



Information  
Handbook

2027



Look beyond...  
*tomorrow*







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# The Seaton Story



**For more than 60 years, Seaton High School has been providing inspiring, life-relevant education to the young people of Adelaide's western and beachside suburbs. We have grown to become leaders in innovation, and authentic student-centred learning, where individual success is fostered and celebrated, and students are challenged to aim high.**

We actively seek out new opportunities for our students and the school as a whole. We provide options that allow our students to identify and explore their unique strengths, and support them in both realising their potential, and in becoming principled, grounded and socially responsible.

As a recognised Entrepreneurial Specialist School, Seaton High School has redefined itself as a vibrant hub for entrepreneurial learning. Our students enjoy richer experiences, tailored learning pathways, and a more world-relevant curriculum that enables them to identify local challenges, engage with experts, explore innovative ways of thinking and problem-solving, and find new ways to test and demonstrate their learned skills and knowledge.

Ultimately, we look beyond the classroom, beyond the school gates, and beyond the everyday – preparing our students to succeed not only at school, but also in life as citizens, contributors, and innovators.

Education at Seaton High School is more than just preparation for life... it *is* life.

# The Seaton Brand

In recent years, Seaton High School has been going through an exciting and significant redevelopment phase.

This includes:

- our designation, in 2018, as an Entrepreneurial Specialist School
- a significant building upgrade (completed in 2021)
- the ongoing development of a contemporary model of education.

Given these exciting changes and developments, it was the ideal opportunity to refresh our school branding – including logo, publicity, communications, projection into the community, and school uniform – and ensure it is more closely aligned to our school story and vision.

Staff, students and parents (through Governing Council) were involved in the rebranding process, and in particular in determining what the new brand and logo should communicate about Seaton High School.

The following is a summary of what staff, students and parents felt that the brand needs to communicate about Seaton High School:

- inclusion and diversity
- entrepreneurship
- opportunity
- a culture of achievement
- professional/quality
- modern
- innovative/imaginative/visionary
- futures oriented/cutting edge
- pride
- community
- flexible

Rebranding also included the development of a new Seaton High School uniform which was introduced in 2022.

The final stage of the rebranding exercise was the development of a new school website. This was launched in 2025.

## The Seaton Logo

The school logo and the significance of its design elements and colours.

### The key elements:

The brandmark design represents:



- confidence
- strength
- pride
- innovation and modernity
- pathways for life
- forward movement
- different education options
- choice
- solid foundation

### What's in a colour?

#### Blue

-  confidence
-  trust
-  loyalty
-  intelligent
-  reliable
-  responsible
-  calming

#### Orange

-  happiness
-  growth
-  optimistic
-  enthusiastic
-  positivity
-  sociable
-  associated with gut-instinct



#### Individuals

- evolving
- unique
- strong
- we make our own choices



#### Window

- looking forward
- seeing possibilities
- future focused
- clear



**SEATON**  
HIGH  
SCHOOL



#### Pathways

- options
- movement
- opportunity
- together move forward

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# About Seaton High School

## Seaton High School

With the introduction of year 7s in 2022, Seaton High School is home to a student population of over 900 students. We strive to maintain a focus on our students as individuals; offer a range of programs and opportunities that meet diverse interests and needs; and ensure that no student is anonymous. A high priority is placed on providing each year level with strong, visible leadership, tight management, and thorough follow-up.

Seaton has established a reputation as an innovative, dynamic school, and is constantly developing new approaches and creating opportunities for students and staff. In 2018, we became one of only five designated Entrepreneurial Specialist Schools in South Australia. This enables our school to further build on its reputation and encourages us to look beyond the classroom.

Our school offers programs and support for students with a wide range of learning abilities, including a special program for students with high intellectual potential (SHIP), and support for students who are experiencing difficulties.

Seaton also offers two very successful Inclusive Education classes, which provide pathways toward employment and adult life in partnership with community and vocational organisations.

## Seaton's Culture of Achievement

A supportive learning culture fosters and acknowledges the many forms of success which help create a well-rounded student.

This culture is underpinned by the school's **Graduate Qualities**: a set of positive values and skills based on the school's values of **Respect, Responsibility and Achievement**.

Within this culture, the school has high expectations that our students will:

- become successful independent learners
- take charge of their own learning
- develop the skills to think critically and creatively
- act with care and respect
- develop positive values
- aim high.

These expectations are underpinned by clear and efficient school processes that enable us to focus on student learning and welfare. They also reinforce the message that misbehaviour and harassment will not be tolerated.

• Respect • Responsibility • Achievement

## Local Community

Seaton High School is located approximately 15 minutes west of Adelaide's city centre and 5 minutes from the beach.

While our main feeder primary schools are Hendon, Grange and West Lakes Shore, students also come from Alberton, Westport, Seaton Park, Kidman Park, Largs Bay and Woodville Primary Schools.

Local facilities include West Lakes, West Lakes Shopping Centre, West Lakes Aquatics Centre and the beach.

Seaton has a close relationship with Charles Sturt Council.

## Partnerships

Seaton is a member of the Western Adelaide Shores Partnership.

## Parent Involvement in the School

### *Seaton High School Governing Council*

Parents, staff, students and representatives from the community are elected annually to the Governing Council. As the school's parent representative body, it meets to discuss and decide matters concerned with the school directions, finances and facilities, and to receive reports of the school's activities.

## School Zone

Please use the following link to refer to the Department for Education website for information regarding the school zone.

[education.sa.gov.au/parents-and-families/enrol-school-or-preschool/find-a-school-zone-or-preschool-catchment-area](https://education.sa.gov.au/parents-and-families/enrol-school-or-preschool/find-a-school-zone-or-preschool-catchment-area)

## School Facilities

A \$20M upgrade, completed in 2021, adds to the already excellent facilities of Seaton High School and further enables us to deliver a contemporary education. This major upgrade includes a new two-storey building, an Entrepreneurial Hub and refurbished buildings. New landscaping, including an extensive area for growing vegetables and fruit trees, adds to the pleasant teaching and learning environment and provides even greater opportunities to connect learning with the outdoors. In 2023, the basketball/tennis courts were fully refurbished.

### *Key features of our school:*

A **STEM facility** – allowing for a flexible and integrated delivery of science, technology, engineering and mathematics.

A specialist **visual arts** and **multimedia suite** – creating a first-class visual arts and graphic design facility.

A **podcasting studio**.

A purpose-built **performance studio**.

A high-performance **diamond sports** training and fitness centre.

The **Trade Training Centre** – housing technical studies, electronics and robotics. The centre also incorporates 3D printing and laser cutting facilities.

Fully-equipped **home economics kitchens**.

The **Wellbeing Hub** – a specially designed area for the wellbeing team and outside providers who work in partnership with learners and parents. The role of the hub is to support, encourage and maintain student personal wellbeing.

**Outdoor learning** and **play spaces**.

**Two lifts** – one installed in the eastern building and one in the new two-storey building, providing access to most rooms for students and staff with disabilities.

A **canteen**.

# Curriculum

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# Seaton High School Curriculum Charter



Teaching and learning at Seaton High School occurs within and across *five learning nodes*: Local & Global Perspectives, The Physical & Natural World, Health & Happiness, The Artistic World and The Made World.

'Nodes' suggest a network of points at which learning in one area intersects with another. This reflects our practice of connecting teachers, students, and learning, both within and across the different nodes. This approach helps us make sense of a world where ideas intersect and knowledge is not confined to boxes.

To be effective, learning should closely relate to real-world contexts and contemporary issues, and be open to the rich resources in our community. In this way, students build experiences that help them think across traditional subject boundaries.

This means that we move away from the notion of traditional subject labels and approaches, and instead promote the development of:

- critical and creative thinking skills &
- problem solving skills.

Emphasis is also placed on approaches to teaching that facilitate each student's ability to draw upon transferable skills when they find themselves in new contexts. This supports them in finding their place in, and acting on, the world around them. Ultimately, it helps set them up for success both now, and beyond school.

As one of five designated Entrepreneurial Specialist Schools in South Australia, all students at Seaton High School engage with the development of the **five elements of an entrepreneurial mindset**:

- future focus
- abundance
- humility
- growth mindset.
- purpose

As students move through the school from year 7 to year 12, opportunities increase for them to engage in packages of connected learning with an entrepreneurial focus.

This begins in year 7, where all students engage in a semester package of learning called **Induction, Immersion, and Connection**. This is designed to support students in becoming successful, confident, and entrepreneurial learners, while also gaining the foundation skills required to be successful in all learning opportunities presented.

In year 8, all students undertake a **Personal Venture** where they apply the foundation skills acquired in year 7, pursue an area of personal interest or passion, and seek to create value for others.

Beyond year 8, opportunities open up for students to engage in programs and packages of learning with an entrepreneurial focus based on local challenges, and calling for problem-solving, engaging with experts, and developing potential solutions.

All nodes and packages cover the requirements of the Australian Curriculum (South Australian Curriculum), and the SACE.

At Seaton High School, education is not just about getting ready for life... education *is* life. To this end, we ensure that the curriculum is meaningful now and that students experience success in life as they engage in real-world problem-solving while creating value for others and making a difference.

## The Five Learning Nodes: Statements of Purpose

### **1. Local and Global Perspectives**

Students explore language and texts to become clear thinkers, confident communicators, and informed citizens. They use collaborative approaches to build relationships with others and with the world around them, while at the same time gaining insights into diverse ways of thinking and perspectives. They develop skills in finding, evaluating, and analysing evidence and the habit of basing their thinking on reliable evidence. Students learn about civilization, social discord and cohesion, and ways that they can contribute to a cohesive and ethical society.

### **2. The Physical and Natural World**

Students investigate and describe the physical and natural world through a range of authentic learning experiences. Students develop their understanding of the world around them through questioning, experimentation, analysis and evaluation. Authentic problems provide students the context within which to apply and expand their skills and understanding.

### **3. Health and Happiness**

Students explore the concept of happiness from perspectives around the globe. They develop personal and social capabilities and the physical and mental fitness required for an advancing world. We aspire for individuals to understand how and why we move our bodies. Both self and environmental sustainability are developed through the practice of gratitude, empathy and mindfulness. Students engage in experiences and produce outcomes that benefit the community and beyond.

### **4. The Artistic World**

Students are challenged to develop critical and creative problem-solving skills through the creation of an authentic arts product. Students collaborate in their decision-making towards that purpose. They are exposed to a diverse range of artistic expressions and are respected as valued contributors who work with teaching staff and visiting artists in the development of an artistic identity, and become more aware of future roles in both local and global communities. Through this experience, students gain a deeper understanding of the role the arts play in society.

### **5. The Made World**

Students, as critical users of information, look for what is factual, relevant and emerging. They develop a critical understanding of the impact of design and technology on their life, the wider world and its culture. They design solutions to practical problems that have been modelled, tested and evaluated. Students develop the specialised skills and knowledge required to contribute actively to their society by creating real solutions to real-world problems. By understanding design situations and evaluating products from different perspectives, students are empowered to become informed citizens who examine and question their made world.



# Key Features of the Curriculum

## Independent Learning

Independent learning supports Seaton High School's current directions as an Entrepreneurial Specialist School. Evidence suggests that the skills of independence offer great benefits to students, particularly in the form of improved motivation and better management of their learning and therefore, greater success and improved academic performance.

Structured, independent learning fosters the development of critical and creative thinking, by providing 'space' within which to think more slowly and deeply. The ability to be self-directed has been identified as an essential 21st century skill.

Independent learning does not merely involve students working alone. Teachers, together with parents and caregivers, play a vital role in enabling and supporting independent learning. Success relies heavily on having the skills and strategies to manage learning when direct access to a teacher may be limited.

Some students lack confidence. As a result, they ask for help and reassurance every step of the way. They sometimes ask for help before they have even thought about the task or put in place any self-help strategies. Good teaching practice aims to shift the emphasis from 'rescuing' or 'getting students over the line', to providing students with the habits, knowledge, skills, and confidence to solve problems, complete tasks independently, and to take charge.

The way teachers, parents and caregivers talk to students, when assisting them with study either at school or at home, also plays an enormous role in developing student independence. Consistently positive and appropriate talk is critical to developing positive, independent, 'can do' mindsets.

## Independent Learning Program

A structured 'Independent Learning Program' supports the development of students as effective independent learners who have the skills and confidence to take charge of their learning and ultimately their own lives.

### *At school*

#### **Years 7, 8, 9**

Students have scheduled, independent learning lessons each week. In these lessons, students make decisions about the work they will focus on. The work can be from any subject. The teacher uses this time to develop independent learning strategies with the class, and then provides targeted support and guidance as students begin to take charge of their own learning.

#### **Years 10, 11, 12**

Most students have independent learning time factored into their learning program when they are likely to be working without direct access to a particular subject teacher. The development of effective independent learning skills and strategies in years 7, 8 and 9 is critical if students are to make the most of this valuable time.

### *Beyond school*

As study and workloads gradually increase from year 7 onwards, so does the need to continue with learning, studying, revising, researching and assignments, at home or in the community – for example, accessing local libraries. Independent learning at home and in the community replaces the traditional notion of 'homework'. The emphasis shifts onto the student to take charge of their workload and assessment deadlines, and ensure that work is completed with care and pride, and that assessment and work deadlines are met.

The following are recommended time allocations for daily, off-site independent learning.

<b>Year 7</b>	45 minutes	<b>Year 10</b>	120 minutes
<b>Year 8</b>	60 minutes	<b>Year 11</b>	150 minutes
<b>Year 9</b>	90 minutes	<b>Year 12</b>	180 minutes

### ***Support for Independent Learning***

An after school Independent Learning Support Centre operates on one or two days per week. Families are advised of the details early in the school year.

This centre provides students with a working environment that may not be available to them at home, along with access to the internet and assistance from teachers.

### **Wellbeing – Caring for the Whole Person**

At Seaton High School, as in life, wellbeing extends beyond formal programs, dedicated facilities and caring, responsive wellbeing specialists. In addition to these important resources, which are available to all students, the Seaton community strives to incorporate health, happiness and wellbeing into every aspect of our school-because all three are vital for effective learning.

Our wellbeing programs and initiatives support students in developing valuable strategies to recognise and act on their own wellbeing needs, and the needs of others.

This holistic approach encompasses both formal and informal engagement. Dedicated programs cover resilience, healthy relationships, drug and alcohol awareness, body image, physical and emotional wellbeing, cyber safety and more.

### **The Seaton High School Career Development Strategy**

At Seaton, we believe that students are already on their career pathway, and this career pathway is called 'education'. Beyond their school years, students will hopefully move onto further careers, for which their education career has set them up successfully.

The Seaton High School Career Development Strategy aims to develop students as confident and resilient lifelong learners who are managers of their own career development now, and in the future. The career development strategy from year 7 to 12 includes increasing exposure to the world of work, and career development conversations at every level of a student's schooling to facilitate greater engagement.

Students are empowered through:

- connection with the world of work, such as via work experience, training and industry engagement through subjects, VET and Entrepreneurial SACE packages of learning
- targeted career exploration
- the development of a personal E-Portfolio documenting enterprise skills, knowledge, experience and credentials.

Each year, students make considered decisions about the following year, including the subjects and packages of learning they will choose.

In years 7 and 8, these decisions may be influenced more by students' passions and areas of apparent or emerging strengths, or they may simply choose something because they have never tried it before. From year 9 onwards, decisions about subjects and packages of learning will increasingly be informed by students' preferred pathways, evidence of achievement in relevant areas of the curriculum, and the skills and knowledge required to maximise the chances of success on this pathway both at, and beyond school.



## Specialist Entry Programs at Year 7

Students from any primary school may apply to be accepted into an Entrepreneurial Specialist Entry Program or the Diamond Sports Specialist Entry Program.

### ***Entrepreneurial Specialist Entry Programs***

#### **Entrepreneurial Specialist Program - Students with High Intellectual Potential (SHIP)**

The SHIP Program creates a learning environment that focuses on problem-solving, critical and creative thinking and intellectual stretch. Students in the SHIP Program engage in interdisciplinary learning experiences framed around authentic, real-world problems that create change and value in society.

In addition to being extended academically, the SHIP Program provides students with the opportunity to develop the key skills that are vital for the 21st century, namely teamwork, communication, adaptability and leadership.

Entry into the SHIP Program is based on a written application, testing and an interview.

#### **Entrepreneurial Specialist Program - Emerging Technologies**

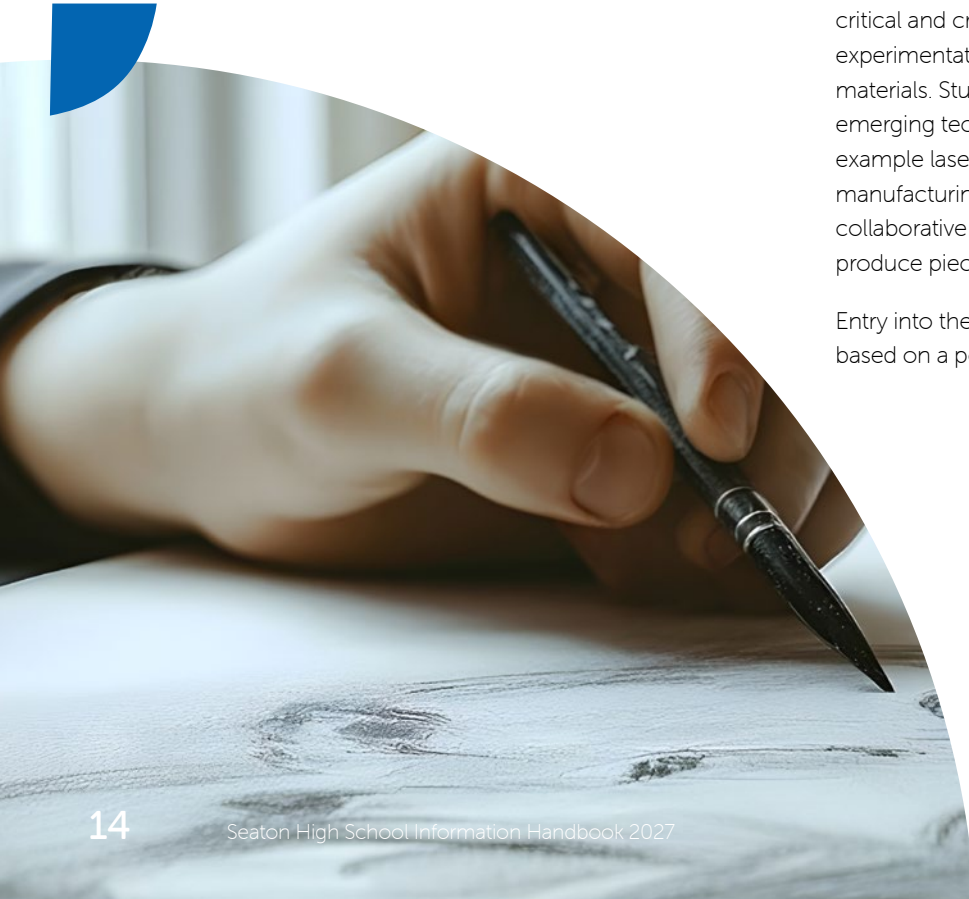
Students engage in a range of creative applications of emerging technologies such as robotics, computer-aided design, advanced manufacturing and resin 3D printing. Students tackle real-world challenges identified in their local community and beyond. Seaton High School integrates design, innovation and entrepreneurship to create a learning environment that focuses on problem-solving and critical and creative thinking to empower students with the key skills that will be imperative for jobs of the future.

Entry into the Emerging Technologies Program is based on a written application, testing and an interview.

#### **Entrepreneurial Specialist Program - Visual Art and Innovation**

The Visual Art and Innovation Program provides students with the opportunity to develop critical and creative thinking skills through experimentation with a range of techniques and materials. Students also explore the application of emerging technologies in contemporary art (for example laser cutting and etching, and additive manufacturing such as 3D printing), engage in collaborative experiences and work with artists to produce pieces for the community.

Entry into the Visual Art and Innovation Program is based on a portfolio submission and an interview.





### **Diamond Sports Specialist Entry Program - Baseball**

Students study the game of baseball building leadership, teamwork and pride in their community. Students receive specialist coaching from state, national and international coaches. The program is inclusive of the health and happiness curriculum, which is delivered through the lens of diamond sports to build well-rounded students. Students access high-performance training facilities incorporating an indoor training centre that features a gymnasium, analysis lab, batting tunnels and pitching machines. This is one of the most advanced diamond sports training facilities in Australia.

This program boasts an unparalleled record of 37 state and 9 national titles since its inception in 1994. In 2023, the junior baseball team earned the title of Australian Champions having won the Australian High Schools Baseball Championships, in their division, in Queensland.

Entry into the Diamond Sports Specialist Program - *Baseball*, is based on an application and try-out.



## Curriculum Overviews

Detailed information about all courses and pathways is available on our website: [www.seatonhs.sa.edu.au](http://www.seatonhs.sa.edu.au):  
**Our Other Important Bits > Links for Current Seaton High School Families > Pathways Planning.**

### Middle School: Years 7, 8 & 9

The Middle School program provides stability and challenging learning, so that every student can make a successful transition to high school and from one year to the next. Care Group teachers typically teach their classes for two subjects. This enables teachers to know their students, and to provide effective supervision and support.

### Year 7

YEAR 7: CURRICULUM OVERVIEW	
Full Year	Local and Global Perspectives (English, Humanities & Social Sciences, and Japanese)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	*Induction, Immersion & Connection
Semester	Health & Happiness
Semester	The Artistic World
Semester	The Made World

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program), will vary slightly to the above 'standard' program. Students will be advised of this variation.

#### \*Induction, Immersion and Connection

At year 7 students complete a subject called 'Induction, Immersion and Connection'. This subject is designed to equip students with the knowledge, essential skills and habits required to be successful, confident and entrepreneurial learners.

Research suggests that connectedness to high school is a significant forecaster of student academic outcomes and wellbeing. Therefore, this experience is designed to build connectedness to the school through a range of authentic learning experiences.



## Year 8

YEAR 8: CURRICULUM OVERVIEW	
Full Year	Local and Global Perspectives (English, Humanities & Social Sciences, and Japanese)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	*Personal Venture
Semester	Health & Happiness
Semester	The Artistic World
Semester	The Made World

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program), will vary slightly to the above 'standard' program. Students will be advised of this variation.

### \*Personal Venture

In this subject students apply the foundation skills acquired in year 7, pursue an area of personal interest or passion, and seek to create value for others, through an entrepreneurial endeavour.

## Year 9

Year 9 is a significant year as students begin their transition to senior school. Part of the year 9 program will include exploration of a range of senior school, and post school pathways.

YEAR 9: CURRICULUM OVERVIEW	
Full Year	Local and Global Perspectives (English and Humanities & Social Sciences)
Full Year	The Physical & Natural World (Maths, Science, and STEM)
Semester	*Entrepreneurial Endeavour
Semester	Physically Active Subject
Semester	Choice from a range of subjects or programs
Semester	Choice from a range of subjects or programs

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program), will vary slightly to the above 'standard' program. Students will be advised of this variation.

### \*Entrepreneurial Endeavour

In this subject, students continue to develop as entrepreneurial learners. Students select an entrepreneurial endeavour from the five nodes of learning.










## Senior School: Years 10, 11 & 12

The Senior School provides a wide range of courses and pathways to prepare students for success in further study, employment and positive adulthood and citizenship. In some cases, students are assigned a case manager to support students' success in tailored programs.

### ***Entrepreneurial SACE Packages***

In Years 10 and 11, students engage in an Entrepreneurial SACE Package based mostly around Stage 1 subjects, as part of their learning program.

Following is a list of current Entrepreneurial SACE Packages available.

-  Applied Environmental Science
-  Changemakers: Voice in Modern Media
-  Connect
-  Design, Innovation and Entrepreneurship
-  Diamond Sports Academy
-  Entrepreneurial Design Solutions
-  Food Futures
-  Performing Arts and Industry
-  Sports Industry Pathways
-  Trade Futures







All Year 10 and 11 students are expected to select an Entrepreneurial SACE Package as part of their program.

## Year 10

Year 10 marks the beginning of students' journey towards completing the South Australian Certificate of Education (SACE).

All students must complete and pass Exploring Identities and Futures (EIF), which earns students 10 credits towards the SACE.

YEAR 10: CURRICULUM OVERVIEW		SACE ACCREDITATION
Full Year	English	
Full Year	Maths	
Full Year	Science	
Full Year	Entrepreneurial SACE Package	20 SACE Stage 1 Credits (except for the Diamond Sports Academy and Food Futures).
Full Year	Exploring Identities & Futures (EIF)*	10 SACE Stage 1 Credits: Must pass with A, B or C
Semester	Modern World History	
Semester	Physically Active Subject	
Semester	Choice	

-  \*EIF incorporates Independent Learning and Career Education
-  A wide range of choices is available: These are updated annually and available through the school's website.
-  Some variation may occur within this standard program, dependent, in part, on the Entrepreneurial SACE Package a student selects.
-  If EIF has not been passed at Year 10, it must be completed at Year 11.

## Year 11

YEAR 11: CURRICULUM OVERVIEW		SACE ACCREDITATION
Full Year	English	20 SACE Stage 1 Credits: Must pass with A, B or C
Semester	Maths	10 SACE Stage 1 Credits: Must pass with A, B or C
Semester	Additional Unit of Maths	10 SACE Stage 1 Credits
Full Year	Entrepreneurial SACE Package	20 SACE Stage 1 Credits
Full Year	Activating Identities & Futures (AIF)*	10 SACE Stage 2 Credits: Must pass with A, B or C
Semester	Choice	10 SACE Stage 1 Credits
Semester	Choice	10 SACE Stage 1 Credits
Semester	Choice	10 SACE Stage 1 Credits
Semester	Choice	10 SACE Stage 1 Credits
Semester	Choice	10 SACE Stage 1 Credits
Semester	Choice	10 SACE Stage 1 Credits

☛ \*AIF incorporates Independent Learning and Career Education

☛ A wide range of choices is available: These are updated annually and available through the school's website.

☛ If EIF has not been passed at Year 10, it must be completed at Year 11.

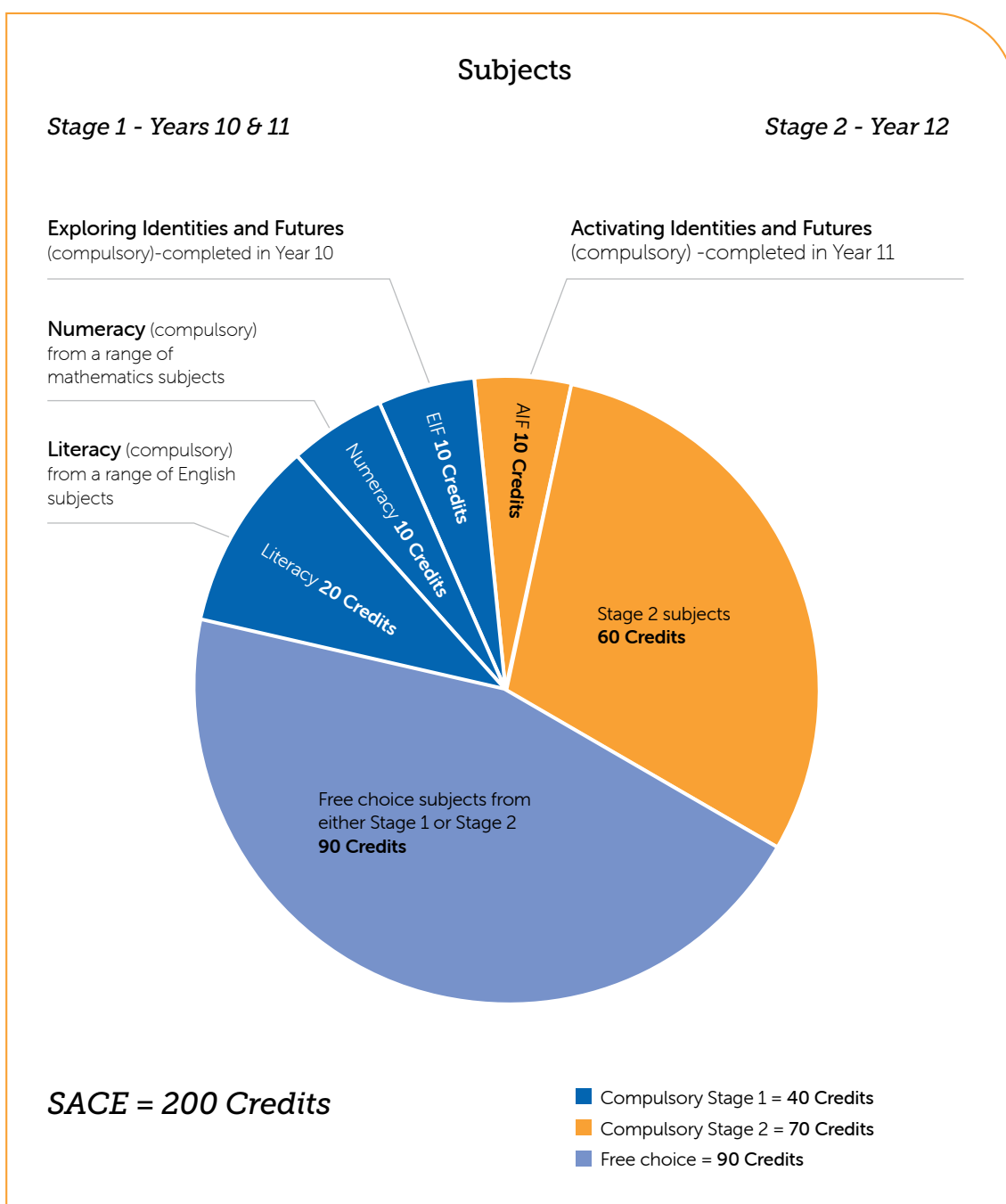
## Year 12

YEAR 12: CURRICULUM OVERVIEW		SACE ACCREDITATION
Full Year	Choice	20 SACE Stage 2 Credits: Must pass with A, B or C
Full Year	Choice	20 SACE Stage 2 Credits: Must pass with A, B or C
Full Year	Choice	20 SACE Stage 2 Credits: Must pass with A, B or C
Full Year	Choice	20 SACE Stage 2 Credits

A wide range of choices is available: These are updated annually and available through the school's website.



## The SACE Pattern (Stage 1 and 2 and EIF at Year 10)





## Literacy and Numeracy

Seaton High School emphasises high levels of literacy and numeracy across the curriculum. Literacy skills are taught in all subjects and both literacy and numeracy support is provided in a range of ways across the school, including support classes as appropriate.

## EALD (English as an Additional Language or Dialect)

Targeted support is available for students for whom English is an additional language or dialect.

## Vocational Education and Training (VET)

VET refers to national vocational qualifications that are endorsed by industry. Students with VET qualifications are well prepared to take on apprenticeships, further training, and skilled jobs.

VET programs are undertaken in year 11 or 12 as part of a student's SACE, and may include:

- courses delivered by TAFE or other registered training organisations.
- programs delivered at other schools

## Music Instrumental Program

Each week, Instrumental Music Service Staff visit the school to provide tuition to students in Years 10, 11 and 12. Tuition typically includes:

- Drums
- Electric Bass Guitar
- Guitar
- Voice

All students in years 10 to 12 who are studying music as a subject, are required to participate in the Instrumental Music Program.

Each week, students participating in this program receive a 30-minute lesson in a small group. Students leave their normal lessons to attend, and are responsible for catching up on work missed, as well as any independent learning tasks set by their teacher.

It is desirable for students involved in the program to have their own instrument at home for practice.

This service is provided at no extra cost.





## Beyond the School Gates

Seaton High School consistently achieves very high levels of SACE completion rates, excellent year 12 results, and high-preference offers to university and other post-secondary education providers, across a wide range of professional, technical, health-related, and creative disciplines. Almost all Seaton students go on to worthwhile pathways in tertiary study, traineeships and apprenticeships, or employment.



## Beyond the Formal Curriculum

Students are strongly encouraged to seek out opportunities to participate in the life of Seaton High School, beyond the classroom.

Research suggests that *the more a student participates in the life of the school, the greater their chances of academic and personal success.*

### Student Leadership

#### **Student Leadership Group**

The **Student Leadership Group** – comprising both middle school and senior school students – provides opportunities for students to participate in decision-making processes within the school, foster a positive school culture and community, and develop skills in leadership.

Members of the group assume a variety of roles of responsibility in the school, such as organising assemblies, coordinating significant events (for example Wear it Purple Day, and days of national importance), managing competitions and lunchtime activities, and fundraising.

Students are selected for the Student Leadership Group based on an expression of interest and supporting statement from a staff member.

The group meets regularly, and the year culminates in a leadership camp towards the end of Term 4.

#### **Informal Leadership**

In addition to the formal Student Leadership Group, there are many opportunities for students to support the school in a range of areas requiring leadership, such as Open Night, Awards Ceremony, School House events, student buddies (for example to international students), or participation in school working parties. We encourage all students, from year 7 onwards, to seek out these opportunities and to step up willingly when asked.



## House System

All students belong to one of three houses named after important local indigenous animals:



**Marungayu (Freshwater Turtle)**



**Tarnta (Red Kangaroo)**



**Wirltu (Wedge-tailed Eagle)**

The animals represent strength, resilience, and deep connections to Kurna Dreaming stories. These stories carry cultural knowledge and traditions, passed down through art, song, and ceremony. The house logos, designed by former student Temaana Sanderson-Bromley, honour this heritage and celebrate our commitment to inclusivity and respect for Aboriginal culture.

The house system helps foster a sense of belonging and connection to the school and also encourages participation in inter-house events, competitions, and a range of other activities. House points are awarded for participation, academic achievement, service to the school and to others and for living our school values.

## School Sport




### **School Sport SA Day Carnivals and State Wide Competitions**

Seaton High competes in School Sport SA Day Carnivals and State Wide Competitions.

The school fields teams each year in baseball and softball, supporting the Diamond Sports program.

Other sports and teams are nominated each year on the basis of student interest.

Generally, the school fields teams in:

-  Basketball
-  Football
-  Soccer

## Lunchtime Clubs





Each year we offer a range of lunchtime clubs, depending on staff and student interest. Lunchtime clubs are advertised to students through the school's communication platforms.

### **Visual and Performing Arts Clubs (Dance, Drama, Media, Music, Visual Art)**

Each year we offer a range of clubs in this area. This can vary from year to year.

These clubs meet either at lunchtime or after school. Times are advertised at the beginning of each school year.

Students can attend these clubs to:

-  work on collaborative projects
-  pursue an individual area of interest
-  work on technique
-  work towards a shared goal (e.g. performance or showcase)

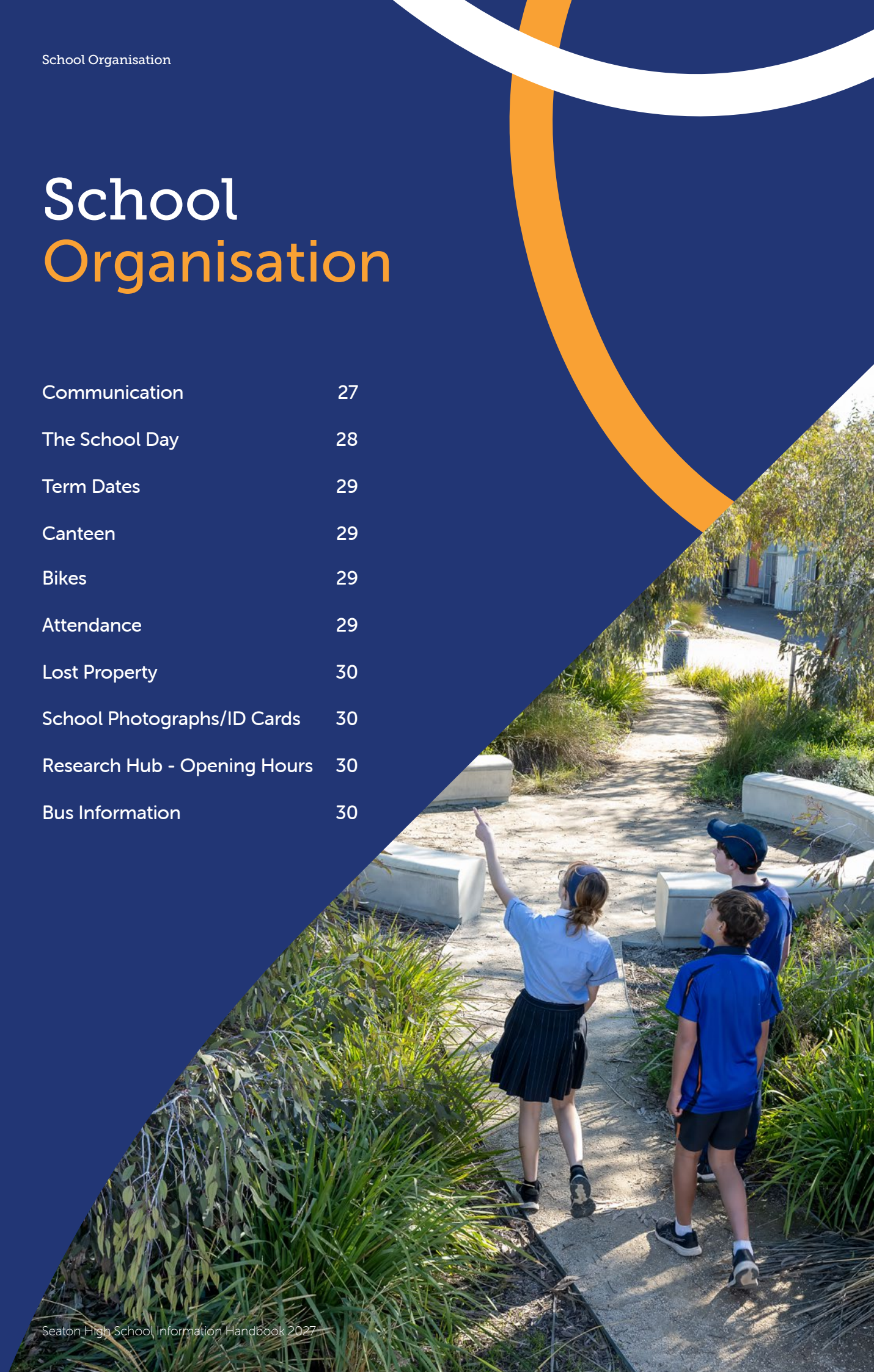
These clubs are open to all students with an interest and passion in the areas of visual and performing arts, regardless of whether they are studying the subject formally at school.

### **Volunteering and Community Service**

There are many opportunities beyond the formal curriculum for students to volunteer their time, skills and expertise to create value for others, both at school and beyond, in the community. Students are encouraged to volunteer their services in a range of activities organised by the school and to make further suggestions through the Student Leadership Group.

# School Organisation

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# School Organisation

## Communication

### *Daymap*

The Daymap platform is the main communication channel for all teachers and students. Parents and caregivers can access some information via the parent portal.

### *Students*

**Students can access the following in Daymap:**

- 👉 work set for independent learning (at school and at home)
- 👉 assessment tasks
- 👉 assessment overviews
- 👉 assessment results
- 👉 resources such as booklets and PowerPoint presentations.

**Daymap is to be used by students to:**

- 👉 submit work for feedback
- 👉 submit work for assessment
- 👉 message their teacher.

**NOTE:** Variations to the mode of submitting work may vary from subject to subject and year level to year level. Teachers will communicate specific arrangements directly to their students.

Access to Daymap is set up when students enrol in the school.

Students should check Daymap regularly, every day.

### *Parents and Caregivers*

**Parents and caregivers can access the following in Daymap:**

- 👉 results of assessment tasks
- 👉 assessment overviews
- 👉 work set for independent learning each week (work to be completed in scheduled independent learning lessons at school, or at home)

Parents are encouraged to check Daymap regularly.

### **Parent and caregiver access to Daymap**

Parents and caregivers can access key information via **Daymap Connect**.

Parents and caregivers enrolling their child for the first time at Seaton High School will receive instructions about setting up a login and password once they have provided the school with a valid email address.

### *Online communication*

School communication is available through the following platforms:

- 👉 Email
- 👉 Daymap Learner Management System or Daymap Connect Parent Portal
- 👉 Audiri App
- 👉 Facebook: [www.facebook.com/seatonhs](http://www.facebook.com/seatonhs)
- 👉 Instagram: [www.instagram.com/seatonhighschool](http://www.instagram.com/seatonhighschool)

The school may use email or SMS to send messages to parents and caregivers.

### *Parent-Student-Teacher Interviews*

Interviews occur once a year, at the beginning of term two. They provide opportunities to discuss students' progress and strategies for improvement.

## Communication (cont.)

### Care Group Teachers

The Care Group teacher is the student's immediate point of contact with the staff, and is the first person whom parents should contact when any difficulty is experienced.

### Year Level Coordinators

Each year level has a coordinator for overall management and support. The coordinator works with students on academic, attendance and social issues that have not been resolved with the Care Group teacher. Parents can contact the year level coordinator about such issues.

### Wellbeing Leaders

The services and support of Wellbeing Leaders is available to any student who wishes to discuss private and/or personal concerns. Advice is also available regarding careers and courses for future study or employment.

Good mental health is vital to successful learning. To support this, the Wellbeing Team facilitates access to psychologists and mental health services as appropriate.

## The School Day

### BELL TIMES

8.32am	Start of School warning bell
8.35am	Start of Care Group
11.00am	End of Recess
1.17pm	End of Lunch warning bell
1.20pm	Start of classes after Lunch

### LESSON TIMES

Care Group	8.35am – 9.00am
Lesson 1	9.00am – 9.50am
Lesson 2	9.50am – 10.40am
RECESS	10.40am – 11.00am
Lesson 3	11.00am – 11.50am
Lesson 4	11.50am – 12.40pm
LUNCH	12.40pm – 1.20pm
Lesson 5	1.20pm – 2.10pm
Lesson 6	2.10pm – 3.00pm
DISMISSAL	3.00pm

### Early dismissal

Students in Years 7-11 are dismissed at **2.10pm every Wednesday**.

Year 12 students are dismissed at the usual time of 3.00pm.



## Term Dates

2027	BEGINS	ENDS
Term 1	January 27	April 9
Term 2	April 26	July 2
Term 3	July 19	September 24
Term 4	October 11	December 10

## Canteen

The canteen is open from 8am to 1.15pm daily. Students can order their lunch directly with the canteen before school starts each morning, or order through the QKr App. Nutritious home-made hot meals are available each day, and hot chips are available once a week. Canteen price lists are available from the Student Services area.

## Bikes

Bike racks are provided in the compound at the western end of the school, inside Gate 8.

Once on the school grounds, students should dismount and walk their bikes.

The gates to the compound are locked each morning at approximately 9am and are opened at approximately 2.40pm each afternoon. **The school is not responsible in the case of theft or damage.** Students must bring their own chain and lock.

## Attendance

Regular attendance is a high priority. If a student is absent from school, parents or caregivers are asked to **complete an absence e-form via the Audiri app.**

For senior students, a doctor's certificate is required if summative work has been missed or is late.

Parents and caregivers are advised via SMS if their child is not at school.

### *Lateness*

Students who arrive at school late must report to the Student Services area to sign in. The lateness should be explained with a note or via a Skoolbag message.

Parents and caregivers are advised via SMS if their child has signed in late to school, with no explanation.

### *Students Signing Out*

Students signing out of the school for appointments must first report to the Student Services area to sign out of the school. Students attending an appointment must have a note or Skoolbag message from a parent or caregiver. Notes should be signed by the Care Group teacher during the morning Care Group period. Students returning to school after an appointment follow a similar process to sign back in.

### *Illness during the School Day*

Students are to report to the Student Services area if they feel unwell. If medical attention is required, the school will contact parents or caregivers.

**STUDENTS MUST NOT LEAVE SCHOOL WITHOUT PERMISSION or PHONE HOME THEMSELVES IF THEY DO NOT FEEL WELL.**

Students will only be allowed to leave the school, if and when a staff member has made contact with a parent or caregiver.



## Lost Property

Lost property is located in the Student Services area. Loss of property should be reported to the Care Group teacher or Student Services area. Any articles found should be handed to Student Services.

Students are strongly advised to ensure that all articles of clothing and other belongings are clearly marked with their name, on the inside of the garment.

Students should not bring unnecessary sums of money to school.

Students are strongly advised not to bring personal electronic devices. **The school is not responsible in the case of theft or damage.** Students are not permitted to use such devices during lessons, unless directed by a teacher for learning purposes.

## School Photographs/ID Cards

Photographs will be taken during February 2027, with a catch-up day for those who were absent. Payment for school photographs can be made online direct to the photography company or via a payment envelope on the day the photographs are taken. These payment envelopes will be issued to students early in 2027. The school will not handle photograph money. All arrangements are between parents and the photography company.

## Research Hub – Opening Hours

The Research Hub opens at 8.15am. Students may collect laptops for use during the day from that time.

The Research Hub is not open at recess or lunchtime.

The Research Hub closes at 3.30pm by which time students must return borrowed laptops.

## Bus Information

In the afternoons, a school bus services the route from Seaton High School to West Lakes.

For information about the different public transport routes to Seaton High School, please contact the Adelaide Metro Infoline on 1300 311 108.



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# Key School Policies

## School Charges

### **Materials and Services Charge**

The **Materials and Services charge** is required to maintain the breadth of educational programs at Seaton High School.

All families are expected to pay this fee, as it enables the school to offer students the opportunities to achieve academically, to use learning technologies, and to participate in co-curricular programs. These charges cover most aspects of the school's provision of resources for use in teaching programs, and help ensure we can offer high-quality educational programs and facilities, over and above that which is provided by the government.

Please note that some courses will require the payment of additional fees for materials, camps and excursions.

Seaton High School will always seek to recover unpaid Materials and Services charges through personal consultation and negotiation. However, where this is not successful, the school may engage with DFE Central Recoveries Section to recover any charges which remain unpaid.

Applications for **School Card** assistance must be made at the beginning of every school year. Automatic approval does not carry forward from one year to the next.

### **School Charges**

The 2027 School Charges are currently being reviewed. They will be set and approved by the Governing Council during term 4, 2026.

The School Charges include:

- the compulsory charge set by the Department for Education
- the use of textbooks
- the provision of some classroom consumables, education materials and apparatus and equipment used in most subjects studied during the year
- an ID card which is used for borrowing library and textbooks from the Resource Centre. The card is also used for identification when travelling by public transport
- access to IT through the school's curriculum computer network
- provision of an initial credit for printing facilities.

### **Subject Stationery Requirements**

Families purchase their own stationery for each school year. A list of requirements for each subject is sent to families in the last week of the school year and via the School Charges invoices sent each January.

Please ensure your child is *Ready to Learn* with the correct stationery requirements.

### **Digital Learning Devices**

Seaton High School has an agreement with **Edunet** to provide access to high quality Lenovo laptops at very competitive prices. All learning programs are developed on the assumption that each student has a school managed laptop (ie, not a BYOD). The Edunet laptops are fully configured with extensive educational software, enabling full access to the teaching and learning programs. **Only laptops purchased through the Managed Laptop Program have full school ICT support.**

## Uniforms and Policy

All students are required to wear the specified uniform.

The uniform is important as it:

- *enhances pride in the school and provides a sense of identity*
- *enables all students to be identified as part of the school*
- *allows outsiders to be easily identified and challenged immediately*
- *provides appropriate attire for a professional workplace*
- *reduces issues associated with not wearing the latest trend.*

There are two main types of uniform, which all students must purchase and wear as specified in this policy:

1. *the formal Seaton High School uniform*
2. *the Seaton High School physical activity uniform*

### Formal Seaton High School Uniform

- All formal school uniform items must be purchased from Seaton's uniform supplier, Alinta, unless indicated with an \*
- Students are required to wear full school uniform. However, students are not required to purchase every item listed.
- Only items listed below are permitted.



### Formal Seaton High School Uniform (cont.)

FEMALE-BASED UNIFORM OPTIONS		MALE-BASED UNIFORM OPTIONS	
Summer	Winter	Summer	Winter
Seaton dress	Seaton skirt	Seaton shorts (tailored or relaxed-fit)	Seaton pants (tailored or relaxed-fit)
Seaton shorts (tailored or relaxed-fit)	Seaton long sleeve blouse	Seaton short sleeve shirt	Seaton long sleeve shirt
Seaton short sleeve blouse	Seaton long sleeve polo	Seaton short sleeve polo	Seaton long sleeve polo
Seaton short sleeve polo	Seaton pants (tailored or relaxed-fit)	Seaton bucket hat or baseball cap	Seaton half zip jumper
Seaton bucket hat or baseball cap	Seaton half zip jumper	<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>	Seaton soft shell jacket
<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>	Seaton soft shell jacket		Seaton beanie
	Seaton beanie		<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>
	<i>*Plain white, grey, dark blue or black socks: ankle or knee length</i>		
	<i>*Tights (not footless): dark blue or black</i>		

#### First Nations Garments

These garments are a new addition to the range of items listed above. They are additional/ optional to the above. They are available in:

- short sleeve polo shirt
- long sleeve polo shirt
- rugby top.

#### Seaton High School Uniform Shoe Policy

This is a guide to assist you in purchasing suitable footwear for your child:

- Shoes must be school shoes or plain sports shoes (**not boot style**).
- School shoes/sports shoes must be fully closed in, with thick soles, and provide adequate support and protection.
- Colour: black or dark brown (Sports shoes may be plain white, with minimal trim. However, black is preferable.)
- Socks or tights must be worn with shoes.

Examples of acceptable footwear:





SEATON  
HIGH  
SCHOOL

### **Formal Seaton High School Uniform Policy**

**Students must wear the formal Seaton High School uniform at all times, including to and from school unless otherwise specified for particular lessons.**

- Length of all dresses, pinafores, skirts: around the knee and no more than 10cm above the middle of the knee. (Should generally remain unaltered, to allow for growth)
- Length of shorts: shorts should not be shortened (leave as purchased)
- Length of all pants: above the sole of the shoes. Must be properly hemmed. No frayed edges.
- Socks or \*tights must be worn with shoes. Socks are not to be worn over tights. *\*Tights are distinct from leggings. Leggings may only be worn as part of the physical activity uniform.*
- As part of our Sun Smart approach, all students should wear a Seaton High School hat at recess and lunch and for all other outdoor activities in terms 1 and 4 (when not in the shade).
- Students are not permitted to modify school uniform items, for example, colouring in the school logo. If students do so, they will be asked to purchase a new item.

**Jewellery:** Acceptable jewellery is limited to one set of small sleepers or studs in pierced ears and a thin chain around the neck.

**Makeup:** Light makeup only.

**Headwear and accessories other than Seaton hats,** such as \*scarves, \*headscarves, \*headbands and \*gloves, must be plain white, grey or dark blue.

**Protective Clothing:** At Seaton High School, we provide a safe learning environment and insist on strict adherence to safety rules. Guidelines regarding clothing, hair safety, footwear, and eye protection are explained to students attending science, design & technologies and home economics classes.

### **Students who do not come to school in the formal school uniform:**

**Students will be:**

- offered a loan uniform for the day
- asked to remove unacceptable jewellery and excessive makeup
- subject to disciplinary processes if they refuse to cooperate
- excluded from school activities requiring the school or physical activity uniform.

The school may phone parents/caregivers and request that they bring the uniform to school for the student to change into.

The school will contact parents/caregivers if the issue persists, to discuss strategies and/or support for overcoming any barriers to wearing the uniform.



## Seaton High School Physical Activity Uniform

### ***Uniform for Dance***

The specific dance uniform is purchased from year 9 when students elect dance as a specialist subject. The dance uniform may also be purchased by students who participate in Seaton's after school Dance Club.

*\*In Years 7 and 8, students requiring a change of clothes for the Arts Hothouse should wear their Health & Happiness uniform.*

**Only items listed below are permitted:**

YEAR 9 DANCE	PURCHASE
Grey dance T-shirt with Seaton logo	Purchase from Alinta
Navy blue sports shorts with Seaton logo	Purchase from Alinta
Navy leggings with Seaton logo	Purchase from Alinta
Navy track pants with Seaton logo	Purchase from Alinta

**Note:** Students choose between navy blue sports shorts, leggings or track pants, all with Seaton logo. Students may purchase more than one of these items should they wish.

The above items are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collection process when the school knows who has elected dance as a subject from year 9 onwards.

### ***Uniform for: Health & Happiness (Years 7 & 8), Health & Physical Education, Sports Studies and Sports Industry Pathways***

**Only items listed below are permitted:**

	PURCHASE
Grey PE shirt with Seaton logo	Purchase from Alinta
Navy blue sports shorts with Seaton logo	Purchase from Alinta
Navy leggings with Seaton logo	Purchase from Alinta
Navy track pants with Seaton logo	Purchase from Alinta

**Note:** Students choose between navy blue sports shorts, leggings or track pants, all with Seaton logo. Students may purchase more than one of these items should they wish.

The above items are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collection process.

In years 7 and 8, some students are timetabled for Health and Happiness in semester one, and others are timetabled in semester two.



### **Hats**

Seaton bucket hat or baseball cap (same hat as used for the formal school uniform).

Purchase directly through Alinta.

### **Uniform for Diamond Sports**

Only items listed below are permitted:

BASEBALL	PURCHASE
Baseball Cap (Sharks)	Purchase direct from the school
T-shirt	Purchase from Alinta
Track Pants	Purchase from Alinta
Shorts (Sharks)	Purchase from Alinta
SOFTBALL	PURCHASE
Visor	Purchase direct from the school
T-shirt	Purchase from Alinta
Track Pants	Purchase from Alinta
Shorts	Purchase from Alinta

The above items are to be purchased directly from Seaton High School prior to the start of the program. Families are advised of the payment and collect process.





### Year 12 Tops

Year 12 students are able to purchase a specially designed year 12 top, marking this milestone in their lives.

The school provides ordering and payment details to students at the end of year 11.

### Uniform Shop: Alinta

The Seaton High School formal school uniform, and other items as indicated must be purchased from:

**Alinta**  
**383 Grange Rd, Findon, SA**

**Shop in person:**  
Monday to Friday: 8.30am to 12.30pm  
and 1.00pm to 4.30pm.

**Telephone:** 8447 2077

## Acceptable Use of ICT Policy and Cyber Safety

### General

Students are responsible for good behaviour on school computer networks, just as they are in a classroom or the schoolyard. General school rules for behaviour and communication apply.

Seaton's computer network is provided to enable students to conduct research and develop skills in the use of information and communication technology.

Independent access to network services is provided to students who agree to act in a considerate and responsible manner. All parents, and students under the age of 18, must sign an Acceptable Use of ICT Policy and Cyber Safety Agreement. Access is a privilege, not a right, and entails responsibility.

Students are responsible for their behaviour and any communication they send over the network. It is expected that they will comply with school standards of behaviour and will honour the agreements signed.

While a student's workspace is private, users should be aware that staff reserves the right to view any files or communications when necessary, to maintain the system's integrity and to ensure that the system is used responsibly.

### Specific

#### 1. Personal Cyber Safety

As a student, you will:

- ▶ keep personal contact information about yourself or other people private unless you have your parent's approval. This includes your home address, telephone number, school address, or anything else likely to identify yourself
- ▶ not agree to meet 'in person' with anyone you have met online
- ▶ promptly disclose to a teacher or other staff member any message you receive that is harassing, threatening, or makes you feel uncomfortable or insecure.

#### 2. Inappropriate Activities

As a student, you will:

- ▶ not attempt to gain unauthorised access to the network or to any other computer system through the network or go beyond your authorised access. This includes attempting to log in through another person's account or access another person's files, even if only for the purposes of 'browsing'
- ▶ not make deliberate attempts to disrupt the operation of any computer or network (including disabling or altering software, or disconnecting cables) or destroying data by spreading computer viruses or by any other means
- ▶ not use the network to engage in any other activity deemed inappropriate, as stated in the daily notices or by your teacher
- ▶ only use mobile phones in accordance with the Student Use of Mobile Phones and Personal Devices Policy
- ▶ treat all ICT equipment with care and report any damages to staff.

#### 3. System Security

As a student, you will:

- ▶ be responsible for your individual account, and should take all reasonable precautions to prevent others from being able to use your account. Under no circumstances should you provide your password to another person
- ▶ immediately notify a teacher or the System Administrator if you think someone else is using your password.

## Acceptable Use of ICT Policy and Cyber Safety (cont.)

### 4. Inappropriate Language

As a student, you will:

- not use bad language, such as language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful
- not engage in personal attacks, including racist or discriminatory remarks
- not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop
- not knowingly or recklessly send false or defamatory information about a person or organisation.

### 5. Respect for Privacy

As a student, you will:

- not re-send a personal message that was sent to you privately without permission of the person who sent you the original
- not send private information about another person.

### 6. Respecting Resource Limits

As a student, you will:

- use the network only for educational and career development activities and limited, high-quality, self-discovery activities
- check your workspace regularly, deleting unwanted files and emails promptly, and stay within your space quota
- subscribe only to high-quality discussion groups that directly relate to your schoolwork
- not send chain letters.

### 7. Plagiarism and Copyright Infringement

As a student, you will:

- not plagiarise works that you find on the Internet, or any other source of research material. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own
- respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains statements that specify the appropriate use of that work, you should follow them carefully. You should use a bibliography to identify the source of any material you use from the internet.

**NOTE:** Copyright law can be very confusing. If you are unsure whether or not you can use a work, you should request permission from the copyright owner.

A recommended reference book is '**Copyright and the Internet**' (Australian Copyright Council) which is available from many libraries.

### 8. Inappropriate Access to Material

As a student, you will:

- not knowingly use Seaton's facilities to access material that is obscene or profane, sexually explicit, promotes illegal acts, or promotes violence or discrimination towards other people
- not access online or downloaded games unless authorised by an appropriate teacher for educational purposes
- not access social media sites while at school
- not store in your One Drive any files that are not related to your schoolwork
- immediately tell your teacher if you mistakenly access inappropriate information. This will protect you against a claim that you have intentionally violated this policy.

### **Consequences**

Parents or caregivers of students found in violation of these guidelines will, in line with the school's policies, be contacted by the school and informed about the violation.

If subsequent deliberate, wilful and/or persistent violation occurs, a student will:

- ▶ have their network privileges revoked
- ▶ face additional disciplinary actions, consistent with the school's Behaviour Management Policy and/or Harassment Policy or as determined by the school Principal or his/her representative.

Police action may be considered in certain circumstances.

### **Liability**

While the school strives to produce the best possible network service, we make no guarantee that the functions or the services provided by or through the network will be error-free or without defect. Seaton High School will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Seaton High School is not responsible for the accuracy or quality of the information obtained through or stored on the system.

The school will not be responsible for financial obligations arising through the unauthorised use of the system.

*A full copy of the Acceptable Use of ICT and Cyber Safety Policy is available on request.*

## Flexible Teaching and Learning: Online Protocols

### *The two main online forums at Seaton High School are MS Teams and Daymap.*

**Microsoft Teams (MS Teams)** is an online chat-based collaboration platform where students can post questions to each other or to the teacher, and share answers. This avoids teachers receiving emails with the same question from all of their students, and having to respond to each student individually. Instead, the answers can be shared with the whole class, and students can see the questions being asked and don't need to repeat a question that has already been posted.

MS Teams is also the forum where teachers may conduct online lessons or video conferences. These may be face-to-face in real-time or pre-recorded, so that students can choose when they view the lesson.

Just as there are protocols for appropriate conduct in classroom discussions and for collaborative learning, there are strict protocols for the use of MS Teams. These protocols protect both the staff member and the student. Any student who does not use the online forum appropriately may be blocked from the team until such time as they are able to be a productive and positive team member. Additionally, there is a range of consequences for more serious breaches of the online protocols. Our Behaviour Management Policy is built on the school's values of **respect, responsibility and achievement**, and disruption to the teaching and learning will not be tolerated, regardless of how the student is accessing the learning program.

**Daymap** is the communication platform that students and many families are very familiar with. Whilst Daymap does not have a video conferencing feature, teachers and students can engage in online discussions and question and answer sessions, and therefore, many of the protocols below also apply to Daymap.

The following protocols will help ensure everyone's safety, and the success of our teaching and learning program.

### **On-line Protocols: MS Teams and Daymap**

#### **TEACHERS**

##### **Before a lesson, teachers will:**

- schedule online lessons as per the timetable for that subject, to avoid clashes with other subjects
- carefully consider the need and purpose of online lessons
- advise students at the start of each week of a scheduled online lesson
- send lesson content or pre-reading in advance, and will expect students to have engaged with this before an online lesson
- give clear start of lesson instructions (for example, all microphones off, video on/off (student choice), blurring of background).

**During a lesson, teachers will:**

- 👉 protect their privacy by ensuring a professional or blurred background
- 👉 be professionally dressed
- 👉 advise students if a lesson is being recorded
- 👉 not deliver one-to-one online lessons
- 👉 not engage in conversations of a more personal nature or about matters of wellbeing
- 👉 be vigilant, and ensure that only students who are members of the class are involved in the lesson
- 👉 remove/mute students from online lessons if they are behaving inappropriately.

**After a lesson, teachers will:**

- 👉 advise parents or caregivers of inappropriate online behaviour
- 👉 follow the school's behaviour management processes in the event of inappropriate online behaviour.

**STUDENTS****Before a lesson, students will:**

- 👉 ensure they alert a teacher if they are unable to attend a scheduled online lesson
- 👉 have completed any pre-lesson work set by the teacher.

**During a lesson, students will:**

- 👉 follow normal school rules and expectations
- 👉 follow start of lesson instructions
- 👉 not invite other people, who are not members of that class, to join an online lesson

- 👉 be dressed appropriately (school uniform if accessing the program at school and preferably a Seaton High School top if accessing the program from home)
- 👉 join an online lesson from an appropriate location, if accessing the program from home. This may be an office or shared space in the home (i.e. not a private space such as a bedroom)
- 👉 protect their privacy by ensuring an appropriate or blurred background, if accessing the program from home
- 👉 not record, photograph or share any part of an online lesson
- 👉 engage respectfully in discussions.

**PARENTS****Parents and caregivers will:**

- 👉 encourage and support their child's learning, including providing a suitable environment at home for an online lesson when required
- 👉 not participate in video conferences or online discussions
- 👉 not contact the teacher via video conferences or online discussions if their child requires additional support. Please contact teachers by email, letter, in person or by phone call.

## Student Use of Mobile Phones and Personal Devices Policy (summary)

The Student Use of Mobile Phones and Personal Devices Policy is implemented in line with the Department for Education's [Student use of mobile phones and personal devices policy](#), which applies to all government schools.

Following are some key points from Seaton High School's policy. **A copy of the full policy is available on the Seaton High School website.**

### Rationale

With the widespread and increasing ownership of mobile phones and other devices among students, it is critical that schools, in partnership with families, provide clear guidance for students to become informed, safe, respectful, and responsible digital citizens.

It is the Department for Education's position that access to personal devices during school hours must be managed so that students can be fully present in their learning and in their interactions with their teachers and peers.

The aim of this policy is to help promote:

- safe environments with reduced negative impacts of inappropriate use of devices at school, such as cyberbullying, exposure to harmful content, and critical incidents that involve mobile phones
- classroom environments where teachers can teach, and students can learn, free from distractions caused by personal use of devices
- use of breaks as quality time away from screens, encouraging physical activity and play and meaningful face-to-face connections with peers.

### Bringing personal devices to school

Students are permitted to bring personal devices to school:

- as a measure to ensure their safety while travelling to and from school
- so parents and part-time employers can contact them outside of school hours
- so they can be contacted about a person under their care, where applicable
- to be used during school hours in line with an exemption under this policy, if approved by the school.

While students are at school, or attending school activities, they must comply with any reasonable directions given by school staff in line with this policy regarding their personal devices.

The Department for Education's policy requires all students at all department schools to **keep personal devices 'off and away' between the start and end of each school day, and while they are attending school activities off-site, such as camps and excursions.**

Students will not be able to access their personal devices at any time during school hours, unless they have received an approved exemption from the school to use the device for a specific, agreed reason. This means both physical access and remote access (e.g. connecting with the personal device via hotspot or using paired headphones).

### Storage of personal devices at school

Students will turn their devices off or place them in flight mode before putting them away. This includes taking off and storing any wearable technology that fits the definition of this policy, such as smartwatches.

In line with the new government policy, Seaton High School has implemented the Yondr Program to comply with the strict ban.



## About Yondr

The Yondr Program employs a simple, lockable pouch that stores a mobile phone and wearable technology that fits the definition of this policy, such as smartwatches.

### *How the Yondr Program works:*

- students are provided with a Yondr pouch when they begin at Seaton High School. If this is lost or damaged, families are responsible for purchasing a replacement Yondr pouch. If looked after, the Yondr pouch should last for the duration of a student's time at Seaton High School
- all students are required to secure their phones and other devices in their personally assigned Yondr pouch when they arrive at school each morning
- students will not have access to their phones during the school day – with very few exceptions
- students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times, even if they do not bring a personal device to school
- students will maintain possession of their phones, and will not use them until they are unlocked at the end of the school day, using unlocking stations located strategically around the school.

### *Responses to non-compliance*

Where students use a personal device at school without an approved exemption, or use it inappropriately, a response will be provided in line with the school's behaviour support policy.

We deal with a phone infringement like any other infringement of a school rule, ie, we use the **step system**. In the case of a phone infringement, some responses are specific to this particular infringement.

### *Exemptions*

Individual students may have extenuating reasons for needing access to their personal device during school hours, such as where:

- the device is used to monitor or help manage a health condition
- the device is a negotiated adjustment to a learning program for a student with a disability or learning difficulties
- the device is used for translation by a student with English as an additional language
- the student has extenuating personal circumstances that require them to have more ready access to their personal device, such as being a parent themselves or a primary carer to a younger sibling or unwell family member.

Please contact the school if you need to request an exemption due to exceptional circumstances. These requests will be considered by the principal (or delegate) on a case-by-case basis. If approved, the exemption will be recorded in the student's file or health care/learning plan as appropriate.

## About Yondr (cont.)

### *Roles and responsibilities*

The Principal, school staff, students and parents/ caregivers have specific roles and responsibilities as part of this policy. These are detailed in the full policy on the Seaton High School website.

### *Questions, concerns, and further information*

You can find more information about the Department for Education's 'Student use of mobile phones and personal devices policy', and links to further resources for parents about personal devices and online safety, on the department's website: [Mobile phones and personal devices at school \(education.sa.gov.au\)](https://www.education.sa.gov.au/mobile-phones-and-personal-devices-at-school).

If you have any questions or concerns about the department's policy, you can contact the department at:

Email: [education.customers@sa.gov.au](mailto:education.customers@sa.gov.au)

Phone: Free call: 1800 088 158

Please contact the school directly to discuss the possibility of an exemption if your child has exceptional circumstances as outlined in this policy.

## Assessment and Reporting Policy (summary)

### Assessment-Principles and Purpose

#### Our Definition of Assessment

Planned, deliberate, strategic and incidental tasks, activities, moments, opportunities and revelations that elicit evidence of learning and provide opportunities for feedback, reflection and growth, both to the teacher and to the student; before, during and after a learning sequence.

#### Assessment-Principles

The learning (curriculum and assessment combined) at Seaton High School is underpinned by the following key principles. These statements reflect the outcomes we want for graduates of Seaton High School. We design the learning to help activate these outcomes.

"Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners. We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and create opportunities to live a satisfying and fulfilling life of their choosing." (DfE Statement of Purpose, 2024).

"We provide options that allow our students to identify and explore their unique strengths, and support them in both realising their potential, and in becoming **principled, grounded and socially responsible**." (The Seaton Story)

#### Assessment-Purpose

Assessment:

- ▶ allows the teacher to gather evidence of efficacy, and provides an opportunity to reflect and pivot along the way and apply new learning to subsequent iterations
- ▶ allows the learner to show evidence, or lack thereof, of learning in an ongoing and integrated manner and provides an opportunity to reflect and pivot along the way.

### Reporting

#### Continuous Reporting via Daymap

Throughout the year, teachers publish results in Daymap as students complete assessment tasks: **grade, +/-, and a score**.

Parents and caregivers are able to view the results, via the **Parent Portal**. This enables parents and caregivers to receive ongoing information about the progress of their child.

#### Interim Reports

At the midpoint of each term, teachers complete interim reports. Interim reports enable timely follow up, in particular where teachers express concerns.

Teachers report on each child against three criteria:

1. No concern
2. Monitoring
3. Problems arising

All interim reports are made available via Daymap.

#### End of Semester Report

Throughout the school year, students complete a combination of tests, assignments, projects, portfolios, practicals and performances. The results of these are combined to form an achievement grade at the end of semester one and two (Years 7-11) and a progress grade at the end of semester one (Year 12).

Following is a summary of what is included in the end of semester report:

### An Achievement Grade

#### Achievement grades and what they mean

- A:** Excellent achievement of what is expected at this time of year.
- B:** Good achievement of what is expected at this time of year.
- C:** Satisfactory achievement of what is expected at this time of year.
- D:** Partial achievement of what is expected at this time of year.
- E:** Minimal achievement of what is expected at this time of year.
- UC:** The student's work cannot be given a grade, usually because of extended serious illness, extended holiday or late enrolment. Year Level Coordinators inform teachers of students who should be graded as UC
- NA:** A grade cannot be given. This could be due to the ongoing nature of the work in the subject, and/or SACE Board moderation
- N:** Student has shown insufficient work to receive a grade.

#### The Australian Curriculum (ACARA)

Students in Years 7, 8 and 9 are assessed against the Australian Curriculum (South Australian Curriculum) Achievement Standards.



Students in Year 10 are assessed against the Australian Curriculum (ACARA) Achievement Standards for most of their subjects.

### South Australian Certificate of Education (SACE)

Students in Years 11 (Stage 1) and 12 (Stage 2) are working towards achieving the SACE (Year 10 students complete some work towards this). Students are assessed against the SACE Performance Standards.

SACE subject achievement at Stage 1 appears as a grade A-E, at the end of semester one and two.

SACE subject achievement at Stage 2 appears on the student's online SACE record.

-  **Descriptive comments:** The comments are based on Achievement Standards (ACARA) and Performance Standards (SACE).
-  **Attendance:** A student's absence from lessons may be due to attending VET courses, camps, excursions, and sport, as well as explained and unexplained absence from school.
-  **Assessment against the Graduate Qualities**  
Seaton educates the whole person to develop a set of positive values and skills that we call our Graduate Qualities. They are based on our school values of 'Respect, Responsibility and Achievement.' These qualities underpin academic success, and each student is assessed on their development in these areas in each school report. These are reported on using a continuum of 1 to 5.

Following is a summary of the Graduate Qualities

### Respect

Seaton's graduates:

- get along
- contribute to a safe community and environment
- have pride in the school and themselves.

### Responsibility

Seaton's graduates:

- are organised
- acknowledge responsibility and actions.

### Achievement

Seaton's graduates:

- are resilient
- are confident
- are academically successful (aim high).

### Expositions of Learning

All students in years 7, 8 and 9 are expected to formally present their learning twice each year to teachers and parents/caregivers.

The semester 1 Exposition of Learning for Year 7 students focuses on learning and achievements in Induction, Immersion & Connection (IIC) and their transition to high school.

The Expositions of Learning are assessed against stated criteria and recorded in Daymap, which is visible to parents/caregivers and students.

The Expositions of Learning occur at the end of semester one and at the end of semester two.

## Student Behaviour Management Policy

### Principles

The school supports and values successful learning and positive behaviour.

Students are expected, taught and empowered to accept responsibility for their learning and behaviour, to make positive and responsible decisions, and to consider and accept the consequences of their actions.

We do not tolerate misbehaviour or harassment. No student is allowed to interfere with the rights, safety or learning of others. Any misbehaviour or harassment is met with strong consequences.

### Classroom Strategies

Each class negotiates a set of classroom expectations based on the school's principles, in particular:

- Students have the right to learn in a positive environment, free of disruptive behaviour
- Teachers have the right to be able to teach in a positive learning environment, free of disruptive behaviour
- Disruptive behaviour is unacceptable and will result in logical consequences.

Persistent disruptive behaviour will result in withdrawal from lessons.

### Anti-Harassment

Seaton High School has consistently low levels of harassment. It is made extremely clear that harassment in any form is unacceptable, and firm disciplinary action is taken when required.

All students are taught how to recognise and deal with harassment.



## Student Behaviour Management Policy (cont.)

### ***Disruptive Behaviour in the Classroom***

The following classroom step process ensures that students are given the opportunity to improve their behaviour and avoid being withdrawn from a class.

The step process is used and followed by each node/subject teacher. Once a student is stepped, the process is in place for the remainder of the term. At the beginning of a new term, steps are reset in classes.

**Step 1:** Official warning

**Step 2:** In-class 'time out' – 5 minutes

**Step 3:** Out-of-class 'time out' – for an extended time

**Step 4:** Withdrawal from class – online contract completed

**Second Withdrawal:** Online contract completed

**Third Withdrawal:** Online contract completed and internal suspension

### ***External Suspension***

If a student continues to disrupt the learning of others after this procedure, that student may be externally suspended.

### ***Serious Breaches of Behaviour***

In the event of serious breaches of behaviour, within or outside the classroom, students will immediately be considered for suspension.

### ***Detention***

Detention is held at lunch-time. Detention may be used as a consequence for misbehaviour outside of subject lessons, such as disobedience in the yard, smoking/vaping, abusive or offensive language, truanting and Care Group related issues (for example, persistent lateness, homework not completed, not wearing correct school uniform).

### ***Community Service***

Where appropriate, students may be asked to complete community service, such as yard clean up, in response to misbehaviour.

### ***Positive Behaviours Program***

A Positive Behaviours Program is in place to formally recognise and reward positive actions. This includes recognition at school assemblies and awards ceremonies, and the 'postcard' system whereby each term, postcards are mailed to parents or caregivers informing them that their child has been recommended for a postcard for meeting the Graduate Qualities to a high level. Positive behaviours are also acknowledged through a voucher system. Students may receive a voucher for the school canteen, a bookstore and/or the movies.



## Key School Rules

The School's Graduate Qualities define appropriate behaviours and interactions in school and also out of school.

These are some key rules you must follow to help maintain our positive learning culture.

- Respect our environment, for example, use the bins, do not stand or sit on tables.
- All interactions and language must be appropriate to a workplace. This includes in the yard.
- Follow staff instructions without arguing.
- **Students' mobile phones and personal devices must be turned off and locked in their Yondr pouch at the start of the school day.**
- Punctuality to school and to lessons is expected.
- Students should not be out of class during lessons unless for a specific purpose, and only with teacher permission.
- Students should use recess and lunch to organise themselves in regard to the toilet and water bottles.
- **Students are not permitted to fill water bottles during lesson time.**
- Breakout spaces are only to be used by students with independent learning credentials. **Students not working appropriately in these spaces will be sent back to class.**
- Books/devices/equipment are not to carry inappropriate images, text or tags.
- **Chewing gum is banned** at school.
- Students must comply with the School Uniform Policy. This includes to and from school and during all school hours, including excursions.
- Students must not modify their school uniform, for example, colouring in the school logo.
- Students should wear hats in accordance with the school's Sun Smart approach.
- Hats must be worn correctly and must be removed in class.
- Students may drink water (not soft drinks) in class, at the teacher's discretion.
- Food is not to be consumed in teaching and learning areas.
- The oval, gym, Diamond Sports Centre, and basketball & handball courts are only to be used for appropriate games, not sitting or eating. (Exception: students may sit on the northern edge of the oval, under the trees or in landscaped areas with seating).
- Students are not permitted to leave school grounds without permission.
- Students are not to "hang out" in out-of-bounds areas during breaks, including the car parks.

## Bullying Prevention Policy

**At Seaton High School we empower students to speak up for kindness, connection, and respect.**

**Bullying, harassment, discrimination and violence, for any reason, are unacceptable.**

### *Bullying prevention vision*

We aspire to be a school where:

- all students feel safe, connected and heard
- all students have a trusted person from whom they can seek support
- all teachers and students model respectful behaviour, starting with our No Put Down rule
- we all treat each other in the same way we want to be treated
- a strong culture of kindness, connection and respect diffuses the power imbalances that fuel bullying behavior.

As a school community, we actively address bullying. We use restorative practices to ensure that students understand the harmful effects of bullying on individuals and the entire community, and to help repair relationships.

We equip students with the emotional-regulation, social and critical thinking skills, as well as conflict resolution strategies to effectively address and prevent bullying. We promote these skills and strategies to empower students to become empathic leaders who speak up for kindness and respect in their daily interactions.



### What is bullying?

Bullying is ongoing and deliberate misuse of power in relationships through repeated verbal, physical, social or cyber behaviour with the aim of causing physical, social or psychological harm. Bullying also includes harassment and discrimination.

Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons **who feel unable** to stop it from happening.

#### Types of bullying behaviours and examples:

PHYSICAL	VERBAL	SOCIAL	CYBER
hitting	name calling and insults	social exclusion	gossip and rumours
kicking or tripping	taunting	lying/spreading rumours	creating sites/pages that exclude others
pinching	intimidation and threats	mean and condescending looks	repeatedly attacking people online
pushing	sarcastic remarks	playing jokes to embarrass and humiliate	sharing someone's personal information
damaging or stealing belongings	name calling and insults	mimicking and damaging someone's reputation or social relationships	making demands or giving harmful instructions
	put-downs		non-consensual uploading and/or sharing of images

### Responding to bullying

You could:

- act unimpressed or pretend you don't care
- use strong, assertive statements: eg "I want you to stop that."
- choose not to respond directly to online bullying and instead report the behaviour through the app and then block the person
- speak to a trusted adult about your options
- be an upstander by speaking or acting in support of a person being bullied.

Not challenging bullying, creates a culture where bullying is accepted and where everyone feels powerless to stop it.

**If you are using bullying behaviour, ask for help to stop.**

## Bullying Prevention Policy (cont.)

### Reporting bullying

#### Students:

- inform the class teacher of behaviour concerns occurring in class
- inform the yard duty teacher, if concerns arise during break times
- use the **Student Support Request Form** (SSRF), located on the intranet, to report bullying\*

\*The Wellbeing Hub will arrange for you to report the information and for the appropriate staff to respond.

#### Parents/Caregivers:

- report concerns via your child's Care Group teacher and/or the Year Level Coordinator.

### Intervention and Support

Staff model and promote positive behaviour and use visible and consistent responses to bullying.

Bullying behavior will be investigated and recorded at the school.

A student using bullying behaviour will be subject to disciplinary action decided by the school. This could include:

- involving parents/caregivers
- some form of suspension
- involving departmental authorities
- making a report to the South Australian Police in the case of incidents of violence where a person is injured and first aid is administered or an ambulance is called, or when the incident involves more than a one-on-one altercation.

Resolving bullying concerns is a shared responsibility. Staff, students, and parents/caregivers work together to resolve concerns at the school level including teaching about respectful behaviours and expectations.

**Seaton has a zero tolerance of bullying, harassment and aggressive behaviours towards staff.**

*Remember... "Everyone has the right to feel safe all the time."*

# Key Staff Contacts

*Principal*

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**Sharelle Brookes**

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# Key Staff Contacts

## Care Group Teachers

Care Group teachers, in partnership with families, have a key role to play in helping to maintain communication lines, supporting the learning, and ensuring any emerging issues are dealt with quickly. Families are provided with the Care Group teacher's contact details once students have been allocated to classes.

## Wellbeing and Inclusion

### Mackella Jeffrey

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## Career Development

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## VET

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## Curriculum Leaders: questions about the learning program and subject specific matters

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## Middle School/Senior School Leaders: questions about attendance, wellbeing, and general progress

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### Jake Taylor

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### Jesse Wenham

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## Technology Assistance

### ICT HelpDesk

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Look beyond *tomorrow*



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