range of different sports, including non-traditional sports and recreational activities.

The following Community Associations are actively involved in the delivery of Special Interest Sports/Science Program run in conjunction with a high performance Tennis Class:

- Marion City Council
- Flinders University
- Tennis SA
- Volleyball SA
- SA Sports and Leisure Centre
- Waterpolo SA

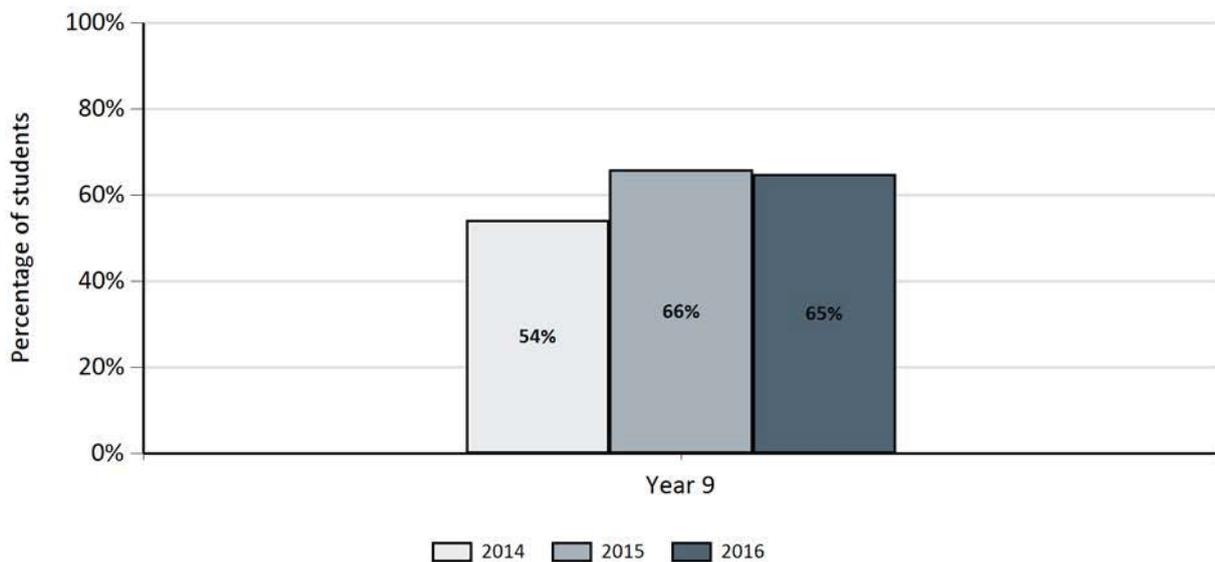
We continue to build our relationships with a range of external stakeholders, including DECD, as the program is implemented in 2017.

Performance Summary

NAPLAN Proficiency

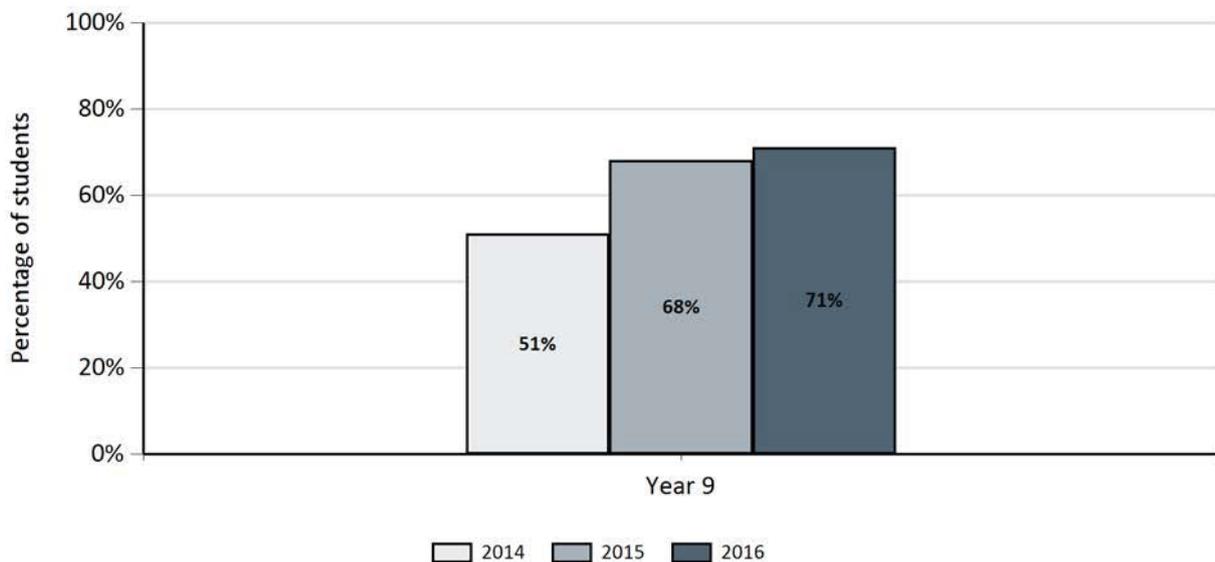
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	30%	25%
Middle progress group	57%	50%
Upper progress group	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	23%	25%
Middle progress group	55%	50%
Upper progress group	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	97	97	7	6	7%	6%
Year 9 2014-16 Average	93.7	93.7	9.3	6.7	10%	7%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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
91%	92%	94.1%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0.6%
A	3%	2%	5.9%
A-	5%	6%	8.4%
B+	12%	12%	13.4%
B	13%	13%	17.4%
B-	14%	15%	13.7%
C+	19%	15%	15.9%
C	14%	18%	11.2%
C-	10%	10%	7.5%
D+	4%	3%	2.2%
D	3%	3%	2.2%
D-	1%	1%	1.2%
E+	0%	0%	0%
E	1%	1%	0.3%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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
84%	89%	93.55%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	31.48%	38.98%	43.10%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification		57%	65.46%

School Performance Comment

Site data and the External Review Report indicates consistent improvement in all areas of the school.

A number of targeted strategies were implemented in 2016 under the leadership of our new Maths/Numeracy and Literacy Coordinators. In preparing for NAPLAN, Leaders worked to move Year 9 students towards mastery, connect them with their data, set goals and focus on growth, by actively using the language of a growth mindset. NAPLAN participation was 96% in 2016, which was an increase on previous years.

Numeracy Improvement:

Year 8 teachers and SSOs were trained in Scaffolding Numeracy in Middle Years (SNMY), a targeted numeracy intervention, which was implemented in 3/5 classes. Results demonstrated an improvement of 21% in the median score after the intervention and progress in conceptual understanding of multiplicative and proportional thinking.

Students in higher bands were identified and evidence of intellectual stretch in tasks and greater emphasis on Problem Based Learning and 4 proficiencies required. 25% of Year 9 students achieved high growth (an improvement of 14.8% in 2015).

33.3% of students who were in the top 2 bands for Numeracy were retained. Although this is an improvement there will be a continued focus on intellectual stretch for students in the higher bands in 2017.

97% of students completed the SACE Numeracy requirement by the end of Year 11.

Literacy Improvement:

A focus on explicit and instructional teaching of genre, with writing scaffold was the focus of staff professional learning.

100% of students completed the SACE Literacy requirement by the end of Year 11.

Wordflyers a cross curriculum Literacy intervention program was trialled and will be rolled out in MS classes in 2017.

Regional PLCs were attended by key staff and Professional Learning was delivered with evidence of the Numeracy and Literacy capabilities became a requirement of all LAPs.

NAPLAN and PAT Numeracy and Literacy data was collated and training in interpreting data delivered. Work on engaging with the data is ongoing.

SACE results improved with 93.5% completion rate in 2016 (4.1% improvement of 2015 and 23.25% improvement since 2012).

Overall achievement also improved with 94.1% of all grades awarded being C- and above and 88.5% of all Stage 2 results were confirmed at Moderation.

A range of strategies continue to be resourced to support SACE completion; VET subjects are promoted from Year 10 and enrolments have increased by 11.3% over the last 3 years, 15 hybrid classes were offered in 2016 as well as acceleration into Stage 1 & 2 subjects. Instructional tutorial sessions, after school Homework support and Formative Assessment strategies continue to be implemented.

We congratulate all of our students on their excellent ATAR scores and are proud that 84.62% of all students were offered their 1st or 2nd preference for tertiary study.

A special mention goes to our top 3 students, Cosette Hoe DUX (99.20) and recipient of a Governor of SA Merit Commendation, Michelle Florensia (95.00) and Ronald Kamanya (89.10).

Attendance

Year level	2014	2015	2016
Year 08	91.9%	87.1%	92.4%
Year 09	91.0%	90.0%	88.8%
Year 10	90.5%	89.7%	90.5%
Year 11	89.7%	88.1%	89.9%
Year 12	94.4%	89.9%	91.6%
Secondary Other	93.6%	77.7%	97.3%
Total	91.6%	88.8%	90.7%

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 2016 with an increased focus on improving the accuracy of data in DAYMAP and EDSAS and streamlining communication between the school and families.

This included:

- Supervised sign in process
- Consequences for persistent lateness
- Workshops for families on accessing the DAYMAP Parent Portal
- Increased accountability and consistent follow up of unmarked rolls on DAYMAP
- Increased communication with parents (DAYMAP, SMS and phone calls)
- Newsletter articles re: importance of attendance.

Behaviour Management Comment

At Seaview we promote democratic relationships with students. Staff work actively to develop students' understanding of themselves and others as learners and collaborators in decision making. We work to create a culture of mutual respect, where students work alongside teachers to innovate, design and implement strategies that improve understandings and learning across the school.

The management of behaviour is based on restorative principles. Staff address behaviour by promoting self-regulation and acceptance of responsibility for one's own actions. We use each incident as an educative opportunity for repairing harm and to foster more socially responsible relationships.

Behaviour issues remain minimal and continue to decline.

Client Opinion Summary

The feedback from the 2016 Student and Parent on line surveys indicates a significant increase in the number of families and students completing these; however, the overall responses are comparative with 2015 answers averaging a rating of 3.5 and above.

70% of students agree or strongly agree that they feel safe at school and the rating for this answer improved from 3.5 in 2015 to 3.9 in 2016.

89% of parents agree or strongly agree that their child feels safe at school.

Overall opinions about school improvement increased from 3.9 - 4.0 with 76% of students surveyed agreeing or strongly agreeing that the school looks for ways to improve.

85% of students agree or strongly agree that their teachers expect them to do their best with 89% of parents believing the same.

83% of parents agree or strongly agree that their child likes to be at Seaview HS.

The areas that elicited the lowest response (72%) were "teachers motivate my child to learn" and "teachers provide my child with useful feedback" (73%).

We acknowledge these as areas for continued improvement and our commitment to transforming task design for intellectual stretch and focusing on implementing strategies to improve learner disposition and self regulation, in conjunction with ensuring a consistent use of DAYMAP for Assessment and reporting, remains a priority in 2017.

The student responses indicate some room for improvement in how we manage relationships and behaviour as a school, with 16% disagreeing that it is managed well and only 52% agreeing or strongly agreeing that students are treated fairly.

In 2016 students in Year 8 and 9 completed the Wellbeing and Engagement Survey for the first time. The survey measures Social and Emotional Wellbeing and baseline data indicates the need to continue our focus on improving self efficacy and resilience (learner disposition) with 29% rating their sense of Optimism as high (which is above the State average) and 43% of students recording in the high band for Perseverance (on par with the rest of the state).

An identified priority for 2017 is to continue to enhance opportunities for authentic student voice and to support a more consistent approach to a range of daily routines, communication with families and engaging students with their data. Leadership density has been increased at each Year Level to further strengthen our pro-active approach and to ensure our democratic, respectful and collaborative community of learners continues to flourish.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	1.6%
Interstate/Overseas	45	23.8%
Other	2	1.1%
Seeking Employment	7	3.7%
Tertiary/TAFE/Training	11	5.8%
Transfer to Non-Govt School	12	6.3%
Transfer to SA Govt School	28	14.8%
Unknown	81	42.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

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	76
Post Graduate Qualifications	27

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	40.3	1.4	14.0
Persons	0	43	2	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$6,427,271.39
Grants: Commonwealth	\$12,864.50
Parent Contributions	\$415,365.66
Fund Raising	\$7,580.57
Other	\$746,965.15

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

2016 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 2016 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 Youth Service and Relationships Australia 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 provided. Evidence of academic outcomes,
	Improved Outcomes for Students with an Additional Language or Dialect	Additional SSO Hours allocated to support EALD students in classes Middle School EALD class resourced.	ESL scales not indicating enough progression. To be reviewed in 2017.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	A case management approach was implemented to support students with learning needs in 2016. SSO hours increased and training provided. Providing access to learning support programs including Quicksmart.	Evidence of student's self efficacy and independent skills improving.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AET (0.4) and ACETO (20 hours). N/A Advanced Manufacturing Grant of \$200,00. to provide equipment for refurbished STEM areas. 0.4 ongoing teacher salary. N/A	Consistent case management and a team approach achieving positive outcomes. Transition meetings provided data to inform intervention strategies and support.
Program Funding for all Students	Australian Curriculum	N/A	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Used to increase HR profile and reduce numbers of students in in classes	Class sizes below EB recommendations and interventions implemented. Ongoing.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	