



Seaview High School

2022 annual report to the community

Seaview High School Number: 893

Partnership: Marion Coast

Signature

School principal:

Ms Penelope Tranter

Governing council chair:

Michael Van Dyk

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

Seaview High School is a co-educational secondary school, providing comprehensive learning programs to students in years 7 -12.

The school belongs to the Marion Coast Partnership and is located in the southern suburbs, 16kms from the CBD.

In 2022 there were 1302 students enrolled at the school; this included 3 International students and 72 students enrolled in Flexible Learning Options (external FLO).

3.53% of students identified as Aboriginal, 7% qualified for learning support, 12.5% of students were from CALD or EALD backgrounds, 2% were young people in care. The school has an ICSEA score of 1022 and is classified as Category 5 on the Index of Educational Disadvantage. 18% of families were approved for School Card assistance in 2022.

School enrolments have continued to grow rapidly; there has been an 82% increase in enrolments over the last five years and local enrolments have grown from 34% to 98% in the same period. A limited number of students from outside of the zone are able to apply for special entry into one of the school's Special Interest Programs (High Performance Tennis and Dance).

In 2022, the school leadership team included the principal, deputy principal, three assistant principals, three senior leaders, fifteen B1 leaders and a business leader. There were eighty teaching staff, which included three beginning teachers, twelve in the early stage of their career and fourteen Step 9 teachers. A leadership restructure and strategic recruitment to support enrolment growth and the inclusion of year 7 students will see the staff continue to grow in 2023.

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.

Governing council report

When reflecting on the year that was 2022, "almost normal" is a phrase that fits well. As Covid restrictions eased through the state and mask mandates dropped, it was so refreshing to see everyone's faces again!

With the double cohort starting this year, there was an increased interest in Governing Council from parents with a large number of new faces joining. Being part of Governing Council is the best way to remain involved with the school and its community, so I encourage anyone with a passing interest to consider joining us.

At the start of the year, Devon had some supply chain issues with Covid making stock management difficult. Gradually, over Term 1 this normalised itself. Throughout the year the Governing Council reviewed and refined both the Uniform Policy and some items of uniform to ensure consistency. It also led to the introduction of some new uniform lines such as the rugby top.

There was regular communication with Brighton Cricket Club regarding their proposal to access the Seaview grounds for cricket. After much deliberation and consultation with a range of interested parties, it was decided not to pursue this opportunity, as the benefits to the school were not as significant as initially thought. However, there are more opportunities possibly arising with other sporting clubs having contacted the school. Hopefully we can come to a mutually beneficial agreement with one of these clubs in the near future.

Late in the year the Department requested the Governing Council review its constitution. The main purpose of this was to ensure that membership of Governing Council appropriately reflects the growth of the school.

It goes without saying that so much of what happens at the school is due to the hard work of all the staff at Seaview. I would like to thank Penny, the leadership team and all teachers and support staff for their continued efforts in making Seaview a school to be proud to be associated with.

Michael Van Dyk, 2022 Governing Council Chairperson.

Quality improvement planning

2022 marked the beginning of a new a 3-year improvement cycle. A new iteration of the site improvement plan helped sharpen our focus, while maintaining our commitment to learner achievement, staff capacity, and school culture.

Student success, as measured by NAPLAN and SACE achievement affirms our focus is making a difference. Community confidence in this commitment is evidenced by the enrolment pressure we continued to experience.

The following strategic approaches supported our work:

- Executive Leadership, which is aligned to the strategic directions of the school
- Ensuring students have agency in their learning
- Applying a wellbeing lens to enhance the conditions for learning.

The 2022-2024 goals have been designed to build on current practice, be SMART(er) and include clear strategies, targets and success criteria to leverage improvement.

- Goal One: To increase the percentage of students achieving A and B grades across all subjects
- Goal Two: To increase the percentage of students achieving SEA and High Bands in NAPLAN Literacy and Numeracy
- Goal Three: To increase the percentage of students feeling connected to the school and enacting the school values.

The implementation of these goals was intentionally aligned to the staff performance and development process.

Goal #1 - progress was made by implementing consistent approaches to task design and assessment rubrics to increase engagement, challenge and achievement. A coordinated approach to collecting feedback indicated students were generally motivated and willing to talk about their learning. They know what is expected of them and what the next steps in their learning are. Students are independent but know how and where to access support.

The aim to increase the number of B- or higher grades in Stage 2 SACE was exceeded.

Improvements to Grade Point Averages were inconsistent with the target being exceeded in Year 11 but just below in the other year levels. Further analysis of the data indicates a differential between boys' and girls' achievement (particularly in years 10 and 12) which will be used to inform future actions.

Significant work was undertaken in relation to Goal #3. Two new B2 Leadership positions were created with a focus on promoting inclusion and a sense of connection to school, as well as additional Youth Workers and a school-based psychologist joining the Wellbeing team.

Seaview Plus, a collection of lunchtime clubs and activities, was established, predominantly for Middle School students. By the end of the year more than twenty clubs were running with those participating reporting enhanced feelings of connection, engagement and overall wellbeing.

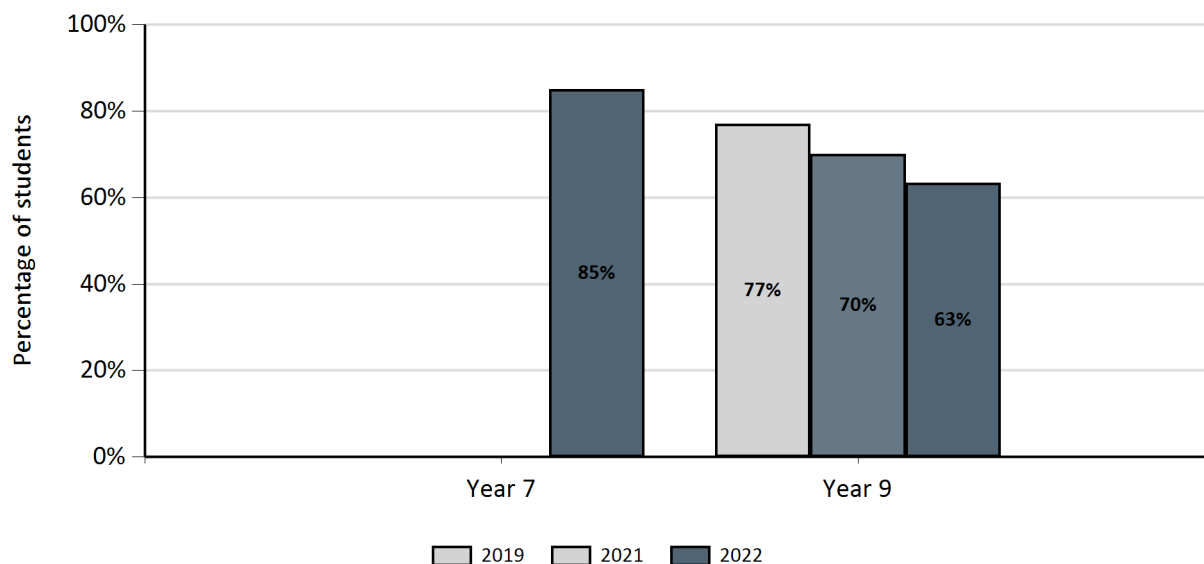
As we reflect on our progress, it is important to acknowledge the challenges of 2022: - the transition of a double cohort (over five hundred new students and the first year of year 7s), a new leadership structure, forty new teachers, ten new support staff, new buildings, compulsory mask wearing and a combination of face-to-face and online learning as we entered the third year of COVID-19. The impact of recurring absence due to illness (staff and students), cannot be underestimated, it affected wellbeing, continuity of learning and school culture. However, despite the uncertainty and interruptions, we remain proud of the overall achievements of our students.

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

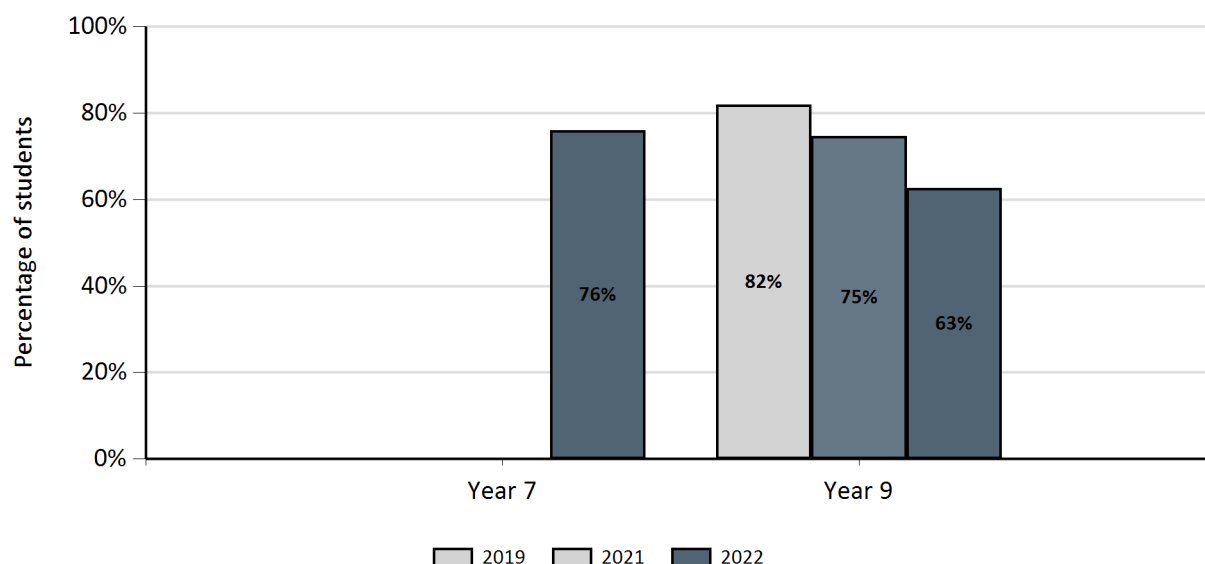


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 07 2022	254	254	58	65	23%	26%
Year 07 2021-2022 Average	254.0	254.0	58.0	65.0	23%	26%
Year 09 2022	262	262	30	19	12%	7%
Year 09 2021-2022 Average	231.5	231.5	27.0	22.0	12%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

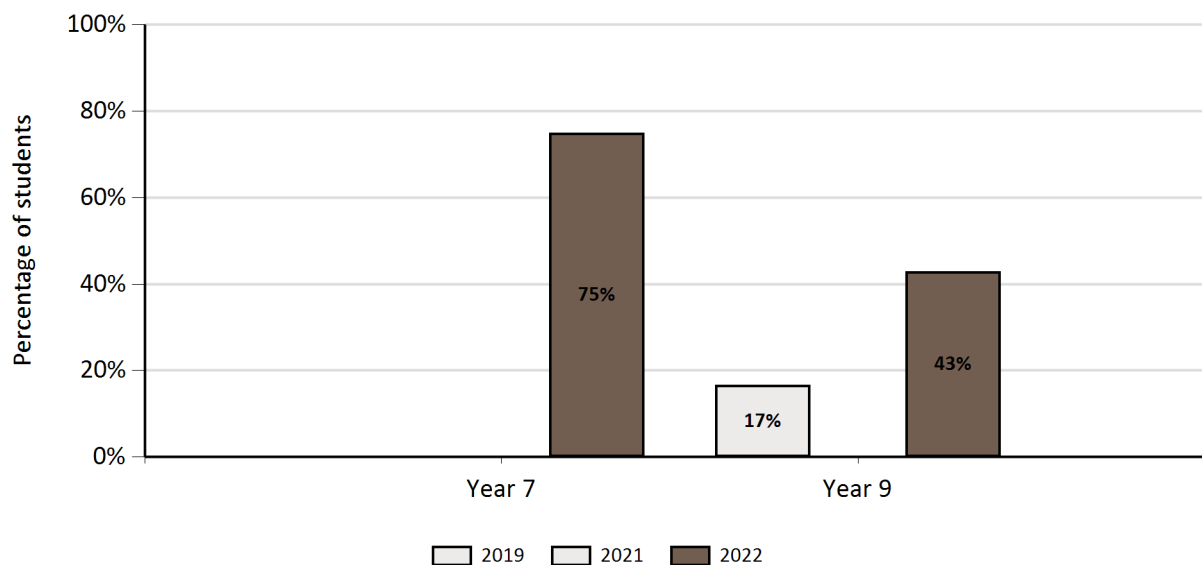
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



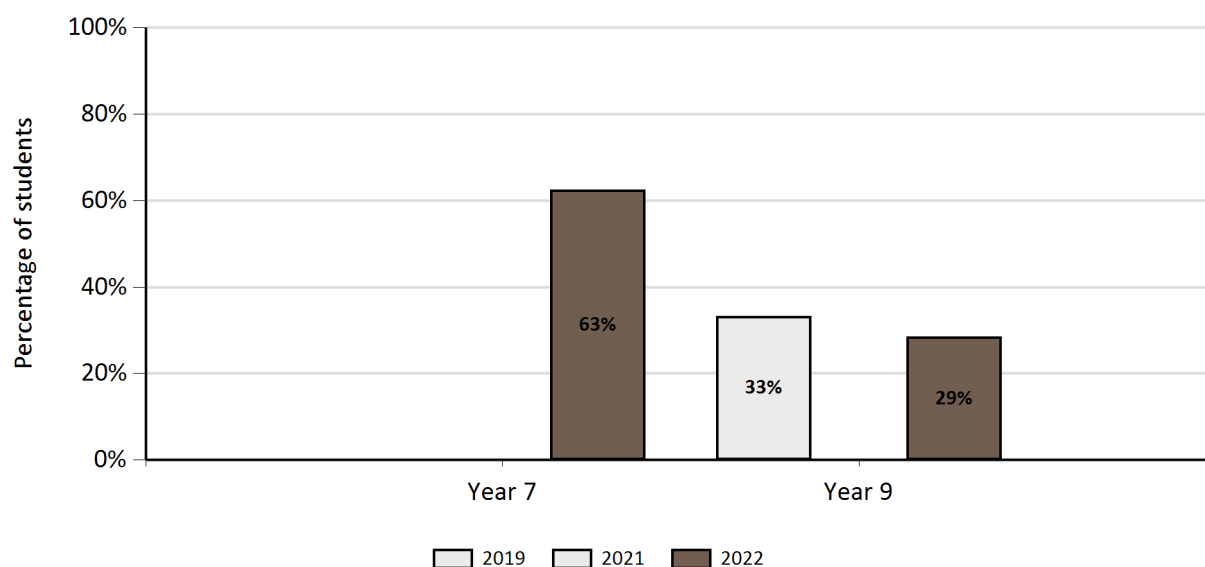
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2022	8	8	3	2	38%	25%
Year 07 2021-2022 Average	8.0	8.0	3.0	2.0	38%	25%
Year 09 2022	7	7	0	0	0%	0%
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The intention in relation to this element of the ALALR was to focus on the School Improvement Plan Goal # 2 (Improving achievement) and Goal #3 (building connection to school).

Aboriginal students were identified on DAYMAP and a OneNote created to record and share information. GPA (A-E) data and NAPLAN assessments were used to monitor progress. In the senior school, achievement in the SACE compulsory subjects, as well as student GPAs were used as key indicators of progress.

Based on this data, intervention strategies were developed by the AET and actioned by subject teachers. Individual tutoring and/or learning support was provided as required.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Regular meetings were held between the ASETO, AET and the Assistant Principal Wellbeing to monitor student attendance, engagement and achievement. This related to the full range of subjects but with a particular focus on Literacy and Numeracy achievement.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
99%	99%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
A+	1%	2%	2%	1%
A	5%	8%	7%	9%
A-	13%	9%	13%	17%
B+	14%	12%	14%	16%
B	16%	18%	14%	15%
B-	19%	14%	15%	16%
C+	14%	18%	16%	13%
C	13%	13%	12%	10%
C-	4%	5%	5%	2%
D+	1%	1%	1%	0%
D	0%	0%	0%	0%
E+	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

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

2021	2022
46%	30%
65%	50%

School performance comment

The Department for Education Standard of Educational Achievement (SEA) is used as a measure of performance for students, schools and the system and is defined as students achieving in proficiency bands one or more above the national minimum standard for reading and numeracy.

Our target for students in Year 7 achieving the SEA was exceeded in Reading at 85%; however, the Numeracy target fell short at 76%.

In Year 9 neither the Reading nor Numeracy targets were met in 2022.

The SACE Stage 2 results continue to improve each year. In 2022 100% of students completed their SACE, which continued the five year trend of being above the state average.

26.7% of Stage 2 results were A grades, which was an increase of 5.5% on 2021 results. 74% of all results were B- or higher which exceeded our target (Goal #1).

77% of students achieved an ATAR and 40% achieved an ATAR over 70; however, there was a slight reduction in the number of students achieving an ATAR over 90 in 2022.

The highest ATAR for 2022 was 95:50.

74% of students of those who applied for a tertiary course were accepted into their first preference, with Flinders University remaining the preferred institution.

Throughout the year we were proactive about using the flexibilities of the SACE to support student completion and achievement.

Twenty-five students were approved for Special Provisions at Stage 2 and there were thirty-three conversions made to Community Connections equivalent subjects. Sixteen students chose to convert to Community Connections for more than one subject.

At Stage 1 there were three students who chose to convert to Community Connections (two subjects in total) and all who converted passed.

Other information of note:

Stage 1 Literacy – 99% (up from 98.2%)

Stage 1 Numeracy – 97% (decrease from 99.6%)

Stage 1 Personal Learning Plan – 100% (2nd year in row)

Stage 2 Research Project – 100% (6th year in a row).

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	87.4%
Primary Other	N/A	N/A	N/A	N/A
Year 8	92.5%	88.5%	90.4%	85.8%
Year 9	92.9%	86.3%	88.5%	83.9%
Year 10	91.7%	86.1%	89.3%	81.6%
Year 11	92.6%	87.9%	87.2%	85.6%
Year 12	94.9%	88.6%	92.9%	87.1%
Secondary Other	98.1%	N/A	N/A	N/A
Total	92.8%	87.4%	89.7%	85.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Over the past three years COVID-19 has had a significant impact on student (and staff) attendance. This is reflected in the 2022 attendance data, which is lower than 'pre-COVID' years. Supporting wellbeing, connection and maintaining partnership with our community remained a focus of our work. 2022 strategies included:

- Facilitating online learning and supporting resources
- Ensuring regular and close communication with students and families
- Close monitoring and follow up of absentees
- Home visits
- Referring chronic non-attendance to Support Services.

Behaviour support comment

Seaview High School's behaviour support process is guided by the school's values: Respect, Empathy, Resilience and Integrity. We have high expectations and facilitate a restorative approach to resolving issues. In 2022 the aim was to shine a light on seeing these "Values in Action".

To facilitate this a review of our behaviour process was conducted. This included a review of policies as well as Tier 1-3 interventions and supports. A Flowchart, including behaviour definitions with aligned responses was developed and published. Considerable time was spent with students to help them understand and engage actively in the process.

Professional Learning was provided to clarify expectations and encourage consistency of approach and implementation.

Parent opinion survey summary

The School Parent Engagement Survey conducted through the Department for Education seeks feedback about teaching and learning, school culture and school operations.

546 parents completed the survey, almost double the figure from previous years, and their feedback continues to compare favourably with results across the state.

The relationships between staff and students at the school continues to be an identified strength, with a majority of families feeling their child is valued and receives useful feedback to support them in their learning.

Families also appreciated the regularity and effectiveness of communication between themselves and the school. Of those responding the preferred mode of communication remains email, closely followed by text messages.

Feedback from those who responded to the survey indicates families are looking for more opportunities to have input into their child(ren)'s education. In particular they would appreciate guidance about how to support their child(ren) with learning as well as to plan for their future.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	1.4%
IL - ILLNESS	2	2.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	20.3%
NS - LEFT SA FOR NSW	3	4.3%
OV - LEFT SA FOR OVERSEAS	1	1.4%
PE - PAID EMPLOYMENT IN SA	6	8.7%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	2.9%
SM - SEEKING EMPLOYMENT IN SA	3	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	34.8%
U - UNKNOWN	12	17.4%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

A single point of contact at the school is responsible for the maintenance of Working with Children Check (WWCC) and vaccination records.

Hard copies of relevant screenings for all temporary (TRT) staff, pre-service teachers, volunteers (including homestay families), third party providers and contractors are stored centrally at the school as required.

An electronic database of all current staff and contractors is also kept in Administration with the expiry dates of all 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	103
Post Graduate Qualifications	55

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	64.3	0.6	22.8
Persons	0	68	1	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$15,380,048
Grants: Commonwealth	\$0
Parent Contributions	\$645,549
Fund Raising	\$3,573
Other	\$116,088

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

2022 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 2022 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	Support was provided for improved wellbeing and engagement (Goal #3) by employing a school-based Psychologist, to work in collaboration with the Wellbeing Leaders. An additional two Youth Workers, (making three in total) also joined the wellbeing team. Two new B2 Leadership positions were created to support improved Inclusion and Learning Culture.	Wellbeing & Engagement Collection data indicates some improvement in identified areas. (Goal#3).
	Improved outcomes for students with an additional language or dialect	Training of staff in LEAP levels to build capacity and enhance practice. SSO hours were allocated for targeted, student support. After school homework support and tutoring was provided Years 7-12.	Increased capacity of teachers to provide effective support for CALD and EALD students.
	Inclusive Education Support Program	The IESP funding supported learning programs within the school, including case management and individual student support, Literacy intervention classes at Year 7-9, SNMYP and other interventions.	Data from the literacy and numeracy programs indicates improvement in targeted individual students' reading ability.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Assistant Principal Wellbeing was provided with 0.2 release time to coordinate interventions and support for Aboriginal students and work with the AET (0.4 release time) and ASETO to monitor learning outcomes. 1:1 tutoring (APAS funded).</p> <p>Tutoring through Retention and Engagement SAATA/AFL/Netball Academy to support SACE completion.</p> <p>The IESP funding supported learning programs within the school, including case management and individual student support, Literacy intervention classes at years 7-9, SNMYP and other targeted interventions.</p>	<p>The case management model continues to improve student efficacy and independent learning skills. Data from the literacy and numeracy programs indicates improvement in identified groups of students' confidence and ability.</p>
Program funding for all students	Australian Curriculum	<p>2022 saw a continued focus on curriculum review and developing AC scope and sequence across years 7-10.</p> <p>Ensuring consistency of documentation was key to this work.</p> <p>Improved task design and deconstructing assessment rubrics, to increase agency and improve achievement was implemented across all year levels and areas of study. (Goal#1).</p>	<p>Improved consistency in all LAPs and task sheets.</p> <p>Improvements in A-E grades (GPA) in identified areas.</p>
	Aboriginal languages programs Initiatives	NA	NA

Other discretionary funding	Better schools funding	Support for two B2 positions focused on inclusion and connection, top-up funding to the Transition Coordinator and Aboriginal Education Team, additional wellbeing support with the addition of two youth workers, Hoops for Life, LabsN Life and EQUIP Programs and recruiting a school-based psychologist.	Improved WEC data in identified areas aligned with the School Improvement Plan. 63% of students connected to a member of the wellbeing team for the first time. Twenty Seaview Plus clubs were established and maintained across the year with 25% of Middle School students participating in three or more clubs/days a week.
	Specialist school reporting (as required)	Advanced Manufacturing Grant converted to leadership salary to enhance local industry connections and engagement in STEM and entrepreneurial education.	Continued innovation and success in STEM subjects. Successful applications for STEM scholarship each year since 2019-2022.
	Improved outcomes for gifted students	Curriculum design & pedagogy to support intellectual stretch across all curriculum areas remains priority work for all teachers in 2022.	Student feedback surveys indicate that engagement and achievement is inconsistent across Learning Areas. This has been identified as an area for attention in 2023.