



SWAN VIEW

SENIOR HIGH SCHOOL



Annual Report 2015

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Message from the Principal



The last 12 months have seen significant reform and change at Swan View Senior High School. This change has been driven by Federal, State and Local agendas, and all of these have improved outcomes for children and young people as their driving force.

We welcomed the Year 7 students to high school and the extensive planning for this transition was successful, with students settling into structures of secondary schooling, and making the most of the opportunities that it provides. To see our Year 7's engage in school activities with strength and confidence has been a key success indicator for 2015.

Greater rigour, and 'raising the bar' for senior secondary students to achieve WACE (secondary graduation), has been a whole of state reform. Our senior school team have worked hard to ensure that our students have every opportunity to achieve the requirements in (OLNA, Certificate qualifications and minimum ATAR scores). I commend them for the work that they have done in this area.

2015 was also our first year of operation as an Independent Public School (IPS). The development of our Business Plan, School Board and understanding the expectations of the Delivery and Performance Agreement (DPA), was at the core of this change agenda.

Being an IPS gives us greater autonomy and empowers local decision making. This decision making centres on our four school priorities;

1. Academic Rigour and Successful Student Pathways
2. High Standards of Student Behaviour
3. Attendance and Engagement
4. Professional Excellence and Community Pride and Perception.

Being an IPS also includes having greater accountability, especially to our local community through our School Board and to our system. With a focus on self-assessment, we have analysed a range of data and used this to plan for further improvements.

Throughout this annual report, you will see both our current performance and our identified focus' for 2016 and beyond. We are proud of our achievements, our staff and students, and our success would not be possible without the support of our community.

We are a school that is going "from strength to strength" and we hope you enjoy reading our 2015 Annual Report, which represents part of this journey.

Melesha Sands

Principal

Academic Rigour and Successful Student Pathways

PRIORITY

1

Academic rigour and successful student pathways are the driving force for the work of staff, and the community at Swan View Senior High School. Driven by a deep belief that every student is capable of successful learning and future success. We are conscious of the importance of secondary schooling as a stepping stone to life success, and sense of future self-worth. As a school we have high expectations of our students and what they are able to achieve. We see it as our role to give them the confidence, knowledge and opportunities to “Dream, Believe and Achieve” their future goals.

“Achieving Curriculum Excellence” (ACE) and “Follow The Dream” (FTD) are two programs that are focused on supporting our students achieve their academic potential. Through partnerships with industries and universities, these programs not only provide enrichment related course work, but support the development of a culture of success.

Partnerships with universities were consolidated and strengthened in 2015 with the University of Western Australia (ASPIRE), Curtin University (Curtin Link Up) and Edith Cowan University (AIME) all providing Swan View students with unique opportunities to engage in learning on and off campus. These programs are school wide and incorporated students from Years 7-12.

The performance of senior school students continues to be a highlight, with Swan View Senior High School outperforming like schools in WACE and VET completion. There were only two students who did not graduate, despite intensive support and opportunities provided. In 2015 there were a record number of students who completed an ATAR pathway. This is a significant indicator of the impact that high expectations on academic rigour has. Swan View Senior High School will continue to focus on the development of an ATAR pathway with a clear goal of outperforming like schools in the median ATAR.

Staff continued to focus on two significant curriculum reforms – the introduction of WACE 2016 and the new Western Australian Curriculum (WAC). These significant curriculum changes will see Swan View Senior High School course delivery be at a national standard, ensuring our students have the skills they need to be successful 21st Century citizens, lifelong learners and confident global citizens.

YEAR 12 PARTICIPATION

	Eligible Year 12 Students		Number acquiring an ATAR		VET – no of students		VET – No of student completing a Cert II or higher	
2013	51	6	12%	51	100%	41	88%	
2014	26	2	8%	26	100%	24	92%	
2015	52	14	27%	52	100%	41	79%	

HIGHLIGHTS

- Year 9 NAPLAN SVSHS achieved greater progress than like schools in years 7-9 in Numeracy, Reading, Writing, Grammar and Punctuation
- 96 % of students achieving secondary graduation (WACE)
- Appointment of a “Student Pathways Coordinator” with a dedicated role to support senior school students
- Appointment of a “Vocational Education and Training (VET) Pathways Coordinator”, to facilitate and broker quality pathways into quality work and training
- The progression to an online learning environment for senior school students to ensure 24/7 access to learning

- Senior School enrichment program “Futures” providing point of need support including academic and life skills programs
- Competitive entry into Year 7 & 8 ACE Program
- Endorsed and implemented Lower School Assessment Policy with clearly articulated expectations related to teaching, learning and assessment
- Establishment of Academic Rigour Lead Team (ARLT) focused on improved course delivery and establishment of a culture of high expectations

FUTURE COMMITMENTS

- Professional support for teachers to further develop expertise in maximising student examination, preparation and performance
- Targeted tutoring for ATAR students in identified areas
- Year 10 Futures program to support students to develop ethos, skills and work ethic, required for success in adult (senior school) learning environment
- Further development of senior school enrichment “Futures Program” with a focus on study skills, and life skills areas
- Comprehensive review and audit of current Vocational, Education and Training (VET) delivery

PRIORITY 2

High Standards of Student Engagement, Attendance and Behaviour

ATTENDANCE

Research confirms a strong link between attendance and student outcomes. For those students who attend regularly there is a greater chance of them achieving higher academic outcomes, future employment, completion of school and positive decision making related to health and justice.

In 2015 Swan View Senior High School had some significant gains in student attendance with an average attendance of 83.8%, the highest it has been in the last 3 years. Although this is still behind “like schools” there is commitment to closing the gap, especially for Aboriginal students.

SWAN VIEW SHS ATTENDANCE BREAKDOWN

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	48.1%	21.5%	16.7%	13.5%
2014	44.5%	23.9%	16.9%	14.5%
2015	54.3%	19.9%	13.0%	12.6%
WA Public Schools	63.0%	20.0%	10.0%	7.0%

Attendance is a shared responsibility between families and Swan View Senior High School and is a fine balance between support and accountability. Attendance patterns are most often formed in the early years of school and it is for this reason that SVSHS works closely with partner primary schools, The Smith Family and The Fogarty Foundation to develop a pre K to year 12 approach to improving attendance.

Attendance is a whole school focus and in 2015 SVSHS trialed a strategy that focused on a “top and tail” approach. This improvement represents our unrelenting focus on increasing the percentage of students who were regular attenders (over 90%) and decreasing the percentage of students in the severe (below 60%) categories.

Student Well Being Coordinators in Years 7-10 were appointed, with attendance being a key portfolio in their roles. A Community Attendance and Liaison Coordinator was appointed to work with families in the severe category, offering them support and opportunity to increase attendance through DoE’s attendance panel process.

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 brokering 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.

HIGHLIGHTS

- Increase in percentage of regular attendees from 44.5% (2014) to 54.3% (2015)
- Increase in average school attendance from 82.3 % (2014) to 83.8% (2015)

- Over 20 Swan View families were offered formal attendance panels to support students in the severe at risk category
- Attendance awards and rewards
- Positive feedback and acknowledgement from North Metro Student Engagement Team, on school processes and practices
- K-12 focus on attendance through participation in the Swan Schools Extended Hub (SESH) program

FUTURE COMMITMENTS

- Fine grain analysis of reasons for absence and identification of resource needs
- Keeping Kids in School Partnership with WAPOL and local businesses
- Pursue transport options for students who live in local intake areas that are not effectively serviced by public transport or school bus services
- Local family mapping through AIEO networks
- Case management approaches for indicated and moderate students
- Establishment of “Parent Advisory Group” to problem solve attendance concerns
- Implementation of Responsible Partnership Agreements
- Renewed focus on severe at risk category students

PRIORITY 2



BEHAVIOUR

Swan View Senior High School sets high expectations in relation to student behaviour, our core values of being respectful, responsible and ready are outlined in our school's Code of Conduct. This Code of Conduct is a shared agreement between staff, students and school community and guides our decision making and interactions with each other. All students need high expectations of themselves, clear limits and consistent consequences for behaviours.

Our school focuses on creating an atmosphere where students are actively engaged in the curriculum are provided with interesting ways to learn, where they feel cared for by school staff and develop a sense of belonging to the school. Our teachers are committed to knowing them well, building on their strengths and encouraging them to persist. Our belief is that if a student feels respected and capable then their behaviour is more likely to be positive.

A small number of our students require more intensive support and this is provided through the student services team, through behaviour modification programs. We work closely with families of these students and utilise the expertise and support services of other agencies when necessary.

HIGHLIGHTS

- Relaunch of the Swan View SHS Code of Conduct: Respectful, Responsible and Ready
- Behaviour Management in Schools Policy and a working party was developed to review school philosophy, practices and procedures
- Launch of new Behaviour Management in Schools Policy to align with Positive Behaviour philosophy and new DoE Behaviour Policy

- Year assemblies focused on celebrating students positive contribution through the "Respectful, Responsible and Ready" certificates
- Futures programs focusing on mindfulness
- Appointment of student wellbeing and engagement coordinators

FUTURE COMMITMENTS

- Comprehensive analysis of suspension data for the purpose of reducing suspensions relating to one off incidents
- Review and modification of current individual behaviour plans with a focus on reengagement
- Positive Psychology whole school planning and initiatives
- Expansion of the positive pastoral care programs
- Student and staff health and wellbeing programs

Excellence in Professional Practice

PRIORITY 3

At the core of high performance is effective leadership and high quality teaching in every classroom and this is an ongoing commitment that Swan View Senior High School has to our community. Our school aims to have a school culture that encourages and supports everyone to perform at his personal best.

A key advantage of being an Independent Public School is the ability to select our own staff. This flexibility has resulted in staff who have the expertise, passion and experience suitable for our school and are focused on improving outcomes for our students. Over the 2015 extensive workforce planning was undertaken to ensure that our school staffing profile effectively represented the needs of our students. This resulted in new positions being created and filled, including an Engagement Officer (Behaviour) and Community Liaison and Attendance Officer. These roles have clear focus and link closely to our school priority of “High standards of student behaviour, attendance and engagement”.

Focusing on creating an environment where staff share a strong sense of purpose and identity, clear direction and involvement in decision making structures underpinned the change in organisational structures during 2015. With the introduction of the student centred funding model, forcing us to reduce the leadership positions in the school, the development of lead teams was fundamental in ensuring collaborative decision making structures. Lead teams were developed in the areas of Executive, Senior Management, Academic Rigour, Occupational Safety & Health, Senior School, Student Services and Wellbeing, Information and Communication Technology, School Beautification and Staff Health and Wellbeing.

Career development for all staff is important in ensuring staff feel valued and acknowledged. We are committed in acknowledging and utilising staff strengths and supporting them to continuously develop new skills through senior teacher and Level 3 classroom teacher (exemplary teacher) status. In 2015 we had two Level 3 classroom teachers and 16 Senior teachers, all contributing to our school through curriculum leadership and staff development.

Classroom teachers know their students and know how to engage them in their learning. They also have a deep understanding of the changing nature of the world in which we live and the skills and technologies students will need for success into the future. In 2015 the inaugural SVSHS “Innovation Grants” were launched. These grants were put in place to fund staff innovation that focused on improving outcomes for students. There were an overwhelming number of applications with successful grant winners ranging from robotics to learning space projects.

As outlined in the 2015-2017 SVSHS Business Plan “Excellence in Leadership” is a commitment to our school community. This year the executive team participated in the highly regarded “Leading School Improvement” program. The executive team utilised this program to identify elements of high performing schools based on research and applying them to our own practice and context at Swan View.

Effective schools are environments where staff, students and community have common understanding and expectations. Staff consistency with policies and procedures continue to be a priority with a focus on effective induction of new staff, clarification of policies and consistency at a senior management level through robust dialogue and review.

HIGHLIGHTS

- Implementation of the AITSL Teacher Professional Standards through performance management and school development day processes
- Expert teachers attendance at EduTech conference and staff development opportunities
- Launch of the T2T (Teacher to Teacher) classroom observations program
- WA Beginning Teacher of the Year Finalist
- “Techie Breakie” on site collegiate professional learning

FUTURE COMMITMENTS

- Corporate Services restructure and leadership program
- Senior management leadership program
- SVSHS career development program
- Appointment of a Program Coordinator – Professional Support
- Participation in DoE’s Comprehensive School Leadership Program

Community Pride and Perception

PRIORITY **4**



Swan View Senior High School is committed to serving our community well, to deliver excellence in educational programs and in having a local community that is confident in our ability to provide quality teaching and learning opportunities for all students.

As an Independent Public School the role of the School Board is of advocacy, accountability and governance. The development of a strong school board is one of the highlights of the 2015 school year. The board has strong representation from school, community and corporate partners all with the same vision for Swan View Senior High School to go “from strength to strength”.

We have continued to develop a school brand and reputation that reflects our school vision and ethos. The development of a suite of promotional materials for prospective parents and students has continued, as has the development and launch of the new website. Transition programs continue to be expanded with a focus on those partner primary schools where we receive a low enrolment number.

The wonderful work that staff achieves with students has been recognised in the public arena in a number of ways this year. Numerous front page articles highlighting our school and programs have featured regularly in local media. The prestigious WA Education Awards also recognised one of our team, Mr Sebastian Salinas as a finalist in the category of WA Beginning Teacher of the Year. His contribution to public education was acknowledged at a formal ceremony in December 2015, hosted by the Premier and Minister for Education.

Partnerships with our local primary schools remain our core business and through the Coalition of Midland Schools (COMS) and Swan Extend Schools Hub (SESH). These partnerships have strengthened the K-12 model of education and works to benefits students and communities by having common messages and educational expectations. There were a range of events held over the 2015 school year that celebrate and acknowledge the partnerships with our primary colleagues. These include the Showcase Assembly, Comprehensive Transition Program, Specialist Program Clinics and Harmony Day Basketball.

Partnerships with universities are core to our business and we continue to have formal partnerships with Edith Cowan University, University of Western Australia (Aspire) and Curtin University (Link Up). These partnerships provide students with experiences and opportunities from Year 7 and work towards developing expectation and opportunity for our students to access university as a post school destination.

Partnerships with corporate enterprise and community continue to be an area of expansion. In 2015 corporate and community partners included the Mundaring Bendigo Bank, Australian Business and Community Network, City of Swan and the Shire of Mundaring.

Strong schools are the heart of strong communities and it's only through the partnerships that are made with local business, corporate partners and not for profit organisations, that the greatest outcomes can be achieved for students.

HIGHLIGHTS

- SESH Community Partnerships Program
- Showcase Assembly
- Active member of the Shire of Mundaring – Swan View Action Group
- Partnership with Australian Business Community Network
- Members of the Swan View Action Group (Shire of Mundaring)
- Partner Primary transition program
- Development of the inaugural SVSHS Independent Public School Board
- SESH Hub community forum

FUTURE COMMITMENTS

- Uniform review and change
- Expansion of the Corporate and Community networks
- Partnership with Brookfield – Multiplex (Schools Connect)
- Development of marketing strategy and branding
- School beautification and capital works program

Testimonials



"I write to pass on my congratulations to you and your staff for the organisation of the 2015 ANZAC service. The behaviour of all students throughout the service was exemplary. The SVSHS Cadets and students leading the assembly are to be commended on their poise and eloquence in the readings throughout the service.

Your students commitment to honouring the spirit of ANZAC in this solemn manner is a credit to the school and will ensure that students understanding the importance of remembering the past contributions of our soldiers.

It was a privilege to attend and I thank you most sincerely for the invitation." **Coordinator Regional Operations North Metro Regional Education Office**

"I just wanted to say a massive thank you for all your support. The support from all staff at Swan View Senior High School is amazing and I can't thank you enough." **Graduate Science Teacher**

"Swan View Senior High School is like no other school I have worked at. The amount of support I have had since arriving is overwhelming and has made me feel so welcome. I'm really growing fond of the students and staff and I love the positive ethos of the school." **English teacher**

"My students think the world of you and your staff. Thank you for everything that you do for my kids." **Parent of Year 7 and Year 8 student**

"My daughter is in the FAME program at Swan View. The program is amazing and the leadership is fantastic. I have been on three other School Councils and P&Cs, Swan View is definitely the best of them all." **Parent Year 9 student**

"Thank you for all of your hard work you have put in with my son." **Parent Year 10 student**

"Thank you for the invitation to the 2015 Graduation Ceremony. I'm sure that everyone who attended left with no doubt at all that Swan View Senior High School is a place capable of delivering what sometimes seems like magic – transforming 12 year olds of all sorts into happy, confident, aspiring young adults." **Smith Family representative**

"As a Principal, I have always held you in high regard. Today's visit elevated that regard immensely. Three things were very obvious today. You have a clear vision for the school, strong core values and quality systems and structures in place. All of these things are driven by what is best for students." **Regional Executive Director and Education Awards Judge**

Highlights

Events and Celebrations

ANZAC Assembly – “100th Anniversary of Gallipoli”
 NAIDOC Week
 Showcase Assembly
 Year 12 Celebrations – Graduation, Final Assembly and Dress Up Day
 WA Beginning Teacher of the Year Finalist – Mr Seb Salinas
 Aboriginal Awards Evening
 Senior School Ball – Darlington Winery
 Beach Carnival

Achieving Curriculum Excellence

UWA Aspire Program – Year 7-12
 UWA Advocates Program
 ECU Partnership – Science Program
 Curtin AHEAD Program – Race Around the Campus, Year 10 incursions,
 Financial Literacy Program
 Sensei Study Skills Program
 Elevate – exam preparation and study skills program

Student Support & Well Being

National Day Against Bullying
 Term One Attendance Festivities Day
 ARAFMI Presentation
 World Kindness Day Celebrations
 RAK Program (Random Acts of Kindness)
 Mindfulness Program
 Mid-year and end of year Behaviour Excursions
 Changing Minds guest speaker

University Links & Career Development

UWA Leadership Pursuit
 Aspirations Program with Australian Business
 Community Networks
 Curtin Campus Visits (Year 10)
 Year 10 Career Planning and Course Counselling Program
 Aspire UWA Excursions ‘Race around the Campus’ Yrs 7 to 10

Aspire UWA Year 11 Camp
 Curtin Ahead in Schools Program Yrs 7 to 12
 Aspire UWA Incursion Workshops for Yrs 7 to 12
 ‘Girls try-a-trade’ – link with Apprenticeships and TAFE
 Careers Expo

Primary School Partnerships

Harmony Day Basketball Carnival
 Showcase Assembly
 ACE Launch
 Parent Night and Tours
 Book Week Drama Tour
 Year 9 Primary School visits (Swan View PS) –
 Teaching the Primary School Children throughout Term 4

Community Partnerships

Establishment of the inaugural SVSHS School Board
 Australian Business Community Network
 Smith Family – Swan Extended Schools Hub
 Shire of Mundaring
 Officeworks Midland
 Coalition of Midland Schools

Leadership Programs

National Young Leaders Day
 Student Representative Council Camp
 UWA Leadership Pursuit Aspire Advocates
 National Indigenous Youth Leadership Academy – Sydney trip
 National Indigenous Youth Leadership Academy Conference – host
 West Coast Eagles – Leadership Program

FAME – Specialist Drama Academy

Wicket Excursion – Years 7 to 10 FAME
 Black Swan Theatre Excursions x 5
 Stage Combat Workshops Year 10 FAME
 Stage Makeup Workshops Year 9 FAME
 Circus Workshops Year 7 and FAME

Follow The Dream

Sorry Day Excursion
 Work Exposure in Government Program – Canberra
 World of Work Program
 Curtin University Science, Engineering and Technology Program
 Dalai Lama Presentation
 Earthwatch Student Challenge ‘Microbats in Melbourne’ Program
 The Aspiration Initiative

Basketball Academy

Senior and Junior Boys Basketball Competition
 Harmony Day Basketball
 Showcase Assembly Performance
 Primary School Visits

MADD Program

School Beautification Murals
 Darlington Arts Festival Exhibition

Gateway to Engineering

Pedal Prix - Busselton

Clontarf Academy

Senior Boys Darwin Trip
 Midwest Cup (Geraldton)
 Community Links Program
 Employment Program

Chaplain

Motorcycle Program – TAS MiniBike
 Boxing Program – Boxing for Fitness
 Power Blast – Extension of Boxing for Fitness
 MANNA Inc – Food Programs

Science and Mathematics

Mathletics Years 7 and 8
 IT Skills Year 9 and 10
 Certificate 1 in Financial Literacy Year 10
 After School Mathematics/Science Tutoring
 Primary School visit to liaise with SVPS Numeracy Specialist

Science Week Activities
 Physics and Adventure World
 Sci Tech Excursion
 Biology at AQWA

Humanities

Volunteer Reading Program
 SCRAM
 Canberra Interstate Trip
 Weekly Homework Club
 Learning Support Classes
 Final ECU Campus
 Peter Cowan Short Story Writing Competition

The Arts

Arts Open Day and Awards Night
 Visual Art – Cert II Exhibition
 Whole School Art Exhibition
 Drama – School Drama Production Jungle Juice
 Drama -Senior Class Production Ruby Moon
 Media – Voices for Living Seminar/Competition
 Music – Swan View Glee Club

Technology and Enterprise

Pedal Prix – Busselton
 Year 8 parents afternoon tea
 Senior school “bake off”

Health and Physical Education

Year 8 Lightning Carnival
 Year 9 Lightning Carnival
 Year 10 Lightning Carnival
 Sean and Heard Health Expo
 Senior Boys Soccer Competition
 Years 11 and 12 Outdoor Education Camps
 Staff vs Students Soccer and Basketball Games
 Health Expo

Academic Performance and Progress

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) assess all students in Australian schools in Years 3, 5, 7 and 9 in May of each year. This data provides schools with important student performance information, alongside teacher judgements. NAPLAN is one, of many tools, we use as part of a comprehensive school self - assessment cycle to plan for ongoing improvement in teaching and learning programs.

For the first time Year 7 students sat NAPLAN in the secondary school environment and this testing has provided fundamental base line data to determine the value adding our teachers will make from 2015-2017.

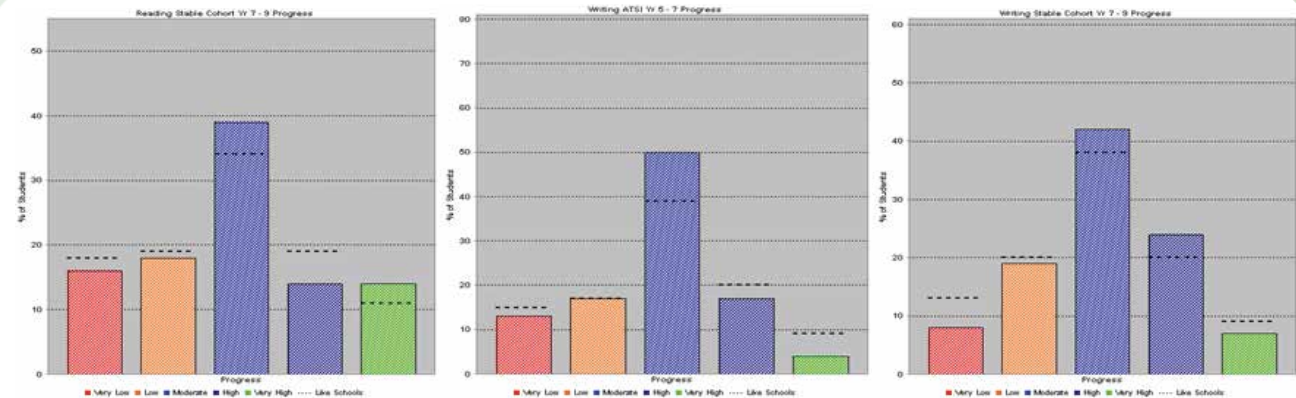
The leadership team and classroom teachers have used the Year 7 results to plan for targeted support in each of the categories below. This includes the utilising the expertise of a literacy specialist for small group and individual tutoring in the middle 60% of students.

YEAR 7 TEST PERFORMANCE COMPARISON TO LIKE SCHOOLS

	Numeracy		Reading		Writing	
	SVSHS	Like Schools	SVSHS	Like Schools	SVSHS	Like Schools
Top 20%	4%	10%	9%	12%	8%	13%
Middle 60%	65%	62%	61%	62%	57%	58%
Bottom 20%	31%	29%	30%	26%	35%	29%

YEAR 9 PROGRESS

The true measure of schools effectiveness is the academic growth and learning of students (value adding) between NAPLAN testing periods. This “progress” data more accurately represents the impact the teaching has had on student learning. The graphs below show our performance compared to like schools (represented by the dotted line).



OLNA

The Online Literacy and Numeracy Assessment (OLNA) test is designed to enable students to successfully demonstrate that they have met the minimum standard of literacy and numeracy to achieve secondary graduation, known as the Western Australian Certificate of Education (WACE). Students will have repeat opportunities to reach the standard over six testing sessions from Year 10 to Year 12.

Year 10 students performed well with 54% of them reaching the standard by the end of the school year for reading, 46% for numeracy and 59% for writing. Intensive literacy and numeracy support has been provided for students who have been identified as not reaching the standard, this will ensure that they have the best opportunity for success in the 2016 testing.

For the 2015 Year 11 cohort there was a significant increase in the number of Year 11 students who achieved the numeracy standard. This 28% increase can be attributed to the mathematics teams targeted strategies including rigorous analysis of student performance data, tailored programs and mathematics tuition.

Surveys and Self Assessment

Swan View Senior High School uses a range of survey information as part of our rigorous self-assessment processes. In 2015 survey data included the mandated National School Opinion Survey (NSOS) and the Student Wellbeing Survey (SWS) developed by the Department for Education and Child Development.

While the NSOS survey focused on providing important information on the level of satisfaction in regards to our school, the MDI survey provided us with vital information about the wellbeing of our students.

National School Opinion Survey Results	Parents			Students		
	Agree	Disagree	Neither	Agree	Disagree	Neither
This school expects students to do his or her best	94%	4%	2%	87%	5%	8%
Teachers provide useful feedback about his/her work	80%	4%	16%	63%	15%	23%
The school looks for ways to improve	84%	4%	12%	60%	13%	27%
Students like being at this school	88%	4%	8%	54%	24%	22%
Teachers at this school motivate learning	84%	4%	12%	58%	27%	15%
Students feel safe at our school	78%	10%	12%	44%	26%	30%
The school is well maintained	88%	6%	6%	41%	32%	27%

Students in every year level were given the opportunity to complete the survey with a total of 365 students participating in the survey. This represents 62% of the student population and encompasses students from Year 7 –12.

There were a total of 52 parents who returned the survey, this represents 21% of families at Swan View Senior High School.

These survey results have been shared with staff and the student representative council and were used as prompts for school improvement conversations over the school year. As per the national requirement, staff, students and parents will again be surveyed in the 2016 school year.

Student Wellbeing Survey

Swan View Senior High School believes that listening to students and surveying our students, gives us the most valuable information on which to base our decisions. The 2015 SWS included questions about social and emotional development, perseverance, engagement, physical health and wellbeing, relationships and connectedness with others, experiences at school and activities outside of school.

The results provided a comparison to students in more than 300 other schools across Australia. *Full details of this comprehensive report have been provided to the School Board and Leadership teams.*

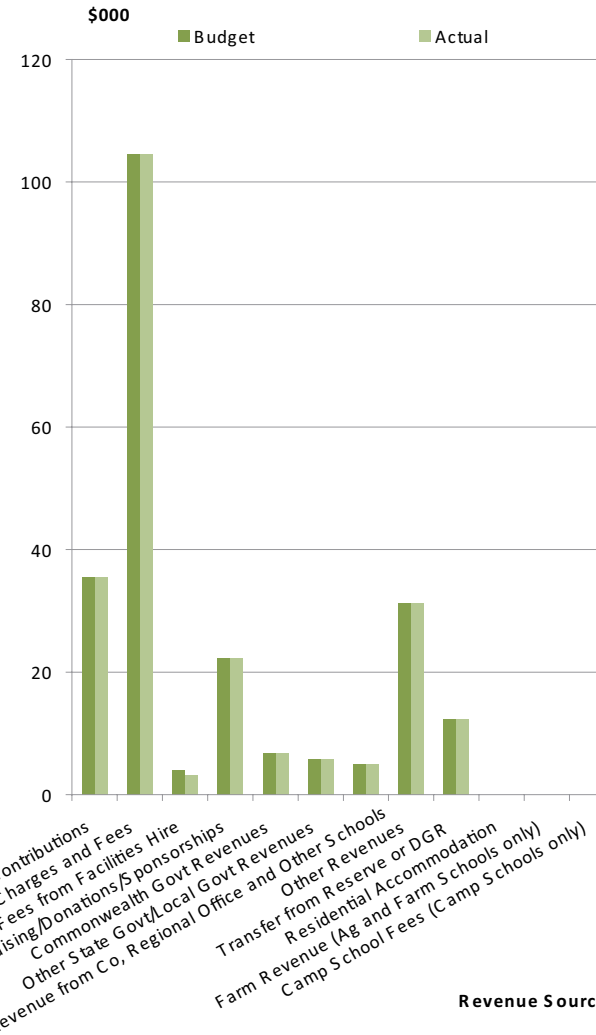
The table below shows a summary of where our students results indicate that their wellbeing is generally higher, similar or lower than the tested population in each of the key areas.

	Higher	Similar	Lower
Social and emotional development	Optimism Self Esteem Worries – coping with	Satisfaction with life Sadness Perseverance	Empathy Pro-social behaviour Engagement
Connectedness	Adults at school Adults at home Peer belonging	Friendships	Adults in the neighbourhood
School experiences	School Climate	Academic Self Concept School Belonging	Important Adults
Physical Health and Wellbeing	Body image General health Eating breakfast		Sleep

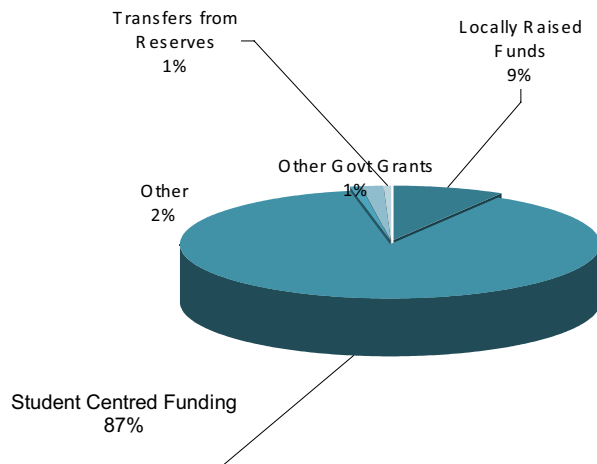
Financial Summary December 31 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 35,557.00	\$ 35,557.16
2	Charges and Fees	\$ 104,618.00	\$ 104,518.49
3	Fees from Facilities Hire	\$ 4,000.00	\$ 3,203.48
4	Fundraising/Donations/Sponsorships	\$ 22,338.00	\$ 22,338.54
5	Commonwealth Govt Revenues	\$ 6,848.00	\$ 6,847.50
6	Other State Govt/Local Govt Revenues	\$ 5,790.00	\$ 5,790.07
7	Revenue from Co, Regional Office and Other Schools	\$ 4,965.00	\$ 4,964.33
8	Other Revenues	\$ 31,247.00	\$ 31,239.74
9	Transfer from Reserve or DGR	\$ 12,336.00	\$ 12,335.78
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 227,699.00	\$ 226,795.09
	Opening Balance	\$ 304,478.00	\$ 304,478.41
	Student Centred Funding	\$ 1,703,984.00	\$ 1,703,983.59
	Total Cash Funds Available	\$ 2,236,161.00	\$ 2,235,257.09
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,236,161.00	\$ 2,235,257.09

Contingencies Revenue - Budget vs Actual



Current Year Actual Cash Sources

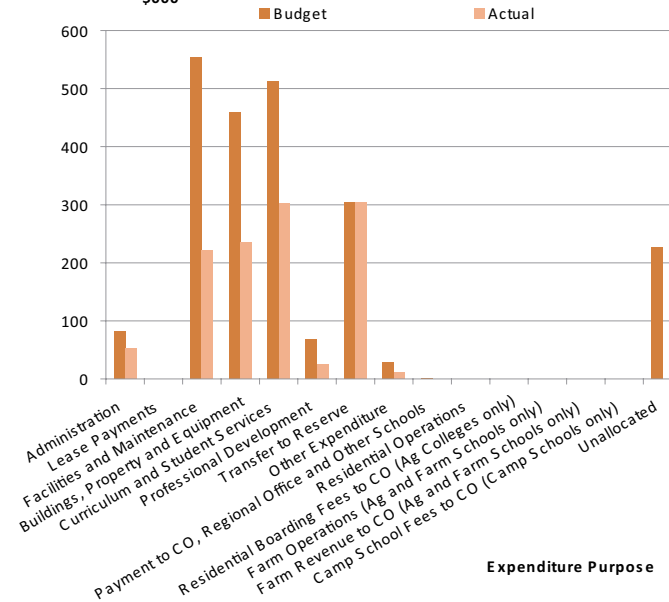


Revenue Source

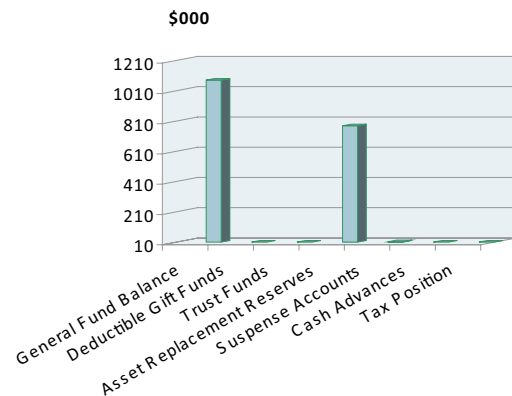
Financial Summary December 31 2015

	Expenditure	Budget	Actual
1	Administration	\$ 81,816.00	\$ 52,188.45
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 554,622.00	\$ 221,778.14
4	Buildings, Property and Equipment	\$ 458,535.00	\$ 236,004.30
5	Curriculum and Student Services	\$ 512,775.92	\$ 302,605.01
6	Professional Development	\$ 68,753.00	\$ 24,763.34
7	Transfer to Reserve	\$ 304,405.00	\$ 304,405.00
8	Other Expenditure	\$ 28,480.00	\$ 12,024.97
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 72.73
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	\$ 225,774.00	\$ -
	Total Goods and Services Expenditure	\$ 2,236,160.92	\$ 1,153,841.94
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,236,160.92	\$ 1,153,841.94

Contingencies Expenditure - Budget vs Actual \$000



Cash Position



Cash Position as at:	
Bank Balance	\$ 1,867,479.50
Made up of:	\$ -
1 General Fund Balance	\$ 1,081,415.15
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 779,614.91
5 Suspense Accounts	\$ 12,697.44
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 5,848.00
Total Bank Balance	\$ 1,867,479.50

Other financial information			
Voluntary contributions collection rate	48.5%	Total creditors as at: 31/12/2015	\$11,619
Total bad debts written off for the year	\$4,636	Total Debtors as at: 31/12/2015	\$41,224
Total assets/resources written off for the year	\$0	Total value of new leases for the year	\$0

A brief comment on the financial performance for the year:







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