



SWAN VIEW
SENIOR HIGH SCHOOL



Annual Report 2016

Message from the Principal



It is an honour to present to our community the 2016 annual report. This report provides information to parents and the community about what is important to us (our school priorities), how the work that we do is impacting our students (student achievement) and what it is that makes Swan View Senior High School a proud, and unique, public school.

This year was our second year of operation as an Independent Public School and the staff and students have embraced the idea of making decisions at Swan View, for Swan View. The flexibilities that we are afforded have allowed us to respond more effectively to our students needs and focus on achievement across academics, pastoral care and students talents.

The annual report is a summation of the ongoing review of student performance data and planning for improvement that occurs in 12 month cycles. All of our staff are involved in school review and plan development. As student achievement is the responsibility of all staff at our school.

The Swan View Senior High School Business Plan 2015-2017 made a commitment to the community, that we were going “from strength to strength” and you will see key areas of improvement in the highlights section of each priority. These areas include WACE (Year 12 Graduation) results and attendance. None of these achievements would have been possible without the commitment of staff and I acknowledge their contribution.

This does not mean that we take the focus off improvement and priority areas have been identified for 2017. School improvement is an ongoing journey.

At the school development day in November, and again in January 2017, I made my expectations clear to all staff *“That there is an unrelenting focus on student achievement and high quality teaching and learning” and “staff engage in reflection and professional development to develop new knowledge and skills.”*

The 2016 school year was a highlight in my own professional career. Selection for the IPS Fellowship program saw me join 19 other outstanding

principals to study at Harvard University’s Graduate School of Education in Boston. Throughout this program my focus was on bringing back best practice to Swan View and improving education for every student every day. This opportunity has also provided links to 9 exemplary secondary schools and professional links and networks have already been established.

The contribution of Swan View Senior High School to the system was also recognised by the Director General in relation to the development and implementation of the Aboriginal and Cultural Standards Framework (ACSF).

While the development of the annual report is about taking a moment to reflect, it is also a time to ensure that we have our sights set on the future. In the coming year we will undergo our first Department of Education Services (DES) review and the development of our 2018-2020 Business Plan. The success indicators and strategies may change, but one thing that won’t is our commitment to keep going *“from strength to strength.”*

Melesha Sands
Principal

Strong Governance and Rigorous Self Assessment



Swan View Senior High School is proud to be an Independent Public School, utilising the flexibilities and taking seriously the responsibility of making decisions at the school for the school. A key element of successful Independent Public Schools is an effective school board that governs and advocates for the school it represents.

The advocacy, commitment and capacity of the School Board at Swan View Senior High School continued to be a highlight of the 2016 school year. The board membership includes school, community and parent representatives who are all committed to quality education for all students. This group of people bring extensive experience and expertise to the group. On behalf of the school community Swan View would like to thank and acknowledge the school board members.

In 2016 there were four formal meetings held (once per term) and regular communication with the board on school progress and performance.

The purpose of school self-assessment is to ensure that there is a continual focus on school improvement, through improved student achievement. The expectations of leadership and teaching staff in relation to reflection and improvement is outlined in the "School Self Assessment Cycle". School Development Days are dedicated to staff identifying why focusing on particular priorities is important, reviewing performance data, answering the question "is this performance good enough?" and identifying strategies to be implemented. School board members are invited to participate in school self-assessment days.

In 2016 the whole school worked on the development, analysis and planning of priorities relating to attendance, Year 12 achievement, ATAR results, literacy and Aboriginal achievement.

2016 SVSHS School Board Membership

Name		Name	
Mr Gerry Borger	School Board Chair	Mrs Sharon Gardner	Parent
Ms Melesha Sands	Principal – Swan View Senior High School	Miss Kate Wilson	Deputy Principal – Swan View Senior High School
Mrs Margaret Sheedy-Dove	Principal – Swan View Primary School	Mr John Vidler	Teacher
Mr Jorgen Mackie	Community Development Manager –The Smith Family	Mr Michael Lorraine	Teacher
Mrs Vanya Thomas	Community member	Mrs Robyn DeFraime	Teacher
Mrs Sheila Smith	Parent	Doctor Cheryl Kickett	Coopted member & parent
Mrs Karen Beale	Parent		

The Swan View Senior High School Board members endorsed the 2016 Annual Report for publication on Tuesday 21 March 2017.

Testimonials



"Whatever it is that you are doing at Swan View keep doing it!! You really are making a difference."

Commissioner for Children and Young People, Colin Pettit

"I was much heartened by the positive response and willingness of Swan View teachers to make adjustments for students. The work that we have done has certainly helped me to respond systematically to other schools that I have been working with." **Senior School Psychologist, School Special Educational Needs.**

"Many thanks for inviting me to the Swan View, it was greatly appreciated! You are doing a wonderful job and I wish you all the best for Harvard." **Hon. Ben Wyatt (MLA)**

"For your school to be selected as the advisory school for the Commissioner of Children and Young People is an honour. I am confident that your students will provide key information for the Commissioner in his mission to make WA a better place for children and young people. The experience of having a say and influencing actions at the highest levels in our State, and possibly beyond will be an invaluable on for your young and developing leaders."

James Webb, Regional Executive Director

"We are forever in debt to those who have helped my little man, who really didn't care much about where in life he was heading, come into his own. He is now a wonderful young man who is willing to help anyone and has goals in life." **Parent, Year 12 student**

"Sending my child to Swan View was the best decision I ever made." **Parent, Year 12 Student**

"I really like going into schools where there are staff that are compassionate and caring and Swan View has that the moment you walk in the door. I didn't realise that your staff were attending this learning in their own time of their own interest – its teachers like that that give me hope for the future." **Principal Education Officer, Children and Young People in Care Education Officer**

"On behalf of my family I would like to express our gratitude for all of the effort put in by the school which has enabled my daughter to graduate. This effort was over and above what would normally be expected of teachers but the commitment that they displayed, in at times very challenging circumstances is to be commended. They never gave up." **Parent, Year 12 student**

"Your experience and expertise in driving improved outcomes for Aboriginal students is recognised and that is why I am personally seeking your assistance in reviewing the draft Aboriginal Cultural Standards Framework and being involved in its implementation across the system." **Sharyn O'Neill, Director General**

"Thank you again. I'm more grateful than you know about Sarah attending SVSHS. She is going from strength to strength and is so happy at Swan View. She very lucky to have been exposed to so many fantastic opportunities this year like the University visits, school production, visiting primary schools for Book Week, performing at assembly and so many more. She has her mojo back again since starting at SVSHS and I'll always be grateful and thankful for that." **Parent, Year 9 student**

Highlights

Events and Celebrations

International Women's Day – Anne Aly (Federal Member for Cowan)
 2016 Advisory School for the Commissioner of Children and Young People
 ANZAC Assembly
 NAIDOC/ Reconciliation Assembly
 Year 12 Celebrations – Graduation, final assembly, dress up day and the ball at Caversham House
 Aboriginal Awards Evening
 Aboriginal 'Meet and Greet'
 Step Up Senior School preparation program
 Showcase Assembly
 Beach Carnival

Student Support & Well Being

UWA Leadership Pursuit Aspire Advocates
 Community Partnership with Seen & Heard – "Building the Bridge"
 Girls Without Limits – Building Resilience in Students transitioning to Senior Years.
 EET Programme Parkerville – Alternative Educational Pathways
 Talk to Literacy – Supporting Students with Dyspraxia & Auditory Processing Disorder
 Creative Sparks – TERMS 2 -4 2016
 Digging Deep Didgeridoo - In association with the City of Swan
 Volunteer Australia – Individual Mentoring Programme
 RISE Community network - In Partnership with Youth Outreach working with disengaged students.
 MOMO – Supported Accommodation Assistance Programme.
 Therapy Focus 2016
 Onsite Psychology
 Mid-year and end of year Behaviour Excursions
 Outreach Cyber Bullying Program
 Peer Support Camp

Achieving Curriculum Excellence (ACE), University Partnerships and Career Development

ECU Follow Your Curiosity Program
 ECU Lab Rats Program
 ECU "Jamie's Kitchen" food bonanza
 ECU Anti- poverty project
 ECU Step Up tutors
 UWA Aspire Program (Years 7-12)
 UWA Aspire Advocates Program
 UWA Revision Seminars: ATAR
 Curtin Ahead in Schools Program (Year 7-12)
 Curtin Academic Mentors
 Curtin Year 12 English Conference
 Careers Expo
 Get into Resources Workshop
 Aspirations Program with Australian Business Community Networks

Primary School Partnerships

Showcase Assembly
 ACE Launch
 Book Week Drama Tour
 School Drama Production Matinee for Primary Schools
 Promotional visits to Primary Schools
 FAME and Basketball tryouts at Primary Schools
 Scholarship Winners Morning Tea

Leadership Programs

National Young Leaders Day
 Student Representative Council Camp
 Peer Support Camp
 Focus – Women in Leadership with Australian Business Community Networks

FAME – Specialist Drama Academy

Theatrical Response Group (Constable Care) Forum
 Theatre – Rumour has it.
 Book Week Primary School Drama Tour
 'Ghost' the Musical Excursion FAME

'Lion King' Excursion FAME
 FAME tryouts at Primary Schools

Follow The Dream

National Indigenous Youth Leadership Academy – Sydney trip
 National Indigenous Youth Leadership Academy Conference – host
 2016 Advisory School for the Commissioner of Children and Young People
 Noongar Shakespeare Program
 Sorry Day Excursion
 World of Work Program
 Lantern Procession at the opening of PIAF
 Earthwatch Student Challenge 'Microbots' and 'Turtles on the Move' Programs in Melbourne
 Student yearlong study program to Italy
 Curtin Science, Engineering and Technology Program
 National Aboriginal Sporting Chance Academy - Career Fit Program –Sydney trip

Flourish

The Colour Run
 Tree Planting Excursion

Clontarf Academy

Clontarf Awards Evening
 100% of Year 12 Graduates in employment

Basketball Academy

Showcase Assembly Performance
 Primary School Visits
 School Sport WA Senior Basketball Team
 School Sport WA Junior Hills Carnival Champions
 Basketball Program Awards Lunch
 Perth Wildcats Visit

MADD Program

Exhibition at Arts and Technology Open Night

Science and Mathematics

Fiji Power Overseas Trip
 Huntington's Forum, Harry Perkins Institute of Medical Research

Integrated Science Field Trips
 Conoco Phillips Science experience
 Year 7 SciTech Excursion
 Physics – Adventure World excursion
 Certificate I in Financial Literacy
 Robotics and Computer extension activities

Humanities

Write4Fun Short Story Competition
 Student work published in "Top Secret"
 Lit Up Program
 NAPLAN support program
 Voluntary Reading Program
 SCRAM: teamwork award (debating)
 National History Challenge

The Arts

London Drama Tour
 The Arts Open Night
 School Production – "Mr A's Amazing Maze Plays"
 Swan View "The Voice" competition
 Swan View Primary School Music tutoring
 Visual Art Exhibition
 Shire of Mundaring Media Competition – "What the hill u dan?" Instagram project.
 School of Instrumental Music Program

Technology and Enterprise

Year 12 Jewellery Student exhibited in the Young Originals at ECU Mount Lawley

Health and Physical Education

Year 7 Lightning Carnival
 Year 8 Lightning Carnival
 Year 9 Lightning Carnival
 Year 10 Lightning Carnival
 About Youth Health Expo
 Year 11 and 12 Outdoor Education Camps
 Staff v Students Soccer Game

Academic Rigour and Successful Student Pathways

PRIORITY

1

A relentless focus on student achievement continues to be at the forefront of the minds and hearts of staff at Swan View Senior High School.

Senior School Achievement

The Class of 2016 were the first group to complete Year 12 under the requirements of the new Western Australian Certificate of Education (WACE). Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling. Without a doubt the new WACE requirements make achieving this certificate more difficult than in the past.

This year saw a range of resources dedicated to this priority including the creation and appointment of a dedicated Vocational Education and Training (VET) Coordinator who joined the Pathways Coordinator, Follow the Dream Coordinator, Clontarf Director and Principal in the Senior School Team.

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files

	2016***	2015	2014	2013	2012
School	88%	96%	96%	100%	100%
Like Schools (%)	79%	94%	97%	96%	93%
Public Schools (%)	90%	96%	97%	97%	97%

In 2016, WACE achievement at Swan View SHS was 88%, this is well above the average WACE of Like Schools (81%) and just below the state (91.2%). Another highlight for the Class of 2016 was the achievement of "100% VET" completion, this means that every Year 12 student has received a national qualification and has a clear pathway to employment, alternative entry to university and/or further training.

Student's success in the ATAR pathway continues to be a priority. In 2016 additional resourcing was allocated to support the implementation of this priority. This was in the form of reduced class sizes, teacher mentoring and student tutoring. Despite this \$80,000 investment only 18% of the student population participated in ATAR and the median ATAR was below both like schools and state average.

The Academic Curriculum Extension (ACE) program continues to be an important strategy in supporting students and parents to "scale new heights" when it comes to post secondary pathways. This program has solid partnerships with Western Australian Universities, who provide support through specialist tutoring, exam preparation, study skills and campus visits. Staff at SVSHS also voted to run a Senior School preparation program "Step Up" that identified specific skills and knowledge students needed for senior school success. Participants were surveyed on their participation in the program with 85% of students and 95% of staff saying they found the program worthwhile.

KEY SUCCESSSES:

- 88% Achievement of Western Australian Certificate of Education (WACE)
- 100% Vocational Education and Training (VET) completion
- ACE Program & University Partnerships (UWA Aspire, Curtin AHEAD and ECU Achievement) providing students with access to specialist facilities and expert staff
- Implementation of Step Up program (Year 10 to 11 TRANSITION)

FUTURE COMMITMENTS:

- Appointment of Academic Rigour Coordinator to support ATAR (University bound) students
- Appointment of an ATAR coach to work alongside ATAR teachers
- Continued focus on increasing the number of students participating in an ATAR pathway
- Raising the median ATAR through a focus on high quality teaching and learning
- Appointment of Workplace Learning Support Officer to strengthen community and industry partnerships and provide seamless transition from school to work programs

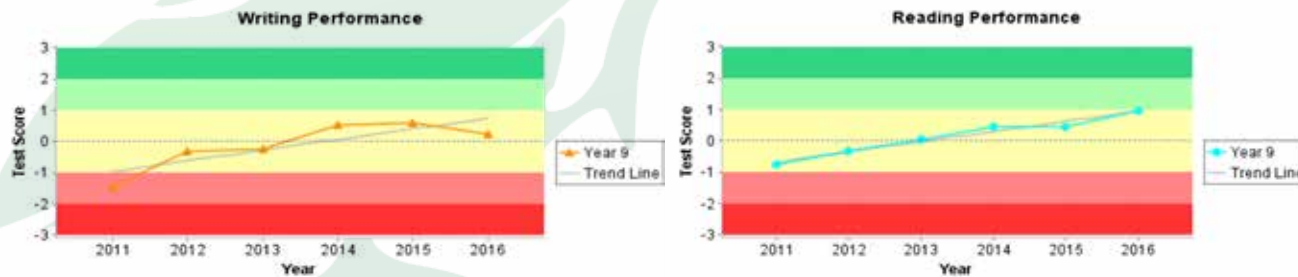
PRIORITY 1

Literacy and Numeracy

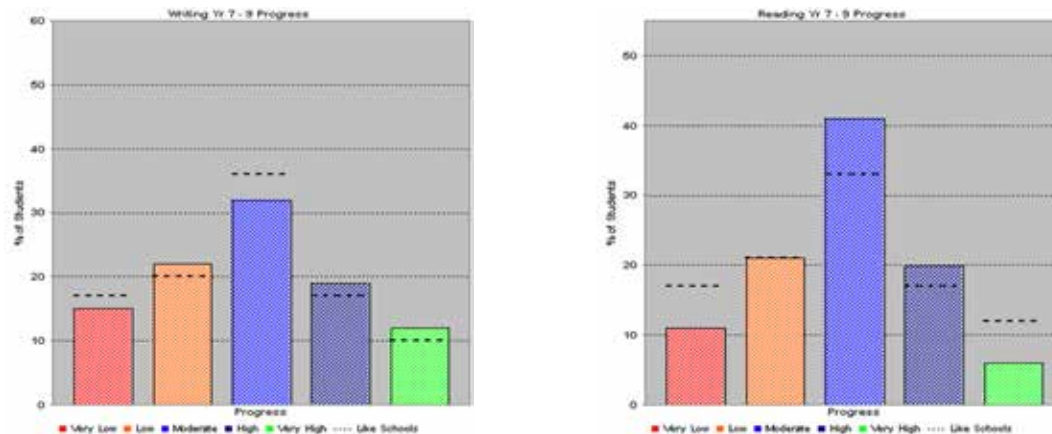
Literacy and numeracy remain key domains of learning which are essential for success at school, provide a bridge to further study and work and ensure our students are well prepared for future economic and social success.

The introduction of the Online Literacy and Numeracy (OLNA) assessment and the requirement of students to pass this to be eligible for WACE, has been a catalyst for a renewed focus by both staff and students on explicit teaching of literacy and numeracy. Students are able to pre-qualify for WACE eligibility through NAPLAN by the achievement of Band 8 in Year 9 NAPLAN.

There continues to be an upward trend in student performance in reading and writing. However a recent decline in numeracy performance is a concern, an evidence based and best practice approach to improving this outcome will be a focus for 2017.



With a school transiency rate of 16.5% it is important that in the analysis of student performance data (NAPLAN) there is a focus on stable cohort data. This provides the most accurate picture of the impact of teaching and learning on longitudinal student outcomes, the progress they have made from Year 7 to Year 9. This is the most accurate measure of the impact of teaching, learning and attendance has on student achievement.



KEY SUCCESSSES:

- Ongoing and continued improvement in Reading and Writing outcomes
- OLNA performance better than like schools is pass and pre-qualify categories
- Year 10-12 access to online Your Tutor Program (Curtin University) for English and Mathematics Support
- Attendance at after-school homework club opportunities in English and Mathematics

FUTURE COMMITMENTS:

- Continued focus on improvement in student achievement for Numeracy in Years 7-9
- Development of a comprehensive OLNA preparation program to support achievement of WACE, including 24/7 online environments
- Development of best practice based 7-12 numeracy and mathematics focus

High Standards of Student Behaviour, Engagement, and Attendance

PRIORITY 2



Student wellbeing and engagement is the cornerstone of students reaching their potential. Swan View Senior High School takes a proactive approach to our school's Code of Conduct – “*Respectful, Responsible and Ready*” outlines expectations for everyone in our school community.

Positive Student Behaviour and Engagement

There is recognition that adolescence is a time of complexity for many young people and that for some of our students complexities outside of school make it a greater challenge for them to experience success. In 2016 a dedicated “Student Engagement Coordinator” was appointed in addition to “Student Wellbeing Coordinators”. This role supports families and students to access specialist support, positive programs and in some cases alternative schooling options.

As outlined in the schools Behaviour Policy, SVSHS continues to adopt a restorative practice with a focus on managing conflict by refocusing on repairing harm and strengthening relationships. This well researched, and widely adopted approach, is designed to provide students with conflict

resolution skills and promote empathy towards others. This is shown to have the greatest impact on ensuring positive and safe interactions in schools.

Analysis of student suspension data indicates that there continues to be a number of our students that require intensive support. Extensive planning exists for these students and supported by a range of agencies. The purpose of suspension is to restore order, allow time for effective planning and support to be accessed for students. SVSHS does not expect behaviour to change with suspension alone.

HIGHLIGHTS:

- Addition of a range of pastoral care programs including Creative Sparks, Seen and Heard, On Site Psych delivered by external agencies on site
- Partnership with ECU Social Work students provided additional support for pastoral care and wellbeing
- 92 % of SVSHS staff voted to introduce the Positive Behaviour

Support (PBS) framework to continue the focus on improving academic and behavioural outcomes

- SVSHS staff invited to provide feedback and be participants in DoE working groups that guide system direction for student engagement
- 100 % staff participation in training in classroom management skills, post-traumatic stress disorder
- Partnership with School Special Educational Needs: Behaviour and Engagement who provided withdrawal and outreach programs for our most at risk students

FUTURE COMMITMENTS:

- Implementation of Positive Behaviour Support (PBS) through the four integrated elements of; data driven decisions, measureable outcomes, positive practices and sustainable systems
- Expansion and formalisation of interagency support and positive care programs
- Termly analysis of suspension data and types as part of the school self- assessment cycle

PRIORITY 2



Attendance

The link between regular school attendance and success beyond school is undeniable and this is the driver for the continued focus on improvement:

Every student and every day matters.

Performance in the area of attendance is a highlight for 2016. For the first time SVSHS has greater attendance than like schools and continued to improve in overall attendance and Aboriginal attendance. Aboriginal attendance is now 5.5% greater than like schools and 5.4% greater than WA Public Schools.

Creating a culture of regular attendance through celebration, acknowledgement and positive reinforcement was critical for the success of moving a greater proportion of students into the regular attendance category. Students with over 90% attendance were recognised at termly year assemblies, through reward excursions and special attendance opportunities.

Support for families in the severe at risk categories is individualised and at the point of need. In 2015 this work was extensive and involved

Brokerage and support from other agencies, involvement of North Metro Regional Education Office and non-government organisations. There is still significant work to be done in this area and this will be further developed in 2016.

	Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	68.9%	68.2%	66.3%	82.3%	82.7%	86.9%
2015	69.7%	74.3%	68%	83.8%	85.4%	87.9%
2016	73.5%	67.9%	67.4%	84%	82.2%	87.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	44.5%	23.9%	16.9%	14.5%
2015	54.3%	19.9%	13.0%	12.6%
2016	48.1%	22.0%	17.7%	11.9%
Like Schools 2016	47.6%	22.6%	15.7%	13.8%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

HIGHLIGHTS:

- 91% of parents agree that SVSHS has high expectations relating to student attendance and 89% agree that SVSHS provides support for students to attend regularly (NSOS survey)
- Aboriginal attendance above like schools and WA Public Schools
- Total attendance above like schools attendance
- Students in severe at risk category decreased by 0.7% from 2015 to 2016 and are 2% lower than like schools

FUTURE COMMITMENTS:

- Reallocation of existing attendance resources and focus to students in the indicated and moderate risk categories
- Formalisation of attendance team structure with clear roles and responsibilities
- Deeper analysis of student attendance data
- Student Wellbeing Coordinators supporting students in the indicated and moderate categories of risk

Professional Excellence

PRIORITY **3**



High Quality Teaching

A focus on performance and development is about making good teachers great and great teachers excellent. There is unequivocal evidence that the quality of teaching is the most significant in-school factor of student achievement and Swan View Senior High School is committed to ensuring our students have the best teachers. In 2016 over \$235,000 was spent on teacher development with staff engaged in development processes that focus on quality feedback, planning and measured growth.

All teachers are registered with the Teaching Registration Board (WA) and are required to meet professional standards for re-registration. These standards are aligned to the Australian Professional Standards for Teachers. Teachers are required to complete 20 hours of professional learning per year to meet the requirements of re-registration.

The T2T (teacher to teacher) classroom observation program has made teaching and learning more visible. T2T uses an instructional coaching model where teachers are provided with explicit feedback and supported self-reflection.

Four of our staff were selected to attend the EduTech: Future Schools Conference in Brisbane. This national event brings the best educators and researchers in the world together to learn, debate, exchange ideas and be inspired. The impact of the conference on classrooms at SVSHS can be seen with the introduction of the Virtual Worlds and Robotics courses, as well as the use of new technology across classrooms.

During Term 3 every staff member participated in online learning through the Department of Education's portal. Staff were given flexibility to choose the courses that they participated in and many chose protective behaviours, duty of care and accountable and ethical decision making. All staff completed the Aboriginal Cultural Appreciation course.

Acknowledgement should be made of those staff who, in 2016, partnered with the School Curriculum Standards Authority (SCSA). These roles included; Year 12 examination markers, senior school syllabus auditors, externally set task markers and practical examiners. This involvement provides SV teachers expertise in senior school course delivery and assessment.

HIGHLIGHTS:

- 85% of classroom teachers engaged in classroom observation and feedback processes
- 30% of teaching staff self-nominated for participation in the T2T classroom observation program
- 6 teaching staff selected for School Curriculum and Standards Authority (SCSA) opportunities
- All school based professional learning and staff development linked to the AITSL Teacher Standards

FUTURE COMMITMENTS:

- Expansion of classroom observation programs

2016 SVSHS Parent and Community Survey

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Teachers at this school expect my child to do their best	41%	59%	0%	0%	0%
I can talk to my child's teachers about my concerns.	41%	57%	2%	0%	0%
Teachers at this school motivate my student to learn.	35%	48%	17%	0%	0%
Teachers at this school provide my child with useful feedback about his or her school work.	46%	37%	15%	2%	0%
The school works with me to support my child's learning	33%	48%	20%	0%	0%
The school looks for ways to improve	26%	65%	7%	2%	0%

PRIORITY 3

Staff Consistency with Policies and Processes

Classroom consistency provides students with common expectations and routines that support student learning. The launch of the revised Student Behaviour Management in Schools (BMIS) policy and continued focus on Classroom Management Strategies were the drivers of classroom consistency in 2016.

The impact of the requirement of staff to clear outstanding long service leave was a challenge to consistency in 2016. This requirement saw 10 teachers and 8 school leaders forced to take leave throughout the year, creating pressure on classes through the provision of relief teaching. Across the Department of Education and Swan View Senior High School the leave liability has now been reduced and it is not expected that this will continue to have an impact on consistency in classrooms.

In April consistency across Year 7 classrooms was identified as a priority. SVSHS engaged in a partnership with external specialist staff who provided a coaching model of learning to teaching staff. This strategy had significant impact and one staff member described this as “the best professional learning I have ever been involved with.”

In August the staff identified that consistency needed to remain a priority and in October the staff voted to focus on Positive Behaviour Support (PVS) as the framework to continue this focus.

HIGHLIGHTS:

- Partnership with School Special Educational Needs: Behaviour and Engagement Professional Learning
- Continued focus on Classroom Management Strategies (CMS) approach as best practice in classroom consistency

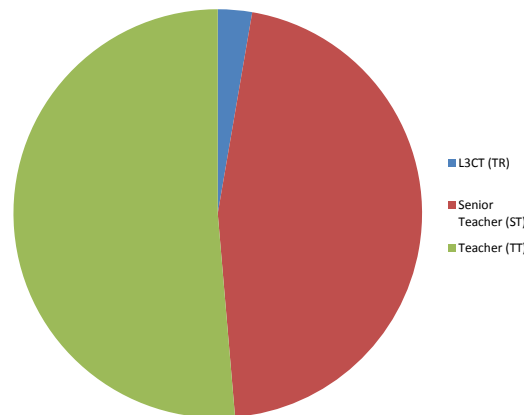
FUTURE COMMITMENTS:

- Positive Behaviour Support (PBS) Framework implementation from 2017-2019
- 2017 Year 7 consistency focus: staffing, timetabling and classroom routines
- Modification of the National School Opinion Survey (NSOS) staff survey to include questions linked to this priority

Excellence in Leadership

Leadership, after teaching, is the most critical factor in the success of students and Swan View Senior High School takes the responsibility for development of school leaders as a serious one. Workforce profile identifies that the number of senior teachers increased slightly from 2015 to 2016, whilst the number of staff who are Level 3 Classroom teachers decreased from 3 to 1 due to promotion and transfer. The distribution of categories teaching staff as represented in this graph has remained relatively consistent since 2012.

In March 2016 “Growing Leaders” was introduced by the Principal. This program asked staff to express an interest in school based leadership opportunities, work shadowing and mentoring. Fifteen teachers (33%) expressed an interest and were given opportunities to lead school based projects and act up in the role of Principal, Deputy Principal, Head of Learning Area and Manager of Student Services roles.



In April 2016 Melesha Sands, Principal, was selected for the Independent Public Schools Fellowship Program. This program saw 20 of WA's best and brightest principals travel to Harvard University and study at the Graduate School Of Education. This program will position principals to play a major role in leading change and improvement in their own schools and across the system. The principal, along with all staff participates in performance review processes each year.



Learning from colleagues and studying best practice in other schools was another focus of the leadership team in 2016. Through a partnership with Broome Senior High School sharing of resources, leadership development, strategy and planning occurred throughout Term 4.

HIGHLIGHTS:

- Principal and Deputy Principal recognised through participation in system projects including: IPS Fellowship Program, Aboriginal Cultural Standards Framework Principal team, Expert Review Group (ERG) team
- Senior Management feedback acknowledged the level of group decision making, support and career development as a highlight
- International Women's Day guest speaker – Anne Aly (Federal Member Cowan)

FUTURE COMMITMENTS:

- Introduction of senior management team reflection and evaluation processes
- Formalisation of leadership program through partnership with Multiplex and Australian Business Community Network
- Participation in the Department of Education's Comprehensive Leadership Strategy

Community Pride and Perception

Primary School Partnerships and Enrolments

Developing cohesive relationships with our partner primary schools provides students and families with the best possible support during the transition from primary school to Swan View Senior High School. Collective experience, expertise and understanding are the driving force of these partnerships that start with a commitment from the principals.

KEY SUCCESSSES:

- Year 7 enrolments 25% above predicted (DoE planning statistics)
- Extensive transition program providing smooth primary to secondary support
- Showcase Assembly
- Coalition of Midland Schools (COMS) Network: Leadership & Teaching and Learning

FUTURE COMMITMENTS:

- Twilight tours: an interactive approach to prospective parent evenings
- Formalised partnership and identified opportunities for SVSHS families through the Child and Parent Centres program

Distinctive School Focus

Swan View Senior High School is a school that is proud of its community, and in return aims to be a school that the community is proud of. In 2015 the school made a commitment to the community that it is going *“From Strength to Strength”*. There is no doubt that the reputation of SVSHS in the community is improving with 72% of parents agreeing to this statement and 85% of respondents agreeing that the school provides a range of specialist programs (2016 NSOS survey). Student survey data and feedback indicates that the number one strength of SVSHS is the care and compassion of staff towards students.

Development and implementation of the marketing and communications plan has remained a priority. The aim of this program is to build our school brand, invite people into our classrooms through social media and

breakdown long held misconceptions. Our new website was launched in April and received immediate praise from other schools and community. In October we launched our Facebook page and by the end of the year had 1400 followers, a total that compares to much larger secondary schools.

KEY SUCCESSSES

- Selected as the Commissioner for Children and Young Peoples Advisory School (Metro)
- Partnership with local newspaper outlets; 13 positive news stories published in 2016
- Uniform: Launch of the new SVSHS uniform through a consultative and collaborative approach
- Webstie: Launch of the new SVSHS website in line with corporate image

FUTURE COMMITMENTS

- Implementation of a review process for communications and marketing with a focus on industry and primary partnership schools
- Establishment of “advisory groups” for identified priorities in the 2018-2020 SVSHS Business Plan. These groups will focus on the utilisation of community and industry expertise to continue the commitment in going from strength to strength

Community and Corporate Partnerships

Partnerships with community and the corporate world are now a vital component in school success. Through these partnerships Swan View Senior High School has been able to increase awareness of our school, extend the classroom, utilise expertise and resources and prepare tomorrow's adults with the foundations and connections that they need to not only survive, but thrive in the global environment. The partnerships are extensive and to list everyone in this report would be impossible. Swan View Senior High School would like to thank every corporate and community partner for their support and contribution in 2016.

There are, however, a number of key partners who have long standing partnerships and an ongoing commitment to work closely with our school to improve the educational opportunities for students and their families.

The Smith Family

Driven by the belief that “every child deserves a chance” this organisation has partnered with SVSHS since 2013. The partnership is focused on the priorities of Successful Transitions, Connected Communities and Social and Emotional Wellbeing of students and families and is referred to as the Swan Education Precinct. An executive team including community and corporate representatives oversees the planning and evaluation of the partnership.

Australian Business and Community Network (ABCN)

In 2016 over 60 students participated in programs that resulted from the ABCN partnership. This partnership connects business with schools and provides mentoring and work opportunities through corporate volunteers. In 2016 Swan View Senior High School was partnered with Multiplex, Price-Waterhouse Coopers and Norton Rose Fullbright. Our students were mentored by lawyers and experts in the areas of human resource management and spent time in their workplaces developing the confidence and skills for success in these corporate partners.

Western Australian Universities

Swan View Senior High School has formal partnerships with Curtin University, Edith Cowan University and the University of Western Australia. These partnerships provide a range of benefits to our school and our students. Academics from these universities worked alongside our students and with our teachers to enhance learning and provide students with university aspirations. The 2016 Graduation ceremony was hosted by Edith Cowan University.

Aboriginal Achievement

Swan View Senior High School acknowledges the traditional owners of the land on which our students live and are educated; The Whadjuk people of the Noongar nation.

The achievement of Aboriginal students remains a priority across the Department of Education (DoE) as well as the Swan View Senior High School. In 2016 the release of the Aboriginal Cultural Standards Framework (ACSF) made clear the expectations of all WA Public Schools for Aboriginal students. Swan View Senior High School staff were significant contributors to the development of the framework. These contributions were cultural, leadership and educator levels. Melesha Sands (Principal) was one of 8 principals selected to develop the principal professional learning, a selection based on proven success for Aboriginal students and passion for making a difference to communities through education.

A priority for SVSHS in 2016 was the development of the ABLE (Aboriginal Learning and Engagement) team. The ABLE team structure brought together and formalised the work of the Clontarf Academy, Follow The Dream (FTD), Flourish Program, Attendance and AIEO's. The cohesion and collaboration of this group was evident in the community events, shared student opportunities and improvement in attendance. The team identity was demonstrated through shared practice, collaborative case management and open communication. Rather than programs working in competition the groups compliment the work of each other.

Aboriginal achievement will continue to be a priority in 2017, with a continued focus on attendance, academic achievement, cultural celebration and connection and student engagement. Although extensive data exists for attendance and academic achievement, measurement relating to culture celebration, connection and student engagement need to be carefully considered.

Attendance

Through school self-assessment processes the whole school acknowledged the improvement and success in this priority area. Significant improvements in Aboriginal attendance saw performance better than like schools and all WA Public Schools. With attendance being a focus area of all programs, as well as the whole school, the comprehensive support for students and families in this area underpins the success.

Despite this achievement Aboriginal students are overrepresented in the severe at risk category (below 60%) and Aboriginal attendance continues to fall below Non-Aboriginal students at a school, like school and state level. Until this gap is closed then attendance will continue to be a priority.

	Aboriginal Attendance		
	School	Like Schools	WA Public Schools
2014	68.9%	68.2%	66.3%
2015	69.7%	74.3%	68%
2016	73.5%	67.9%	67.4%

Cultural Celebration and Connection

The success of family and community engagement could be measured by the number of parents and family members in attendance at the ABLE meet and greet, reconciliation assembly and awards nights in 2016. The ABLE team made cultural celebration and connection a priority and students were involved in the opening night of the Perth International Arts Festival, Commissioner for Children and Young People Advisory Group, Miss NAIDOC and Sorry Day events. Students also represented the school and their culture at numerous formal functions where they performed an acknowledgement to country.



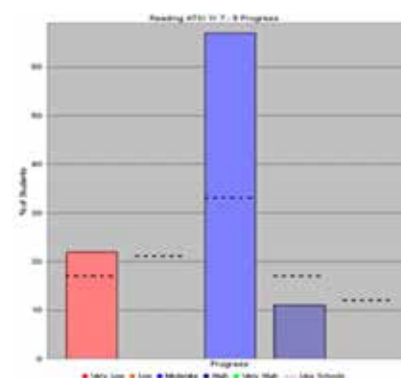
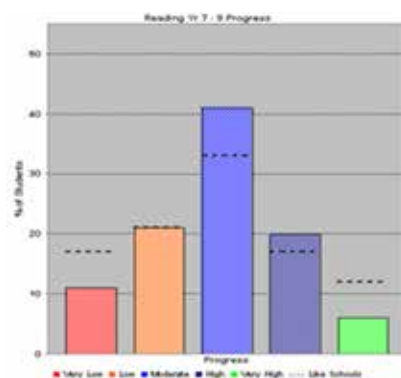


Academic Achievement

This year saw representation of Aboriginal students in the Achieving Curriculum Excellence (ACE) program in every year level, a first at SVSHS. Staff report a notable shift in the culture of achievement of Aboriginal students from one of graduation to one of university aspirations. Follow The Dream had an enrolment of over 30 students, and provided academic support for 37% of Aboriginal students. This was a record number. As an aspirational program there are specific criteria for entry linked to academic performance and attendance.

In NAPLAN reading Aboriginal students outperformed like schools in progress from Year 7 to Year 9. As with the trend across the school writing and numeracy are focus areas for improvement for Aboriginal students.

2016 READING PROGRESS WHOLE COHORT VS ABORIGINAL STUDENTS



Student Engagement

In 2016 Aboriginal students were overrepresented in the school suspension statistics. On further analysis of this data, it shows a small number of students with repeated suspensions and not widespread suspension of Aboriginal students. Support for families and review of school intervention strategies was essential and advice was sought from the local community and parents. All had a consistent and clear message of culture does not condone violent and anti-social behaviour. Support for our most at risk families was sourced through local health care and community providers.

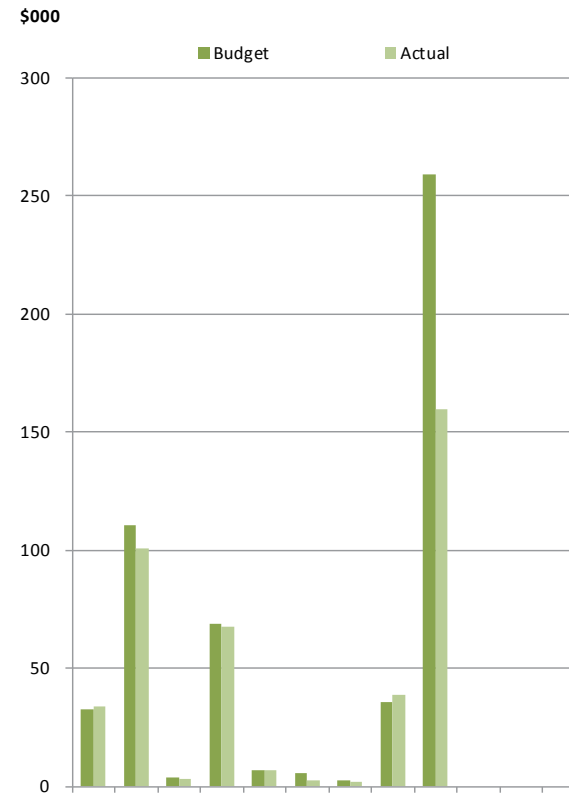
FUTURE COMMITMENTS:

- Launch and development of the "Friends of Follow The Dream" advocates program
- Primary partnership outreach for Flourish, Follow The Dream and Clontarf program
- Implementation of the Dual Capacity Partnership Framework for parent engagement
- Increase case management and support for students and families most at risk

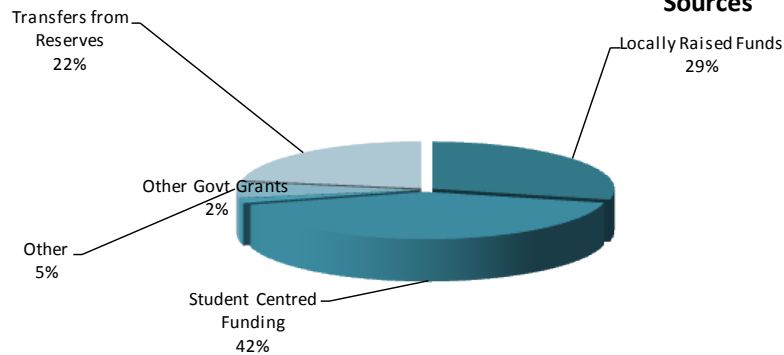
Financial Summary as at December 31 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 32,933.75	\$ 33,928.98
2	Charges and Fees	\$ 110,448.59	\$ 100,921.58
3	Fees from Facilities Hire	\$ 4,000.00	\$ 3,374.57
4	Fundraising/Donations/Sponsorships	\$ 68,701.26	\$ 67,372.02
5	Commonwealth Govt Revenues	\$ 7,055.00	\$ 7,055.00
6	Other State Govt/Local Govt Revenues	\$ 5,951.00	\$ 2,777.60
7	Revenue from Co, Regional Office and Other Schools	\$ 2,673.64	\$ 2,057.96
8	Other Revenues	\$ 35,589.90	\$ 38,863.57
9	Transfer from Reserve or DGR	\$ 259,451.00	\$ 159,451.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 526,804.14	\$ 415,802.28
	Opening Balance	\$ 1,081,415.15	\$ 1,081,415.15
	Student Centred Funding	\$ 299,308.45	\$ 299,533.45
	Total Cash Funds Available	\$ 1,907,527.74	\$ 1,796,750.88
	Total Salary Allocation	\$ 7,632,699.00	\$ 7,632,699.00
	Total Funds Available	\$ 9,540,226.74	\$ 9,429,449.88

Contingencies Revenue - Budget vs Actual



Current Year Actual Cash Sources



Revenue Source

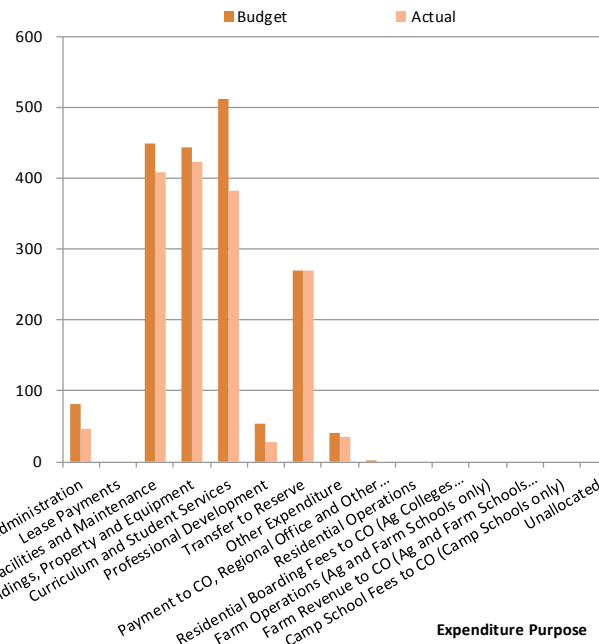
Voluntary Contributions
 Charges and Fees
 Fees from Facilities Hire
 Fundraising/Donations/Sponsorships
 Commonwealth Govt Revenues
 Other State Govt/Local Govt Revenues
 Revenue from Co, Regional Office and...
 Transfer from Reserve or DGR
 Residential Accommodation
 Farm Revenue (Ag and Farm Schools only)
 Camp School Fees (Camp Schools only)



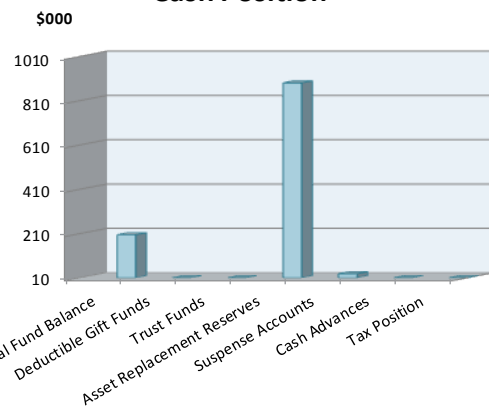
Financial Summary as at December 31 2016

	Expenditure	Budget	Actual
1	Administration	\$ 81,979.90	\$ 46,117.76
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 447,738.00	\$ 408,418.65
4	Buildings, Property and Equipment	\$ 443,354.30	\$ 423,339.79
5	Curriculum and Student Services	\$ 511,305.04	\$ 381,417.11
6	Professional Development	\$ 53,505.45	\$ 27,840.63
7	Transfer to Reserve	\$ 269,455.00	\$ 269,455.00
8	Other Expenditure	\$ 39,907.68	\$ 35,706.16
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,848,245.37	\$ 1,592,295.10
	Total Forecast Salary Expenditure	\$ 6,597,905.00	\$ 6,597,905.00
	Total Expenditure	\$ 8,446,150.37	\$ 8,190,200.10

\$000 Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 1,103,190.33
Made up of:	\$ -
1 General Fund Balance	\$ 204,455.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 889,618.91
5 Suspense Accounts	\$ 28,367.64
6 Cash Advances	\$ 2,400.00
7 Tax Position	\$ 16,852.00
Total Bank Balance	\$ 1,103,190.33

Other financial information

Voluntary contributions collection rate	48.7%	Total Creditors as at: 31/12/2016	\$27,634
Total bad debts written off for the year	\$35,383	Total Debtors as at: 31/12/2016	\$41,605
Total assets/resources written off for the year	\$0	Total value of new leases for the year	\$0

