



2024 annual report to the Community

Seaton High School

Seaton High School number: 941

Partnership: Western Adelaide Shores



School principal:

Richard Abell

Signature

Date of endorsement:

24/02/2025



Context Statement

Seaton High School caters for students from 7-12. At the time of this report, the enrolment in 2024 is 975. Seaton High School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 11% students with disabilities, 12% 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 2024.

Governing Council Report

On behalf of the Governing Council, I am pleased to present the Chairperson's Report for the 2025 Annual General Meeting. Firstly, I'd like to thank you for taking the time to attend and I hope you will continue to be involved in school activities throughout the years. This past year has been one of continued growth for the school with many achievements which Richard has highlighted and collaborations with the broader community, which has enhanced student outcomes.

One of the notable achievements was the successful introduction of the mobile phone Yondr pouch which has created a phone-free space for our students to focus on learning and reconnecting with each other. While some students have come up with ingenious ways to try and outsmart their teachers, we're thankful the majority of students are doing the right thing and recognise the benefits.

2024 saw the newly refurbished outdoor sports courts in full use, a new Ninja Course in the middle school playground, and the long sought-after additional water fountains. We also look forward to the school's plans to upgrade the eastern end of the school.

It's been great to see a growing number of cultural awareness initiatives this year, including the school house Indigenous names and logo designs, continued uptake of the Indigenous polo top, cultural awareness programs for staff, incorporation of smoking ceremonies, participation of Aboriginal elders, and the raising of the Aboriginal flag. I'd also like to thank Debbie Scholfield, the Governing Council's Aboriginal Education representative, for keeping us up to speed on our ATSI students' progress and support.

One of the key achievements by council members was reviewing the debt collection policy and communications around the Materials and Services Charges. The key focus of the council was to ensure parents understood the Materials and Services charge poll process and what they were being asked to vote for.

On behalf of the council, I would like to particularly thank last year's student leaders, Ruby Cammell and Jesse Bikic, who demonstrated once again the growing strength of the student leadership team and their desire to make real changes that will improve the health and wellbeing of their fellow students, create a sense of belonging, and build supportive relationships between students and staff.

I am confident that this year's student leaders will continue to make a meaningful and valuable contribution to the Governing Council. Thanks again to John Hooper for supporting and nurturing the larger student leadership team. Their voice is so important in building our school community.

I'd like to thank all council members for volunteering their time, particularly the teacher representatives Elspeth Grant and John Hooper and Tim Johns for all things maintenance related. I'd also like to thank our Treasurer Rebecca Connell, Sharelle Brookes (Business Leader) and Jo Slatter (Finance Manager) for their role in budget management and finance planning, but also for doing their best to work with families that may be undergoing financial stress.

For a second year, I'd like to thank Sandra Vella for volunteering her time and acting as the council's secretary in the absence of a council member. Thanks, Sandra, for your professionalism and support once again.

I would like to extend my gratitude to our Principal, Richard Abell, the school leadership team, teachers, staff, parents, and fellow council members for their dedication and hard work to support our students to learn and grow.

I have been on the Governing Council at Seaton High School for three years, and tonight, I will be resigning due to family and work commitments. It has been a privilege to serve on the council, and I hope tonight we will see a few new parents take up the opportunity to be part of the school's Governing Council.

Thank you all for your support and involvement in the Governing Council.

Jane McKenzie

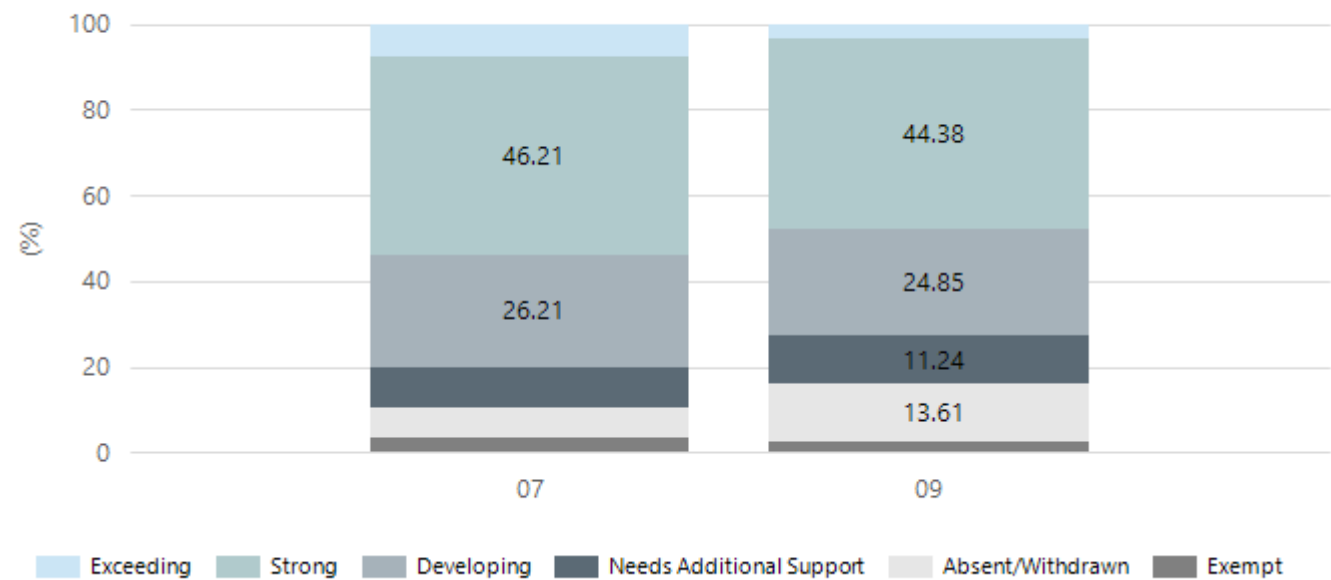
Chairperson Seaton High School Governing Council

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.

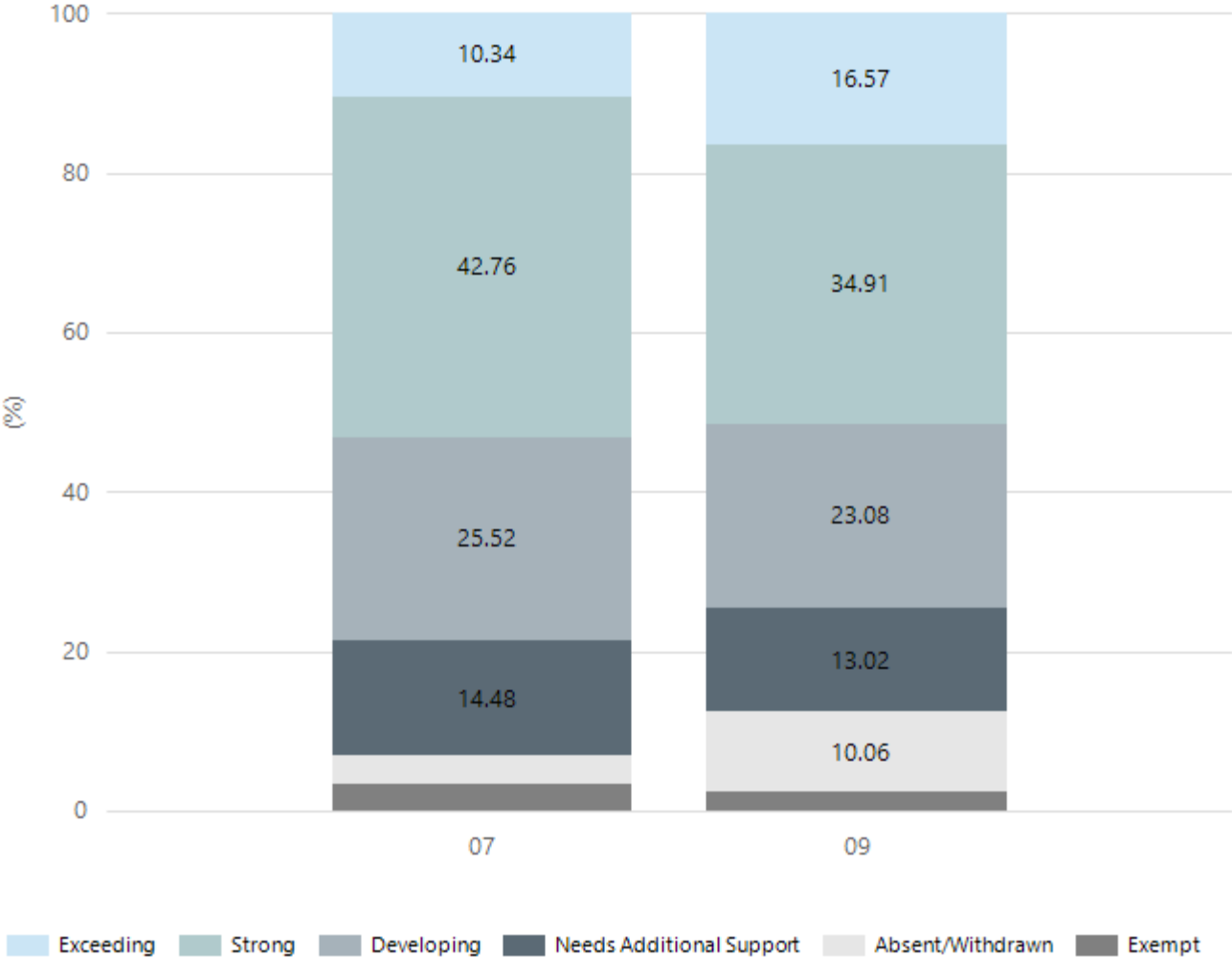
Numeracy



Year Level	07	09
Exceeding	11	6
Strong	67	75
Developing	38	42
Needs Additional Support	14	19
Absent/Withdrawn	10	23
Exempt	5	4
Total	145	169

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

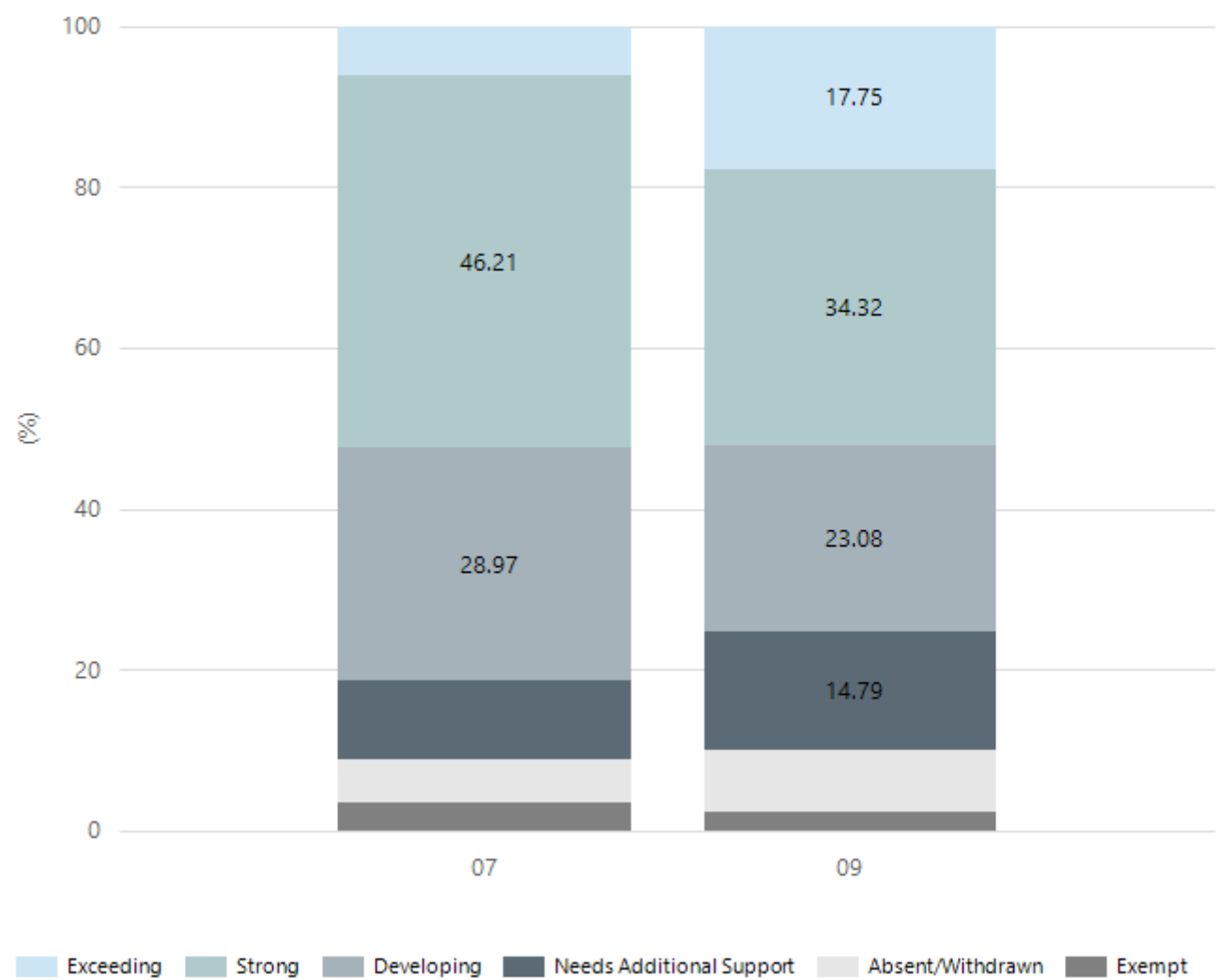
Reading



Year Level	07	09
Exceeding	15	28
Strong	62	59
Developing	37	39
Needs Additional Support	21	22
Absent/Withdrawn	5	17
Exempt	5	4
Total	145	169

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

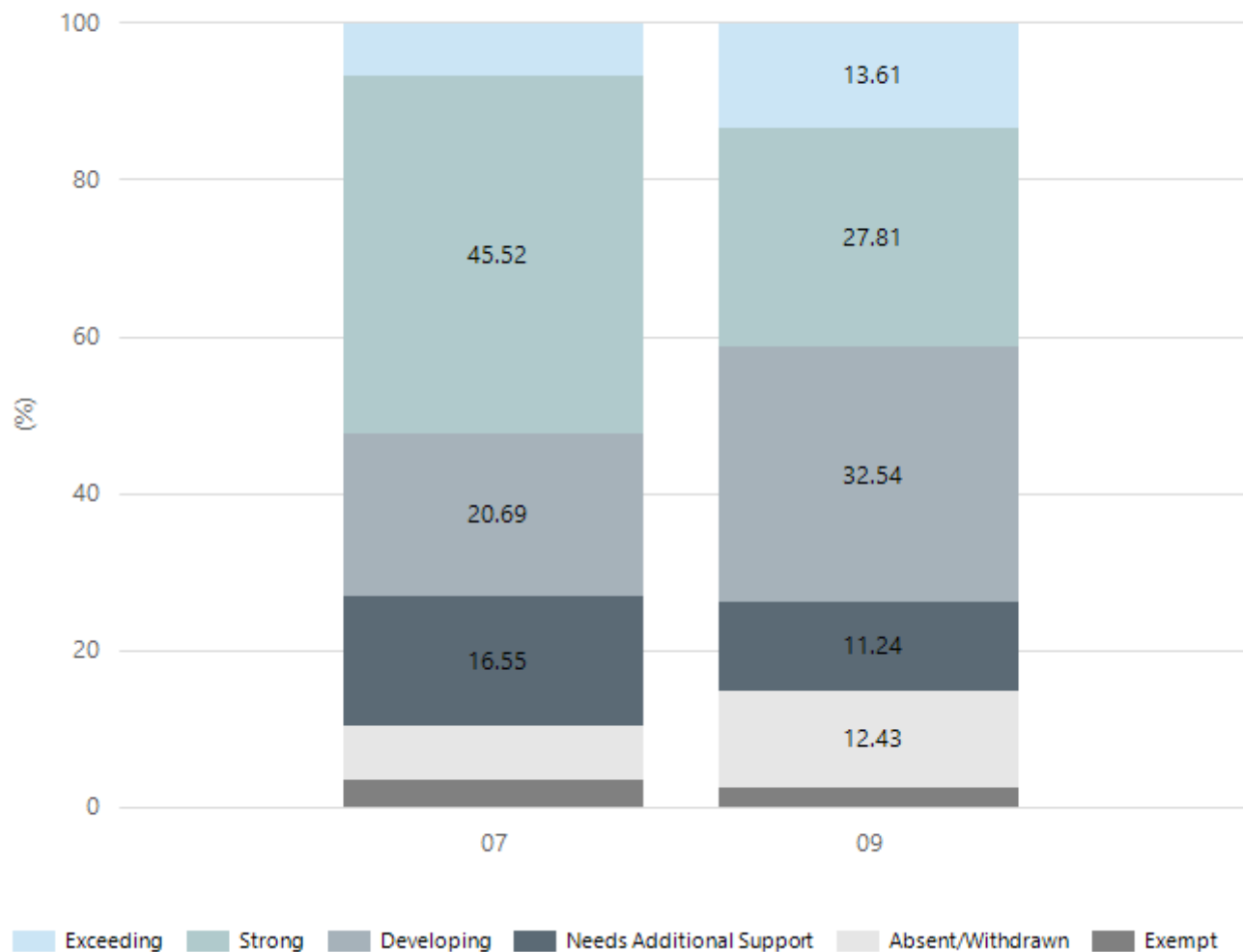
Writing



Year Level	07	09
Exceeding	9	30
Strong	67	58
Developing	42	39
Needs Additional Support	14	25
Absent/Withdrawn	8	13
Exempt	5	4
Total	145	169

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

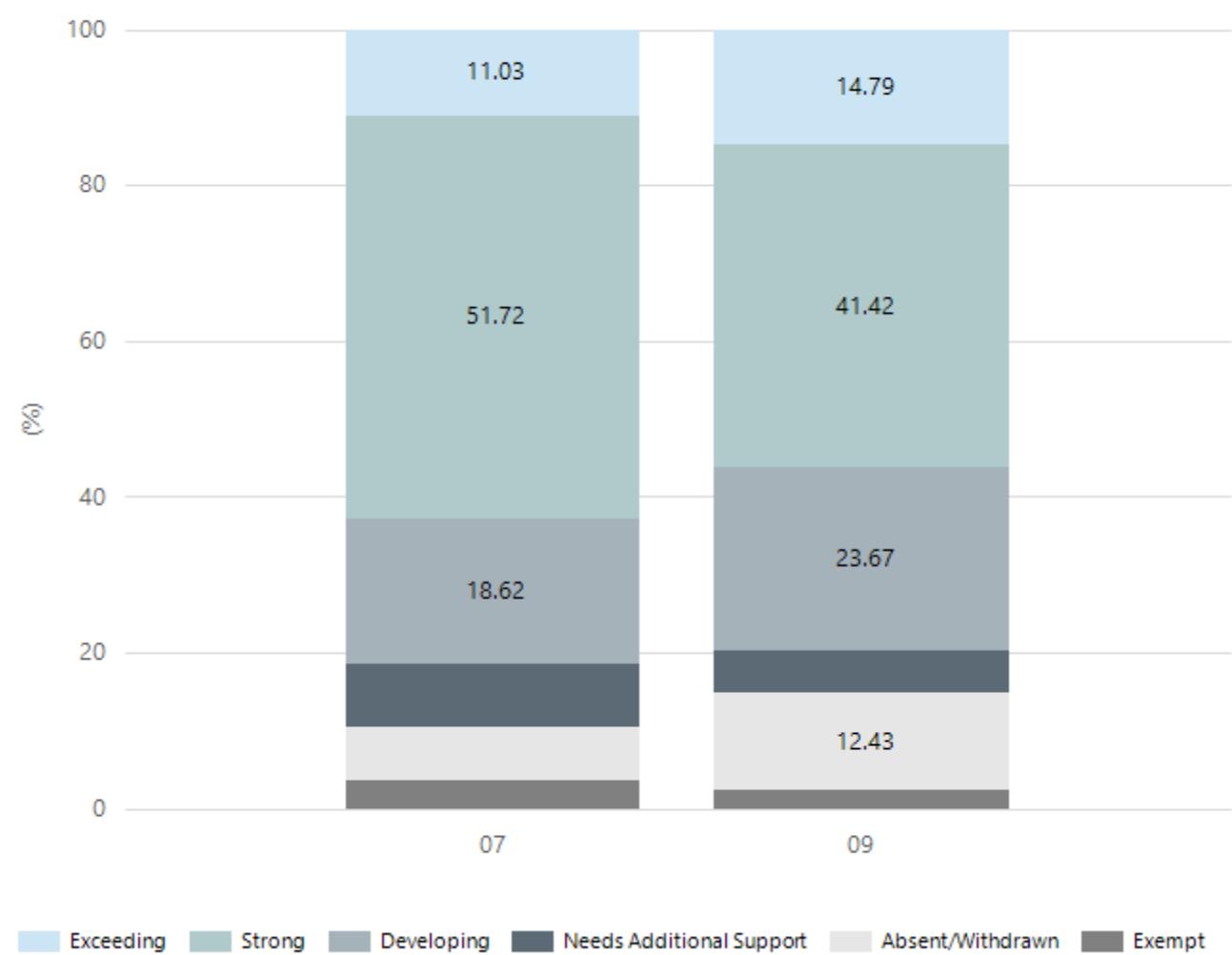
Grammar



Year Level	07	09
Exceeding	10	23
Strong	66	47
Developing	30	55
Needs Additional Support	24	19
Absent/Withdrawn	10	21
Exempt	5	4
Total	145	169

Data Source: Department for Education Assessment Data Holdings, 2024. 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

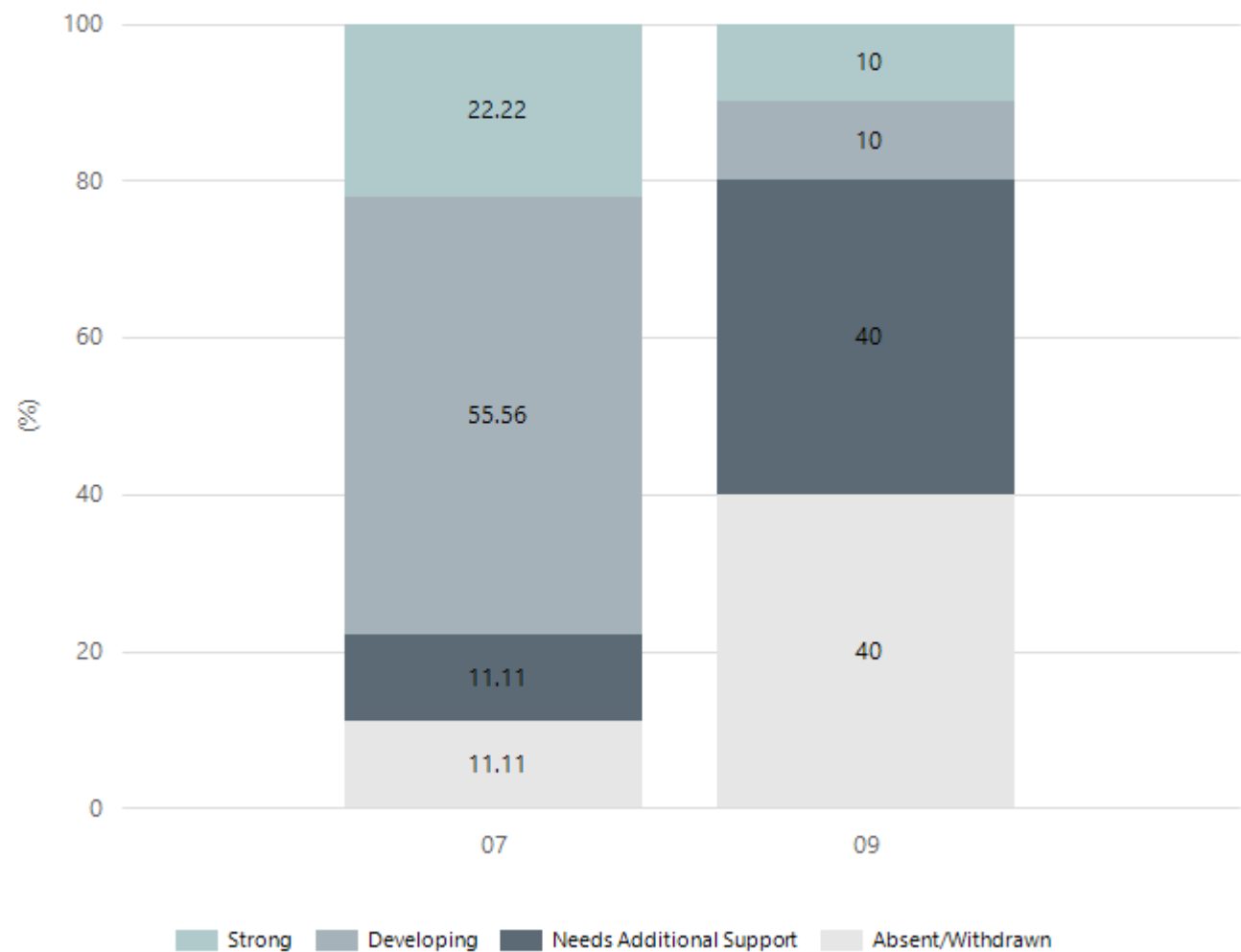


Year Level	07	09
Exceeding	16	25
Strong	75	70
Developing	27	40
Needs Additional Support	12	9
Absent/Withdrawn	10	21
Exempt	5	4
Total	145	169

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

NAPLAN Proficiency - Aboriginal Learners

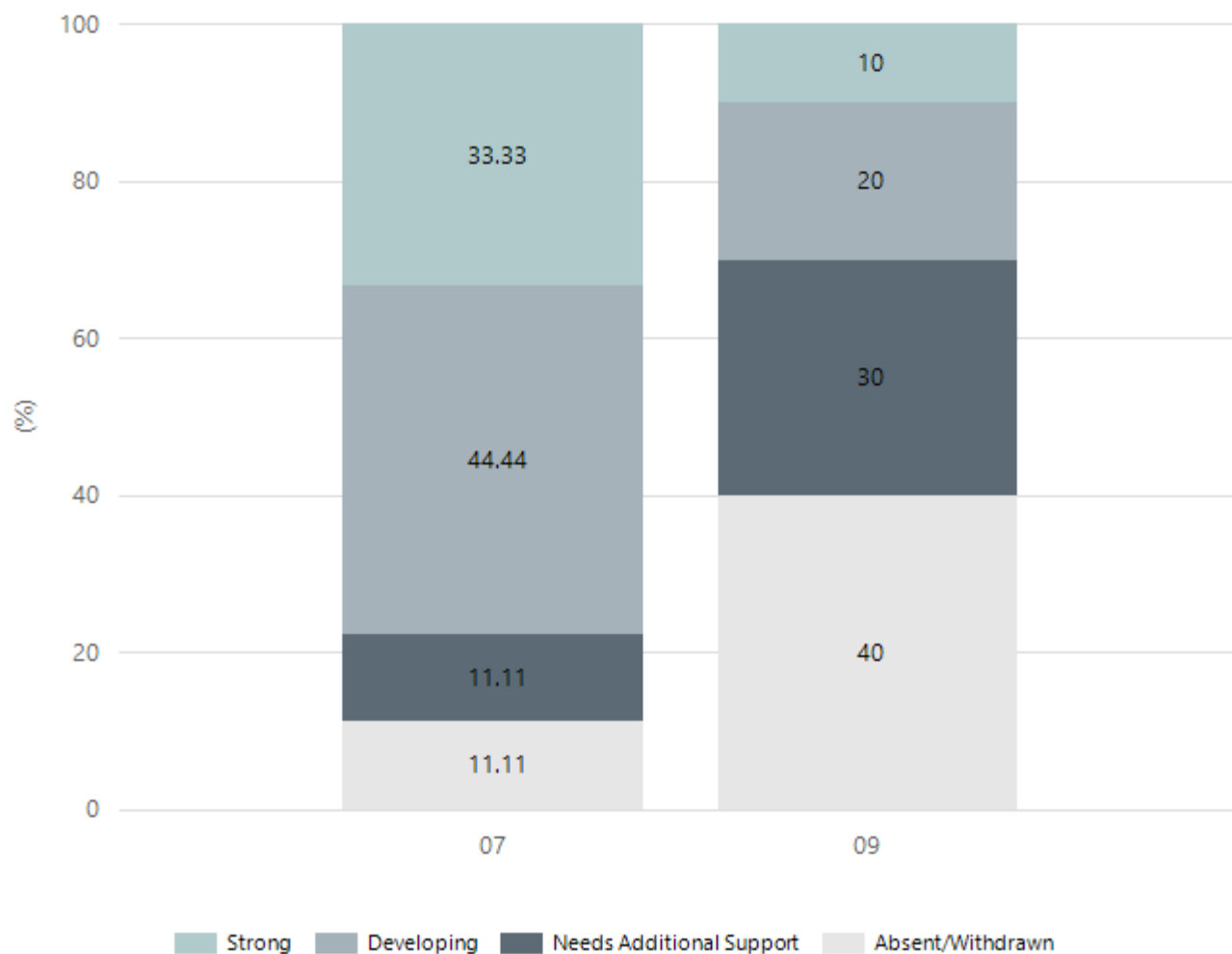
Numeracy



Year Level	07	09
Strong	2	1
Developing	5	1
Needs Additional Support	1	4
Absent/Withdrawn	1	4
Total	9	10

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

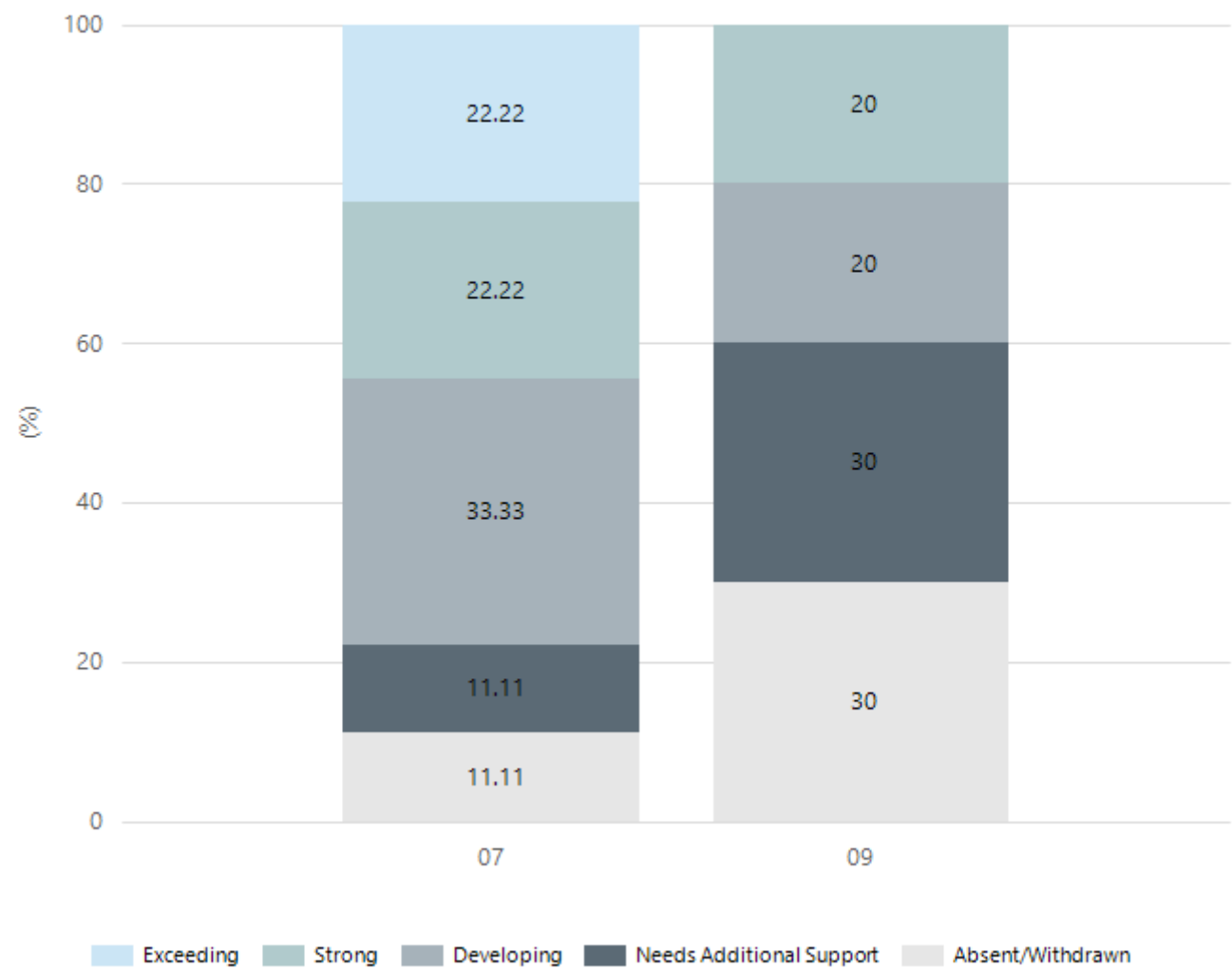
Reading



Year Level	07	09
Strong	3	1
Developing	4	2
Needs Additional Support	1	3
Absent/Withdrawn	1	4
Total	9	10

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

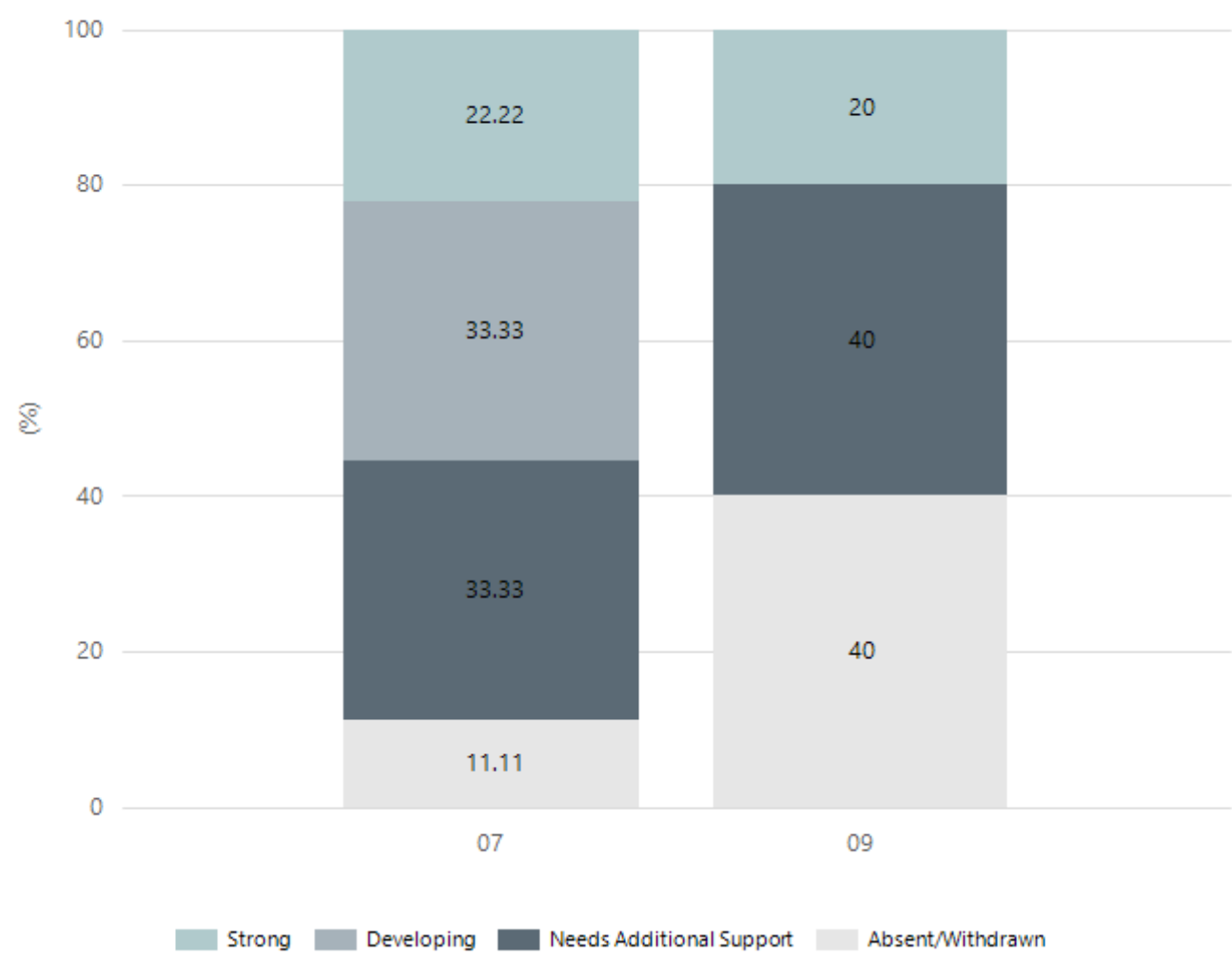
Writing



Year Level	07	09
Exceeding	2	
Strong	2	2
Developing	3	2
Needs Additional Support	1	3
Absent/Withdrawn	1	3
Total	9	10

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

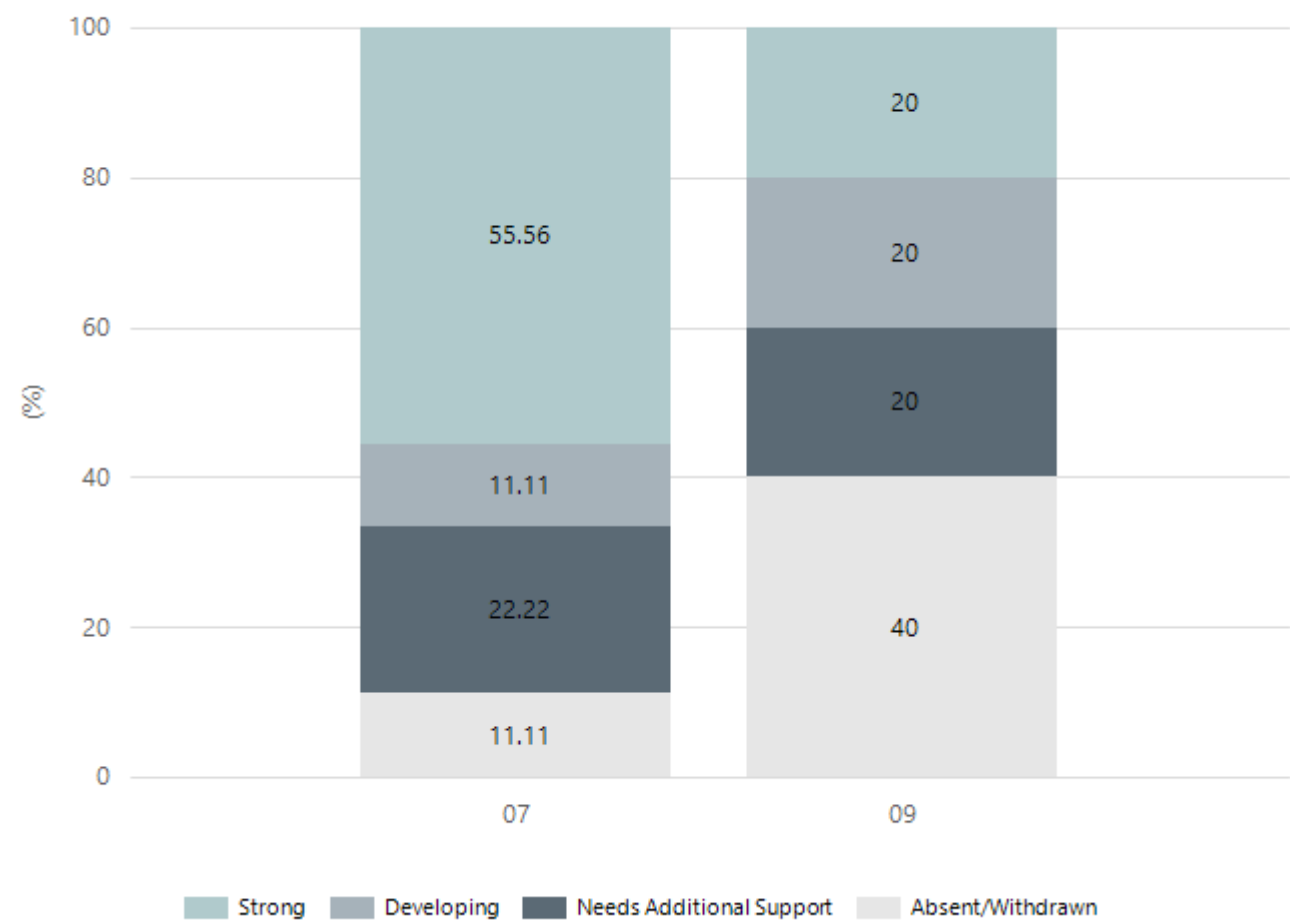
Grammar



Year Level	07	09
Strong	2	2
Developing	3	
Needs Additional Support	3	4
Absent/Withdrawn	1	4
Total	9	10

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Strong	5	2
Developing	1	2
Needs Additional Support	2	2
Absent/Withdrawn	1	4
Total	9	10

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
97%	98%	98%	99%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. 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	2021	2022	2023	2024
A+	2%	3%	1%	3%
A	7%	7%	8%	8%
A-	10%	10%	10%	10%
B+	10%	12%	14%	12%
B	15%	15%	17%	12%
B-	18%	16%	15%	16%
C+	15%	16%	19%	17%
C	15%	11%	11%	16%
C-	6%	8%	3%	5%
D+	3%	1%	1%	1%
D	0%	1%	0%	1%
D-	0%	0%	1%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. 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

2021	2022	2023	2024
98%	98%	99%	99%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. 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)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	25.93%	20.25%	10%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	98%	99%	99%

Data Source: School supplied data

School Attendance

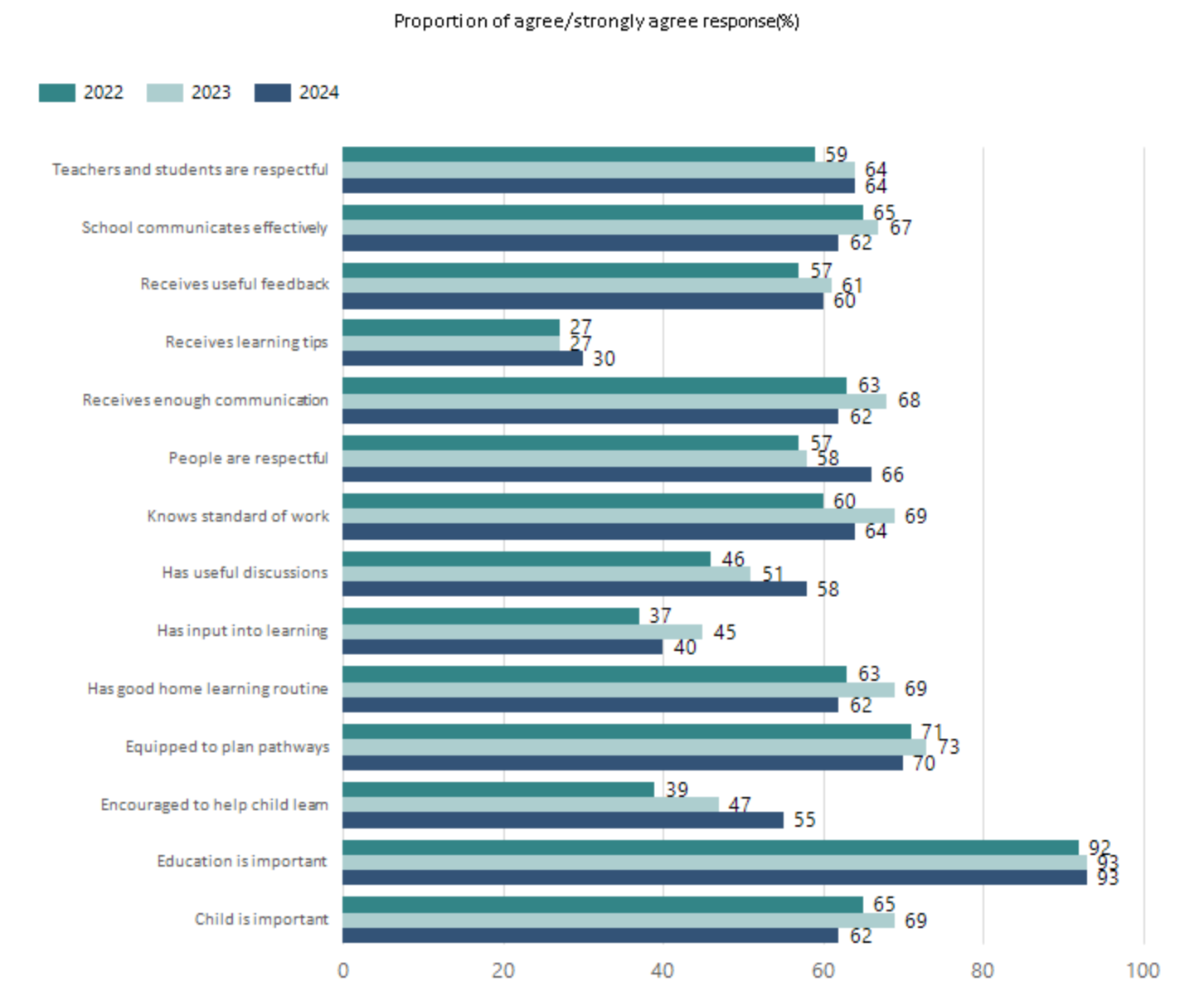
Year Level	2022	2023	2024
Year 07	82.3%	85.9%	86.7%
Year 08	83.8%	82.9%	81.7%
Year 09	79.2%	80.5%	81.4%
Year 10	79.1%	81.8%	78.7%
Year 11	79.7%	83.2%	81.0%
Year 12	83.4%	83.5%	82.6%
Secondary Other	88.5%	86.6%	85.2%
Total	81.7%	83.0%	82.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. 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: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	14.0%
NS - LEFT SA FOR NSW	3	4.0%
OV - LEFT SA FOR OVERSEAS	9	13.0%
PE - PAID EMPLOYMENT IN SA	12	17.0%
SM - SEEKING EMPLOYMENT IN SA	13	18.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	25.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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	40
Postgraduate Qualifications	46

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	0.0	79.7	2.0	32.4
Persons	0.0	86.0	2.0	38.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$13,703,802
Grants: Commonwealth	Nil
Parent Contributions	\$491,318
Fund Raising	\$3,699
Other	\$22,732

Data Source: School supplied data.