

SCHOOL CONTEXT STATEMENT

Updated: 05/20

School number: 0893

School name: Seaview High School

School Profile: Seaview High School is a co-educational, public, secondary school in the southern suburbs of Adelaide.

School Vision: Seaview High School is committed to preparing students for life beyond school, by providing challenging and enriching learning opportunities and supporting students to achieve their personal best.

Priorities: To

1. Ensure a safe and friendly environment
2. Develop a deep understanding of all students and to instil a sense of pride in student achievement and success
3. Develop a challenging and relevant curriculum, which meets the future needs of all learners via innovative and flexible teaching and learning programs
4. Enrich and celebrate our community's international and intercultural understandings and opportunities.

Our school values: **empathy, integrity, respect** and **resilience** underpin the partnerships we value with students, families and community and industry groups and embedded in school policy and procedure. Learner Voice is integral to the way we operate; students co-design learning, contribute to assessment, provide feedback to teachers and inform decision making across the school.

The school has experienced significant growth over the past 5 years. Currently, there are over 900 students enrolled and we are looking at a future of continued growth with a prediction of 1,300 by 2022. The school has a clearly defined zone; however, each year, a number of students outside of the zone are able to apply for entry into one of our special interest programs. This number has been reduced over recent years to accommodate a 65% increase in local enrolment pressure.

Staff work actively to build a strong sense of community, where a culture of collaboration, engagement, high expectations and accountability is fostered. We develop a deep knowledge and understanding of students and our *personalised* approach ensures opportunities for acceleration, extension and learning support.



General information

School Principal:	Penny Tranter
Deputy Principal:	Bill Stapleton
School Number:	0893
Postal Address:	78 – 124 Seacombe Road, Seacombe Heights SA 5047
Location Address:	78 – 124 Seacombe Road, Seacombe Heights SA 5047
DECD Region:	Marion Coast Partnership
Geographical location:	16 kms from CBD
Telephone number:	08 8377 8000
Fax Number:	08 8377 8050
School website address:	www.seaviewhs.sa.edu.au
School e-mail address:	dl.0893.info@schools.sa.edu.au

- **February FTE student enrolment:**

	2015	2016	2017	2018	2019	2020
8-12	518.8	536	714	765	865	922
International	40	58	93	69	47	26
External VET Students	70	73	67	56	73	46
FLO	38	56	63	52	61	79
ATSI	29	38	43	34	29	35
% Disability	8.5	9.40	9.39	8.94	7.38	9.17
% School Card	19.8	20.3	26.2	TBC	30	TBC

- **Student enrolment trends:** Increasing
- **Staffing numbers (as at February census):**

Leadership: 17 FTE (17 staff)

Teachers: 43.2 FTE (47 staff)

SSO FTE/Days/Hours: 868.50 hrs (26 staff)

ASETO: 0.8 FTE (1 staff)

Other: Youth Worker 1.4 FTE (2 staff)

Public transport access: Service information <http://www.southlink.com.au/bus-services/school-services.html>. Detailed schedules are available further down this document under access to transport.

1. Students (and their welfare)

General characteristics: The school operates within a Middle School and Senior School structure. Year Level Managers work with Care Group teachers and a member of the Executive team to support student learning and wellbeing at each year level. In the Middle School, core subject instruction occurs within the care group structure with a minimum of two subjects delivered by the teacher.

Student Learning: All classes are in mixed ability groupings and include students with a diverse range of learning, social and emotional needs. Teachers differentiate to cater for the full range of abilities in the classroom. Students are provided with extension and enrichment programs and/or acceleration in some subject areas may be available.

Aboriginal and Torres Strait Islander Education: An Aboriginal Secondary Education Transition Officer (ASETO), in conjunction with the Assistant Principal, work to provide mentoring support for indigenous students. Each student has a One Plan that helps guide their learning and planned pathways beyond school.

EALD and ESL Support: English as an Alternative Language/ Dialect and Second Language (ESL) classes are provided for students (years 8-12) from non-English speaking backgrounds. These courses are designed to assist students in the development of English language proficiency.

International Students: Seaview High School is an International Education Services (IES) accredited school; students from a range of countries contribute to the cultural diversity of our school.

Student Wellbeing: Staff, parents and students work together to provide a safe, caring and supportive learning environment where all students have the right to achieve their best and teachers have the right to teach; the school nurtures and guides students to respect learning, to have compassion for others and to work to achieve their best.

A student code of conduct places significant emphasis on the development and recognition of positive behaviours. Restorative Processes are a key strategy used to guide and develop positive behaviour. Harassment Grievance procedures are linked to the Behaviour Management Processes.

Wellbeing support: The WFL Team works collaboratively to provide early intervention and support to staff in their work with students using a case management approach. The WFL Team is lead by the Assistant Principal and includes two fulltime counsellors (who provide personal counselling, pathways planning and personal development programs) the Youth Workers, Aboriginal Secondary Education Transition Officer (ASETO), International Student Manager and Year Level Managers. The Team liaises with staff, families and outside agencies. Wellbeing, achievement, attendance, retention, engagement and participation are key foci of their work.

Wellbeing programs: Students spend 15 minutes with their Care Group teacher each day and have an additional 50-minute Pastoral Care session each week. The Pastoral Care program provides an integrated approach to Positive Psychology (PERMA) and developing student wellbeing, resilience and safety.

Student Management: Restorative Practices are a key strategy used to develop, and strengthen positive relationships at Seaview High School. Staff, parents and students work together to ensure an inclusive, safe and supportive learning environment where students can take risks and achieve their best.



Seaview High School's **Behaviour Support Policy** is developed in consultation with staff, students and parents and is consistent with the Department for Education's Discipline Policy.

Our procedures, actions and interactions are guided by our values: **Respect, Empathy, Resilience** and **Integrity**. Communication, with all stakeholders is integral to the process.

Learner agreements are co-designed to include explicit expectations about participation, learner responsibilities (including strategies to develop self-efficacy and resilience) as well as negotiated consequences for behaviour that is not conducive to productive outcomes.

The school has a pro-active approach to responding to Harassment and Bullying. Every member of staff is responsible for responding to issues and concerns they observe or have reported as well as documenting these.

Student Governance: Student voice is integral to our practice and procedures. Students contribute to school decision making and represent the student body on number of committees, including Governing Council, Uniform, Grounds and Canteen Committees. Students are provided with a range of leadership opportunities through curricular and co-curricular activities. An active Student Committee representative of all students operates within the school. Their peers elect the School Presidents and Year Level Representatives and the Student Leadership Group elects additional executive positions.

The Student Leadership team has a community and a school focus. Elected House Captains at each year level provide leadership for whole school events.

2. Key School Policies

Site Improvement Plan and other key statements or policies: Student wellbeing, engagement and achievement is core business for every member of staff and shapes the agenda of Executive, Leadership and Learning Area meetings. Individual and collective responsibilities are determined annually and documented on Area of Study Action Plans, as well as in staff Performance Development Plans. Collaboration is integral to the improvement process; regular whole school professional learning is targeted to support staff confidence, knowledge and expertise in implementing SIP goals.

Teachers observe each other's practice and seek feedback from each other and their students on learning design and pedagogy. Monitoring improvement includes regular analysis, review and evaluation of progress against Area of Study Action Plans and the SIP.

Seaview HS is committed to:

- Delivering innovative teaching and learning programs that enhance educational outcomes for all
- Implementing pedagogies that are adapted to today's learners and use technology to enhance learning
- Increasing the range of partnerships and pathways for young people
- Developing the Australian Curriculum and SACE capabilities in authentic contexts

Goals

- **Goal 1:** Students are engaged as active participants in learning
- **Goal 2:** Curriculum design and pedagogies support intellectual *risk-taking* and *stretch* across all curriculum areas
- **Goal 3:** Data is used to plan explicitly for individual learner growth and wellbeing



Strategic Priorities for 2020

- Increasing active learning opportunities
 - Designing learning for productive struggle and flow
- co-designing assessment rubrics
- targeting high impact strategies
- increasing consistency of these across all classrooms

3. Curriculum

As a Specialist School for **Advanced Technology** and **STEM**, our innovative teaching and learning programs are designed to provide pathways to contemporary and future careers.

STEM extends beyond the traditional learning areas of Science, Technology, Engineering and Maths. The school-wide integration of project based learning, critical and creative thinking and authentic task design across all year levels and learning areas ensures that all learners are prepared for future careers. The school has developed a number of tertiary and industry STEM links, including membership of the Tonsley Advisory Group and a number of ongoing industry partnerships (including Zonge Engineering).

Subject offerings: Students are provided with a broad, balanced range of Australian Curriculum and SACE subjects that cater for individual interests, skills and abilities.

A number of **special interest programs**, designed to extend and build on the skills and talents of interested students, complement the comprehensive general curriculum. Entry into these programs is selective.

Special Interest Dance is designed for students who demonstrate ability and potential in dance performance and choreography. Students study a range of styles and techniques; including ballet, jazz, contemporary, modern, hip-hop and breakdance.

Special Interest Music is available to students who demonstrate ability and potential in music performance. The curriculum has a strong focus on technique and skill development and provides a pathway to SACE Music.

Students can also complete **DJ and Music Production** training. Topics covered include software training and audio recording techniques, PA and microphone set up, marketing, composition and song writing.

Special Interest Sports is a program designed for students with a strong interest and ability in sport and/or human movement and are contemplating a career in the industry.

The program's focus is on individual skill development and preparing athletes for competing at the elite level in a range of sports.

Vocational Education (VET): Seaview offers a range of accredited vocational courses, which allows students to combine academic subjects with specialist programs to complete their SACE. Currently Certificates in Screen & Media (3D Animation & Game Development), Technical Production (Music Industry & Recording), Rural Operation (Animal Care & Husbandry) and Dance are offered at the school.



Teaching methodology: The principles of TfEL (Teaching for Effective Learning Framework) underpin teacher practice at Seaview.

A STEM *approach* and school-wide integration of project-based learning and inquiry is promoted across the whole school curriculum and at each year level to encourage collaboration, problem solving and critical thinking. Staff implement pedagogies that are adapted to today's learners and use technology to enhance opportunities for active learning - this includes a strong commitment to implementing innovative pedagogies that enhance student engagement and achievement. Student voice is integral to our process; used in conjunction with data, students inform learning design, teacher practice and whole school improvement.

Seaview has a strong focus on digital technology to support students to be successful, informed global citizens in the 21st century. The use of new and developing digital technologies ensures learning includes face-to-face teaching in conjunction with activities that can be accessed independently and remotely, both in time and place. The school's wireless broadband is BYOD enabled and PC, and MAC friendly. Students use iPads in Years 8 & 9 and a selection of preferred laptops in Years 10-12.

This, in conjunction with the DAYMAP Learner Management System facilitates the use of technology across the school and 24/7 access to teaching and learning.

Student assessment procedures and reporting: Formative Assessment strategies inform teaching and learning programs. Written reports are prepared and published on DAYMAP at the end of each term. Parent-Teacher-Student Conferences generally occur at the end of each semester.

Joint programmes: Seaview High School is a member of the Inner South Curriculum Alliance (ISCA) delivering a range of Vocational and certificate courses designed to meet the needs of students within the alliance.

4. Sporting Activities

Student participation in sport is high and our tennis, table tennis, badminton, basketball, netball, cricket, soccer, volleyball and football teams are regularly successful in Zone Sport Competitions, as well as SSSSA Carnivals and state-wide Knock-out Championships.

5. Other Co-Curricular Activities

Students are encouraged to be active members of our community and celebrate the important contributions they make. We value the personal growth (teamwork, leadership skills and self-efficacy) that occurs by participating in a range of curricular and co-curricular programs including: pastoral care programs, academic competitions, performing arts, school musical, aerobics, clubs and activities, year level camps, ski trips, student leadership, community service, public speaking, youth forums and overseas cultural trips.

6. Staff (and their welfare)

Staff Profile:

	Male	Female
Teaching Staff	27	37
Non-Teaching Staff	8	16
GSE	2	0
ASETO	1	0

Leadership structure:

	Male	Female
Principal	0	1
Band 4 Deputy	1	0
Band 3 AP	2	1
Counsellor	1	1
Band B1	3	7

Staff support systems: The Seaview High School Performance & Development Policy uses the Australian Professional Standards for Teachers and Leaders to guide and inform teacher practice. It supports a culture of collaboration, observation, sharing best practice and includes a process of reflection, observation and feedback to foster professional conversation and a cycle of continuous improvement.

Access to special staff: Support Services and International Education services are accessed as required.

7. Incentives, support and award conditions for Staff

Complexity placement points 2.5

Isolation placement points 1.0

8. School Facilities

Buildings and grounds: The school facilities and grounds are maintained within the current resource entitlement. The school has 2 full size ovals, including soccer and cricket pitch, 2 gymnasiums, a human performance room and weights room,

The school has undergone a significant major building development providing state-of-the-art resources and flexible learning spaces to deliver STEM courses. New areas include a Digital Production suite, Makerspace, Learning Hub, Food Technology and a number of flexible classrooms for STEM subjects.

Planning is now underway for a further \$16.2m upgrade. These plans include a Performing Arts complex, a double storey creative design and technology building as well as several specialised learning areas and new canteen, all due for completion by February 2022

Heating and cooling: All classrooms have heating and cooling.

Staff facilities: All staff members have access to office space. All staff are provided with an iPad and laptop. The staff room is located in the main administration building with access to kitchen facilities.

Access for students and staff with disabilities: There is a ramp to the Admin Building and disabled car parks in key areas of school and ramp access to the main buildings. Part of the next stage of building development will include two lifts.

Access to bus transport

Morning Services

777 Noarlunga Centre Interchange to Sacred Heart College

Route: Depart Noarlunga Centre Interchange via Hannah Rd, Colonnades Centre, Alexander Kelly Dr, Goldsmith Dr, Beach Rd, Main South Rd, Young St, Grant Rd, Old South Rd, Old Reynella Interchange, Old South Rd, Panalatinga Rd, Main South Rd, Seacombe Rd

Monday to Friday

7:24 am to 8:07 am

784 Sheidow Park to Seaview High School

Route: Depart Edward Beck Dr Stop 60 via Edward Beck Dr, Great Eastern Ave, Young St, Lander Rd, Heysen Dr, Adams Rd, Lander Rd, Lonsdale Rd, Ocean Blvd, Scholefield Rd, Sherlock Rd, Newland Ave, U-Turn at Frank St, Newland Ave, Sherlock Rd, Scholefield Rd, Brighton Rd, Seacombe Rd to Seaview High School

Monday to Friday

7:40 am to 8:20 am

785 Sheidow Park to Seaview High School

Route: Depart Sheidow Park Stop 63 via Southbank Blvd, Berrima Rd, Edward Beck Dr, Great Eastern Ave, Young St, Lander Rd, Adams Rd, Majors Rd, Ocean Blvd, Brighton Rd, Seacombe Rd to Seaview High School.

Monday to Friday

7:49 am to 8:20 am

Morning Services – Flagstaff Hill

979 Flagstaff Hill to Seaview High School and on to Sacred Heart College

Route: Depart Stop 38 Black Rd (south side), Black Rd, Flagstaff Rd, Main South Rd, Seacombe Rd

Monday to Friday

7:47 am to 8:05 am

Afternoon Services

734 Seaview High School to Marion Centre and Colonnades Centre

Route: Departs Seaview High School as Route 734 via Seacombe Rd, Morphett Rd, Sturt Road, to Marion Centre then continues as Route 734 from Marion Shopping Centre to Colonnades



Monday
2.33pm to 3.54pm

Tuesday, Wednesday, Thursday, Friday
3:05 pm to 3:09 pm

777 Sacred Heart College to Noarlunga Centre Interchange

Route: Depart Sacred Heart College via Whyte St, King George Ave, Wattle Ave, Brighton Rd, Seacombe Rd, Main South Rd, Panalatinga Rd, Old South Rd, Old Reynella Interchange, Old South Rd, Main South Rd, Beach Rd, Goldsmith Dr, Alexander Kelly Dr, Hannah Rd, Colonnades Centre, Hannah Rd to Noarlunga Centre Interchange

Monday to Friday
3.35pm to 4.21pm

784 Seaview High School to Sheidow Park

Route: Depart Seaview High School via Seacombe Rd, Brighton Rd, Ocean Blvd, Lonsdale Rd, Lander Rd, Adams Rd, Heysen Dr, Lander Rd, Young St, Great Eastern Ave, Edward Beck Dr to Stop 60

Monday
2:37 pm to 3:10 pm

Tuesday, Wednesday, Thursday, Friday
3:07 pm to 3:40 pm

785 Seaview High School to Sheidow Park

Route: Depart Seaview High School via Seacombe Rd, Brighton Rd, Ocean Blvd, Majors Rd, Adams Rd, Lander Rd, Young St, Great Eastern Ave, Edward Beck Dr, Berrima Rd, Southbank Blvd to Stop 63

Monday
2:35 pm to 3:03 pm

Tuesday, Wednesday, Thursday, Friday
3:05 pm to 3:33 pm

9. School Operations

Decision making structures: Decision Making at Seaview is guided by the school's vision, values and priorities. Decisions are made in compliance with the Department for Education guidelines to develop policies, procedures and practices that ensure outcomes are achieved, resources are used responsibly and accountability requirements are met.

Decisions are made to support the work of the whole school community and delivery of high quality teaching and learning.

The Decision Making Policy enables all relevant members of the community to contribute to strategic directions and priorities that support continuous school improvement.

Opportunities exist for all members of the School community to participate in decision making through the following committees or meetings:

- Executive Team
- Learning Area Meetings
- ICT Committee
- Leadership
- PAC
- SSO
- Staff
- Wellbeing for Learning and Life
- Student Voice
- WH&S

The Leadership Team makes decisions after it is satisfied that all relevant groups have been consulted widely.

The Governing Council ratifies policy decisions.



Regular publications: Facebook, SMS messaging and Skoolbag app is used for regular updates and communication. An interactive newsletter is published each term and the Year Book annually. Key publications and documents are available on the school website.

Families can access a comprehensive Course Information Handbook via the website. Daily Information is published on Daymap for staff and students. Email and/or DAYMAP messaging is used to communicate with staff during/throughout the day.

Other communications:

- All staff members receive an Induction/Handbook annually
- Open Night is held in Term 1
- Parent-Student-Teacher Conferences
- Parent information evenings
- School Prospectus
- Communication and visits to local Primary Schools
- SACE Information Night
- A Student Information Brochure (SIBS) is produced each year for intending parents
- Course Counselling
- Weekly Year Level Assemblies (for each year level)
- Regular Whole School Assemblies

School financial position: The financial position of the school is strong with reserves in the bank.

A transparent annual budget is produced and learning area budgets are based on a per capita formula.

12. Local Community

General characteristics: Seaview High School is located in the City of Marion. The immediate suburbs around the school are residential with a number of small businesses based around the Westfield Marion Shopping complex.

Parent and community involvement: Seaview High School Governing Council Inc. includes elected parents, student representatives, and a nominee of the Marion City Council, the Local Member of Parliament and Principal and staff members elected by the staff. The Council provides advice to the Principal in matters relating to the development of the school. School Governing Council has full membership with participation in a number of sub-committees, including Canteen, Uniform, Facilities and Finance Advisory Committee.

Main Feeder schools:

- Brighton Primary
- Darlington Primary
- Glenelg Primary
- Seacliff Primary
- Seaview Downs Primary
- Sheidow Park Primary
- Warradale Primary
- Woodend Primary

Other local care and educational facilities:

The school is close to Flinders University and Tonsley Park TAFE, Darlington Primary School, Seaview Down Primary School, Darlington Kindergarten and Diagonal Road Child Care Centre. The closest high schools are Hamilton Secondary College, the Australian Maths Science School and Sacred Heart College.

Other local facilities:



- Flinders Medical Centre
- Living Kaurna Cultural Centre
- Marion Aquatics Centre
- Marion Cultural Centre
- Marion Library
- Warriparinga Wetlands

Local Government:

City of Marion

245 Sturt Road

Sturt SA 5047

Tel: (08) 8375 6600

Fax: (08) 8375 6699

Email: council@marion.sa.gov.au

Post: PO Box 21, Oaklands Park SA 5046

State Electorate

Black: David Speirs MP

Telephone: (08) 8296 9833

Federal Electorate

Boothby: Nicolle Flint

Level 1, 724 Marion Road

MARION SA 5043

Telephone: (08) 8374 0511