



Seaford
Secondary College

Seaford Secondary College

2021 annual report to the community

Seaford Secondary College Number: 641

Partnership: River Hub

Signature

School principal:

Harry Stassinopoulos

Governing council chair:

Genevieve Skehan

Date of endorsement:



Government
of South Australia
Department for Education

Context and highlights

Seaford Secondary College was established as purpose build 6-12 School in 1996. The school consists of four middle school houses 7-9, Boon Boona, Tigress, Tingara & Nashwauk and a senior school 10-12. We have a joint user agreement with the Onkaparinga Council with the Library and Recreation Area. These agreements have allowed our school access to facilities that exceed normal school arrangements. In 2014 with significant community consultation, our school changed its name to Seaford Secondary College (SSC).

The distinct Middle and Senior School structures, facilities and curricula cater for differences in adolescent development and support our students to develop their unique qualities and talents.

The school community is committed to providing an engaging curriculum that develops students academically, socially and emotionally to become active, global citizens and life-long learners.

2021 was a year of significant transformation with many exciting accomplishments, despite the challenges of a pandemic, which included:

- The completion of our \$8m building works, which included the:
 - Completion of our amazing Performing Arts Centre
 - refurbishment of all Middle School classrooms and kitchen
 - refurbishment of the special education area which included the building of a life skills kitchen.
 - Extension and resurfacing our outdoor courts
- An extensive review of all curriculum inline with the DfE unit
- A very successful External School Review (ESR) which reaffirmed our strong commitment to targeted and systemic school improvement
- Outstanding improvement in both NAPLAN, Numeracy and Reading achieving the highest results to date.

Governing council report

Over the past 4 years, I have had the privilege and honour of serving our school community on the Governing Council as the Chairperson. During the past year, the school has encouraged a strong connection between the parent community, teaching staff, students and the wider community. The Governing Council has witnessed many achievements by the school and students, such as:

- 2021 Year 12 results
- SRC
- sporting accomplishments
- \$8 million State Government 'Building Better Schools' program

This is just a small example of our school's achievements as we have a lot to be thankful for.

The school leadership group and the Governing Council have an equally important role to make sure the school runs well and that the children learn in a safe and caring environment. The work of the Governing Council doesn't stop at meetings, it's the time spent in attending and participating in sub-committees, school functions, the decisions made throughout the year on policies, issues such as school development plans, financial management and safe and healthy grounds. As a group we support Harry Stassinopoulos (Principal) and Tanya Statton (Deputy Principal) on day to day issues and participate in other tasks the Site Review has required. Governing Council also support Harry and the school in making sure the buildings and surrounds are adequate for the children to work and play in.

Governing Council has many people and groups to thank; we sincerely thank all staff. The hard work and dedication that they have provided to the school over the past 12 months are greatly acknowledged by the Governing Council. They are passionate about teaching and learning and show great commitment to children. They take an active interest in student development and learning. As a school we continue to receive a lot of very positive feedback regarding our wonderful teachers, who do a great job in shaping the minds of our children and their future. There really are no words to express our gratitude for all they do. They are role models and make a huge difference in the lives of our children. Their efforts are much appreciated.

Quality improvement planning

Improved student achievement and opportunities for all are at the core of our improvement planning processes.

Our 2021 ESR recommendations provided our school with an excellent opportunity to strategically plan to improve student outcomes.

Direction 1: Strengthen the role of leaders and the range of strategies in monitoring the consistency and quality of the implementation of agreed pedagogies.

Direction 2: Involve teachers in monitoring the impact of agreed strategies more closely by structuring collaborative data-led classroom research.

Direction 3: Extend all learners, including high achievers, through intentional learning design and differentiated teaching.

Learning Area Action Plans, sharing best practice and internal moderation activities ensured our relentless commitment continuous improvement. The Literacy, Numeracy and SACE School Improvement Teams supported targeted action-inquiry research and the sharing of best practice in cross-Learning Area Teams (LAT) with clear expectations.

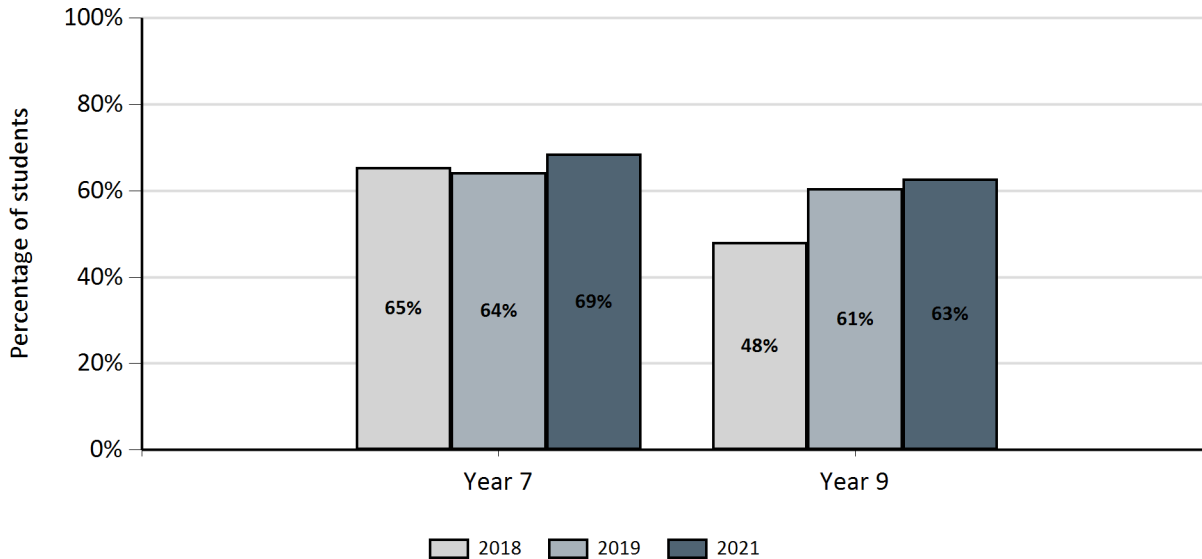
In 2022 we continued to embrace the journey of continuous improvement to make Seaford Secondary College an even better school.

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

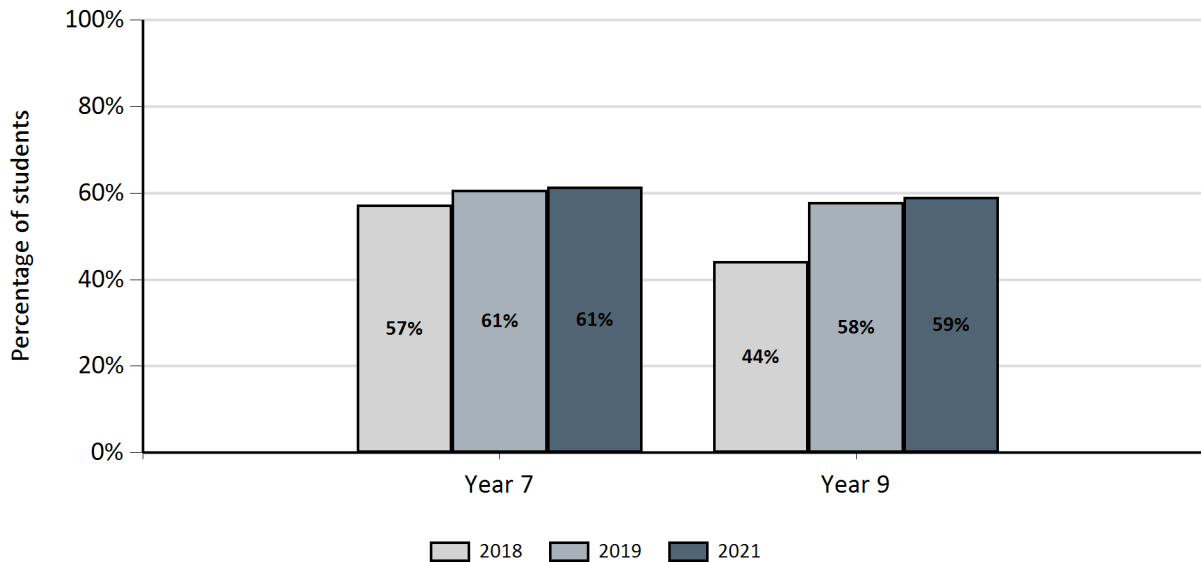


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	30%	31%	34%
Middle progress group	44%	47%	48%
Lower progress group	26%	22%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	31%	31%	34%
Middle progress group	47%	44%	48%
Lower progress group	22%	25%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 7 2021	140	140	15	15	11%	11%
Year 7 2019-2021 Average	126.0	126.0	14.0	11.5	11%	9%
Year 9 2021	137	137	11	6	8%	4%
Year 9 2019-2021 Average	144.5	144.5	12.5	7.0	9%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
94%	95%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	0%	0%	0%
A	2%	4%	7%	3%
A-	4%	7%	10%	9%
B+	6%	8%	9%	9%
B	15%	16%	15%	20%
B-	13%	21%	17%	12%
C+	19%	14%	19%	22%
C	21%	17%	14%	20%
C-	14%	8%	7%	3%
D+	3%	2%	1%	1%
D	2%	3%	0%	0%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
92%	91%	99%	95%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	92%	91%	98%	95%
Percentage of year 12 students undertaking vocational training or trade training	58%	59%	47%	42%

School performance comment

In Term 2 SSC engaged in the DfE External School Review to explore three lines of inquiry related to student achievement and engagement. Three evaluators visited the school reviewing data sets, documentation and meeting with staff, students and governing council members. The outcome of this visit confirmed the school's position as an inclusive community of reflective practitioners who take onboard feedback and use educational networks to expand existing effective practices. Student well-being and achievement growth are central to the work of its leadership. It has come a long way in building the conditions for learning in its attention to both effective teaching and student learning, school improvement processes and building leadership capacity. Consequently, it is well-placed to continue its improvement journey.

In 2021 we continued the Marzano (Art and Science of Teaching Framework) pedagogy to establish common language and goals. We continue to explore 10 Design areas within the 3 Elements of Feedback, Content and Context. With all staff expected to focus on Domain 1: Communicating learning Goals and Feedback.

NAPLAN Numeracy (2021)

The figure stated is 61% (year 7) and 59% (year 9) of students achieving the department's standard (SEA). This has been a 4% (year 7) and 14% (year 9) growth between 2018 - 2021. The growth at year 9 has been the highest result to date with results above historic range establishing an increasing pattern of results.

NAPLAN Reading (2021)

NAPLAN Proficiency: Reading 69% (year 7) and 63% (year 9) of students achieved above Band 6. A very pleasing increase in estimated student growth of 15 % between 2018 - 2021 at year 9. This level of growth is the highest result to date, continuing to break the previously saw-tooth pattern of results. The results were above the historic range ever.

SACE

Our 2021 SACE completion of 96% continues to be 5% above historical trends. We also continued to maintain a high mean ATAR of 80 over the last 5 years, which are great results as it is representative of our cohort not just relying on a small group of high flyer's. Our SACE intervention strategies are working, but more importantly, what we are doing at our school with literacy, numeracy and pedagogical practice is working.

2021 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 2020 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	Continued staffing of 'Time Out' with a focus on restorative practices and continuous review of the Wellbeing & Pathway program 7-12. 1:1 SSO hourly-based individual student with a focus on engagement and behaviour.	Increased attendance of 'at risk' students. Reduced behavioural incidents.
	Improved outcomes for students with an additional language or dialect	Professional learning and support materials for staff to support students. Allocation of leadership time and professional development.	Increased SACE and AC achievement.
	Inclusive Education Support Program	NA	NA
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	Evidence based intervention programs supporting 75 students Terms 1-4. MACQLIT, Quicksmart Numeracy, MultiLit, Literacy and Numeracy boxes. Support for Specialist Career Coaching, Diagnostic Testing, Dawes Road Enrolments-Transition Pathways. APAS funding used to provide tutoring. ATSI students have access to tutoring from external tutors, the Aboriginal Education Teacher and ASETO.	Increase in the completion of SACE compulsory requirements. Increase in the number of students who achieved SEA in most aspects.
Program funding for all students	Australian Curriculum	In 2021 we continued the Marzano (Art and Science of Teaching Framework) pedagogy to establish common language and goals. We continue to explore 10 Design areas within the 3 Elements of Feedback, Content and Context.	Increased SACE, AC and PAT achievement.
Other discretionary funding	Aboriginal languages programs Initiatives	Partnership Cultural Event and Artist in Residence program to develop and acknowledge cultural diversity and the journey of belonging. AET and ASETO initiated and implemented the River Hub Partnership ATSI Committee.	Improved connections with staff, parents and community across the partnership
	Better schools funding	Literacy and numeracy support across the school. Employment of a Literacy and Numeracy Coordinator.	Increase in the number of students who achieved the SEA in both aspects.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A