



SEATON HIGH SCHOOL

Seaton High School

2022 annual report to the community

Seaton High School Number: 941

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Richard Abell

Governing council chair:

Mr Scott Haddow and Ms Cassie Magin

Date of endorsement:

28 February 2023



Government
of South Australia

Department for Education

Context and highlights

Seaton High School has a student population of over 950 students, who come from a range of socioeconomic and cultural backgrounds. The school population has increased significantly due to the introduction of Year 7 into High School in 2022, and it is anticipated that this will be maintained, and potentially increase further, due to demographic changes and the ongoing popularity of the school's programs.

The school offers programs and support for students with a wide range of learning abilities and interests. Highly successful Entrepreneurial Specialist School programs provide a range of specialist opportunities for students, as well as influencing the overall teaching and learning programs. Two very successful Special Classes, provide pathways toward SACE completion, employment and adult life. Another significant feature is the range of flexible and alternative learning programs which provide individual programs for student at risk of disengaging from mainstream education. These programs meet the needs of a growing cohort of students and not only engages these students in education but also provides opportunities to gain accreditation in a range of certificates including SACE.

2022 saw the continuation of challenges due to the impact of COVID-19. Again, despite this, we were able to maintain the teaching and learning program for all of our students. This was the result of careful planning and the dedication of staff to work through the many difficult times and maintain high levels of support for students.

Re-development construction was completed early in the year with the exception of the sports courts which will be fully re-furnished in early 2023. This ends a long and complex design and construction process which now sees the school having high quality facilities across the whole site. We are already seeing the benefit of the new areas in many ways. One key observation is the design of new spaces directly supporting new and innovative arrangements within our wide range of teaching and learning programs.

Some specific highlights of the year:

- Successful introduction of Year 7 into Secondary School, including the implementation of new and innovative Middle School curriculum.
- Ongoing success of Entrepreneurial programs and SACE Packages, with demonstrated links to improved wellbeing and achievement outcomes.
- Hosting the national E3 conference of entrepreneurial educators with participants from all states and territories.
- Many high-quality performances and displays such as the highly successful Dance Showcases
- Our first annual aboriginal smoking ceremony to acknowledge the community and our new facilities. This will become a feature of our induction of new Year 7 students and acknowledging our Year 12 students in their final year of school.

Governing council report

I would like to begin by thanking all Governing Council members for volunteering their time throughout what has been another challenging year for the school. One more school year commencing under the threat of COVID-19 was always going to be challenging, however we have come out the other side a stronger and more streamlined council. Thank you to Principal Richard Abell for being the stable stalwart we have all come to rely upon. A huge heartfelt thanks and farewell to the incredible Jan Basher who has taken her much deserved retirement, and welcome to Paula Sandford who has some very big shoes to fill.

I also extend an enormous thanks on behalf of the entire council to Scott Haddow who has stepped down as Chairperson after six years leading the school council. We thank Scott for his many years of service, he will be very missed around the table.

2022 saw the opening of the exceptional new learning spaces at the western end of the school, and the final completion of all works across the grounds. An impressive change to the learning environment many of us would remember from our own school days, these flexible and modern spaces will provide great, new opportunities for learning, consultation, and investigation as is required under the modern curriculum. Feedback from the students has been overwhelmingly positive.

The introduction of year sevens to the school saw some massive changes to staff structures, timetabling and many other matters, all of which the school has managed tremendously. With tweaks occurring throughout the year, we ended our first year of a much larger school on a great note.

As the school continues to refine the expanded Entrepreneurial Package programs, provide more and greater opportunities for students, and be the leaders in modern education across the government school system, I have never been prouder to be a member of a school community. Going from strength to strength, Seaton High School continues to be at the forefront of education practices across the state.

On behalf of council, I look forward to an even more positive 2023 and beyond, as we emerge from a challenging few years towards an extremely bright and prosperous future ahead.

Cassie Magin

Seaton High School Council Chairperson

Quality improvement planning

In 2022, our Site Plan set out three main goals. The first was to increase the number of students achieving in the high bands 7-12. The second was to increase the number of students achieving SEA (Standard of Educational Achievement) in Literacy and Numeracy. And the third was to increase SACE completion and the proportion of students leaving the school for positive pathways.

To support the achievement of these goals, we introduced structures based around Professional Learning Communities (PLCs). All teaching staff participated in this program which involved a number of processes and outcomes. This included the development of agreements related to best practice for improving student outcomes through optimising conditions conducive to learning, pedagogical practice, and characteristics of learning design to improve engagement.

We also implemented a Research and Reflection Cycle to address various questions related to student learning outcomes, such as the focus area, how it linked to Site Goals, what data was being used, how it linked with research, what the associated targets were, and what specific student learning outcome was to be the aim of improvement.

Following this, all staff presented their findings at an end of year event.

A range of collected data supported strong links between student wellbeing, engagement levels, and achievement levels.

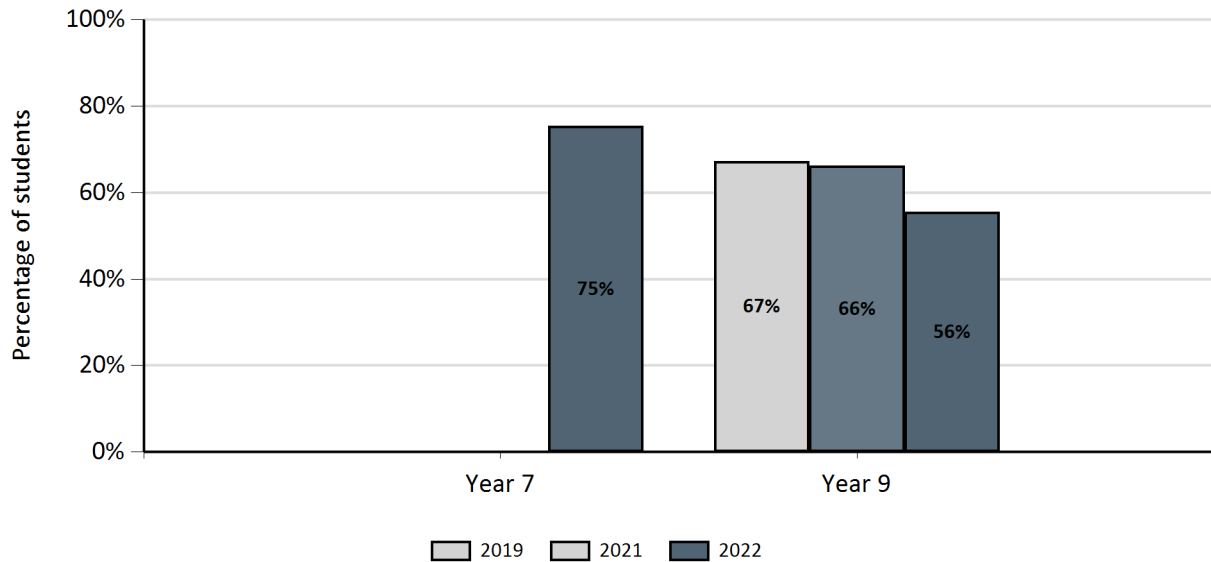
As a result of this and other supporting processes we changed our emphasis for the 2023 site goals. Goal 1 is now to increase the number of students committed to their learning and achieving at their highest level. The challenge of practice involves establishing positive conditions for learning and applying best-practice pedagogy and engagement strategies. By documenting, implementing, and monitoring agreements in these areas, alongside an explicit emphasis on student agency, we aim to increase the number of students committed to their learning and thus achieving at their highest level. Goal 2 is to increase the number of students achieving SEA in Literacy and Numeracy. The challenge of practice involves applying evidence-based best practice teaching and learning approaches and programs for students not achieving SEA in Reading and Numeracy, with the aim of increasing the number of students achieving SEA in Literacy and Numeracy.

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

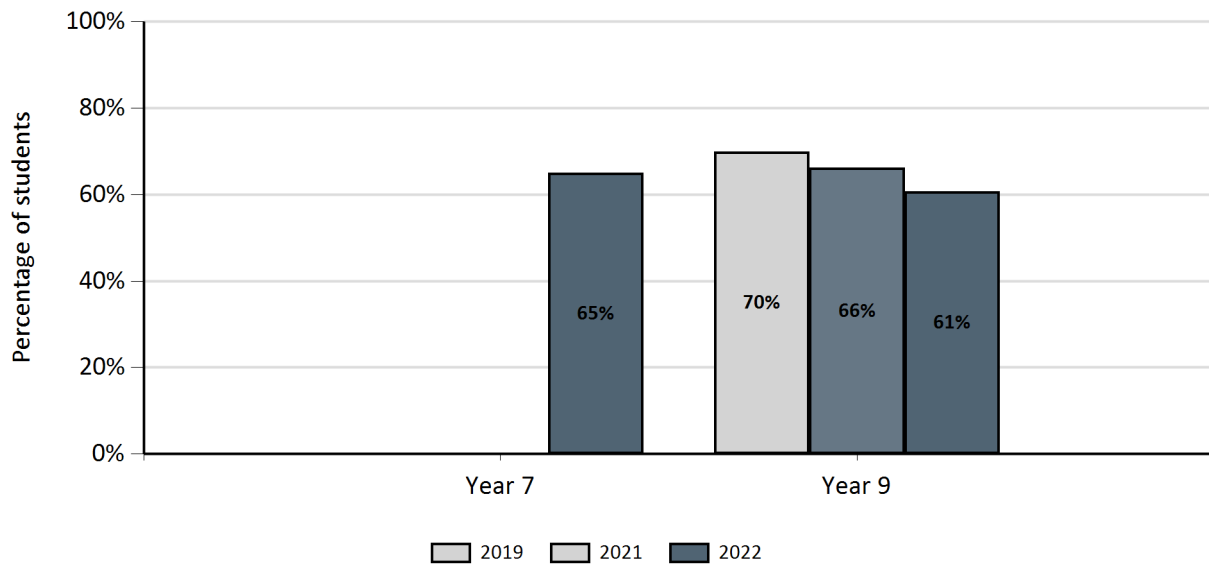


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	183	183	40	49	22%	27%
Year 07 2021-2022 Average	183.0	183.0	40.0	49.0	22%	27%
Year 09 2022	153	153	26	21	17%	14%
Year 09 2021-2022 Average	159.5	159.5	32.0	20.0	20%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

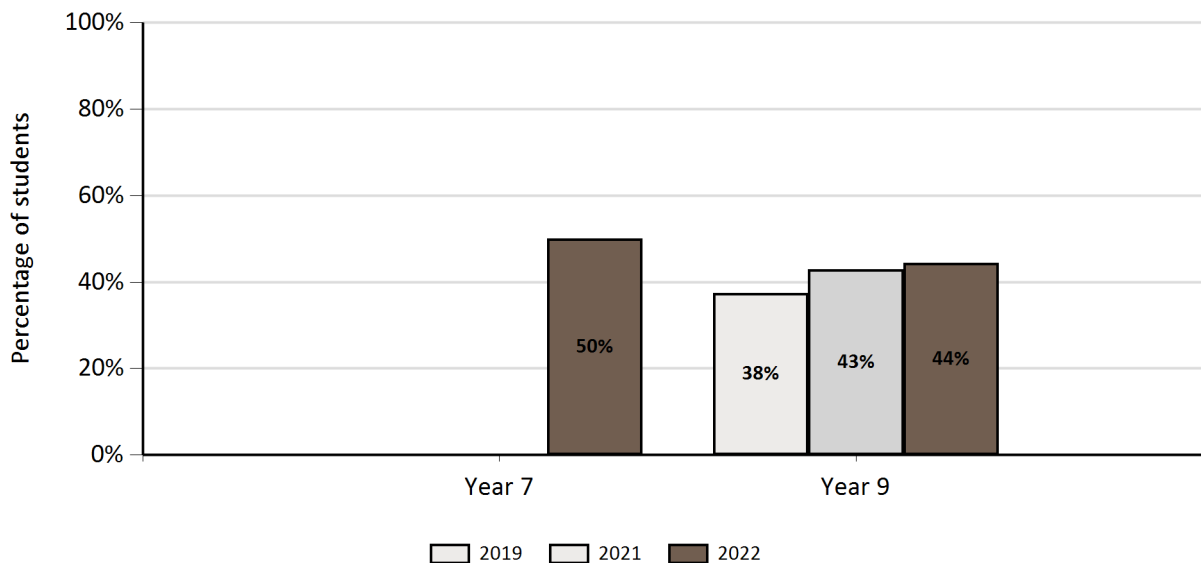
[^]includes absent and withdrawn students.

*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



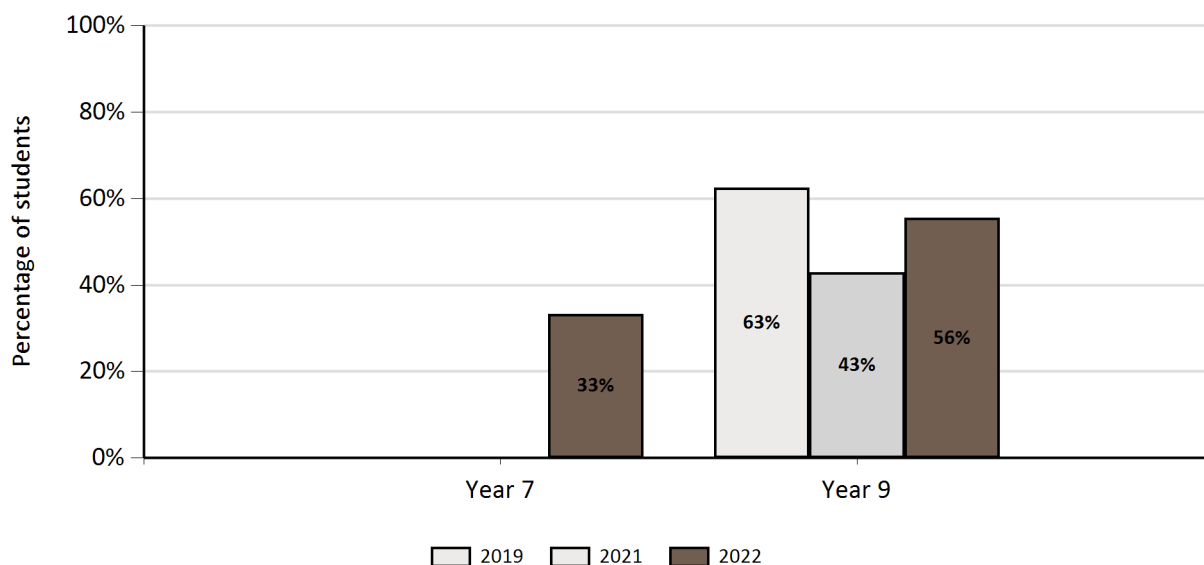
*NOTE: No NAPLAN testing was conducted in 2020.

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	6	6	0	0	0%	0%
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%
Year 09 2022	9	9	0	0	0%	0%
Year 09 2021-2022 Average	11.5	11.5	0.0	0.0	0%	0%

*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:

2022 saw improved continuity of staff in the support team with increased AET and ACETO time. This allowed a well-planned series of support initiatives and closer monitoring of engagement and achievement levels.

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

NAPLAN results for aboriginal students show pleasing positive trends within the inherent variations due to smaller cohort numbers and the large impact of individual results.
 Three APAS tutors, via our APAS Grant, were sourced and employed as SSO's to support Year 11 & 12 Aboriginal students towards SACE completion.
 Eight year 11's and one year 12 students benefited from this one to one tutor support supporting development and completion of English and Math assessment tasks. Notably four of these students would not have completed and passed English and Math SACE subjects without this support.
 A notable individual success was from a Year 12 student who achieved 3 A grades and an ATAR in the 90s.

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
96%	97%	97%	98%

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%	3%
A	8%	9%	7%	7%
A-	11%	14%	10%	10%
B+	9%	14%	10%	12%
B	14%	13%	15%	15%
B-	16%	16%	18%	16%
C+	16%	14%	15%	16%
C	14%	10%	15%	11%
C-	8%	5%	6%	8%
D+	2%	1%	3%	1%
D	1%	1%	0%	1%
D-	1%	0%	0%	0%
E+	1%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	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
96%	94%	96%	95%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2020	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	44%	41%	37%	37%

2021	2022
43%	#Error

Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	98%	97%	98%
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School performance comment

The 2022 Year 12 cohort of Seaton High School achieved some very pleasing results. This included a SACE completion rate of 98% - representing a continuation of very high rates over several years. The percentage of grades C- or above continues to be very pleasing reflecting a range of ongoing initiatives to support and scaffold student achievement. Recently improvements to grade distributions, in terms of supporting a greater proportion of achievement at higher-grade levels, have been evident in our results. 2022 results saw a slight change to the pattern of recent years with an increase in grades at the A level but a decrease in Bs with a corresponding increase in Cs. Anecdotal observations suggest a relationship between this and higher achieving students being better equipped to deal with the implications of COVID than less capable students.

NAPLAN results in 2022 were pleasing overall. Our first Year 7 cohort completed the tests with comparatively high results when compared to the Year 9 cohort. Significantly, progress levels for both cohorts were equal to or better than recent levels. This measure gives a more useful indication of success given that it reflects the characteristics of specific student cohorts.

Our site plan continues to include an explicit goal of increasing the number of students achieving SEA in reading and numeracy. In support of this, 2022 saw the introduction of two targeted programs: MacqLit in literacy and GRIN in numeracy. Students participating in these programs achieved sound improvement in the associated measures of success. Future NAPLAN results will provide the opportunity to identify links to achievement levels in these tests.

Ongoing collection of wellbeing and achievement data, in a range of programs, is demonstrating clear links between wellbeing levels, engagement in learning and improved student outcomes. This is informing our improvement journey with explicit planning around leveraging this impact across all year levels and subject areas.

98%	98%
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Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	5.9%	N/A	83.0%
Year 8	89.4%	84.3%	88.4%	83.9%
Year 9	86.9%	79.7%	83.1%	79.7%
Year 10	87.0%	80.2%	82.7%	79.7%
Year 11	86.6%	86.0%	82.9%	79.8%
Year 12	84.5%	85.9%	82.2%	83.2%
Secondary Other	88.9%	85.2%	83.4%	88.5%
Total	87.2%	83.3%	83.9%	81.9%

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

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

Attendance comment

Attendance rates in 2022 have, with the exception of Year 12, shown a decrease from 2021. This is not unexpected due to the significant impact of COVID-19.

Behaviour support comment

Extensive data collected by our Wellbeing Team informs appropriate action and response and allows the identification of trends and priorities in terms of allocation of available resources. The data consistently show a small proportion of these interactions are related to bullying or harassment whereas over half are related to mental health and relationship issues. Responses from students in the Wellbeing and Engagement Collection survey indicated levels of harassment lower than state levels. Suspensions due to violence or threats of violence, while small in number, continue to constitute a significant proportion of the total although a trend up or down is not apparent

Parent opinion survey summary

A good level of response to our parent survey provided a relatively large sample size and therefore more reliable data. It is important to recognize however that response was optional and therefore not completely random. Responses demonstrated overall positive results from parents. Little change was evident from previous years.

The following strengths were identified, consistent with trends from previous years:

- Education and school being highly valued by parents
- Levels of respect between community members
- Communication between the school and parents

Specific areas for ongoing action include:

- Strategies to improve feedback to parents
- Opportunities for parents to be more input into and be more involved in discussions about their children's learning

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	16.4%
OV - LEFT SA FOR OVERSEAS	1	1.4%
PE - PAID EMPLOYMENT IN SA	16	21.9%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	4	5.5%
QL - LEFT SA FOR QLD	3	4.1%
SM - SEEKING EMPLOYMENT IN SA	7	9.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	32.9%
U - UNKNOWN	2	2.7%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.4%
VI - LEFT SA FOR VIC	2	2.7%
WA - LEFT SA FOR WA	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

Processes are in place to ensure all requirements regarding DfE Relevant History Screening are complied with.

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	120
Post Graduate Qualifications	53

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	1.0	64.6	1.0	21.6
Persons	1	70	1	27

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

Financial statement

Funding Source	Amount
Grants: State	\$13,128,923
Grants: Commonwealth	\$0
Parent Contributions	\$527,345
Fund Raising	\$4,731
Other	\$170,396

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	Release time and targeted funding for individual staff to develop engagement strategies as part of the Site Plan. Site priorities supported via PD programs and Staff Development Days.	Wellbeing and engagement levels in targeted programs at levels above state average and the school as a whole. Linked to increased achievement levels.
	Improved outcomes for students with an additional language or dialect	Specific staffing in a leadership position to ensure relevant programs are in place. Contribution to Student Learning Plan providing individual support for students with specific needs including EALD	Individual support for students, targeted to specific need.
	Inclusive Education Support Program	Specific staffing to ensure relevant programs are in place. Contribution to Student Learning Plan providing individual support for students with specific needs. SSO support for identified students.	Individual support for students, targeted to specific need.
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	The position of Senior Leader, Special Programs and ATSI support provided targeted support for ATSI students. This included coordination of participation in a range of external programs, individual and support for specific students.	Individual support for students targeted to specific need. Participation in identified programs
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Introduced two targeted programs to support students not achieving SEA: MacqLit in literacy and GRIN in numeracy.	Students participating in these programs achieved sound improvement in the associated measures of success.
	Specialist school reporting (as required)	Leadership and teacher position funded to support the ongoing development of Entrepreneurial Programs and approaches to learning.	Ongoing collection of wellbeing and achievement data in these programs is demonstrating clear links between wellbeing levels, engagement in learning and improved student outcomes.
	Improved outcomes for gifted students	N/A	N/A

