



2025 annual report to the
Community

Seaview High School

Seaview High School number: 893

Partnership: Marion Coast



School principal: Craig Duguid

A handwritten signature in a cursive script that reads "Duguid".

Date of
endorsement: 02/03/2026



Seaview High School caters for students from 7-12. At the time of this report, the enrolment in 2025 is 1377. Seaview High School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 2% Aboriginal students, 13% students with disabilities, 5% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

School Report

In 2025, Seaview High School continued to demonstrate growth and excellence, building upon strong foundations of collegiality, commitment, and a positive culture. The school has remained firmly focused on its strategic improvement goals, with a clear emphasis on inclusion, wellbeing, and the pursuit of academic and personal growth for all students.

Seaview High School's emphasis on respect, optimism, and high expectations are evident in the daily life of the school, creating an environment where students and staff thrive. The dedication and professionalism of staff, coupled with high levels of collegiality, form the cornerstone of the school's ongoing successes. The kindness, respect, and engagement consistently demonstrated by students, together with the strong support and pride of families, continue to distinguish the Seaview community.

Throughout 2025, the school achieved strong outcomes across academia, sport, and the arts, supported by a continued focus on inclusion and wellbeing. Families remained engaged and supportive, contributing significantly to the life of the school. These partnerships underpin the school's ability to meet the diverse needs of its students.

A key highlight in 2025 was the collaborative development and implementation of the Site Learning Plan. The Collaborative Workshop Exhibition and Celebration showcased staff expertise and innovative practice, with a strong focus on promoting equity, student metacognition, self- and co-regulation, and the creative integration of technology, including artificial intelligence, to support learning outcomes. These initiatives have led to meaningful professional growth among staff and have enriched student learning experiences.

Seaview High School strengthened its commitment to system-wide educational improvement through active involvement in sector and department initiatives, notably the implementation of the Tailored Learning program. Ongoing professional learning and cross-collaborative work have ensured that the latest research and best practice continue to inform teaching, learning, and assessment.

Looking ahead, Seaview High School remains dedicated to providing inclusive, high-quality learning experiences that enable every student to achieve their best. The collective commitment and passion of staff, students, and families ensure Seaview continues to be a vibrant, supportive, and high-achieving school community.

Governing Council Report

The 2025 year has been a period of steady progress and meaningful discussions focused on improving the experience of students, staff, and families. The Governing Council has enjoyed working collaboratively with school leadership to address day to day matters as well as developing longer term goals.

A major topic tabled throughout the year has been the ongoing parking and traffic management issues surrounding the school. We initially wrote to Mayor Kris Hanna outlining our concerns. This was followed by a meeting to advocate for improved traffic flow and parking solutions around the school. While there is unlikely to be any changes made in the near future, this meeting has opened doors to potential council-supported upgrades in time.

After several years of discussion and community consultation, it is pleasing to report that the Parents and Friends (P&F) Group has officially been formed in 2025. This marks a significant milestone in strengthening family engagement and creating new opportunities for volunteers to support school events, fundraising, and community-building initiatives. Early interest has been positive, and the Governing Council looks forward to collaborating with the P&F Group in shaping future activities.

One of the year’s most exciting developments has been continued progress on the oval redevelopment project, undertaken in partnership with the Glenelg Football Club. This collaboration aims to create a modern, multi-purpose outdoor space that benefits students, sporting groups, and the wider community. Planning stages have advanced slowly, but there is an expectation that the grass on the oval will be rejuvenated over the summer break.

The Governing Council also completed a scheduled cycle of policy reviews, ensuring school policies remain current, effective, and aligned with departmental requirements. Priority areas included the Bullying Prevention Policy, Behaviour Support Policy, and Advertising Signage Policy. These revised policies have been communicated to staff and families and will continue to be monitored for effectiveness.

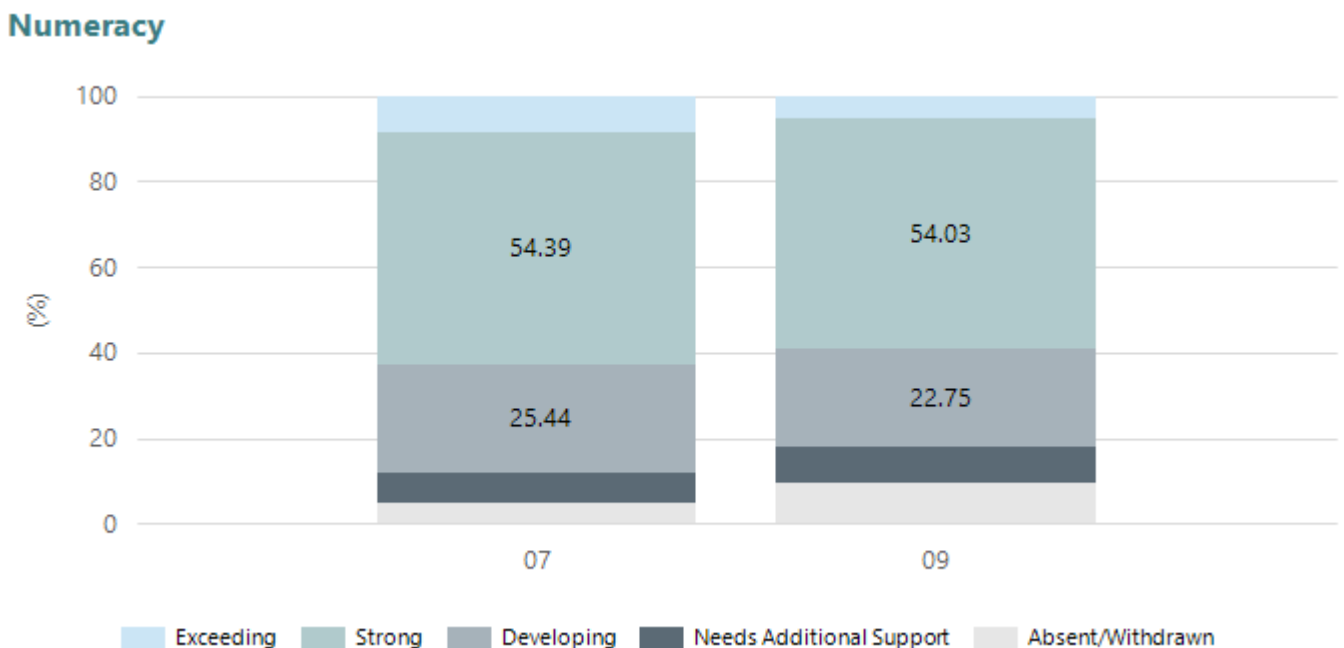
Overall, 2025 has been a productive year for the Governing Council. Thank you to all parents, staff, and students for your involvement and support in the Governing Council. Your contributions and perspectives are greatly valued.

Michael Van Dyk
 Governing Council Chairperson

Performance Summary

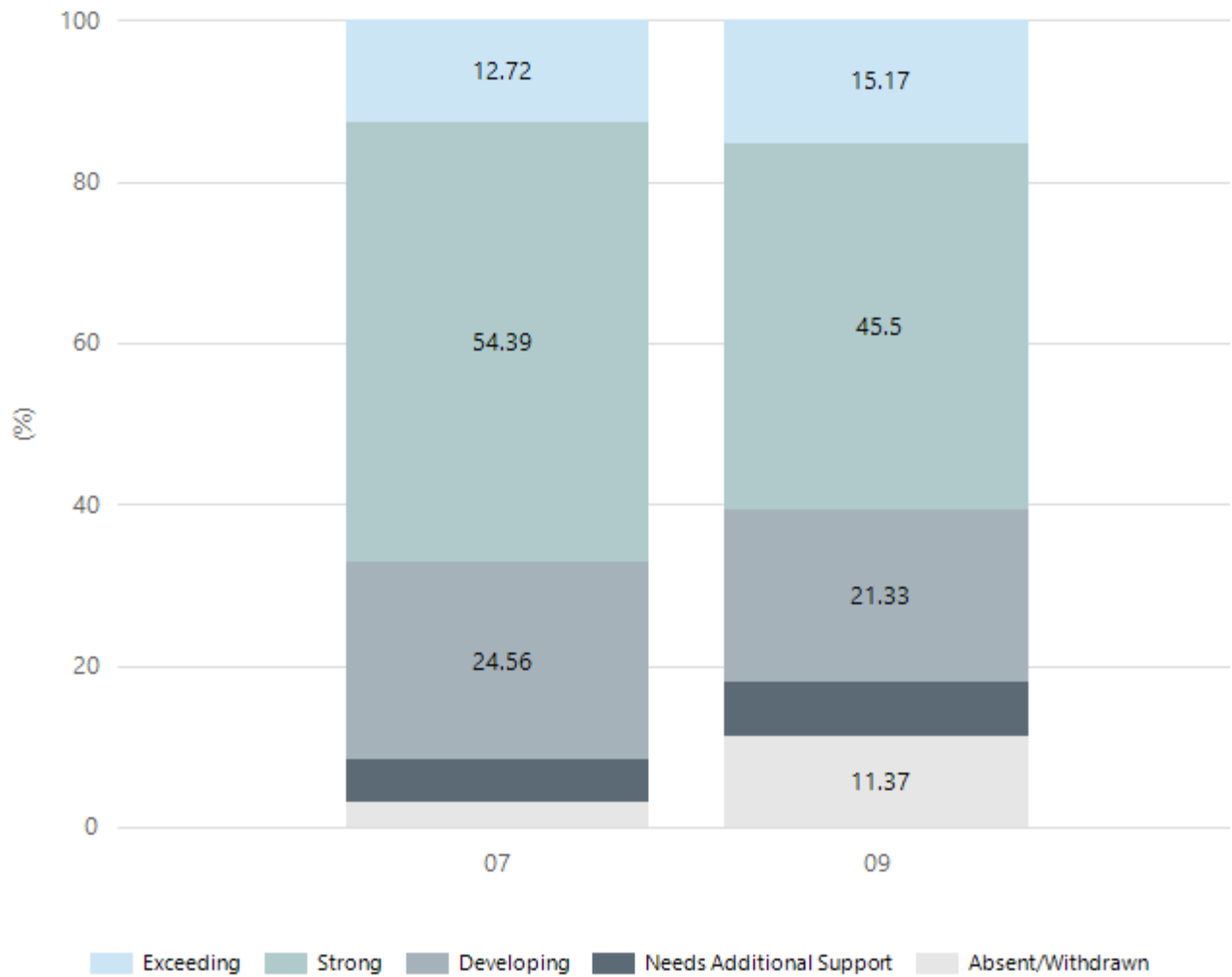
NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

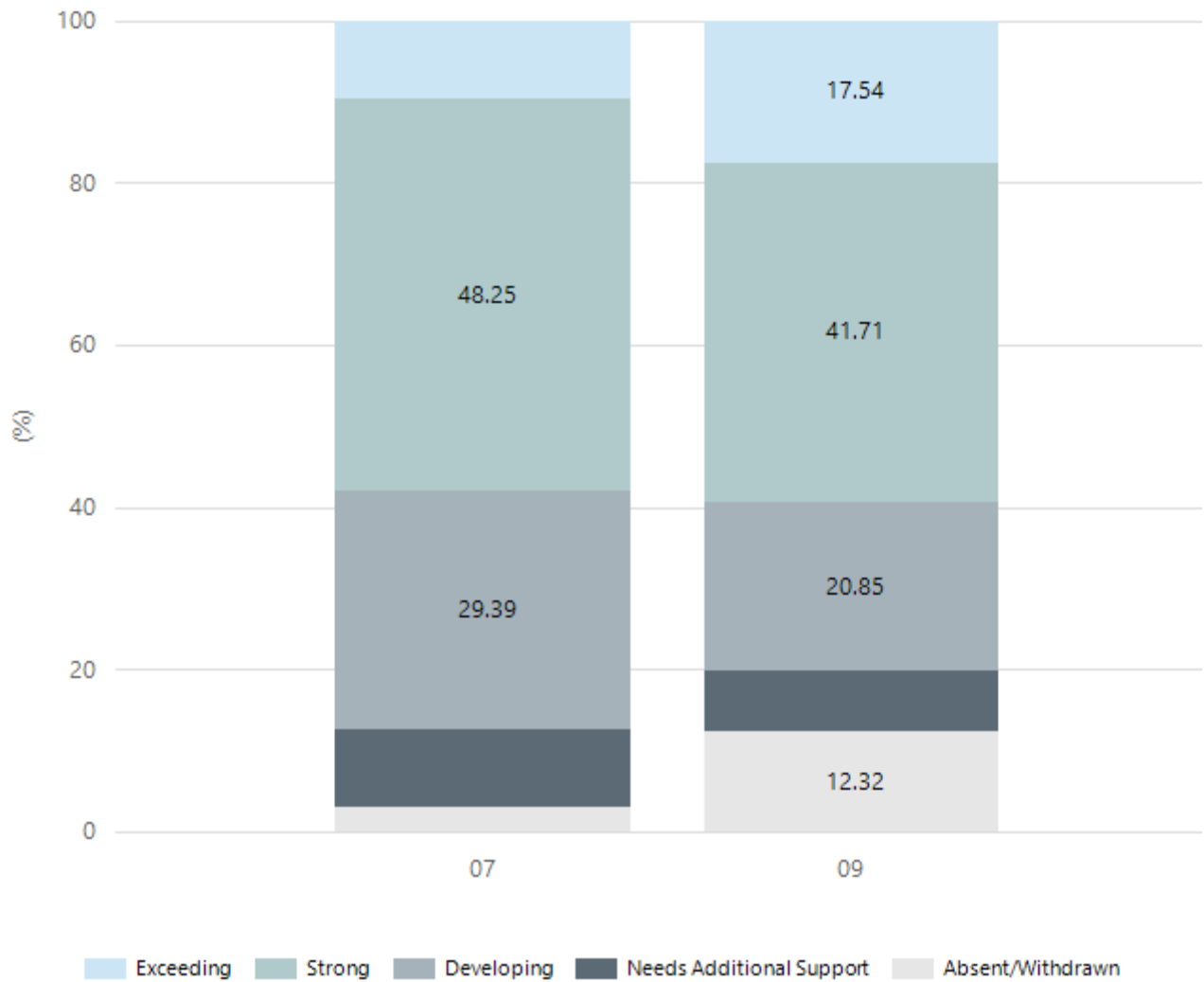
Reading



Year Level	07	09
Exceeding	29	32
Strong	124	96
Developing	56	45
Needs Additional Support	12	14
Absent/Withdrawn	7	24
Total	228	211

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

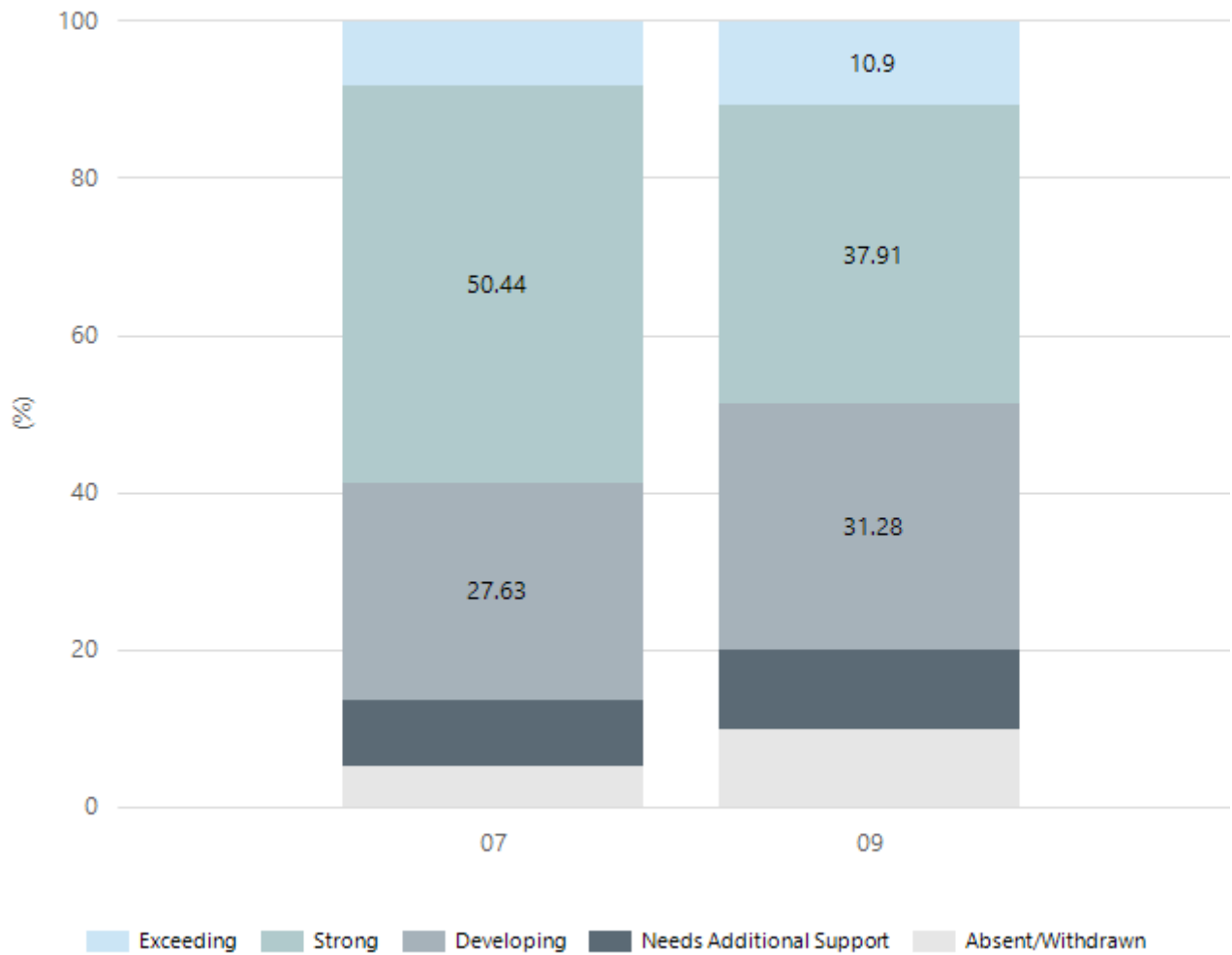
Writing



Year Level	07	09
Exceeding	22	37
Strong	110	88
Developing	67	44
Needs Additional Support	22	16
Absent/Withdrawn	7	26
Total	228	211

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

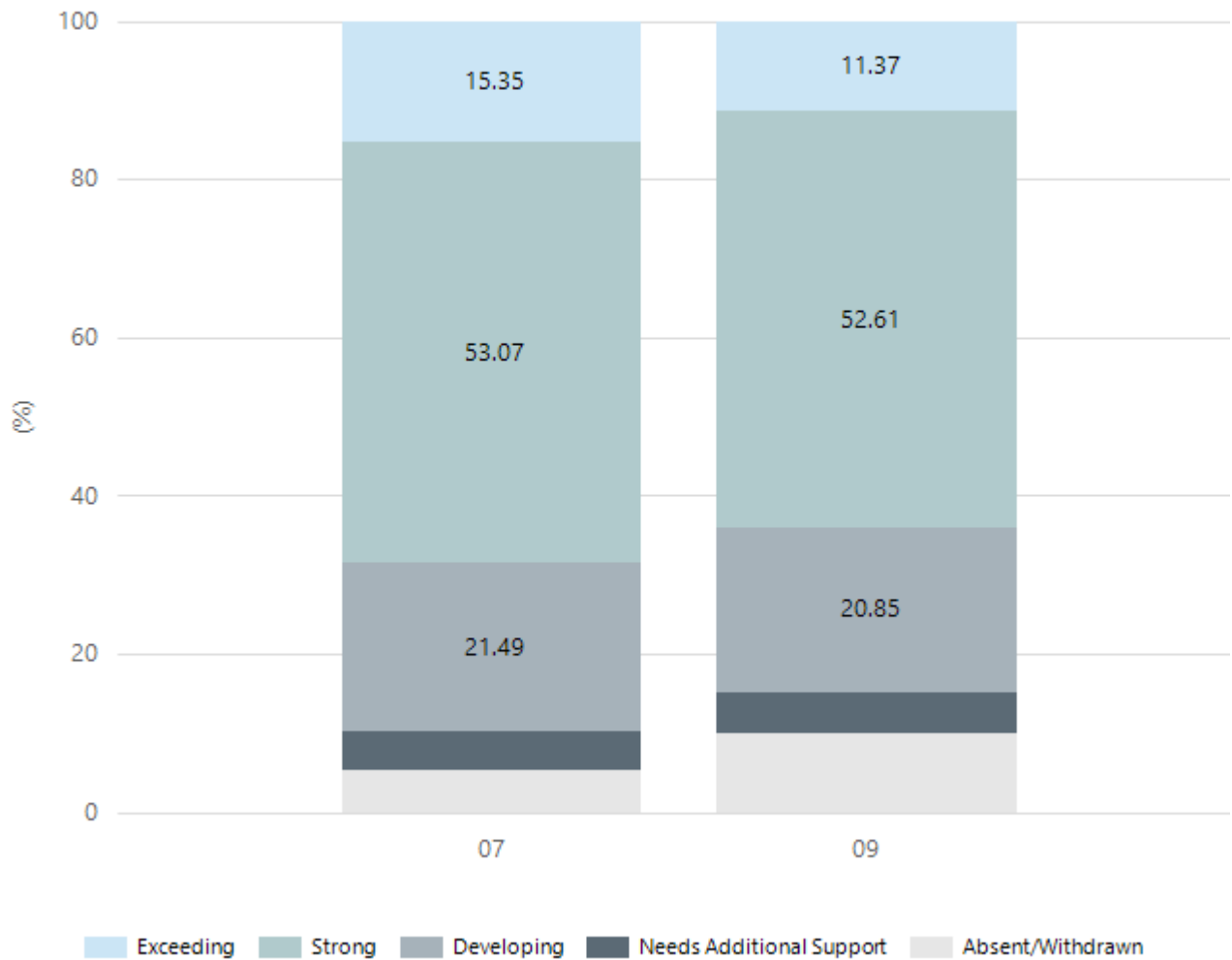
Grammar



Year Level	07	09
Exceeding	19	23
Strong	115	80
Developing	63	66
Needs Additional Support	19	21
Absent/Withdrawn	12	21
Total	228	211

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	07	09
Exceeding	35	24
Strong	121	111
Developing	49	44
Needs Additional Support	11	11
Absent/Withdrawn	12	21
Total	228	211

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

South Australian Certificate of Education - SACE

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

2022	2023	2024	2025
100%	100%	99%	99.66%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2022	2023	2024	2025
A+	1%	2%	2%	2%
A	9%	8%	11%	10%
A-	17%	14%	17%	16%
B+	16%	21%	15%	18%
B	15%	19%	19%	14%
B-	16%	13%	14%	16%
C+	14%	13%	10%	12%
C	10%	8%	10%	9%
C-	2%	1%	2%	2%
D+	0%	0%	0%	0.3%
D			0%	0%
E+	0%			0%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2022	2023	2024	2025
100%	100%	99%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	18.25%	11%	27.50%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	63.4%	73%	91%

Data Source: School supplied data

School Attendance

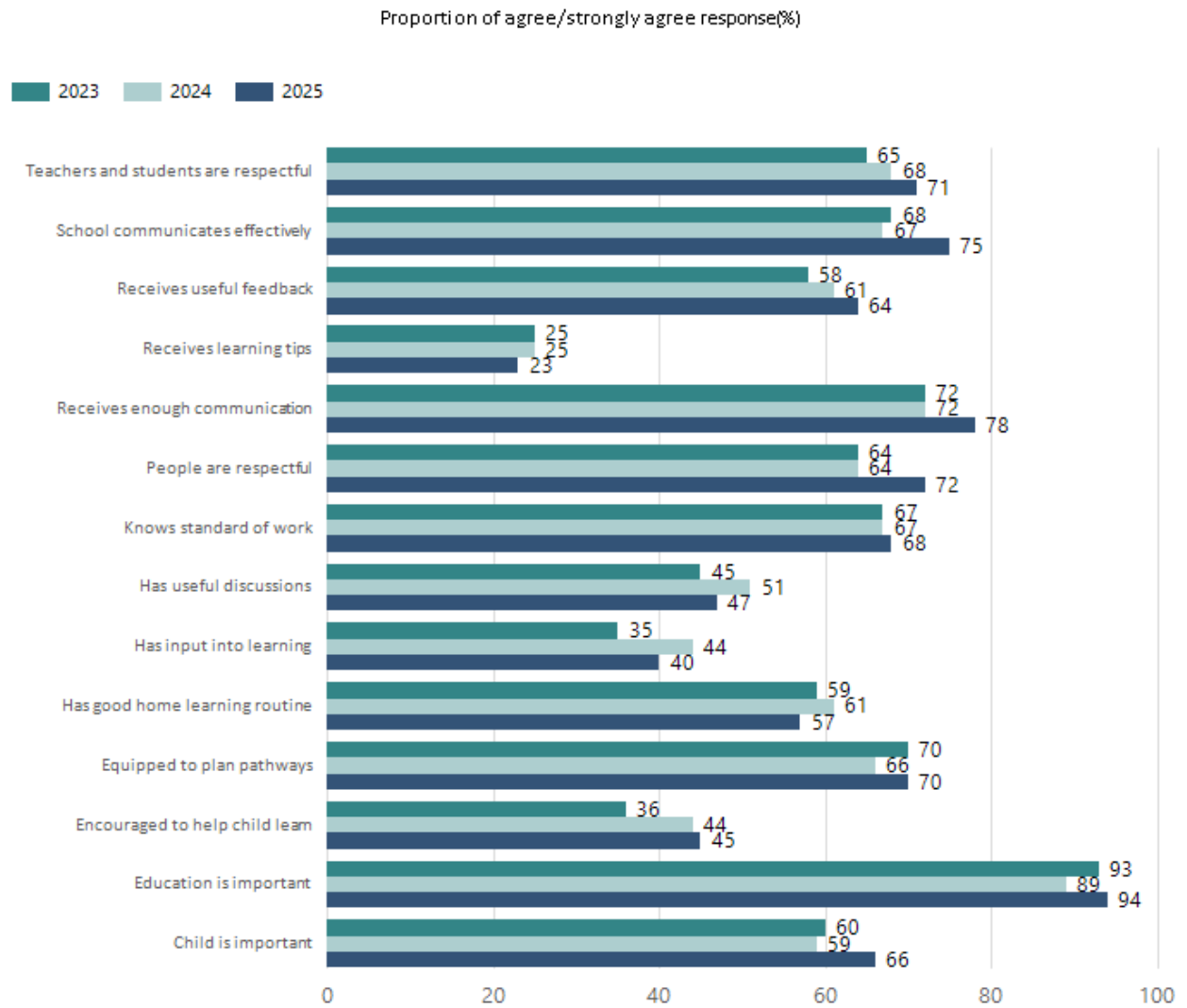
Year Level	2023	2024	2025
Year 07	87.4%	89.7%	90.5%
Year 08	86.4%	86.4%	84.3%
Year 09	86.2%	86.8%	84.5%
Year 10	84.2%	85.6%	88.1%
Year 11	83.1%	85.6%	85.0%
Year 12	87.5%	87.2%	88.3%
Total	85.8%	87.0%	86.8%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	4.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	9.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	44	56.0%
U - UNKNOWN	23	29.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	59
Postgraduate Qualifications	47

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	2.0	97.5	1.8	32.8
Persons	2.0	104.0	2.0	37.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$18,231,667.97
Grants: Commonwealth	\$0.00
Parent Contributions	\$548,829.50
Fund Raising	\$5,604.65
Other	Facilities Hire \$56,896.48 Uniforms \$5,891.87 Canteen \$9,703.09

Data Source: School supplied data.