From the Principal

A very warm welcome to all, to the Seymour College School Performance Report.

Seymour College is a leading independent girls’ school with a reputation for academic excellence and a commitment to helping students flourish through the implementation of positive psychology. Our vision is to foster young women of strength, optimism and justice.

Our commitment to excellence in the classroom is very important to us, and this also applies to Seymour’s extensive co-curricular and extra curricular programs, as well as our many community events and activities.

Our link with community – particularly our parent community – is vital to the care and support we provide for our students. Please enjoy reading this report and the snapshot that it provides of Seymour College.

Yours sincerely

Anne Johnstone
Principal
Founded in 1922, Seymour College (formerly Presbyterian Girls’ College) - a Uniting Church school - is one of Australia’s leading independent day and boarding schools for girls and young women, from Pre School to Year 12.

Situated on more than 10 hectares of park-like campus and just 5 km from the Adelaide Central Business District, Seymour College enjoys a well-earned reputation for academic and personal excellence and warm and responsive pastoral care.

Seymour is committed to fostering empathetic and global citizens. The College's multicultural and multifaith student population embraces the school’s motto, Crescam Ministrando (I grow by serving), not only through the College's service and outreach programs, but also via the school's service learning program which is embedded across the curriculum.

Seymour College is proud to have played a vital role in the education and social development of tens of thousands of girls and young women, encouraging them to realise their full potential.

Many Seymour graduates have become significant leaders in their chosen careers and fields of endeavour. They have all had the benefit of one of the best available educations, and the friendships they have forged with their fellow students have been enduring and enriching.

Heritage buildings, courtyards and extensive sporting facilities provide an environment which enhances the abundant educational opportunities available to all students and, with all facilities on site, Seymour provides students with a safe and secure campus.
I am delighted to present the Seymour College School Performance Report for 2014. Looking back over the year, it gives pause to reflect on the privilege it is to lead a College that strives to deliver an outstanding education and, in doing so, foster young women of ‘strength, optimism and justice’ who look beyond themselves to contribute to an equitable world for all.

Our students, who are inspirational in their quest for personal excellence, have displayed a willingness to harness their strengths and talents through tremendous effort. They have made the most of opportunities both within and beyond the classroom, and show real care for each other along the way. In 2014 two of our students were honoured with Order of Australia Student Citizenship Awards and Seymour was the only school in South Australia from which two students were selected during this year.

Our staff offer so much support to our students and are committed to helping them flourish. We have rich traditions yet we continue to be pioneering in our exciting innovations.

Together with our staff and the support of our College Board, much has been achieved at Seymour throughout 2014. Our focus has continued to be on two key pillars: learning and wellbeing.

In the area of learning, highlights have included:

• A College-wide focus on the internationally acclaimed research and recommendations of Professor John Hattie and his ‘visible learning’ team in relation to optimising learning and teaching. This included the professional development of staff and the formation of Professional Learning Communities (PLCs) amongst staff, a stronger focus on learning intentions, critical and creative thinking skills, meaningful and timely feedback and purposeful reflections.

• The development of a more comprehensive evidence-based approach to learning through data analytics and tracking of student progress.

• An inaugural Neuroscientist in Residence program to complement other residencies so as to develop and inspire within students an interest and greater understanding in this area.

• The development of a range of new initiatives in Gifted Education and the expansion of our programs in Learning Support.

• The implementation of our new languages program offering Chinese (from 3 years of age), French (from Year 8) and Spanish (from Year 10).

I am also thrilled to report our median ATAR score for our Class of 2014 students was 92.85 and that:

• 6 students (7%) achieved a score of over 99 (in the top 1% nationally);

• 36 students (40%) achieved a score of over 95 (in the top 5% nationally);

• 52 students (57%) achieved a score of over 90 (in the top 10% nationally).

It is a truly great achievement for over half our students to achieve a score in the top 10% and for our girls to achieve such a high median ATAR. I congratulate all our Year 12, 2014 students and staff on their efforts and results.

I am also proud to announce that there were a total of 34 Merits achieved. Furthermore, one student was the recipient of a Governor of South Australia SACE Commendation Award – an extraordinary achievement given that only 25 out of 14,000 students were the recipients of this award.

In the area of Positive Education we have worked to further embed the principles and strategies of positive psychology to provide a scientifically validated framework for the wellbeing and pastoral care across the College.

This has included:

• An exciting collaboration with the University of Melbourne involving a consultancy by Professor Lea Waters (PhD), Director of the Centre for Positive Psychology, that included the professional development of staff and a community learning forum;

• The hosting of Brigadier General (retired) Rhonda Cornum PhD, MD, Iraq war hero and leader of US Army Wellbeing project, for two key events during her visit to Australia in February as a guest of the South Australian Government;

• The hosting of a conference on the Measurement of Wellbeing;

• The initial measurement of student wellbeing;

• The development of a range of pilot programs across various curriculum areas;

• Presentations at national and international conferences by members of our Seymour Positive Education Focus Group.

Other exciting highlights in 2014 have included:

• The opening of our beautiful, newly re-developed Lakes Building for our Early Years at Seymour program. In doing so, we welcomed through its doors our youngest members
of the Seymour community: 140 children, from babies to toddlers and 3 and 4 year olds, together with their families. We were thrilled that, following a rigorous assessment process, our Early Years at Seymour program received an overall rating of Exceeding National Quality Standards, which was an outstanding achievement on the part of our Early Years team. The community feedback has been overwhelmingly positive and we already have a lengthy waiting list for The Early Years.

• The development of a Strategic Plan, involving staff and the College Leadership Team, a Stakeholder Engagement process facilitated by external consultants and involving parents (of both day and boarding students), Old Collegians, community members and student leadership groups at the beginning of this year. This Strategic Plan was also developed in consultation with the Seymour College Board. Thank you to all who participated in this important process. This input has been immensely valuable in informing our ideas and approach for the future direction of the College. We look forward to launching this Strategic Plan in mid 2015.

• The development of a new constitution in preparation for the next exciting phase of our Seymour College Foundation.

In sport, Seymour once again excelled in many areas. Seymour girls were victorious in both the summer and winter Intercol against Wilderness. Whether it was our aerobics, cross country, equestrian, gymnastics, Pedal Prix, rowing or swimming teams (just to name a few), or whether it was an individual competitor, Seymour was at the fore, competing with great determination and, on many occasions, winning convincingly.

In rowing, Seymour hosted The Head of the River very successfully and was also awarded Champion School in the Regatta's girls’ competition. Our First IV won bronze at the Sydney International Rowing Regatta. The basketball state team included one of our girls and four Seymour girls competed internationally in gymnastics, badminton, hockey and track cycling.

Our rich co-curricular offering is further highlighted in the area of music and drama. In 2014 Seymour audiences had much to applaud with a range of spectacular performances from the orchestra to A Cappella to the pipe band; from the Year 12 play, Dinkum Assorted, to the Middle School production of Joseph and the Amazing Technicolour Dreamcoat and the Junior School Production of Dear Edwina Jr. plus the St Peter’s College/Seymour College performance, which was Aldous Huxley’s Brave New World.

It was a record year in the growth of our Seymour Music Program and the Music Department continued to shine in the many performances, embracing evenings of Baroque, Jazz, Strings, Cabaret, Choral Eisteddfod, Bands, Orchestras, ensembles and Ceilidh.

Thank you to our excellent teaching, boarding, support and administration staff, as well as to our College Leadership Team, for their commitment and willingness to go above and beyond in educating our girls and helping them fulfil their potential.

We also have a wonderful community of families, ‘Friends Of...’ groups, Boarders’ Parents’ Association, Parents’ and Friends’ Association, Foundation, Old Collegians’ Association, and members, as well as friends of the College. I would like to take this opportunity to thank them for all the support they have given us in educating our students throughout 2014.

Thank you also to our brilliant Chair of the Board, Rosey Batt, and our Board members, for their ongoing, invaluable wisdom, work and support in the governance of Seymour.

As we prepare for 2015, we look forward to many more exciting milestones and projects in striving to help our students fulfil their potential and flourish, and as we work together to take Seymour College from strength-to-strength.

Anne Johnstone
Principal
We are proud of our dedicated and highly qualified staff both teaching and non-teaching, in the day school and in the Boarding House, who consistently go above and beyond the call of duty in their endeavours and hold the best interests of our girls at the very heart of all they do.
Teacher List and Qualifications

Lyn Kupke  Dip.T. AST
Rosemary Lake  B Ed., Grad Dip.Ed
Ben Lang  Dip Mus, Dip Mus (Perf) (Hons), Dip Mus Jazz, Dip Ed
David Larkins  B Visual Communication, Bed
Leif Larsen  BA (Hons), B.Ed.
Sonia Leleisiuao  BA, BComm, BT
Maria De Lima  BSc (Hons), PhD, Grad Dip Ed
Susan Lock  Dip (IP), BEd (Prim), BEd (Early Childhood)
Agapi Loizou  Dip. T.
Lindsay Martin  BSc (Hons), PGCE, M Sc Information Studies
Brigitte Marwe  B Human Movement and Health Science, Bed
Ruth Massie  BA Dip Ed Grad Dip Ed in
Rhonda Masters  BA, Assoc Dip Phys Ed, Dip T, Grad Dip Educational Counselling
Kate Mason  BMus (Jazz) Grad Dip Ed
Christie McAuley  BEd, TESOL
Rachel McKee  BEd (UP/LS), Grad Cert of Ed (Studies of Asia)
Tania Mellington  BA Visual Arts Dip Ed
Sharon Morley  B. Mus. (Perf) Hons.
Lynnette Moten  Dip T, Grad Cert Religious Ed, Indonesian 1, 2 & 3, M Ed Leadership
Victoria Moule  B Appli Sc, BEd
Jane Nehmy  Dip T B Ed
Rachel Neil  BSc, BEd
Susan Noblett  B Ed
Anne O’Hare  BEd (Hons), Cert Ed
Karen Orman  BEd (UP/LS), Dip Childrens Services
Angeline Panayi-Motus  Dip T Advanced Dip T (Economics)
Katerina Papapetrou  B Sc Dip Ed
Peta Paroissien  BA (Hons) Dip Ed (Secondary)
Lisa Parsons  BA (Educational Theatre), Grad Dip Ed
Lyndall Pratt  B Outdoor Ed Secondary Physical Ed
Graeme Quinn  B Mus (Hons) Grad Dip T
Michele Richter  BEd, BA (Hons)
Frank Rievers  BA AUA Dip T(Sec)
Catherine Robinson  BEd Dip T
Robyn Roenfeldt  Dip T, Bed
Kate Satomura  BA (Hons), Grad Dip Ed, Grad Cert TESOL, Grad Cert Lang Teaching, Grad Dip Film and TV
Dagmar Schmidt-Duncan  BA (Hons), Grad Dip Ed, NAATT Professional Level (3)
Robyn Scott  Grad Dip Ed, BSc (Hons) Math & Computer Science
Jenny Stedman  BEd (IP/P), Dip Library & Information Studies
Trevor Stephenson  BEd (Hons)
Christine Stepien  Dip T (Early Childhood Ed)
Rebecca Stevens  B T (ECE)
Patricia Simson  BA Dip Ed
Michelle Stoutjesdijk  B Ec Dip Ed
Madalena Styles  BA (Int Design) B Ed Cert IV Patisserie & Commercial Cookery Cert IV Training & Assessment
Meredith Suckling  B Ed Adv Dip T (Spec Ed) Dip T
Melanie Teelow  B. Teaching, B.App.Sc (Phys Ed)
Mia Timberlake  BA (Hons), PGCE
Michelle Thomson  M Ed, BEd, Grad Dip (LibInfMgt)
Christabel Tinsley  BA (Hons), BEd (Hons)
Shelley Travers  Dip T (Prim), BEd
Teacher List and Qualifications

David Trousdell
BA, Grad Dip Criminology, Grad Dip Ed
Elizabeth Varnish
B Music Grad Dip Ed
Alison Vince
BEd, Grad Dip Information Studies
Shannon Warren
BEd (Hons), Grad Cert (Religious Ed), MACEL
John Warrender
BA (Hons), Dip PE (AUA), Dip T, P/Grad Sp Ed
Ming-Xia Wei
MEd, Grad Dip Ed, BA Higher Ed, Grad Cert English Ed

Georgia Weir
B Early Childhood Ed
Christine Wheatley-Dawson
Dip T B Ed (Secondary Fine Arts)
Heather Williams
BA (Hons), Grad Dip Ed
Dorothy Williams
BA (Hons) Dip Ed
Nicole Wilson
BT B Ed Cert Reading Recovery
Nelly Zerna
M App Lang, Grad Dip Ed
Ying Zhuo
Master of Teaching Chinese to Speakers of Other Languages (MTCSOL)

Workforce Composition

Male Teachers 7
Female Teachers 225
College Leadership Team 11
Admin Support, ICT and Grounds Staff 76
Registered Nurses 2
Instrumental Music Teachers on Staff 22
(Since does not include contracted tutors)
Sports Coaches on Staff 7

The Early Years at Seymour 18
Boarding House Staff 15
Indigenous Staff 0

Staff employed longer than 20 years - 19
Staff employed longer than 15 years – 48
Staff employed in the last 5 years – 81

92.6% staff retention rate from 2013-2014

2014 Student Survey Results

We value very highly the feedback our students provide regarding their experiences at Seymour College. Responses provided by our 2014 students include:

- 98% of leaving students would recommend Seymour to other students.
- 90% of students strongly agree or usually agree that they have sufficient self-discipline and independence to study and or work effectively beyond Seymour College.
- 95% of students strongly agree or usually agree that the teachers are knowledgeable about their subject area.
- 94% of students strongly agree or usually agree that the College has appropriate class sizes.
- 92% of students strongly agree or usually agree that the College achieves its vision to foster young women of strength, optimism and justice, contributing to an equitable world for all.

At the end of Junior School:
- 100% of students strongly agree or usually agree that teaching staff made sure the tasks required of students are well understood.
- 87% of students strongly agree or usually agree that staff are caring and treat students with respect.
- 93% of students strongly agree or usually agree that my teacher expects me to do the very best I can.
- 93% of students strongly agree or usually agree that I have been helped to develop study skills and set goals for my learning.
# Student Attendance at School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolment Days</th>
<th>Attendance Days</th>
<th>Non-Indigenous Attendance (%)</th>
<th>Indigenous Attendance (%)</th>
<th>&lt;90% Attendance</th>
<th>90%+ Attendance</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>3441</td>
<td>3300</td>
<td>95.90%</td>
<td>0%</td>
<td>3</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Y02</td>
<td>2325</td>
<td>2221</td>
<td>95.53%</td>
<td>0%</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Y03</td>
<td>3255</td>
<td>3110</td>
<td>95.55%</td>
<td>0%</td>
<td>3</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Y04</td>
<td>3117</td>
<td>2953</td>
<td>94.74%</td>
<td>0%</td>
<td>4</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Y05</td>
<td>4464</td>
<td>4274</td>
<td>95.74%</td>
<td>0%</td>
<td>5</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>Y06</td>
<td>6417</td>
<td>6156</td>
<td>95.93%</td>
<td>0%</td>
<td>6</td>
<td>63</td>
<td>69</td>
</tr>
<tr>
<td>Y07</td>
<td>5580</td>
<td>5333</td>
<td>95.57%</td>
<td>0%</td>
<td>6</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>Y08</td>
<td>7533</td>
<td>7184</td>
<td>95.37%</td>
<td>0%</td>
<td>6</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>Y09</td>
<td>6885</td>
<td>6624</td>
<td>96.22%</td>
<td>95.7%</td>
<td>10</td>
<td>63</td>
<td>73</td>
</tr>
<tr>
<td>Y10</td>
<td>7536</td>
<td>7087</td>
<td>94.04%</td>
<td>0%</td>
<td>13</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>50553</td>
<td>48242</td>
<td>95.43%</td>
<td>95.7%</td>
<td>56</td>
<td>485</td>
<td>541</td>
</tr>
</tbody>
</table>

## Process for Managing Student Attendance

Student attendance is:

i. Checked and recorded daily for each lesson.

ii. Assessed regularly.

iii. Recorded and calculated over each study period.

Late arrival at school is recorded and included in attendance calculations. If a student is absent without explanation, the College will attempt to make contact with the student and/or the parent.

All absences from school are included in absentee calculations and should be accompanied by a medical certificate, an explanatory communication from the student’s parents/guardian, or evidence that leave has been approved by the Principal/Head of School.

If there are unexplained absences a meeting will be called with the Head of School and an individual action plan to improve attendance will be implemented.
Senior Secondary Outcomes

The College is delighted to report that 11% of all grades awarded to Seymour students were A+. Further, 29% of our students achieved an A in every subject studied.

Overall, 57% of all grades awarded to our students were in the A band, and 93% of the grades awarded to Seymour students were in the A or B band.

- The median ATAR achieved was 92.85
- 6 students (7%) were in the top 1% nationally, with an ATAR of 99+
- 12 students (13%) were in the top 2% nationally, with an ATAR of 98+
- 36 students (40%) were in the top 5% nationally, with an ATAR of 95+
- 52 students (57%) were in the top 10% nationally, with an ATAR of 90+

Students achieved 34 Merits in the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical Studies</td>
<td>12</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
</tr>
<tr>
<td>English Communications</td>
<td>4</td>
</tr>
<tr>
<td>Research Project</td>
<td>9</td>
</tr>
<tr>
<td>English Studies</td>
<td>2</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>1</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>2</td>
</tr>
<tr>
<td>Visual Arts – Design</td>
<td>1</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

Dux of the College 2014

On the basis of the SACE results, Katie Maxted was awarded 2014 Dux of the College with an ATAR of 99.80.

Sascha Margarita Koerner-Heinjus was awarded Proximae Accessit, with an ATAR of 99.75.

Josephine Guthridge was awarded Dux of the Boarding House, achieving an ATAR of 97.75.

Governor of South Australia SACE Commendation

2014 Creative Arts Captain, Sarah Abell received a prestigious Governor of South Australia SACE Commendation, for achieving an A+ with a Merit in three Year 12 subjects, including the Research Project, and by demonstrating excellence in her SACE studies and in the SACE capabilities of citizenship, communication, learning and personal development.

Attorney-General’s Department Justice Award

Sarah Abell, Samantha Batt and Anna FitzGerald were awarded the Attorney-General’s Department Justice Award for outstanding achievement in Legal Studies.

Bond University Scholarships

Isabella Frisan was offered an Academic Collegiate Scholarship to attend Bond University to study a double degree in Law/Commerce.

Arabella Hayward was offered a Bond University Collegiate Leadership Scholarship to study a double degree in International Relations/Law.

Santos Scholarship

Emily Taylor was awarded a full Santos Scholarship to undertake a double degree in Engineering (Petroleum)/Science (Geology) at the University of Adelaide.

University of Adelaide Scholarship

Tessa Pahl was offered the Principal’s Award Scholarship to study a Bachelor of Health Sciences (Advanced) at the University of Adelaide.

Order of Australia Student Citizenship Awards

Sarah Abell, together with Year 11 student and 2015 Head Girl, Eleanor Thompkins, were honoured with Order of Australia Student Citizenship Awards. Seymour College is the only school in South Australia from which two students were selected for this honour in 2014.
Post-School Destinations

Tertiary Facilities

Areas of Study
NAPLAN Results


In this publication schools are ranked for both Primary (on NAPLAN Years 3 and 5 results) and Secondary (on NAPLAN Years 7 and 9 results) categories. This, obviously, does not include any analysis of SACE or International Baccalaureate Diploma performances in the ranking approach, so it is by no means a complete picture of reported performance for any school in the tables.

In addition, NAPLAN testing is snapshot in nature, recording a student's abilities in literacy and numeracy at a moment in time only, and, as such, the results do not give a full picture of a student's strengths and areas for improvement.

However, these results still provide some valuable comparative performance information and are also a good barometer for us to review our data across the various year levels.

The following provides a quick snapshot from the report for quick reference:

- Seymour College is ranked second in all South Australian schools.
- Seymour has made the Nation's Top 100 Secondary Schools list, jumping from 129 (in 2013) to 80 (in 2014).
- Seymour is ranked 36 in the Nation's Top 50 Girls’ Schools list.

These results are a tremendous credit to our students, teachers, Heads of Faculty and College Leadership Team, and are testament to our commitment to ongoing improvement.

Annual Financial Overview 2014

Our commitment is to ensure the long-term future of the College and to provide facilities and resources which support our students, staff and community.

In 2014, our total operating income was $21.8m from which the College generated a cash flow from operating activities of $0.2m.

Of our operating income, $15.0m (69%) came from tuition and boarding fees which are funded by private parent/fee payer contributions. Income from State and Commonwealth grants contributed $3.9m (18%) of income.

Salaries for our 178 staff at $15.3m comprise the majority of our operating expenditure.

In 2014 we continued to invest in facilities to meet the needs of our students.

Significant capital projects during the year included: finalisation of The Early Years at Seymour (monies were borrowed to fund this project), renovations of the Abbie Building bathrooms and significant investment in ICT infrastructure to support the College's One-to-one Technology Plan.

Income broken down by funding source