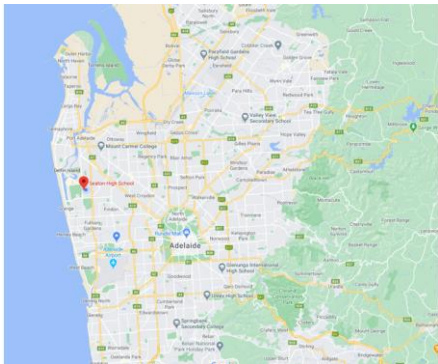


Timetable Forum 2020

School Context

Location



Cohort

Currently 850 students
 Anticipated growth to 1200 students
 Cat 4

Current timetable

| Current Timetable | | | | | | |
|-------------------|--------|---|---|---|---|---|
| Day | 1 | 2 | 3 | 4 | 5 | 6 |
| Lesson | Lines | | | | | |
| 8.35 - 8.50 | HG | | | | | |
| 8.50 - 10.30 | 1 | 2 | 4 | 6 | 1 | 3 |
| 10.30 - 10.50 | 2 | | | | 5 | |
| | Recess | | | | | |
| 10.50 - 12.30 | 3 | 6 | 1 | 3 | 5 | 2 |
| | 4 | | | | | 4 |
| 12.30 - 1.10 | Lunch | | | | | |
| 1.10 - 2.00 | 5 | 3 | 5 | 2 | 4 | 6 |
| | | | | | | 1 |
| 2.00 - 2.50 | 6 | 4 | 6 | 1 | 3 | 5 |
| | | | | | | 2 |



School Priorities

Entrepreneurial Specialist School

Entrepreneurial Specialist School Vision (by 2030) (summary)
Seaton High School has seized upon its specialist status as an opportunity to innovate, **redefining the nature and boundaries of the education experience**. As a result, there is a more **seamless relationship with the community**. The School has become a **vibrant hub** for entrepreneurial learning, local problem-solving and new solutions/ventures.
Students have increased agency, frequently being the initiators of community interaction. They identify local challenges, reach out to experts, and develop possible solutions.
Students enjoy richer experiences, a more flexible curriculum and assessment methods aligned with the true drivers of success, having regard to what it is that they aspire to do.
Seaton students go forward with **pride and confidence**; the understanding and support of their **parents** who've come along on their entrepreneurial journey; a desire to be **life-long learners**; and a **toolkit of hard and soft skills** that will hold them in good stead now and into the future, even as the world changes.

Site Plan focus

Site plan – Summary

Goals 2019-2021:

Increase the proportion of students in Years 8-12 who achieve in the high bands and maintain this achievement from year to year, in all curriculum areas

Increase the proportion of students successfully undertaking appropriate level mathematics in years 10, 11 and 12

Increase students' reading skills to support improved performance in all curriculum areas 8-12

Influences

Influences

"Education is not getting ready for life. Education IS life."

"When we let go, it's amazing what students can do."

"Where connections are strong, we integrate learning within and across subject areas, because this helps us make sense of a world where ideas intersect and knowledge is not in boxes."

"We create value for ourselves by creating value for others."



Ambitions for Curriculum, Pedagogy & Wellbeing

High quality contemporary teaching and learning programs

"Education is not getting ready for life. Education is life." (VZ)

This means that we **organise the learning around key authentic questions and tasks**. Assessment is authentic, providing opportunities for students to present their learning in ways which play up to their strengths or passions. Students experience success in life NOW, not some time in the future after they have spent years 'getting ready'.

"When we let go, it's amazing what students can do." (VZ)

This means that we

- **decentralise the role of the teacher** as the sole provider of content knowledge and the centre of every activity
- provide **multiple entry points to the learning** through flexible approaches which enable students to access the learning in more than one way and at different times
- allow **students to take greater control of their learning** by allowing them to have greater say in how they present their learning
- encourage and promote **student agency** (having the skills, knowledge and confidence to take charge of their learning and make decisions)

"Where connections are strong, we integrate learning within and across subject areas, because this helps us make sense of a world where class interest and knowledge is not in boxes."

This means that we **deemphasise subject labels** and exclusive subject specific knowledge (although this is important). Rather, we emphasise the development of **critical and creative thinking skills and problem solving skills** and employ approaches to teaching which facilitate students' ability to draw upon **transferable skills** when they find themselves in **new contexts**. This supports students to find their place in and act on the world around them.

"We create value for ourselves by creating value for others." (VZ)

This means that we guide **students to see beyond themselves** and their own immediate needs and to consider the importance and value of 'the other' in ensuring a society which is safe, peaceful, considerate, kind, inclusive and self-sustaining.

Pedagogy and Wellbeing practices to support the conditions for learning

All staff practice and role model, and actively develop in their students

- the school's values and Graduate Qualities
- the five 5 elements of the entrepreneurial mindset
- the capabilities (ACARA)
- digital competence, including working in on-line environments
- good oracy
- skills of collaboration
- critical and creative thinking skills
- positive problem solving skills
- independent learning skills
- the characteristics of a positive and productive community member; e.g. gratitude, kindness, consideration of others, creating value for others.

All teachers actively teach

- genres required for a range of authentic contexts
- reading skills required for students to access specialist knowledge and information and to act independently
- literacy to increase students' life opportunities (OECD)

All staff create the conditions conducive to safe learning through a set of specific strategies

- SMART
- CMS
- Barry St

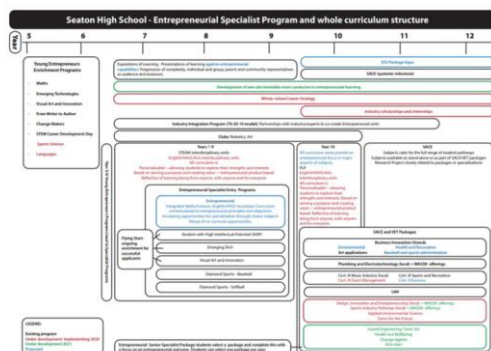
All teachers

- employ dialogic approaches
- embed intellectual stretch for all students
- employ strategies to make thinking and learning visible (Pulver)
- ensure their curriculum is 'personalisable' (VZ)

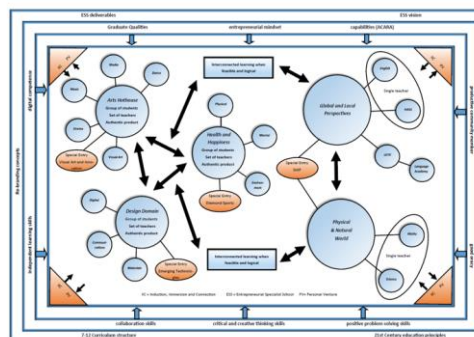


Curriculum structures

Whole School



Year 7/8



Whole-day immersive programs

Entrepreneurial Programs 2021

- Design, Innovation and Entrepreneurship
- Sports Industry Pathways
- Applied Environmental Science
- Connect
- Changemakers: Voice in Modern Media
- Kickstarter
- Food Futures
- The Diamonds Sports Academy
- The UAV Program

VET Programs

- WASSN Regional VET – local and offsite programs

UAV Program

Subjects:

- Stage 2 Design Technology and Engineering: Industry and Entrepreneurial Solutions
- Stage 1 Scientific Studies

Qualifications and Short Courses:

- Remote Pilots License (RePL)
- Aeronautical Radio Operators Certificate (AROC)

Collaborators and Industry Opportunities :

- University of Adelaide
- Enerven Power Networks



Planned Use of Time for 2021 –

| | Monday | Tuesday | Wednesday | | Thursday | Friday | | | | |
|--|--------|---------|--------------------------|--------------------|----------|--------|---|--------------------|---|---|
| 8.35 – 8.50 | HG | HG | HG | | HG | HG | | | | |
| 8.50 – 10.30 | 1 | 2 | Integrated Packages, VET | 8/9 CL 10-12 IL | 3 | 4 | | | | |
| 10.30 – 10.50 | | | | Recess | | | | | | |
| 10.50 – 12.30 | | | | 6 | | | 5 | 8/9 CL 10-12 IL | 6 | 5 |
| 12.30 – 1.10 | | | | | | | | Lunch | | |
| 1.10 – 2.50 | 3 | 4 | | | HG/IL | 1 | | 2 | | |
| Collaborative Planning (Dismissal 2.00 pm) | | | | | | | | | | |
| CL – Core learning (divided into 2 groups, each with a double for Ma/Sc and double for Eg/Hist/(Ja)) | | | | | | | | | | |
| IL – Independent learning HG – Home Group activities | | | | | | | | | | |



Managing/Satisfying the various competing demands on time

Load configurations

| Configuration: | HG | Non- core lines | 8/9 core lines | Other lessons | IL or Package lessons | Contact lessons | NIT lessons | Contact time | NIT time | NIT total | Balance available |
|----------------|----|-----------------|----------------|---------------|-----------------------|-----------------|-------------|--------------|----------|-----------|-------------------|
| A | Y | | 4 | 2 | 1 | 23 | 7 | 1225 | 350 | 375 | 35 |
| B | Y | 1 | 4 | | | 24 | 6 | 1260 | 300 | 340 | 0 |
| C | Y | 4 | | 2 | 5 | 23 | 7 | 1225 | 350 | 375 | 35 |
| D | Y | 3 | 2 | | 1 | 23 | 7 | 1225 | 350 | 375 | 35 |
| E | Y | 5 | | | 3 | 23 | 7 | 1225 | 350 | 375 | 35 |
| F | Y | 2 | 2 | 2 | 3 | 23 | 7 | 1225 | 350 | 375 | 35 |

Line distribution:

- Loss of lessons equalised – Monday and Friday
- Part-time teacher benefits

Key role of independent learning:

- Explicitly taught progression
- Recognition that learning does not only take place with teacher present

Notion of choice:

- Choice within a node/package not just by subject choice



Trade-offs

Choice issues for some specific situations:

- Whole year for Japanese or Music or ... at year 9 (8 in 2022)
Flexible delivery of HPE component as a solution

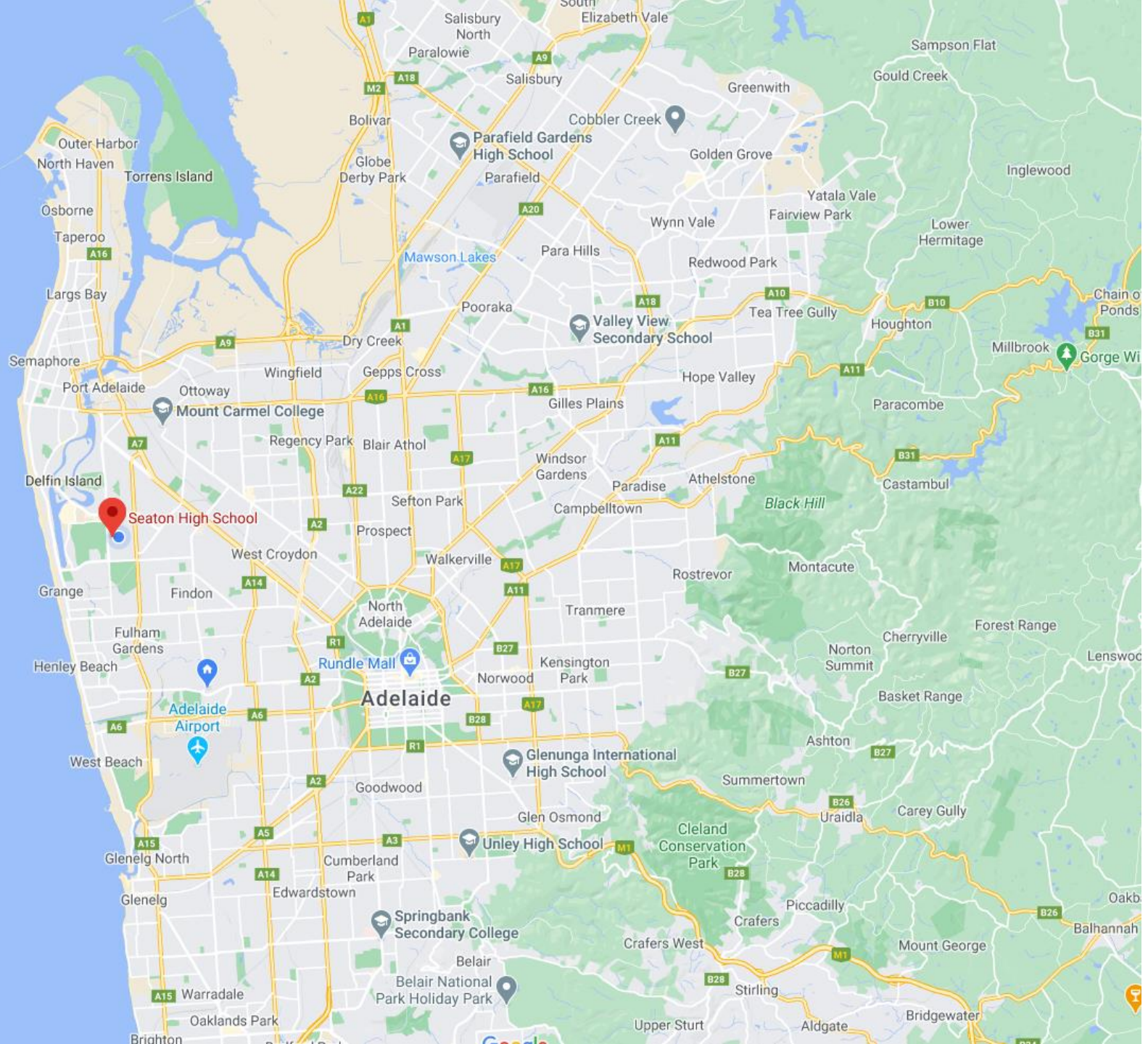
WASSN Regional VET

- Wednesday and Friday designated days
Friday issue with “lost” lessons

Are all loads created equal?

- EA says yes!
Reality?





Current Timetable

| Day | | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|--------|------------|---|---|---|---|---|
| | Lesson | Lines | | | | | |
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| | 4 | | | | | | |
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| 2.00 - 2.50 | 6 | 4 | 6 | 1 | 3 | 5 | 2 |

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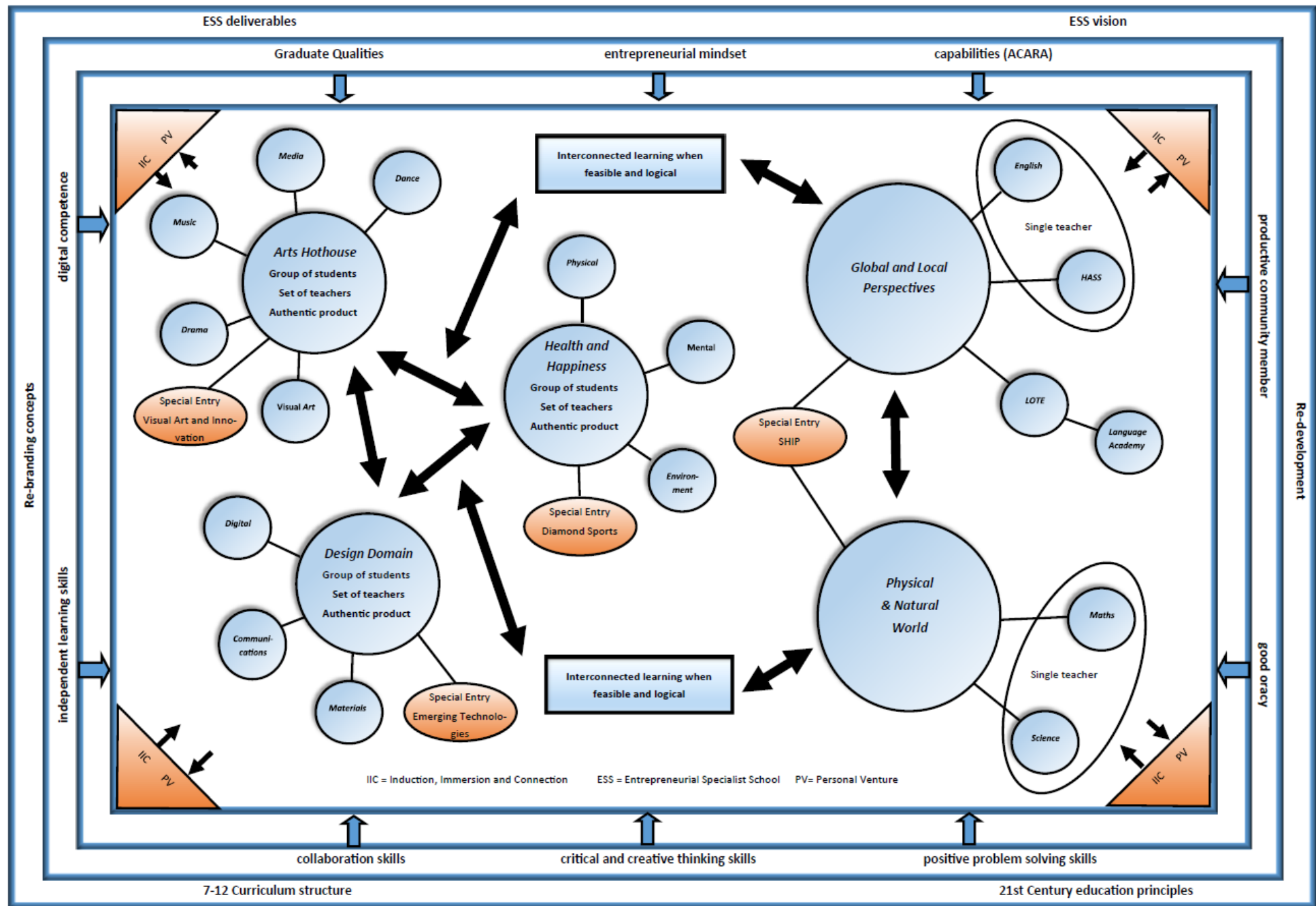
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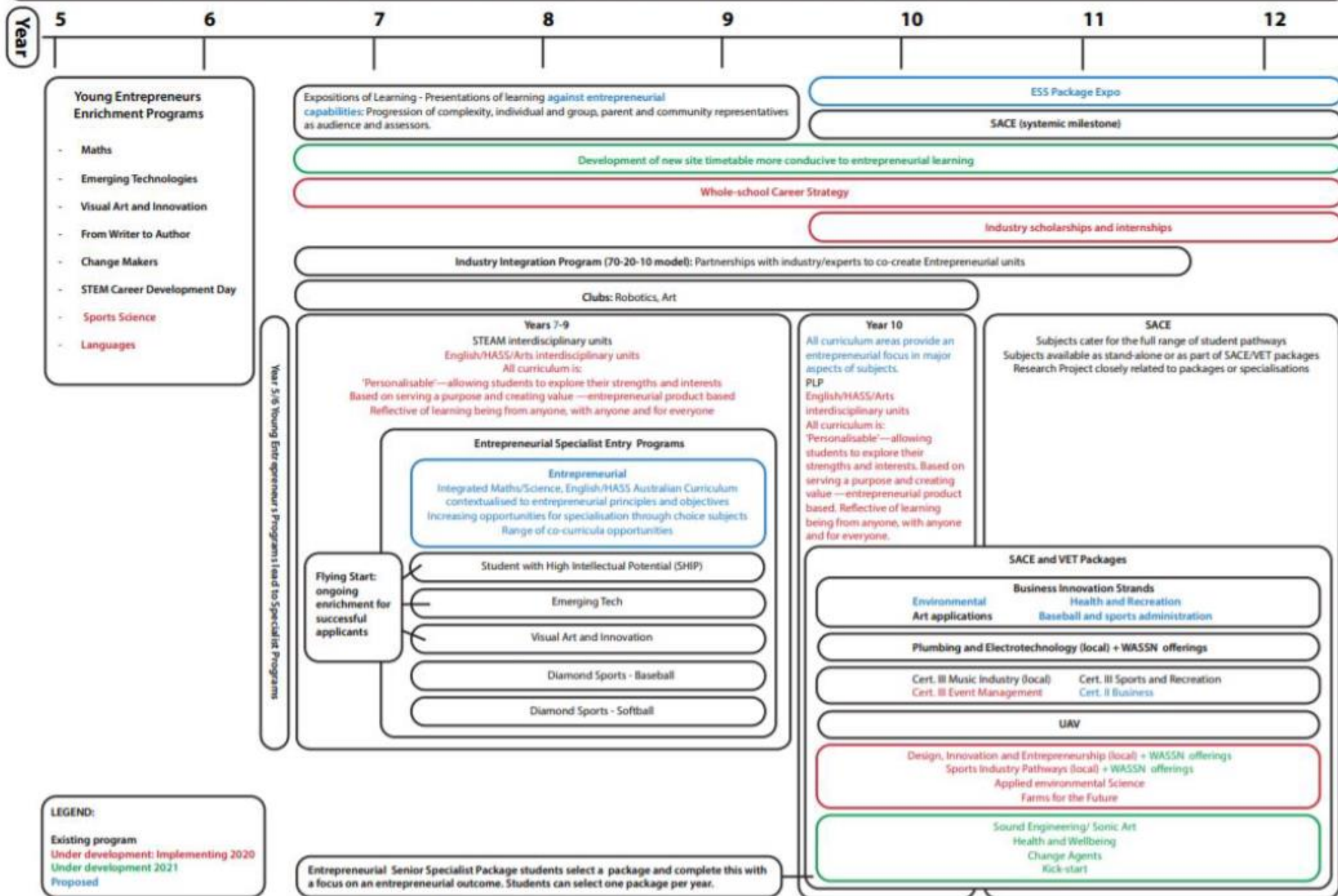
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Seaton High School - Entrepreneurial Specialist Program and whole curriculum structure



Entrepreneurial Programs 2021

- Design, Innovation and Entrepreneurship
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UAV Specialist Program 2021

The Seaton High School UAV (Unmanned Aerial Vehicle) Specialist Program is offered as an Entrepreneurial SACE Package in collaboration with The University of Adelaide's Unmanned Research Aircraft Facility.

The program is open to Year 11 and 12 students from the Western Adelaide Secondary Schools Network (WASSN) in 2021. By engaging in this program students will complete Stage 1 Scientific Studies (10 credits) and Stage 2 Design, Technology and Engineering: Industry and Entrepreneurial Solutions (20 credits). Students will also graduate with the following industry qualifications:

- Remote Pilots Licence (RePL)
- Aeronautical Radio Operators Certificate (AROC)

The program will prepare students for a wide range of tertiary pathways in areas such as aerospace, engineering, conservation and earth sciences.

Applications close Tuesday 11th August 2020. Please follow the link provided to fill out your online application:
<https://bit.ly/3jsRuYs>

Promotional video: <https://youtu.be/lc1v0gp0Y7s>

If you would like to attend the Parent Information Evening on Tuesday 4th August 2020 from 6-7pm please RSVP via the link:
<https://bit.ly/3dTG0IT>



Key Learning:

- System Engineering
- CAD and Advanced Manufacturing
- Programming
- Meteorology
- Navigation and Terminology
- Air Legislation Systems and Components
- Aerodynamics and Motion
- Human Factor and Consideration
- Flight Training
- Flight Testing

Industry Opportunities:

- Firefly UAV Systems Engineering in Residence Program
- Enerven Power Networks Drone and VR Internship Program
- Overall Photography



Look beyond *tomorrow*

seatonhs.sa.edu.au



Government
of South Australia
Department for Education