As part of its accountability requirements under the *Schools Assistance Act 2008*, Seymour College provides the following information on aspects of school performance for 2012.

Other areas of the website give further detail of the College’s educational program, cocurriculum and community activities.

1 School Information

**Our Vision**

*Women of strength, optimism and justice, contributing to an equitable world for all.*

Seymour inspires within each student a passion for life-long learning, a celebration of community and a quest for personal excellence.

Seymour College Inc is a girls’ day and boarding school, offering a diverse education for students from Preparatory to Year 12. Founded in 1922, the College continues its proud tradition of academic learning, pastoral care and strong cocurricular and community involvement and caters for students from a range of backgrounds and places of origin. Local students mix with peers from interstate and overseas. Our growing Indigenous program provides opportunities for Indigenous students to attend the College.

Our Pre School, a part of the Junior School campus, offers an early childhood program for boys and girls from three years of age.

The Junior School comprises classes from Preparatory to Year 5, with Years 6 – 9 forming the Middle School and Years 10 – 12 making up our Senior School. In each area of the College, a broad and dynamic curriculum gives our students the learning opportunities they need to develop their skills and abilities.

Students from country South Australia, interstate and overseas are cared for in our Boarding House, which has a capacity of approximately 100 girls from Year 7 to Year 12.

Students are nurtured in a strong community, with an extensive pastoral care network to support their personal development, in conjunction with a sequential program designed to meet the needs of the students at each stage. Form teachers, Guardians and Heads of School work together with the girls and their families to foster positive relationships and an outward looking, compassionate approach to others in the community. They are assisted in this by the International Student Coordinator, College Counsellor and Careers Counsellor.

The College’s motto, *Crescam Ministrando (I grow by serving)*, is a central component of the school ethos, encouraging a concern for others and a growing sense of responsibility in each girl as a caring member of society, ready to give of herself and her talents in order to make a difference. The Service program, coordinated by the Director of Service Learning, offers many opportunities to assist others and to grow in self-knowledge, empathy and understanding of others.

The extensive range of cocurricular activities – in sport, music, debating, drama, Mock Trials, among many other possibilities – complements the academic program, giving students many worthwhile experiences to extend their learning well beyond the classroom. The Outdoor Education program also offers a range of challenging experiences to extend students’ experiential learning.

Exchange programs encourage international connections and enable participants to experience new cultures, contacts and languages, and allow them to welcome their partners to Seymour and to share their culture and way of life in return.
2 Teacher standards and qualifications

In 2012, the College employed 106 teaching staff members, all of whom met the requirements of the Teachers’ Registration Board of South Australia. Teachers at Seymour are well qualified for their various roles and regularly pursue a range of professional development activities to maintain and develop their professional skills and knowledge.

3 Workforce composition

The College Leadership Team works together with the staff, both teaching and administration and support staff, to ensure the effective running of the school in all areas.

College Leadership Team

Principal
Vice Principal
Heads of School
Director of Boarding
Director of Service Learning
Director of Studies
Business Manager
Director of Development
Director of ICT
Director of Marketing and Admissions
Director of Personnel and Policy

Seymour staff come from a variety of cultural backgrounds, but the College does not currently have Indigenous staff members in its workforce.

4 Student attendance

Whole school attendance (Year 1 to Year 12) in 2012 was 93.3%.

Attendance by year level, based on 2012 DEEWR attendance data collection (2 May to 27 May), was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.9%</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.9%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.1%</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.1%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91.2%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.4%</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

Student attendance is carefully checked and recorded for each lesson. Unexplained absences are followed up through parent contact on the day and patterns of attendance for individuals are closely monitored. Pastoral care staff provide support and advice in cases of prolonged or repeated absences due to illness, to enable students to meet learning outcomes. Requests for absences from school are processed according to the Compulsory Education Age guidelines. Attendance of international students is monitored, as well, by the International Student Coordinator, to ensure compliance with the Federal Code.
5 Senior secondary outcomes

At Seymour, all Year 12 students study courses within the framework of the South Australian Certificate of Education, as this program offers the flexibility, diversity and breadth to meet the individual needs of our students. Some students included VET components in their academic program to complement their SACE studies, rather than completing full VET certification.

Stage 2 results in 2012 were excellent, a credit to the girls and to the dedication of their teachers.

In 2012 119 Seymour students studied Stage 2 subjects. Of the 119, 16 were Year 11 students who studied Chinese, Dance, Music, Research Project and Workplace Practices and two students in Year 10 who studied Music and Workplace Practices.

Individual Grades

• 4.8% of all grades were A+.
• 20% of Seymour students achieved an A in every subject studied.
• 52.5% of all grades at Seymour were As.
• 92.7% of all grades achieved by Stage 2 Seymour students were As or Bs.

Australian Tertiary Admissions Rank ATAR

• 2% of Seymour students were ranked in the top 1% of the State with an ATAR of 99 or above.
• 7.1% of Seymour students were ranked in the top 2% of the state with an ATAR greater than 98.
• 25.3% of Seymour students were ranked in the top 5% of the state with an ATAR greater than 95.
• 45.5% of Seymour students were ranked in the top 10% of the state with an ATAR greater than 90.

Merit Score Summary

Three students were awarded two Merits.

Merits were achieved across a range of subjects: Chinese, English Studies, Food and Hospitality, Legal Studies, Music - Performance Special Study, Physical Education, Research Project, Society and Culture, and Workplace Practices.
6 NAPLAN Results

Percentage of Students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Year 9</td>
<td>99%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

In calculating these percentages students who have been exempt from the NAPLAN assessments are included. These students are deemed by the Australian Government to have not achieved the national minimum standard. Students who are absent for the assessment are not included in the class percentage.

7 Parent, student and teacher satisfaction

At Seymour we conduct regular surveys of staff, students and parents, all of which indicate high rates of satisfaction. There is a culture of open communication in the College which encourages healthy dialogue on ways to maintain standards and the provision of an excellent education in its broadest sense. In this positive atmosphere, concerns can therefore be raised, discussed and addressed.

Increasing enrolments and high staff retention are also indicators of satisfaction with the College, as are the many positive comments received from students and parents throughout the year.

8 Post school destinations

Seymour students pursue a wide range of tertiary studies on completing their schooling.
In 2012 our total operating income was $20.4m from which the College generated a cash flow from operating activities of $1.4m. This, combined with capital donations received, funded the extensive capital works program and repaid a substantial portion of borrowings.

Of our operating income, $14.8m (72%) came from tuition and boarding fees which are funded by private parent/ fee payer contributions. Income from State and Commonwealth grants contributed $3.8m (19%) of income.