



# Seaview High School

## 2020 annual report to the community

Seaview High School Number: 0893

Partnership: Marion Coast

**School principal:**

Penelope Tranter

**Governing council chair:**

Suzanne Grote-Polden

**Date of endorsement:**

Endorsed at Governing Council AGM 17 March 2021



**Government  
of South Australia**  
Department for Education

## Context and highlights

Seaview High School is one of two co-educational secondary schools within the Marion Coast Partnership and provides a comprehensive program to students in Years 8-12. It is situated 16kms from the Adelaide CBD. In 2020, the student population of 922 included 26 International students, 46 external students engaged in certificate courses at the school, and 79 students enrolled in Flexible Learning Options.

The school population includes 4% Aboriginal students, 8% students with disabilities, 8% students with English as an additional language or dialect (EALD) background, 1% young people in care (7 on-site, 6 in FLO programs) and 30% of students eligible for School Card assistance.

The school has an ICSEA score of 1022 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school continues to grow in size; a small number of students out of the zone are still able to apply for a place in one of our Special Interest Programs; however, these numbers have had to be reduced to accommodate increased local enrolment pressure.

The school leadership team consists of a principal, a deputy principal, 3 assistant principals, a business leader, and 13 B1 leaders. There are 80 staff, which includes 3 beginning teachers, 12 in the early years of their career and 14 Step 9 teachers. A leadership restructure and strategic recruitment, to support enrolment growth, will see the staff continue to grow in 2021, and beyond.

In recent years, the school has undergone a combination of capital works and self-funded building work, delivering a range of contemporary learning spaces and state of the art resources. New areas include a Digital Production suite, Makerspace, Learning Hub, Food Science and Food Technology suites, as well as specialist classrooms for STEM subjects.

The latest \$16m development includes a Performing Arts complex with 320 seat theatre and practice rooms, Creative Design Studio, Senior School Hub, additional Food and Hospitality and Science laboratories and a new canteen, all due for completion mid-2021.

With the imminent arrival of Year 7s in 2022, planning is underway for the provision of further upgrades to the site.

## Governing council report

In my 5 years at Seaview, there has been significant transformation in the facilities, learning and support initiatives. The road has been dynamic and the growth immense, but as with everything, there is more to come, especially in preparation for the 2022 arrival of the year 7 student cohort.

2020 has been described in many ways, but no one word fits the bill; instead, it is words of “an unprecedented year”. Words including compassion, change, flexible, adaptable, essential, uncertainty and the new normal. The fluid nature of change - and it takes courage to adapt, and overcome the anxiety it generates - has been the one constant. There have been reduced opportunities to meet face-to-face, to come together as a community and also to celebrate, which has impacted ALL areas of school life, and the Governing Council was not immune, moving some of our meetings to an online platform after our 2020 AGM. Holding meetings in this manner highlighted to me the importance of communication, clarification and the benefits of face-to-face engagement.

The school continues its innovative building program in response to ongoing enrolment pressure and an expanding student population. Building has been a constant factor in the school life for many years. Stage 1 commenced last June and stage 2 late term 4 2020. The Governing Council was involved in the external review process in March, which highlighted and acknowledged the school's ongoing improvement. We continue to work with the Marion Council to monitor parking around the school, which has had increased pressure placed upon it through the building program, affecting onsite parking, as well as the development of the Tarnham Road tennis court precinct. We laid the foundations for a review of the uniform policy in 2021, as well as completed the tender process for the canteen.

This past year, staff have had to be more creative and think outside the square to engage students “through their screens”, as technology became the interface between the home and school, creating a steep learning curve for, not only staff and students, but also families (thanks parents for your willingness to adapt). I therefore want to thank ALL staff for their hard work, creative thinking, dedication and enthusiasm in supporting the students, but also each other. Finally, I thank the Governing Council members for once again giving me this opportunity to contribute and connect with the school community and their willingness to engage, share experiences and knowledge, and for volunteering their time to support our school and its leaders. I would like to take this opportunity to wish the school community and the new committee every success for the coming year.

# Quality improvement planning

Improving student wellbeing, engagement and achievement remains core business for every member of staff. The Site Improvement Plan (SIP) 2017-21 outlines agreed goals, actions and indicators of success, and has evolved, while making links with the department and partnership priorities. Individual and collective responsibilities are reviewed annually, and aligned to Area of Study Action Plans as well as staff Performance Development Plans (PDPs). Collaboration is integral to our process; regular whole school professional learning is targeted to increase staff understandings and expertise.

The 2019 -2021 Strategic Plan is underpinned by the following goals:

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

In 2020, the External Review provided positive feedback and three strategic directions to guide and build further on current practice. These directions served to consolidate whole school agreement on high-yield pedagogies and improving consistency in practice.

2020 refined actions:

- Students are active participants in learning
  - Focus on students assessing self and others and implementing a range of strategies to support active learning
- Curriculum design and pedagogies support challenge for all students
  - Revisiting strategies for stretch and productive struggle (non-Googleable questioning)
- Data is used to plan explicitly for individual growth and wellbeing
  - Teachers engage with all available data to develop personalised curriculum and support wellbeing)

Outcomes achieved:

- Learner voice is evident in assessment and task design
- Students have an increased awareness and understanding of their data and how it can be used to inform teaching and learning
- Student understanding of assessment criteria improves self- efficacy, engagement and achievement
- Evidence of Essential Capabilities embedded in task design
- Entrepreneurial programs developed across learning areas
- Language of PERMA is increasingly evident
- Student feedback indicates positive connectedness to school.

## Improvement: Aboriginal learners

The Aboriginal Learner Achievement resource is a tool to help support the ten-year Aboriginal Education Strategy. Six key elements underpin raising the prominence of all Aboriginal learners, and specifically literacy and numeracy outcomes.

In 2020, the focus was on using data to inform informed planning and tracking and monitoring growth for achievement.

The Aboriginal Education Team track attendance, wellbeing and academic progress on a weekly basis, with individual support documented in each student's One Plan. Term reports, GPAs, and PAT and NAPLAN data sets, guide decision making for the classroom and at a whole school level. Our ASETO, Youth Workers and members of the Wellbeing for Learning and Life Team, access the intervention tracker data and data dashboard to support student growth and development, and assist staff with pedagogical practice to best support Aboriginal learners. They also assist with decisions around external layers of support such as Tutors, support services and specialised programs like SAASTA, which supports SACE completion.

In 2020 site actions were:

Aboriginal students in Year 9/10:

- Make growth in the scale score for PAT R&M
- Maintain or make growth within band for Reading and Numeracy

Outcomes achieved:

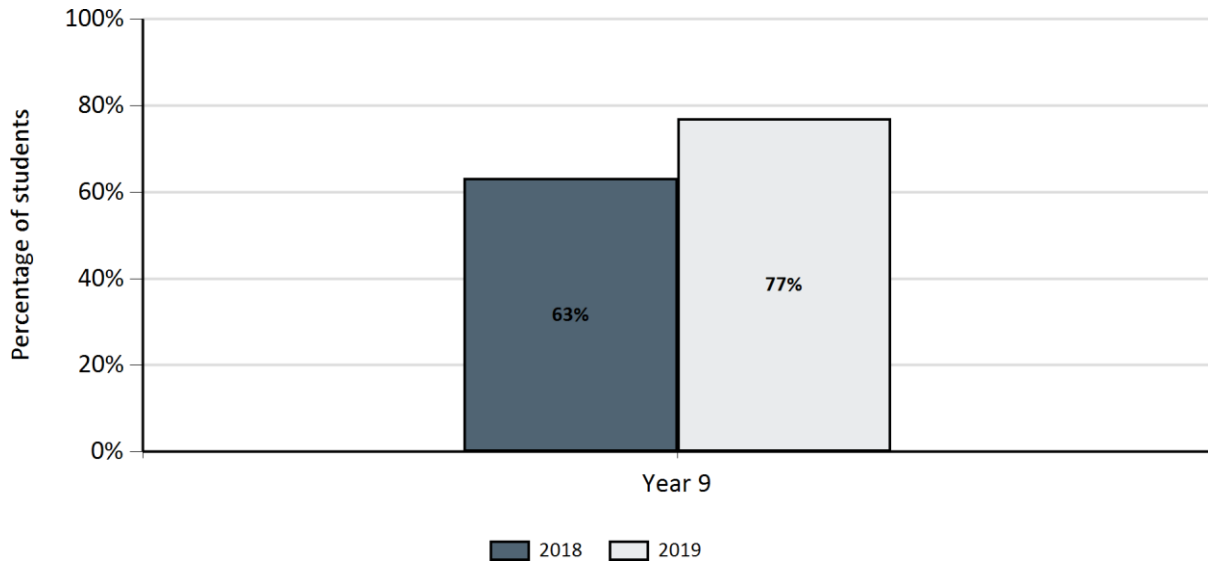
100% of students made growth for PAT R and 70% made growth for PAT M.

# Performance Summary

## NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

### Reading

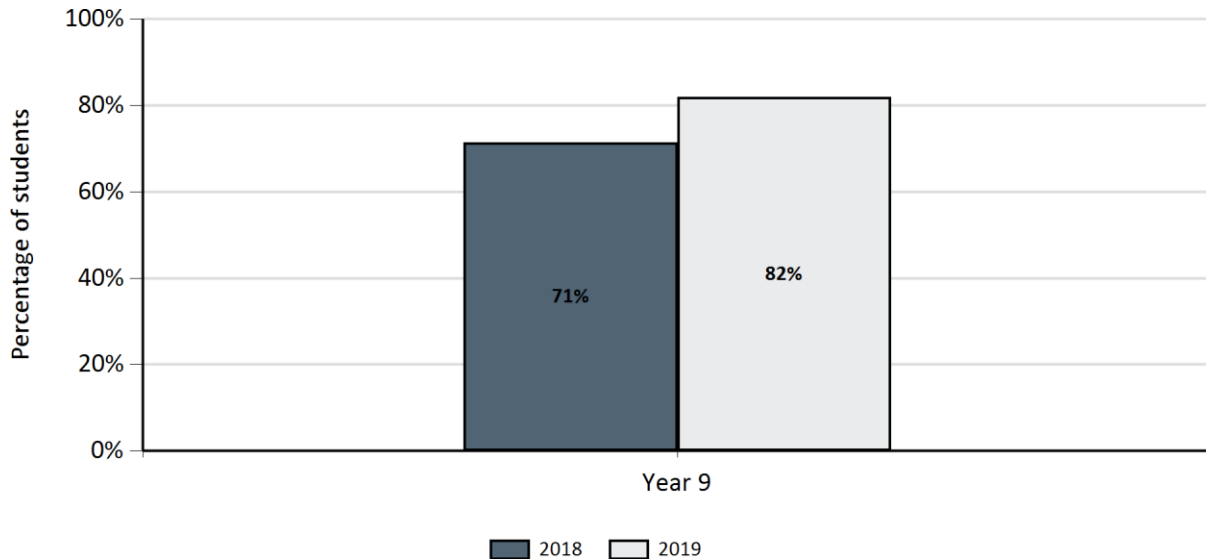


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2017 to 2020, 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	54%	50%
Lower progress group	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	27%	25%
Middle progress group	55%	50%
Lower progress group	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

# NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	166	166	24	19	14%	11%
Year 9 2017-2019 Average	144.3	144.7	21.0	19.0	15%	13%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

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

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

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

# South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
96%	100%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	1%	0%	1%	3%
A	3%	6%	5%	8%
A-	9%	10%	13%	10%
B+	13%	13%	14%	12%
B	15%	19%	16%	18%
B-	19%	15%	19%	14%
C+	14%	17%	14%	18%
C	17%	16%	13%	13%
C-	6%	3%	4%	5%
D+	2%	0%	1%	1%
D	1%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

\*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 in October that year

2017	2018	2019	2020
100%	100%	100%	97%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	75%	100%	76%	74%
Percentage of year 12 students undertaking vocational training or trade training	43%	46%	41%	47%

# School performance comment

Feedback from the External Review (March 2020) indicated the school's long term improvement focus being clearly evident in the Site Strategic Plan 2017-21, which remains focused on the implementation of evidence-based, best practice and increasing student agency. Whole-school professional learning, collaboration, observation and feedback is integral to staff development.

It is important to acknowledge the impact of the global pandemic on student wellbeing and achievement in 2020. I am confident the slight dip in the compulsory subjects' results, as well as 2020 Stage 2 completion, can be attributed to the interruptions to schooling and overall uncertainty caused by COVID-19.

## SACE:

97.9% of potential completers achieved the SACE.

17 students were approved for Special Provisions and there were 11 conversions to Community Studies subjects to support wellbeing and achievement.

## Compulsory Requirements of the SACE:

Stage 1: 96.6% completion of Numeracy requirement

97.7% completion of Literacy requirement

100% completion of the PLP

100% completion of the Research Project

7 students completing the Research Project in Year 11 achieved A results and 1 student achieved a Merit

## Stage 2:

A band results have increased steadily from 17.1% in 2018 to 19.4% in 2019, and 19.6% in 2020, which continues the upward trend.

63.1% of results at Stage 2 were A & B grades (an increase from 2019) and 98.5% were C- or higher.

12 students achieved A results and 2 merits were awarded in Stage 2 English.

6 students achieved an ATAR of 90 or higher with 96.2 being the top result for 2020.

In the absence of NAPLAN data for 2020, success criteria including diagnostic and interim A-E grades, GPA and PAT data were used to evaluate and monitor learner growth. Teachers and students accessed available achievement data to set goals for improvement.

## Grade Point Average:

GPA's in 2020 across the school continue to increase; from 3.54 in 2016, to 3.64 in Semester 1 and, from students remaining at Seaview to 3.8 in Semester 2 (the 2021 target).

A grade band results continue to increase, 3.43% growth since 2018 and B grade by 1.15% during the same period. C-D grade band results have decreased based on 2018 -2020 averages.

## PAT R

Literacy intervention classes continue to be offered to LB students in years 8, 9 and 10; however, in 2020 a 10 week targeted intervention, explicitly teaching inference, was delivered to all students. This resulted in the following band improvement:

Year 8 - 54%

Year 9 - 73%

Year 10 - 71%

This will be extended in 2021.

PAT N achievement is supported by the Scaffolding Numeracy in the Middle Years (SNMY) program in Year 8 and 9 Mathematics and a focus on pedagogy and learner dispositions as well as understanding assessment criteria. Student confidence in applying problem solving skills was recorded in 2020 at:

Year 8 = 78.9%

Year 9 = 73.2%

Year 10 = 83%

Perception of achievement in maths was generally positive:

Year 8 = 72%

Year 9 = 71.7%

Year 10 = 76.6%

Setting and recording Draft/check points is mandatory in all subjects across all year levels. Interventions are documented on DAYMAP.

Learner Agreements include negotiated strategies to support students to work to time lines.



# Attendance

Year level	2017	2018	2019	2020
Year 7	100.0%	N/A	N/A	N/A
Year 8	89.8%	95.4%	92.5%	88.5%
Year 9	91.0%	93.6%	92.9%	86.2%
Year 10	92.9%	94.7%	91.7%	86.1%
Year 11	93.3%	95.1%	92.6%	87.9%
Year 12	90.8%	94.8%	94.9%	88.7%
Secondary Other	97.6%	98.8%	98.1%	N/A
Total	91.7%	94.7%	92.8%	87.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Supporting regular attendance remains a priority. In the year of a global pandemic and two lockdowns, community wellbeing and strengthening partnership with our families was the focus of our work.

2020 strategies included:

- Wellbeing support and activities to maintain connections
- Facilitating online learning and supporting resources
- Ensuring regular communication with students and families
- Close monitoring and follow up of absentees
- Referring chronic non-attendance to Support Services.

## Behaviour support comment

Seaview High School's Behaviour Support procedures are guided by the school's values: Respect, Empathy, Resilience and Integrity.

We have high expectations of ourselves and each other, and facilitate a restorative approach to resolving issues, if conflict occurs.

Site behaviour data reflects a positive learning culture and one, which is based on mutual respect, compassion and cooperation.

Major behavioural incidents continue to decline:

Suspensions: 2019 7.5% 2020 3.1%

Exclusions: 2019 0.6% 2020 0.1%

# Client opinion summary

The Department for Education conducted a parent engagement survey, which was centrally administered, from 7 September to 25 September 2020. The new survey was designed to measure how parents and caregivers engage with students' learning and to support school improvement planning.

Feedback was positive, overall and compared favourably with the results received for all schools. In 2020, amongst the uncertainty of the COVID-19 pandemic, clear and regular communication with students, staff, families and the broader community was an identified priority.

The survey indicated high levels of satisfaction about the relationships between teachers and students as well as the level of communication between home and the school. 98% of families reported they felt informed about what happens at school and over 70% indicated they felt their child was important to the school. The survey also recorded high levels of confidence about the school's high expectations, of and for, their children, the overarching value of education and their capacity to support their child plan for life beyond school. 53% of those who responded expressed a desire for additional support to better address their child's learning needs; however, this may reflect the un-anticipated demands of students learning from home during the state lockdowns.

Learner Voice is integral to the way the school operates; students co-design learning, contribute to assessment, provide feedback to teachers and inform decision making across the school. Student engagement surveys indicate increased positive disposition to learning and increased capacity to provide accurate peer and teacher feedback, which is gathered routinely as part of staff performance reviews.

The Learner Voice class applies their knowledge in pre- and post-meetings and classroom observations with teachers. Teacher comments indicate that the feedback provides them with valuable evidence of their strengths and areas for improvement.

Opportunities for students to contribute to the development of the school environment exist in the activities undertaken by the student representative council (SRC), which has strong representation and authentic influence. Other opportunities for student leadership occur in programs supporting student wellbeing, including restorative practices and PERMA and specialist programs in sport and dance, where students take on leadership roles in learning, through coaching or peer mentoring.

## Intended destination

Leave Reason	Number	%
Employment	7	3.6%
Interstate/Overseas	24	12.2%
Other	2	1.0%
Seeking Employment	9	4.6%
Tertiary/TAFE/Training	4	2.0%
Transfer to Non-Govt School	6	3.1%
Transfer to SA Govt School	40	20.4%
Unknown	104	53.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

A single point of contact at the school is responsible for the maintenance of the DCSI and/or Working with Children Check (WWCC) process and electronic and hard copy register.

Copies of all Relevant History Screening for all temporary (TRT) staff, Pre-Service Teachers, volunteers (including homestay families), Third party providers and contractors are stored centrally in a folder at the school, as required. An electronic database of all current staff and contractors is also kept in Administration with the exact expiry dates of all DCSI/WWCC clearances.

# Qualifications held by the teaching workforce 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	88
Post Graduate Qualifications	43

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

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	57.1	1.8	21.8
Persons	0	60	2	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

## Financial statement

Funding Source	Amount
Grants: State	\$10,043,401
Grants: Commonwealth	\$0
Parent Contributions	\$555,492
Fund Raising	\$8,560
Other	\$348,493

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

## 2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	White Lion and RASA continue as preferred providers for FLO students. A case management approach supports students and families and provides essential resources for education and pathways.	85% of students engaged in co-designing their learning program using FLTP
	Improved outcomes for students with an additional language or dialect	Discrete EALD classes are offered in Years 10-12 and SSO hours are allocated for curriculum support. After school homework support and tutoring is provided Year 8-12.	Scaling indicates improved language literacy.
	Inclusive Education Support Program	Reduced class sizes in core subjects across all year levels. Facilitating a case management model, with an explicit focus on addressing barriers to learning and improving student efficacy.	100% of students, eligible for funding co-designed their own goals for the OCOP.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Assistant Principal Wellbeing provided with 0.2 AET release time to coordinate and monitor learning intervention and support. 1:1 tutoring (APAS funded) Tutoring through Retention and Engagement SAASTA/AFL/Netball Academy to support SACE completion.	3/4 students achieved SACE 100% of students made growth for PAT R and 70% made growth for PAT M. 100% OCOP completed
Program funding for all students	Australian Curriculum	LDAM professional learning continued  Release time for Literacy and Numeracy improvement - collaborative task design and moderation Years 8-10 Internal school moderation is embedded in assessment and reporting.	Continued growth in GPA average in 2020 Semester 2 is 3.81 (cf 2016 @ 3.54)
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	HR profile to reduce numbers in core subjects. Targeted literacy interventions for all students Years 8-10 Literacy Intervention classes Years 8-10 Partnership L&N project (site resourced in 2020)	Learner disposition and achievement data improves across Years 8-10
	Specialist school reporting (as required)	Advanced Manufacturing Grant converted to leadership salary to enhance STEM engagement.	Successful STEM student scholarship applications in 2019, 2020 and 2021.
	Improved outcomes for gifted students	Supporting Intellectual stretch across all Curriculum Areas was priority work for all teachers in 2020 Co-designing assessment rubric to increase student agency and accelerate improvement.	Students in HB maintained Students understand success criteria.