



SCHOOL CONTEXT STATEMENT

Updated: 05/2022



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.

School Priorities:

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 1300 students enrolled. The school has a clearly defined zone; however, each year, a number of students outside of the zone are able to apply for entry via one of our special interest programs. This number has been reduced over recent years to accommodate the significant 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.



1. 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
School website address:	www.seaviewhs.sa.edu.au
School e-mail address:	dl.0893.info@schools.sa.edu.au

Index of Educational Disadvantage: 5

ICSEA: 1022

- February FTE student enrolment:**

	2018	2019	2020	2021	2022
Years 8-12	765	865	922	998	1052
Year 7	N/A	N/A	N/A	N/A	251
Total	765	865	922	998	1302
International	69	47	26	11	3
External VET Students	56	73	46	29	0
FLO	52	61	79	86	72
ATSI %	4.68	3.56	3.64	3.41	3.53
NESB %	8.39	7.85	7.74	7.72	12.67
Disability %	8.94	7.36	8.53	7.82	7.07
School Card %	30	30	26	25	18

Enrolment trend: Increasing

Staffing numbers:

Leadership: 22 staff, 21.6 FTE
 Teachers: 67 staff, 63.9 FTE
 SSOs: 33 staff, 932 hours

ASETO: 1 staff, 26.5 hours
 GSE: 2 staff, 76 hours
 Youth Workers: 3 staff, 105hrs
 Trainees: 2



2. 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 range of learning, social and emotional needs. Teachers differentiate to cater for the full range of abilities in the classroom. Students have access to accelerated programs in some subject areas.

Aboriginal and Torres Strait Islander Education: An Aboriginal Secondary Education Transition Officer (ASETO), in conjunction with the AET and 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.

International Students: Seaview High School is an International Education Services (IES) accredited school; a small number of 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, inclusive learning environment where all students are encouraged to achieve their best. The school nurtures and guides students to respect learning, to have compassion for others and to work to achieve their best. The Wellbeing for Learning and Life (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) three Youth Workers, Aboriginal Secondary Education Transition Officer (ASETO) Year Level Managers and Middle School and Senior School Coordinators. 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 1 hour 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 Support: Restorative Practice is 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.

Agreements are co-designed to include explicit expectations about participation, learner responsibilities (including strategies to develop self-efficacy and resilience) as well as consequences for behaviours that are not conducive to positive 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 to them and to record and documenting these. Harassment Grievance procedures are linked to the Behaviour Support Process.

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.

3. 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 understanding and expertise in implementing SIP goals.

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

Strategic Priorities for 2022

Goal 1: To increase the percentage of students achieving A and B grades across all subjects

Goal 2: To increase the percentage of students achieving SEA and HB in NAPLAN Literacy and Numeracy

Goal 3: To increase the percentage of students feeling connected to the school and enacting the school values

4. Curriculum

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.

The **Special Interest Dance** program is available to students, including a small number from outside of the school zone, who demonstrate ability and potential in dance performance and choreography. The curriculum provides a pathway to SACE Dance as well as allowing students to



transition into the Human Performance and Dance Industries. Entry is by application and audition only. Students need to demonstrate an appropriate level of experience and expertise in dance. The course is offered in addition to the general Arts curriculum.

Music Performance and Technologies is available to students who demonstrate ability and potential in music performance. The program introduces students to the music industry through live performance and working in the recording studio. Students will develop practical skills in recording, song writing, and beat production, while also learning and performing on an instrument. The curriculum has a strong focus on technique and skill development and provides a pathway to SACE Music or a career in the industry.

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.

High Performance Tennis is available to students, including a number from outside of the school zone, who meet the selection criteria. It is offered in conjunction with a number of state sporting associations. It has a strong focus on individual skill development and preparing players for competing at the elite level.

Qualified coaches, with the support of specialist staff plan and deliver the program. Students will study elements of nutrition, biomechanics, exercise physiology and have opportunities for SASI talent discovery. Tournaments and competitions at school, interschool, club and state level are an integral part of the course.

Teaching methodology: The principles of TfEL (Teaching for Effective Learning Framework) underpin teacher practice at Seaview. An inquiry approach is promoted across the whole school 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. The school's wireless broadband is BYOD enabled and supports PC and MAC devices. Students use iPads in Years 7-9 and laptops in Years 10-12.

DAYMAP Learner Management System is used to facilitate 24/7 access to teaching and learning.

Student assessment procedures and reporting: Assessment is continuous and feedback provided regularly to inform improvement. Written reports are prepared and published on DAYMAP at the end of each term. Parent-Teacher-Student meeting occur mid semester.

5. Sporting Activities

Students participate, and are highly successful, in a range of Zone Sport Competitions, as well as SSSSA Carnivals and statewide Knock-Out Championships; including but not limited to badminton, basketball, cricket, football, netball, soccer, tennis and volleyball.



6. 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 cultural trips.

7. Staff (and their welfare)

Staff Profile:

	Male	Female
Teaching Staff	37	52
Non-Teaching Staff	14	19
GSE	2	0
ASETO	0	1
Allied Health	0	1

Leadership structure:

	Male	Female
Principal	0	1
Band 6 Deputy	1	0
Band 3 AP	2	1
Band 2	1	2
Band B1 (inc. Counsellors)	6	8

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.

8. Incentives, support and award conditions for Staff

Complexity placement points 2.5

Isolation placement points 1.0



9. 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 football, soccer and cricket pitch, 2 gymnasiums, a high performance and weights room,

In recent years, the school has undergone a combination of capital 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, a Performing Arts complex with 320 seat theatre and practice rooms, Creative Design Studio, Senior School Hub, canteen and general classrooms.

Heating and cooling: All classrooms have heating and cooling.

Staff facilities: All staff members have access to office spaces and 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 access to all main buildings and disabled car parks in key areas of school. The latest building development includes two lifts.

Public transport access: Service information <http://www.southlink.com.au/bus-services/school-services.html>.



10. 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
- Senior Leadership team
- Learning Area Meetings
- ICT Committee
- Leadership
- PAC
- SSO
- Staff
- SRC
- Wellbeing for Learning and Life
- WH&S

The Leadership Team makes decisions after it is satisfied that all relevant groups have been consulted. The Governing Council ratifies policy decisions.

Regular publications: DAYMAP, Facebook and SMS messaging are used for regular updates and communication. Key publications and documents are available on the school website.

Families can access a comprehensive Curriculum Guide via the website. Bulletin Notices are published on Daymap for staff and students. Email is used to communicate with staff during/throughout the day.

Other communications:

- Weekly WeBex or face to face staff briefing
- Staff OneNote
- Weekly Year Level Assemblies (for each year level)
- School Prospectus
- A Student Information Brochure (SIBS) is produced each year for intending parents
- Parent-Student-Teacher Conferences
- Parent information evenings
- School tours/Open DAY

School financial position: The financial position of the school is strong with reserves in the bank. An annual budget is produced and learning area budgets are based on a per capita formula.

11. 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 Kurna Cultural Centre
- Marion Aquatics Centre
- Marion Cultural Centre
- 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

Davenport: Erin Thompson MP

Telephone: 0451 858 900

Federal Electorate

Boothby: TBA