Swan View
SENIOR HIGH SCHOOL

School Board Meeting

27 March 2022

Table of Contents

Page 1	Agenda
Page 4	Minutes of the Previous Meeting
Page 8	Principal's Report
Page 15	SRC 2023 Business Plan
Page 18	Staffing
Page 23	2022 Annual Report
Page 86	2022 School Board Survey
Page 115	Focus 2023
Page 122	Year 12 Student Achievement Data
Page 126	Student Census
Page 129	Finance

Swan View
SENIOR HIGH SCHOOL

DREAM | BELIEVE | ACHIEVE

SCHOOL BOARD MEETING

DATE: 27 March 2023
(Commencing 3.30pm)

CHAIR: Cr Karen Beale

MINUTES: Ms Andi Warwick

PRESENT:

AGENDA

1.	**Official Opening**
	The Chair or delegate will read aloud the Acknowledgement of Country. It is important that we acknowledge the traditional owners of the land on which we are meeting today the Noongar Whadjuk people and pay respect to Elders past, present and emerging.
2.	**Apologies**
3.	**Declarations of Interest**
	Board members are reminded to disclose any interest during the meeting when the matter is discussed, and also of the requirement to disclose an interest affecting impartiality under the School Board Code of Conduct.
3.1	**Financial Interests**
	A declaration under this section requires that the nature of the interest must be disclosed. Consequently, a Board member who has made a declaration must not preside, participate in, or be present during any discussion or decision-making procedure relating to the matter the subject of the declaration. *Other Board members may allow participation of the declarant if the Board member further discloses the extent of the interest and the other Board members decide that the interest is trivial or insignificant.*
3.2	**Disclosure of Interest That May Affect Impartiality**
	Board members are required in addition to declaring any financial interest, to declare any interest that might cause a conflict. The Board member is also encouraged to disclose the nature of the interest. The Board member must consider the nature and the extent of the interest and whether it will affect their impartiality. *If the Board member declares that their impartiality will not be affected, then they may participate in the decision-making process.*
4.	**Confirmation of Minutes**
	That the minutes of the School Board Meeting held on 5 December 2022 as printed and circulated to all members, be confirmed as a true and accurate record.

5	**Business Arising**	
6.	**Agenda Items**	**Presenter**
6.1	**Election of Office Bearers**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board elects a Chairperson. *Recommendation: The Swan View Senior High School Board elects a Deputy Chairperson.*	
6.2	**Principal's Report**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board notes the Principal's Report.	
6.3	**SRC 2023 Business Plan**	SRC Councillor
	Recommendation: The Swan View High School Board notes the Student Representative Council's 2023 Business Plan.	
6.4	**Staffing**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board notes the report on staffing.	
6.5	**Focus 2023**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board notes the Department of Education's Focus 2023 document.	
6.6	**2022 Annual Report**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board endorses the 2022 Annual Report.	
6.7	**2022 School Board Survey**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board notes the report of results from the 2022 School Board Survey. *Recommendation: The Swan View Senior High School Board identifies areas of improvement for 2023 to be included in the 2022 Annual Report.*	
6.8	**Year 12 Student Achievement Data**	Mrs Helen Hawley
	Recommendation: The Swan View Senior High School Board notes the 2021 Year 12 Student Achievement Data report.	
6.9	**Census**	Mrs Helen Hawley
	Recommendation: The Swan View Senior High School Board notes the Student Census report.	
6.10	**Finance**	Mr Ian Gilles
	Recommendation: The Swan View Senior High School Board notes the Cash Budget as at 21 March 2023.	

7.	**Other Business**	
8.	**Agenda items carried over to next meeting**	
9.	**Closure**	
10.	**Next meeting**	22 May 2023

Swan View
SENIOR HIGH SCHOOL

DREAM | BELIEVE | ACHIEVE

SCHOOL BOARD MEETING

DATE: 5 December 2022
(Commencing 3:30pm)

CHAIR: Cr Karen Beale

MINUTES: Ms Andi Warwick

PRESENT: Cr Karen Beale, Mrs Christine Davey, Dr George Sekulla, Mrs Kendall Earnshaw, Mr Richard Kaub, Mrs Margaret Sheedy-Dove, Ms Sandra Reeves, Mrs Helen Hawley (guest), Mrs Renee Bowell (guest), Ms Kate Rogers (guest), Mr Kevin Bruce (guest)

MINUTES

1.	**Official Opening**
	The Chair or delegate will read aloud the Acknowledgement of Country. It is important that we acknowledge the traditional owners of the land on which today we are meeting the Noongar Whadjuk people and pay respect to Elders past, present and emerging.
2.	**Apologies**
	Mr Nathan Trengove, Mr Daniel Candeloro, Mr Ian Gilles
3.	**Declarations of Interest**
	Board members are reminded to disclose any interest during the meeting when the matter is discussed, and of the requirement to disclose an interest affecting impartiality under the School Board Code of Conduct.
3.1	**Financial Interests**
	A declaration under this section requires that the nature of the interest must be disclosed. Consequently, a Board member who has made a declaration must not preside, participate in, or be present during any discussion or decision-making procedure relating to the matter the subject of the declaration. *Other Board members may allow participation of the declarant if the Board member further discloses the extent of the interest and the other Board members decide that the interest is trivial or insignificant.* Nil disclosed.
3.2	**Disclosure of Interest That May Affect Impartiality**
	Board members are required in addition to declaring any financial interest, to declare any interest that might cause a conflict. The Board member is also encouraged to disclose the nature of the interest. The Board member must consider the nature and the extent of the interest and whether it will affect their impartiality. *If the Board member declares that their impartiality will not be affected, then they may participate in the decision-making process.* Nil disclosed.

4.	**Confirmation of Minutes**	
	That the minutes of the School Board Meeting held on 7 November 2022 as printed and circulated to all members, be confirmed as a true and accurate record. Moved: Mrs Davey Seconded: Mr Kaub	
5	**Business Arising**	
	Action: Student Services to create a summary version of the Bullying Prevention Policy and Procedures, with clear language and infographics. **Hold over.** Action: Andi to draft a letter from the Board to Oska Dunn, Chair to sign. **Complete, mailed out.**	
6.	**Agenda Items**	**Presenter**
6.1	**Principal's Report**	Dr George Sekulla
	Recommendation: The Swan View Senior High School Board notes the Principal's Report. Cr Beale asked when the official opening for the Maali Kaadadjiny Centre (Swan Learning Centre) would be. George will follow up and inform when more information is received. We are trying to source teachers to replace staff who are leaving, we are finding this difficult. Feedback received regarding Year 12 Graduation Ceremony – feedback was very positive; the status of the event was increased. Belvoir closed mid-year which forced us to find another venue. Ms Tanya Lawrence said that the guitar ensemble performed better than Mazenod College. Mr Kaub asked if an intermission could be considered for next years' ceremony so that guests could stretch their legs during the ceremony. George attended FAST at Swan View Primary School last week – was great. Noted how great it was for Mrs Sheedy-Dove. Moved: Mrs Davey Second: Mr Kaub	
6.2	**Finance**	Mr Ian Gilles
	Recommendation: The Swan View Senior High School Board notes the One Line Budget as at 1 December 2022. Moved: Mrs Earnshaw Second: Ms Reeves *Recommendation: The Swan View Senior High School Board notes the Financial Summary as at 1 December 2022.*	

	Moved: Mrs Sheedy-Dove Second: Mrs Earnshaw *Recommendation: The Swan View Senior High School Board notes the Contributions and Charges Analysis as 1 November 2022.* Moved: Ms Reeves Second: Mrs Sheedy-Dove	
6.3	**Fogarty Foundation EDvance**	Mrs Helen Hawley
	Recommendation: The Swan View Senior High School Board notes the Final Fogarty Update. The program has been very beneficial to the School, especially to improve the School's strategic direction and inform the next Business Plan. Moved: Mrs Sheedy-Dove Seconded: Mr Kaub	
6.4	**NAPLAN**	Mrs Helen Hawley
	Recommendation: The Swan View Senior High School Board notes the NAPLAN Report. No 2020 NAPLAN data to compare for Year 9s. Looking at streaming lowest MESH classes. Year 11/12 streamed Futures to focus on OLNA achievement. Moved: Ms Reeves Seconded: Mrs Sheedy-Dove	
6.5	**OLNA**	Mrs Helen Hawley
	Recommendation: The Swan View Senior High School Board notes the OLNA Report. Moved: Mrs Davey Seconded: Mrs Sheedy-Dove	
6.6	**Swans Elevate Shirts**	Ms Karen Scriven
	Recommendation: The Swan View Senior High School Board approves the inclusion of the Swans Elevate shirts in the School Uniform. Moved: Mrs Davey Seconded: Ms Reeves	
6.7	**Policies**	Dr George Sekulla

	• *Disputes and Complaints Policy and Procedures*
	  • Policy is put on Connect and updated accordingly every three years.
	• *Professional Development Policy and Procedures*
	  • Reflects Department's policy and procedures at a school level.	

	Recommendation: The Swan View Senior High School Board endorses the School Policies and Procedures. Moved: Mrs Davey Seconded: Mrs Sheedy-Dove	
6.8	**Inclusive Education**	Mrs Renee Bowell
	Recommendation: The Swan View Senior High School Board notes the report on the Swan View Senior High School Inclusive Education Portfolio. Moved: Mrs Earnshaw Seconded: Mrs Davey	
6.9	**Follow the Dream**	Ms Gaynor Manning
	Recommendation: The Swan View Senior High School Board notes the Follow the Dream Program report. Moved: Mr Kaub Seconded: Mrs Sheedy-Dove	
6.10	**Swan View Clontarf Academy**	Mr Kevin Bruce
	Recommendation: The Swan View High School Board notes the report on the Swan View Clontarf Academy. Cr Beale noted that the Clontarf students who attend the Community Pantry are always so respectful and well-mannered. Moved: Mrs Earnshaw Seconded: Ms Reeves	
6.11	**Vocational Education and Training**	Mrs Helen Hawley
	Recommendation: The Swan View High School Board notes the report on Vocational Education and Training. We will be focusing on ensuring students are prepared for SBTs they start and provide more support for them to continue. Engagement with industry is growing, such as Metronet, Marine Industries, Clontarf have connections, and ESC. Moved: Mrs Earnshaw Seconded: Ms Reeves	
7.	**Other Business**	
	Merry Christmas and happy holidays.	
8.	**Agenda items carried over to next meeting**	
9.	**Closure**	4.14pm
10.	**Next meeting**	27 March 2023

Promotional Visits

During Term 1, I had the privilege of visiting Clayton View, Greenmount, Herne Hill, Midvale, and Swan View PSs and speaking with their Year 6 students about the amazing opportunities offered at Swan View SHS. I accompanied Mrs Sally Bradley, School Officer – Media and Marketing; Mr Steve Bezant, Head of Learning Area – Health and Physical Education; Ms Kate Rogers, Head of Learning Area – Arts; Mr John Vidler, Head of Learning Area – Technologies; Ms Zoe Baldock, Coordinator – ACE Program and Ms Kellie Tucker, Program Coordinator – Swan View Stars Foundation who attended the promotional visits.

Thank you to all the staff at each of the schools for their support and making our staff feel very welcome at their respective schools.

New Appointments

The following staff have been appointed to fulfil positions in the School:

- Ms Annabeth Bateman – Student Support Officer
- Mr Chris Bekker – Science Teacher
- Ms Kamnee Boojhawon – Mathematics Teacher
- Mrs Tammi Bouffler – Head of Learning Area – Humanities
- Mr Peter Crayden – HASS Teacher
- Ms Grace Dutton-Waterford – English Teacher
- Ms Ashleigh Ezard – Education Support Teacher
- Ms Hayley Forrest – Education Support Teacher
- Mrs Larissa Geach – Education Support Teacher
- Ms Alis Hart – HASS Teacher
- Ms Annalise Hayman – English Teacher
- Mrs Corinne Henry – Education Assistant
- Mr Bailey Hester – Music Teacher
- Ms Nicola Hoglin – School Officer
- Ms Julie Howlett – HASS Teacher
- Ms Miriam Ifould – HASS Teacher
- Ms Bajeet Kaur – English Teacher
- Mrs Shelley Molenda – Home Economics Teacher
- Ms Asleigh Moran – Education Assistant
- Mr Mitchell Power – School Psychologist
- Mrs Sheryl Puke – Education Assistant
- Ms Premita Seegoolam – Mathematics Teacher
- Mr Geoff Serafini – Information Technology Teacher
- Mr Caelan Toki – Health and Physical Education
- Mr Paul Townsend – Languages Teacher
- Ms Lynnette Vance – Education Assistant
- Mr Robert Vernon – Teacher in Charge (HASS)
- Ms Ruby-Jane Walkden – Home Economics Teacher

- Mr Tim Wallis – Science Teacher
- Ms Penny Watkins – Education Assistant
- Mr Ryan Winfield – Design and Technology Teacher

The following staff have been appointed to positions within the School:

- Ms Taree Cooke – Triage Officer and Attendance Officer
- Mrs Christine Davey – Triage Officer
- Ms Michaela Perry – Teacher in Charge (Science)
- Mr Michael Zampogna – PBS Team Leader

New Staff Meetings

During this Term, I have had individual meetings with all new teaching and allied professional staff appointed to the school this year. These meetings were a wonderful opportunity to get to know the new staff and discuss issues relevant to them and provide appropriate support as they begin their time at our school.

Staff Departures

The following staff have concluded their appointments at Swan View Senior High School at the end of 2022:

- Ms Kathy Moore – Career Practitioner Teacher

The following staff have been granted leave or fixed term positions at other public schools:

- Ms Christina Bay – Education Assistant
- Ms Sheridan Cullinan – Education Support Teacher
- Mrs Caroline Davis – Numeracy Coordinator
- Mr Nathan Fletcher – Health and Physical Education Teacher
- Ms Jess Higgs – School Officer
- Ms Bronwyn Jacobson – Manager Corporate Services
- Ms Pamela Moss – Deputy Principal (Operations)
- Ms Bic Nguyen – Science Teacher
- Ms Julie-Anne Paterson – Program Coordinator Student Services (Upper School)
- Mrs Laura Raven – Teacher in Charge (Science)
- Mr Nathan Trengove – Program Coordinator Student Services (Lower School)

Office Accommodation

The following changes to Office accommodation have occurred:

- Deputy Principal – Inclusive Education has moved to the former Marketing and Media Office.
- Marketing and Media Office has moved to the former Swan View Stars Foundation Office.
- School Psychologist has moved to the former Interagency Office.
- Mrs Janet Criddle, School Officer – SIDE, has moved to the former School Psychologist Office.
- School Nurse has moved back to the former Health Centre.
- Ms Andi Warwick, School Officer, moved into Mrs Criddle's former Office.

Student Services Review

I have negotiated with the North Metropolitan Regional Education Office to commission a review of Student Services at our school. The Review was conducted by Carol Strauss, a former Principal, who has a wealth of experience within a school context and at a systemic level. The Review involved five groups of six staff (teaching and allied professional) who responded to questions relating to the delivery of Student Services and policies and procedures during weeks six and seven of this Term.

The recommendations from this Review will enable the School to build on our strengths in this area and address any gaps to further support our students and staff.

Year 12 Ball

The Ball was held on 17 February 2023 at Mulberry Farm, Caversham. The event was well attended by students who had a very enjoyable time. Thank you to all staff who attended the evening. Your support was appreciated.

Aboriginal Programs

Swan View Clontarf Academy, Swan View Stars Foundation and the Follow the Dream program organised an information session on 23 February 2023. The session was held at the Swan Learning Centre and was well attended by parents/caregivers. Each of the three initiatives were able to present information about their respective programs.

Beach Carnival

The annual Carnival was held on 10 March 2023 at Mullaloo Beach. Students participated in a range of events culminating in points for their respective Houses. The House results from the Carnival include:

Gladstone – 1 458
Morrison – 1 410
Salisbury – 1 597
Weld – 985

Congratulations to Salisbury on their win. A sincere thank you to the Health and Physical Education Learning Area for their commitment and hard work in organising the Carnival.

Staff Service

Our staff are our greatest asset. The School has been fortunate over the years to have employed staff that have demonstrated commitment and hard work to improve outcomes for our students.

Acknowledging this important service to our School community is an important action to ensure staff are valued. This year, I have implemented an initiative to acknowledge staff service by awarding lapel pins for three categories: Bronze (five years), Silver (10 years) and Gold (20 years). Each year in Term 1, staff will be awarded the lapel pins reflecting their years of service.

Bronze (five years):

Shirley	Muir	5
Argiris	Papas	5
Samantha	Schofield	5
Zoe	Baldock	6
Anne	DeSouza	6
Bronwyn	Jacobson	6
Kelly	Klymiuk	6
Samantha-Jo	Rinaldi	6
Kerri	Coops	7
Denise	Cowin	7
Paul	Judge	7
Aree	Latham	7
Angela	Magee	7
Pablita	Menchavez	7
Laura	Raven	7
Jonathan	Francois	8
Lita	Holmes	8
Justine	McCann	8

Silver (10 years):

Ian	Gilles	10
Florentino	Ramirez	11
Bich	Nguyen	12
Vivien	Colquhoun	13
Stephen	Bezant	13
John	Vidler	16
Nanette	Burke	17
Tracey	Warwick	17
Denise	Cunningham	18
Karen	Scriven	18

Gold (20 years):

Sargon	Darmo	21
Kazimierz	Knitter	21
Christina	Bay	21
Sally	Bradley	25
Kate	Rogers	25
Raymond	Higgott	30

School Revitalisation

The School continues the significant upgrades to the ageing infrastructure so students and staff would access high quality facilities in their teaching and learning:

- Board room power and ICT services installed to facilitate improved technology in meetings, including participant and special guest remote logins and collaborative Webex meetings.
- SIDE room carpet replaced to improve learning conditions, including aesthetics and comfort for students
- School Nurse's office carpet replaced to create a safe and welcoming environment for student health consultancy.
- School Psychologist office relocation to provide a safe and comfortable space including a more discrete and private location.
- Reticulation installed and brickwork laid in preparation for new lawn and seating area near the Media classroom.
- Three garden beds revitalised, including new reticulation systems and replanting. Focus on ensuring colour and trees were part of plant selection to brighten recreation areas for students while being environmentally mindful.
- Replaced main school server allowing additional storage space for staff and students and facilitate increased ICT in delivery of education.
- Resurface of the Gymnasium parquetry floor and skirtings boards to provide a renewed playing surface for the start of the year and extend the useable life of the floor.
- Previous Swan View Clontarf Academy learning space refurbished, including restoring and cleaning brick wall and painting of unsealed shelving in preparation for an additional classroom assigned to the Technologies Learning Area.

Weld Road Works

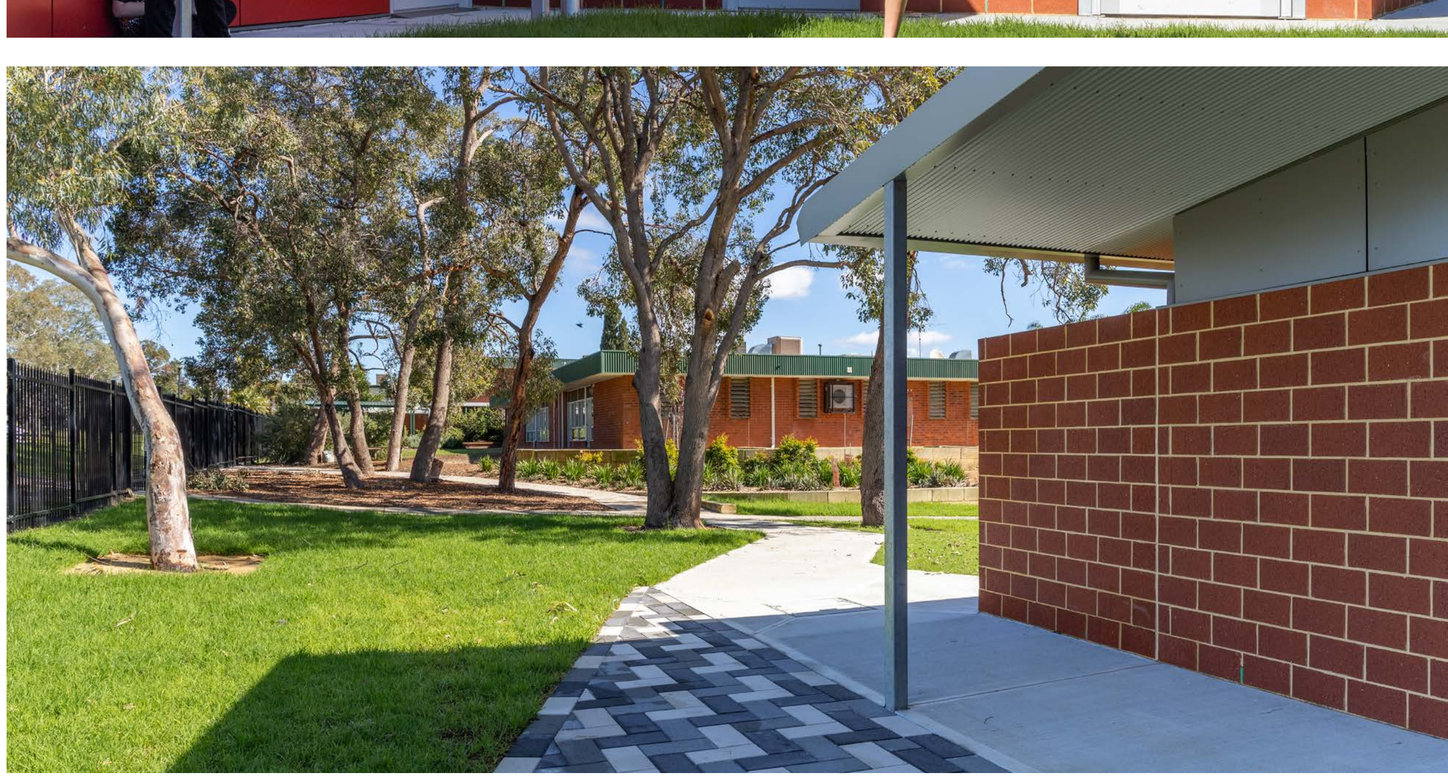
In 2021, I negotiated with Mr Shane Purdy, Director – Infrastructure Services, to carry out a renewal of Weld Road. In particular, the realignment and widening of the footpath along Weld Road by the Shire of Mundaring. In addition, the renewal included an extension of the brick paving infill on the verge between the path and the kerb. This is located on the two shared corners of Morrison and Weld Roads. The works were carried out in the summer vacation period and weeks 8 and 9, Term 1, 2023.

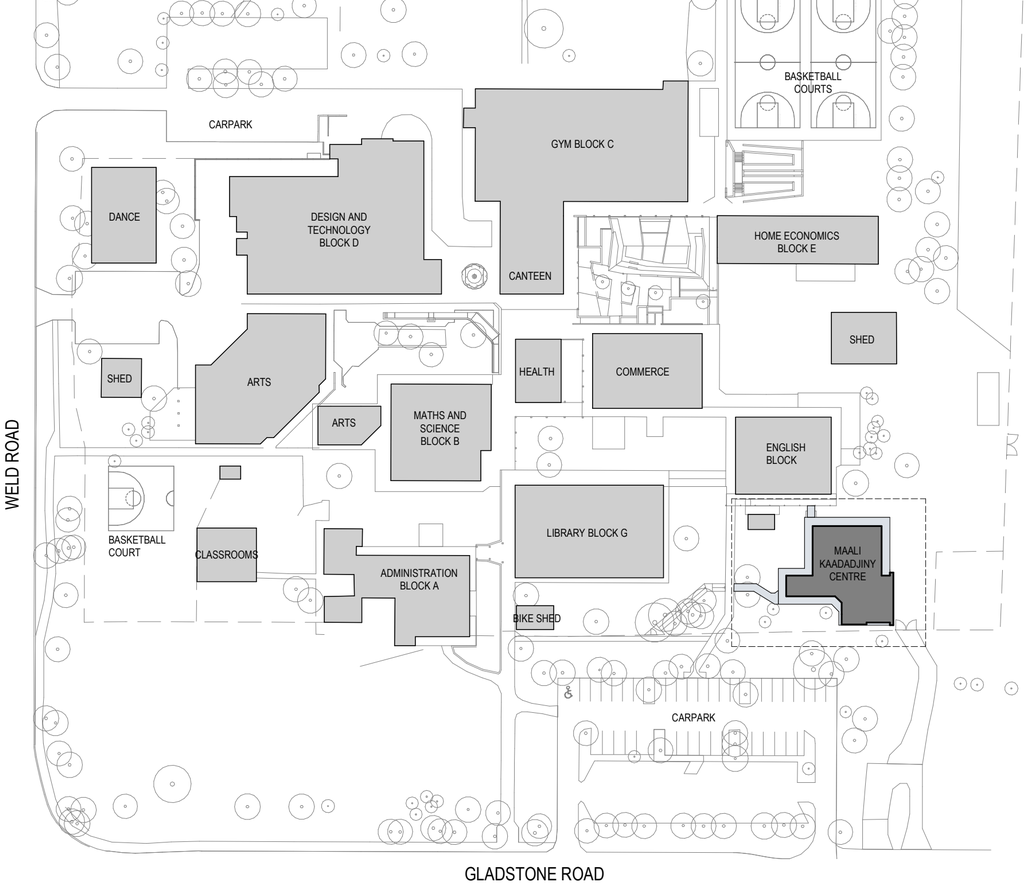
Dr George Sekulla
Principal







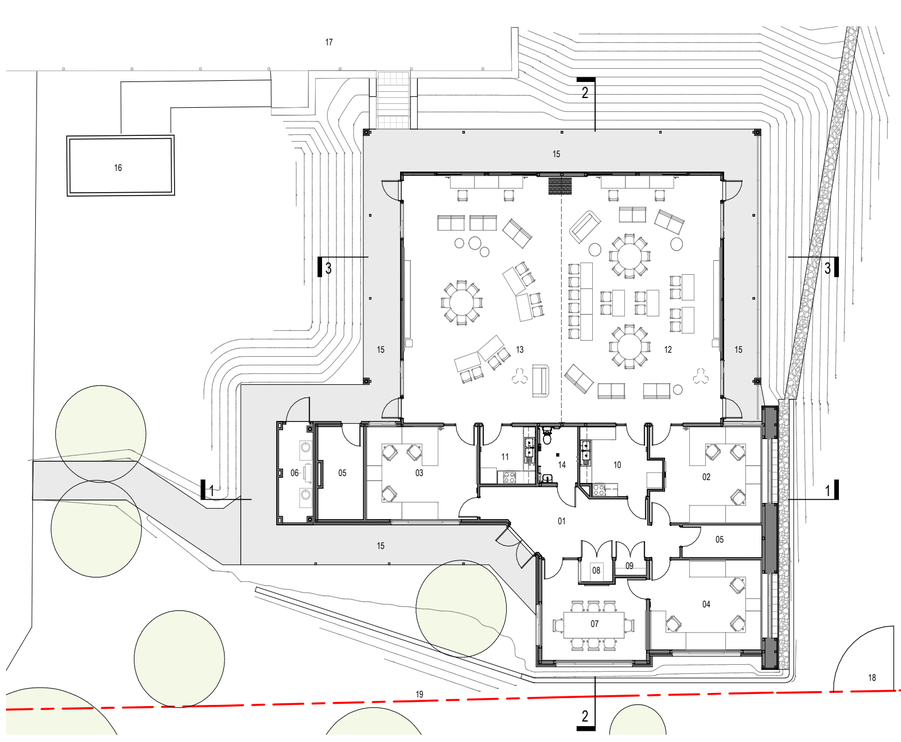




SWAN VIEW SHS MAALI KAADADJINY CENTRE

SWAN VIEW, WA

In the outset the Project was to be a refurbishment to the schools existing Cafeteria. However, the School expressed interest in a more appropriate use of the allocated resources and identified the incorporation of a dedicated Aboriginal Education Centre as greater benefit to the school. The school offers several Aboriginal focused Academies that have great success in engagement and attendance. Subsequently, the school requested a change in the brief funding allocation which was granted. The new brief focused on delivering a dedicated facility for the three major Academies being Clontarf, Girls Academy and Follow the Dream. MODE's design approach is to produce a functional and engaging facility that improves the experiences of those that engage with it, and that provides the necessary amenities to allow the best possible delivery of the major academy programs the school offer.



Project Team

ROLE	NAME
Project Manager	Justin Middleton (Dept. of Finance)
Architect & Interior	Mode
Builder	Solution4Building
Acoustic & Section J	Gabriels Hearne Farrell
Buidling Certifier	Philip Chun
Quantity Surveyor	RW Quantity Surveyors
Civil & Structural	BPA Engineering
Electrical	ETC Engineering
Hydraulic & Mechanical	ATA Engineering
Feature Surveyor	PSS Group
Photographer	Bryan Angerson (Mode)

modedesigncorp.com


5 YEARS


10 YEARS


20 YEARS

Swan View
SENIOR HIGH SCHOOL

Student Representative Council

2023 Business Plan

The purpose of this paper is to provide the Board with the Student Representative Council's *2023 Business Plan*. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board notes the Student Representative Council's *2023 Business Plan*.

Swan View
SENIOR HIGH SCHOOL

Student Representative Council

Business Plan 2023

OUR WHY: • Building positive relationships among students, staff, and the community. • Supporting the whole school cohort to achieve best outcomes academically and socially. • Role models – displaying DARE behaviours. • Positively representing the school at events in and out of school.		SCHOOL FOCUS: • Academic Rigour • Behaviour and Engagement • Professionalism • Community Pride and Perception	
PROJECT	**WHAT/HOW**	**WHO**	**WHEN**
SRC Meetings	❖ Meet to discuss upcoming events, ideas, suggestions, and current issues ❖ Chairperson and minute taker	❖ All SRC ❖ Ms Scriven (Deputy Principal SS) ❖ Roster for chair and minutes	❖ Fortnightly
Year 7 Engagement	❖ Year 7 area roster ❖ Build relationships by actively interacting with the students ❖ Survey what activities the students would like to do at lunchtime (must be practical) ❖ Scout for Year 7 SRC candidates ❖ Survey the Year 7 students in Week 9 'Term 1 Transition to High School Feedback'	❖ All SRC	❖ Daily all Term 1 ❖ Week 9
Year Assemblies	❖ SRC to have more involvement with assemblies, organize with assembly coordinators ❖ Discussion points and content/messages to be addressed	❖ All SRC from each year group to MC their assembly	❖ Week 3 and 8

PBS Awards	❖ SRC to be more involved with promoting PBS around the school ❖ Work with the PBiS team ❖ 'Good Choices' poster assist Ms Scriven	❖ All SRC	❖ Weekly
Primary School Partnerships	❖ Primary school promotional visits ❖ Promote school programs ❖ Hand out enrolment packs ❖ Year 3/4 Robotics/Media @SVSHS ❖ Year 6 Transition Days @SVSHS	❖ Year 8 and 9 ❖ Interested students to assist ❖ Year 7,8 and 9	❖ Term 1 ❖ Term 2/3 ❖ Term 3
Community Engagement	❖ Head Girl and Boy to attend School Board meetings to present an SRC report ❖ Parent-Teacher Interviews ❖ Prospective Parent Night	❖ Angela and HB ❖ Selection of SRC students ❖ Selection of SRC students	❖ Dates TBC ❖ Term 1 Week 7 and Term 3 Week 7 ❖ Term 2 Week 3
Partnerships	❖ Smith Family – Passport to Success ❖ ABCN Programs	❖ Year 7s ❖ Year 7-11	❖ Dates TBC ❖ Across all terms
Health and Wellbeing	❖ HG, HB, and deputies meet with Dr Sekulla to discuss the terms achievements and any concerns ❖ SRC to have a reward afternoon, eg Grill'd, mini golf, bowling	❖ Angela, HB, Daniel, and Chloe ❖ All SRC	❖ Week 10 every term ❖ Week 10 Term 1-3

SIDE PROJECTS

School Beautification on going

- ❖ Student artwork around the school
- ❖ Work with PBiS team
- ❖ Clean up day

Culture Day

- ❖ Would need detailed planning and presented to SLT
- ❖ Learn about different cultures
- ❖ Food from different cultures

Swan View
SENIOR HIGH SCHOOL

Staffing

The purpose of this paper is to provide an overview of the staffing allocation at Swan View Senior High School commencing in Term 1, 2023. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board notes the report on staffing.

The staff at Swan View Senior High School are the School's greatest asset. It is through a positive learning culture that we provide the best workplace conditions possible.

In 2023, the school has employed 118 staff. This compromises 63 teaching staff and 55 non-teaching staff. Within the teaching staff category, there are 51 full-time and 12 part-time staff, while in the non-teaching staff category, there are 23 full-time and 32 part-time staff.

School Executive	
Principal	Dr George Sekulla
Deputy Principal – Teaching and Learning	Mrs Helen Hawley
Deputy Principal – Student Services	Ms Karen Scriven
Deputy Principal – Inclusive Education	Mrs Renee Bowell
Manager Corporate Services	Mr Ian Gilles
School Administration	
Public Relations	Mrs Sally Bradley
VET and SIDE	Mrs Nanette Burke
Enrolment Officer	Mrs Janet Criddle
Human Resources Coordinator	Mrs Vivien Colquhoun
Student Accounts	Mrs Denise Cunningham
Reception	Mrs Brooke Exell
Marketing, Assets and Records Management	Ms Lauren Haese
Business Support Officer	Ms Andi Warwick
The Arts	
Head of Learning Area	Ms Kate Rogers
	Ms Zoe Baldock

	Mr Bailey Hester
	Mr Paul Judge
	Ms Tahnee Thompson
	Ms Jemma Whelan
English and Humanities	
Head of Learning Area	Mrs Tammi Bouffler
Teacher in Charge – Humanities and Social Sciences	Mr Robert Vernon
	Mr Lucas Bennett
	Mr Peter Crayden
	Mrs Anne DeSouza
	Ms Grace Dutton-Waterford
	Ms Alis Hart
	Ms Annalise Hayman
	Ms Julie Howlett
	Ms Miriam Ifould
	Mrs Baljeet Kaur
	Mr Simon Marriette
	Ms Samantha Schofield
Languages - Japanese	Mr Paul Townsend
	Ms Sharna Trigg
Health & Physical Education	
Head of Learning Area	Mr Steve Bezant
	Mr Michael Garfield
	Mr Luke Kavcic
	Ms Stephanie Klimczyk
Outdoor Education	Ms Constance McIntosh
	Mr Caelan Toki
	Mr Michael Zampogna
Mathematics & Science	
Head of Learning Area	Mrs Justine McCann
Teacher in Charge – Science	Ms Michaela Perry
	Ms Jessica Beaumont
	Ms Jessica Cicchini
Laboratory Technician	Ms Julie McConnell
	Mr Rhys Papas
	Mrs Premita Seegoolam
	Ms Jyoti Sharma
	Mr Timothy Wallis

Technologies	
Head of Learning Area	Mr John Vidler
Home Economics Assistant	Mrs Sharee Innes
Technical Assistant	Mr Ray Higgott
	Mr Johnny Ripley
	Mr Geoffrey Serafini
	Mrs Anna Taylor
	Ms Ruby-Jane Walkden
	Mr Ryan Winfield
Education Support Centre	
	Ms Sheridan Cullinan
	Mr Thomas Evans
	Ms Ashley Ezard
	Ms Hayley Forrest
	Mrs Lara Geach
School Officer	Ms Jessica Higgs
Learning Support Coordinator	Mrs Brooke Scolt
Education Assistants	
	Mrs Vicki Atkins
	Ms Kerri Coops
	Mrs Anna Cotter
	Mrs Rosalie Dubbelboer
	Mrs Belinda Grose
	Mrs Corinne Henry
	Mrs Tracey Luxton
	Mr Graham Malynn
	Ms Ashleigh Moran
	Mrs Shirley Muir
	Mrs Sheryl Puke
	Ms Danielle Thiel
	Ms Penny Watkins
Student Services	
Student Support Officer (Upper School)	Mrs Sophia Mathers
Program Coordinator – Student Services (Lower School)	Mr Daniel Mills
Student Support Officer (Years 7 – 8)	Ms Annabeth Bateman
Student Support Officer (Year 8 – 9)	Mrs Tracey Warwick
Student Support Officer (Year 10)	Ms Pauline Manser
Tier 2 Engagement Officer	Mrs Emily Goerke

Triage	Mrs Christine Davey
School Psychologist	Mr Mitchell Powell
School Nurse	Mrs Lyndsay-Sue Gannaway
Absentees	Ms Danielle Haese
School Chaplain	Mr Jon Jon Ramirez
Attendance Officer	Ms Taree Cooke
School Officers	Ms Lita Holmes
	Ms Katie James
	Ms Chantelle Mokomoko
Follow the Dream	
Program Coordinator	Ms Gaynor Manning
Swan View Clontarf Academy	
Director	Mr Kevin Bruce
	Mr Johnathon Marsh
	Mr Tyler Resuggan
Swan View Stars Foundation	
Program Manager	Ms Kellie Tucker
	Ms Lizel Buckley
	Ms Katrina Jetta
Cleaning	
Cleaner in Charge	Mr Sargon Darmo
	Mr Kazimierz Knitter
	Mrs Aree Latham
	Ms Angela Magee
	Ms Pablita Menchavez
	Ms Chawee Phanchan
	Mrs Suwan Turner
Grounds and Utilities	
	Mr Micheal Burke
	Mrs Terri Burke
	Mrs Brooke Muhic
Information Technology	
Network Support Officer	Mr Jonathan Francois
Technical Support Officer	Mr Angus Roach

There are six teaching staff and one non-teaching staff that are on leave, including Deferred Salary Scheme, Leave Without Pay, Long Service Leave, Maternity Leave, Sick Leave and. Two staff members are currently being paid for through Workers' Compensation or they are on Return-to-Work plans until their claims have been resolved.

Four staff are employed in other Department of Education areas throughout Western Australia. They all retain their respective positions at Swan View Senior High School.

Dr George Sekulla
Principal

Swan View
SENIOR HIGH SCHOOL

2022 Annual Report

The purpose of this paper is to submit the draft 2022 Annual Report and seek the School Board's endorsement of the Report. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board endorses the 2022 Annual Report.

The Annual Report forms a significant opportunity to communicate the School's performance as measured against our targets. The Report should be read in conjunction with the School Business Plan, online Reports, School website, and Facebook posts as well as taking into account numerous events that occurred throughout the 2022 academic year.

The Report provides commentary on the second year of the School Business Plan 2021 - 2023.

Swan View
SENIOR HIGH SCHOOL

Annual Report 2022

Doing great things for students one step at a time.

Acknowledgement of Country

We acknowledge the Whadjuk Noongar people and we pay respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Whadjuk Ancestors have walked this country and we acknowledge their special and unique place in our nation's historical, cultural and linguistic identity.

Pictured: Murals painted by Swan View Senior High School students and local Aboriginal artists Seantelle Walsh and Rhys Paddick through the Smith Family's SmArts Program

Contents

Message from the Principal

School Context

Operational Structure

Our School Executive

School Board

Governance and Rigorous Self-Assessment

Fogarty Foundation EDvance

Priority One: Teaching and Learning

- Literacy and Numeracy
- Upper School Achievement
- WACE Literacy and Numeracy
- Scholarships
- Awards

Priority Two: Learning Environment

- Positive Behaviour Support (PBS)
- Behaviour and Engagement
- Attendance
- School Environment

Priority Three: Student and Community Engagement

- Student Transition to Secondary School
- Community and Corporate Partnerships
- Family and Community Perception

Aboriginal and Torres Strait Islander Achievement

- Follow the Dream
- Swan View Clontarf Academy
- Swan View Stars Foundation

Education Support Centre

Student Representative Council

Workforce

- Workforce Profile
- Professional Development
- Staff

School Revitalisation

Aboriginal Education Centre

Financial Summary

History

- Foundation Staff and Students
- Executive Roll of Honour
- Head Boy and Girl

Letters and Awards to School

Message from the Principal

I am pleased to present this Report on our School's activities and performance for 2022. The Report provides commentary on the second year of the School Business Plan 2021 - 2023.

The Annual Report forms a significant opportunity to communicate the School's performance as measured against our targets. The Report should be read in conjunction with the School Business Plan, online Reports, School website, and Facebook posts as well as taking into account numerous events that occurred throughout the 2022 academic year.

This year the School celebrated its 45th anniversary having opened on 7 February 1977. There were 27 Foundation staff and 346 Foundation students. The wider School community can be very proud of the School's amazing achievements in academia and the sporting fields during the past 45 years.

To celebrate the 45th anniversary, a special morning tea was organised on 24 June 2022. It was a wonderful opportunity to celebrate the School's achievements in so many areas during the past 45 years. I thank our special guests for attending the morning tea and their continued support for our School: Hon. Michelle Roberts MLA, Speaker of the Western Australian Legislative Assembly and Member for Midland; Mrs Kendall Earnshaw, Vice Chairperson – Swan View Senior High School Board; Cr Jo Cicchini – Shire of Mundaring; and Cr Rashelle Predovnik – City of Swan.

Our School successfully continued its involvement in the Fogarty EDvance program during the year. I wish to acknowledge the invaluable contribution of our Fogarty School Mentor Mrs Eirlys Ingram, the Swan View Senior High School Board, and all Swan View Senior High School staff, for their hard work and support of the School's participation in the program.

The continuing impact of the COVID-19 pandemic was evident during Semester 1. This period was challenging as we responded to the impact of COVID-19. The ever-changing health protocols and the periods of isolation for students, families and staff, concerned many within our community. I would like to express my sincere appreciation and humble admiration for all within our School community. The students and staff showed enormous resilience, patience and cooperation in adapting to the various school operational guidelines that we have been challenged to navigate throughout this period.

The agreement between the School and the Koya Aboriginal Corporation to deliver the Girls Academy initiative concluded at the end of the 2021 academic year. The School commenced working with Koya to deliver the Girls Academy initiative in February 2021. I would like to extend my appreciation to the staff at Koya for their support and work at Swan View Senior High School.

Towards the end of the 2021 academic year, the School entered into discussions with the Stars Foundation to deliver the Aboriginal Girls program in 2022. The Stars Foundation commenced at the School in Term 2. It has been a very successful year for the new Swan View Stars Foundation program under the stewardship of Ms Kellie Tucker and her Team: Ms Katrina Jetta and Ms Lizel Buckley.

Cassius Turvey, Year 9, passed away on 23 October 2022 aged 15 years. Cassius' passing has had a deep and sad impact on the students and staff at our school and throughout Australia and internationally. Support for our students has been ongoing, targeted, intensive and culturally appropriate. Swan City Youth, Yorgum Healing Service, Youth Focus – School Chaplaincy, Swan View Clontarf Academy staff, and Helping Minds (free priority counselling for our students) have been and are continuing to be involved in supporting our students.

I would like to extend my sincere appreciation to our Swan View Senior High School community for their support of each other during this very sad time.

I would like to publicly thank Cr Karen Beale, Chairperson of the School Board, and the members of our Board. Our School Board has performed exceptionally throughout the year. In addition, I would like to extend my sincere appreciation to Mr Liam McCracken, President of the Parents and Citizens Association, and the members of the Association for their continued support of our School during 2022. Your efforts are valued.

Many thanks to all our parents/caregivers and other members of their respective families who assist in preparing their children for learning every day in our School, and to the Teachers, Education Assistants and Allied Professional Staff who drive their learning throughout the day.

Positive relationships continue to be at the heart of our teaching-learning experiences. This together with a delicate balance between pastoral care and rigorous academic programs ensures our students are prepared to be lifelong learners and give back to the community.



Dr George Sekulla JP

Principal

School Context

Background

Swan View Senior High School opened on 7 February 1977 as Swan View High School enrolling students in Years 8 and 9. In 1985, the School became a Senior High School, enrolling students in Years 8 – 12.

The School is located in the eastern suburb of Swan View. It is approximately 25 kilometres from the Perth central business district in the Perth Hills on the edge of the Darling Scarp, just to the west of the John Forrest National Park.

Swan View Senior High School serves all or parts of the following suburbs: Bellevue, Darlington, Greenmount, Jane Brook, Koongamia, Midvale, Middle Swan, Stratton, and Swan View.

In 2015, the School welcomed Year 7 students as the first year in secondary school. Today, the School is a Year 7 – 12 campus offering academic programs across the seven Learning Areas, including: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, and Technologies. Students graduating from Swan View are not only well equipped for enrolment in tertiary courses at University or at TAFE, but also for coping with the demands that employment places upon them if they choose to go out into the world of work.

The School has benefited from the inclusion of an Integrated Education Support Centre since 2018. The Centre caters to students with special needs who require low to medium levels of support. The Centre prides itself on supporting the individual needs of students through their wellbeing, academic, social and emotional growth.

Our Vision

Developing students as life-long learners who are resilient, respectful, active community members that are future ready and can realise their potential.

School Priorities

The School Business Plan 2021 - 2023 outlines three priority areas that guides the strategic direction of our school and ensures sustainable school improvement. These priority areas include:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Swan View Senior High School is committed to achieving public school excellence using:

- A curriculum which is dynamic and rigorous, responding to student and societal needs;
- Teaching roles that focus on collaboration with colleagues, use modern technology and encourage the problem-solving capacities of students;
- Decision making processes that reflect collaboration and consultation with all elements in the School community;
- Management of resources with increasing requirements for effectiveness and efficiency; and
- Routine use of technology to access information.

System Priorities

The School Business Plan 2021 - 2023 reflects the directions outlined in the Strategic Directions for Public Schools 2020 – 2024 and Focus 2022 document. These include:

- Provide every student with a pathway to a successful future.
- Strengthen support for teaching and learning excellence in every classroom.
- Build the capability of our principals, our teachers and our allied professionals.
- Support increased school autonomy within a unified public school system.
- Partner with families, communities and agencies to support the engagement of every student.
- Use evidence to drive decision-making at all levels of the system.

Operational Structure

Establishment

Swan View High School was established under the Education Act 1929 and commenced on 7 February 1977. In 1985, the School became a Senior High School, enrolling students in Years 8 – 12.

Our Minister

The responsible minister is the Hon. Sue Ellery MLC, Minister for Education and Training. A media statement released on 14 December 2022 announced that the Hon. Dr Tony Buti MLA will be the new Minister for Education and Training.

Our Agency

Swan View Senior High School is an Independent Public School, and is part of the Department of Education. Ms Lisa Rodgers is the Director General of the Department of Education.

Our Region

Swan View Senior High School is part of the North Metropolitan Education Region. Mrs Joanne Harris is the Director of Education.

The School Board

As an Independent Public School, Swan View Senior High School is required to have a School Board. The School Board operates according to the School Education Act 1999. The role of the Board is that of involvement in the governance of the School. This means taking part in the shaping and monitoring of the School's objectives, priorities and general policy directions.

The Board does not have a role in school management. This is the responsibility of the Principal and involves educational leadership and the effective day-to-day administration, supervision and control of the School and its staff.

Ms Karen Beale is the Chairperson of the School Board.

Legislation

Swan View Senior High School complies with all relevant written laws. It is particularly responsive to the requirements of the following legislation:

- Auditor General Act 2006
- Children and Community Services Act 2004
- Copyright Act 1968 (Cwth)
- Criminal Code
- Disability Discrimination Act 1992 (Cwth)
- Disability Standards for Education 2005 (Cwth)
- Equal Opportunity Act 1984
- Financial Management Act 2006
- Freedom of Information Act 1992
- Human Rights and Equal Opportunity Commission Act 1986 (Cwth)
- Misuse of Drugs Act 1981
- Occupational Safety and Health Act 1984
- Parent Support and Responsibility Act 2008
- Privacy Act 1988
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Racial Discrimination Act 1975 (Cwth)
- School Curriculum and Standards Authority Act 1997
- School Education Act 1999
- School Education Act Employees' (Teachers and Administrators) General Agreement 2019
- State Records Act 2000
- Teacher Registration Act 2012
- Vocational Education and Training Act 1996
- Working with Children (Criminal Record Checking) Act 2004

School Executive

The School is led by the Principal with Deputy Principals and the Manager Corporate Services.



Dr George Sekulla JP., BA (Ed)., B.Ed., M.Ed.Man., EdD

Principal

George Sekulla commenced as Principal on 29 January 2019.

Dr Sekulla has extensive experience in education in Western Australia. He has worked in 10 metropolitan and rural schools, the Regional Education Office, the School Curriculum and Standards Authority (formerly Curriculum Council of Western Australia) and a Ministerial Office.

Dr Sekulla was appointed as a Justice of the Peace by the Governor of Western Australia in 1997.

He is a member of the Australian College of Educators, Australian Council for Educational Leaders, Australian Institute of Company Directors, Royal Association of Justices of Western Australia and the Western Australian Secondary School Executives Association.

Helen Hawley Dip.Teach., B.Ed.

Deputy Principal – Teaching and Learning



Helen Hawley was appointed to the School on 28 January 2020 and was appointed substantively to Deputy Principal - Teaching and Learning in January 2022.

Before joining the School, Mrs Hawley was Principal Consultant to the Assistant Executive Director at the School Curriculum and Standards Authority. Prior to this she has held a range of positions in both public and private schools.

Mrs Hawley is a member of The Biotech Institute and the Western Australian Secondary School Executives Association.



Karen Scriven B.Sc. (Hons.)., B.Tch.

Deputy Principal – Student Services

Karen Scriven was appointed to the School on 26 July 2003 as a Mathematics Teacher.

Ms Scriven previously held the roles of Middle School Team Leader, Getting it Right Numeracy Specialist Teacher and Learning Support Coordinator at the School. Ms Scriven was appointed to the position Deputy Principal – Inclusive Education on 29 January 2018. In July 2019, she was appointed concurrently to the role of Acting Deputy Principal – Student Services. Ms Scriven was appointed substantively to the position Deputy Principal – Student Services on 28 January 2020.

Prior to this, Ms Scriven worked in Catholic Education Tasmania.

Pamela Moss (On leave in 2022) B.Sc., Dip.Ed., Grad.Dip.Sch.Ldsp., Cert. Gif.Talt

Deputy Principal – Operations



Pamela Moss was appointed to this position on 17 June 2019.

Before joining the School, Ms Moss was the Student Engagement and Support Manager (Year 7 – 9) at Canning Vale College. Prior to this, Ms Moss held a number of leadership positions in public schools.

Ms Moss is a member of the Western Australian Secondary School Executives Association.

Renee Bowell B.Ed. (Spec.Ed.)., Cert. IV TAE



Deputy Principal – Inclusive Education

Renee Bowell was appointed to this position on 28 January 2020.

Graduating with a degree in special education, Mrs Bowell has international experience working as an educator in the United Kingdom, Singapore and the Czech Republic. She has held senior roles in a number of public schools in Western Australia, before joining Swan View Senior High School in 2020.

Mrs Bowell is a member of the Western Australian Education Support Principals and Administrators Association and the Western Australian Secondary School Executives Association.



Bronwyn Jacobson (On leave in 2022)

Manager Corporate Services

Bronwyn Jacobson was appointed to the position on 17 October 2016.

Before joining the School, Ms Jacobson was the Manager Corporate Services at Governor Stirling Senior High School. Prior to this, she has been a Manager Corporate Services at a number of public schools and held a range of positions at a Regional Education Office and system level.

Ms Jacobson is a member of the Western Australian Managers of Corporate Services in Education.

Ian Gilles Cert IV WHS



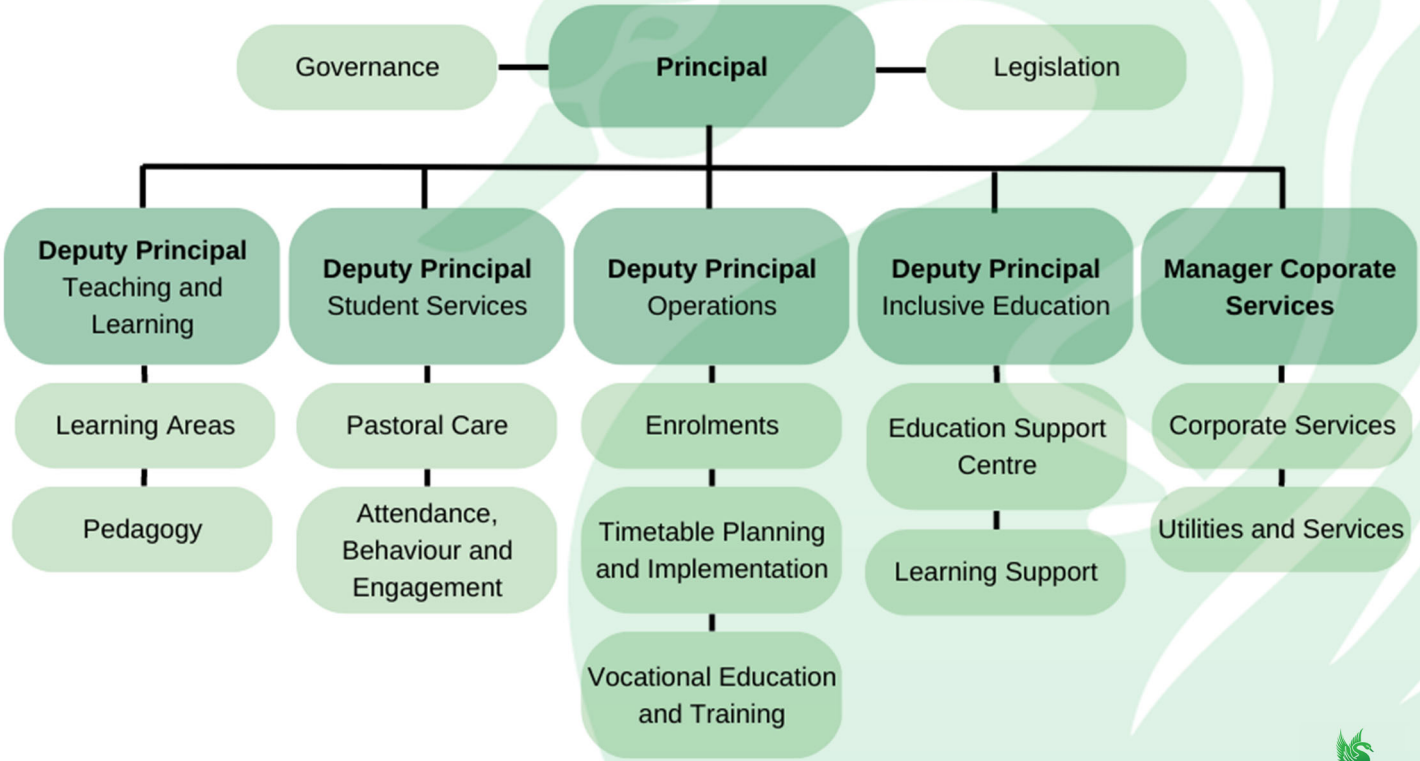
Acting Manager Corporate Services

Ian Gilles was appointed to the school on 8 May 2008.

Mr Gilles previously held the role of Administration Support Officer – Facilities and Assets. In February 2021, he was appointed concurrently to the role of Acting Manager Corporate Services.

Prior to this, Mr Gilles held a number of leadership positions in public schools.

Mr Gilles is a member of the Western Australian Education Corporate Services Staff Association.



School Board

The Swan View Senior High School Board was established in 2015. The School Board enables parents/caregivers and members of the local community to have input in the strategic direction of the School to ensure the delivery of a high-quality education for all students.

The School 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 School Board. On behalf of the School community, Swan View Senior High School would like to acknowledge the tireless efforts of the School Board members.

Throughout 2022, there were six Board meetings, covering a wide range of items, such as:

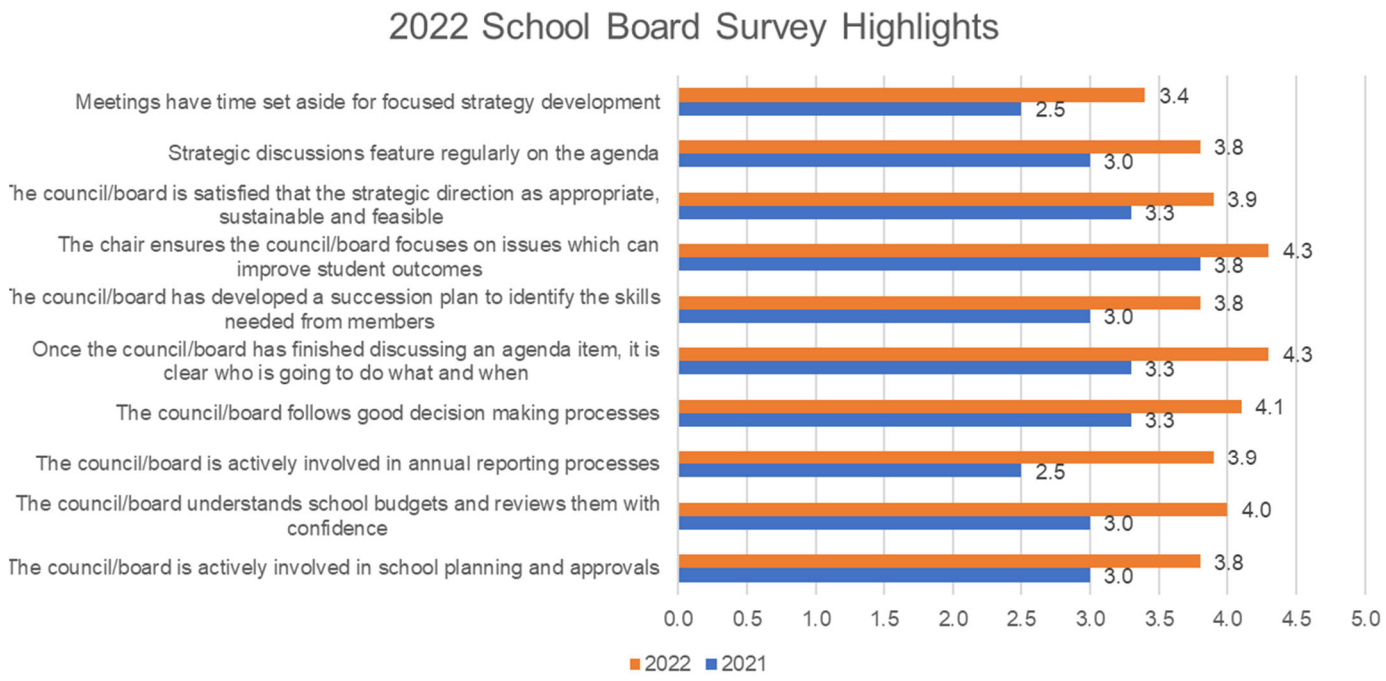
- Student achievement
- School finances and budget
- School programs and initiatives
- Policies and plans
- Staffing

Professional Reading
School Board members read the following professional reading documents over the year:

- Final Report - Ministerial Taskforce into Public Mental Health Services for Infants, Children and Adolescents aged 0-18 years in WA
- 2022 Office of the Audit General School Audit Findings

Annual School Board Survey

There were eight responses received for the 2022 School Board Survey. The results of the survey are analysed by the Board and inform the direction of the Board for the following year.



Data source: School Survey

2022 School Board Members	
Dr George Sekulla	Principal
Cr Karen Beale	Chairperson & Parent Representative
Mr Daniel Candeloro	Parent Representative
Mrs Christine Davey	Staff Representative
Mrs Kendall Earnshaw	Deputy Chairperson & Community Representative
Mrs Carol Garlett	Community Representative
Mr Ian Gilles	Staff Representative
Ms Bronwyn Jacobson	Manager Corporate Services & Non-voting member
Mr Richard Kaub	Parent Representative
Ms Sandra Reeves	Parent Representative
Ms Di Ryder	Community Representative
Mrs Margaret Sheedy-Dove	Community Representative
Mr Nathan Trengove	Staff Representative
Ms Andi Warwick	Secretary & Non-voting member
Mr Oscar Jordan and Miss Elleanne McLennan	Head Girl & Boy, Non-voting members



PHOTO: Cr Karen Beale - School Board Chair and Dr George Sekulla - Principal, drawing the annual VISA Gift Card raffle.



PHOTO: Mrs Suzanne Waters, winner of the annual VISA gift card raffle, receiving their prize from Dr George Sekulla.

Achievements

- Met goal of eight responses received for 2022 School Board Survey, an increase from four responses in 2021.
- Reviewed and endorsed:
  - COVID-19 Response Plan
  - Incident Management Plan
  - Staff Dress Policy and Procedures
  - School Grant Policy and Procedures
  - Parent Code of Conduct Policy and Procedures
  - Disputes and Complaints Policy and Procedures
  - Professional Development Policy and Procedures

Future Commitments

- Improve members' attendance at meetings; average attendance in 2022 dropped to ~6.4 members per meeting from ~7.8 in 2021.
-

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 community. A key element of successful Independent Public Schools is an effective School Board.

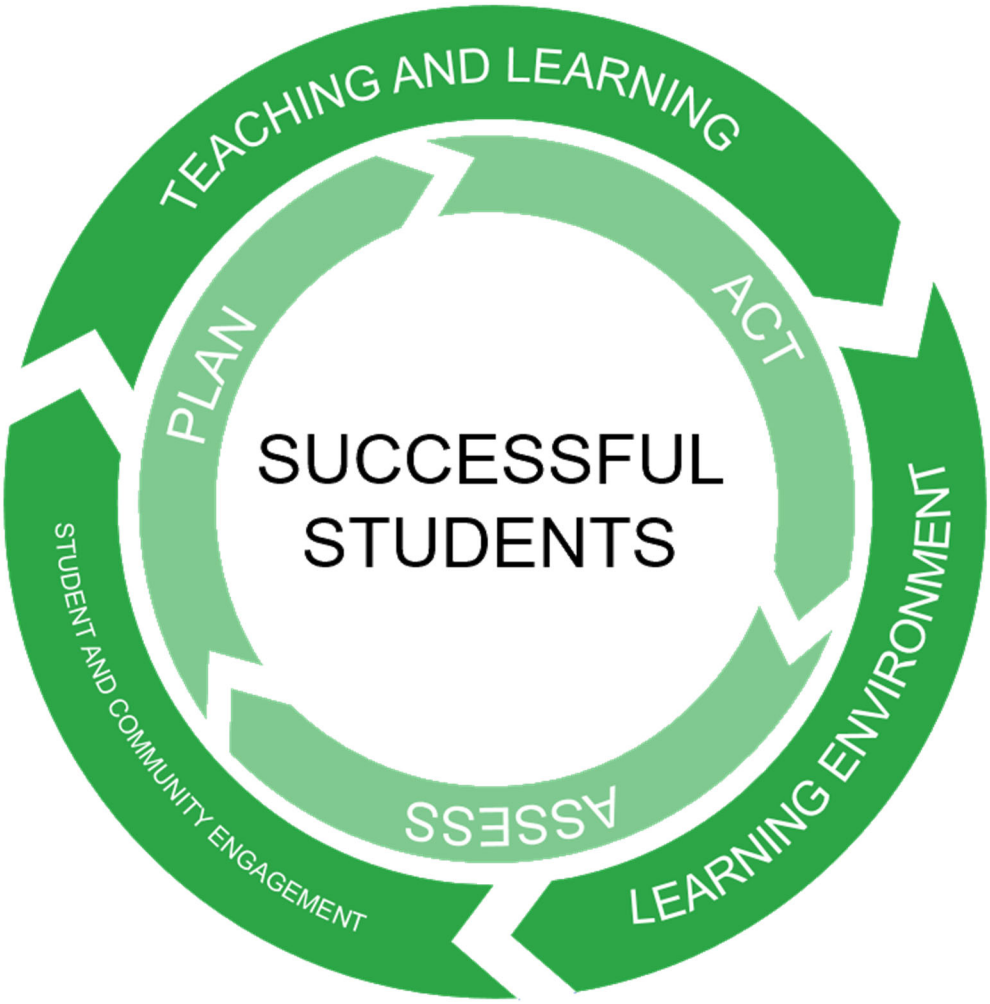
Our School maintains a reflective self-assessment process and we undertake rigorous self-assessment on a continuous basis. This involves gathering relevant data within agreed time-lines and making judgements based on our performance. The process considers data reviews on information that reflects student performance, program effectiveness, staff performance, feedback from parents/caregivers, staff and students and makes comparison with State and National achievement levels.

What progress has been made in implementing key strategies and achieving Learning Area improvement targets?

- What data or evidence supports our analysis?
- What are the implications for this year's operational plan?
- Will there be any changes to strategies, targets, time-lines, resource allocations?

In this way, we self-reflect and engage in whole school self-review processes and respond to the following:

- How are we going?
- How do we know?
- What are we doing to improve?



The School Executive meets on a weekly basis where professional discourse relating to the School Business Plan priorities and progress toward achievement of those, occurs.

Executive Team	
Dr George Sekulla	Principal
Mrs Renee Bowell	Deputy Principal - Inclusive Education
Mr Ian Gilles	Manager Corporate Services
Mrs Helen Hawley	Deputy Principal - Teaching and Learning
Ms Karen Scriven	Deputy Principal - Student Services

The Senior Leadership Team meets on a fortnightly basis where professional discourse relating to the School Business Plan priorities and progress toward achievement of those, occurs.

Senior Leadership Team	
Dr George Sekulla	Principal
Mr Micheal Bennett-Hullin	Teacher in Charge - Humaninies
Mr Stephen Bezant	Head of Learning Area - Health and Physical Education
Mrs Renee Bowell	Deputy Principal - Inclusive Education
Mr Kevin Bruce	Director - Swan View Clontarf Academy
Mr Ian Gilles	Manager Corporate Services
Mrs Helen Hawley	Deputy Principal - Teaching and Learning
Mrs Kelly Klymiuk (Semester 1)	Program Coordinator - Follow the Dream
Ms Gaynor Manning (Semester 2)	Program Coordinator - Follow the Dream
Mrs Sophia Mathers	Student Support Coordinator - Student Services (Upper School)
Mrs Justine McCann	Head of Learning Area - Mathematics and Science
Ms Nicole Parrella	Teacher in Charge - English
Mrs Laura Raven	Teacher in Charge - Science
Ms Kate Rogers	Head of Learning Area - The Arts
Mrs Kathryn Salisbury (Semester 1)	Head of Learning Area - Humanities and Social Sciences
Ms Karen Scriven	Deputy Principal - Student Services
Mr Nathan Trengove (Semester 2)	Program Coordinator - Student Services (Lower School)
Ms Kellie Tucker	Program Manager - Swan View Stars Foundation
Mr John Vidler	Head of Learning Area - Technologies

Fogarty Foundation EDvance

2022 was the final year of our commitment to the EDvance program. Our staff have continued our commitment to *Developing students as life-long learners who are resilient, respectful, active community members that are future ready and can realise their potential*.

As a part of our transformation program with Fogarty EDvance, we measure the culture or organisational health of our school through an external diagnostic tool. This measurement was compared to 2020 and it is pleasing to see we have improved significantly since 2020. The most significant increases continued to be in the areas of:

- Co-ordination and Control – where we consistently measure and manage the school and act to address problems when they arise.
- Motivation and Innovation – where we develop employee loyalty and enthusiasm and inspire our people to exert extraordinary effort to perform at their very best.
- Learning outcomes – where we encourage and harness new ideas, including everything from radical innovation to incremental improvement, so our school can evolve and grow over time.

Term 1, once again, saw the collection of data from the Tell Them From Me (TTFM) stakeholder surveys for the third consecutive year. The TTFM survey collects data from our students, our parents/caregivers and our teaching staff. These results also indicate we are progressing our school improvement program. In 2022, we had 124 parents/caregivers who responded to the TTFM survey. This was similar to the number of responses in 2021.

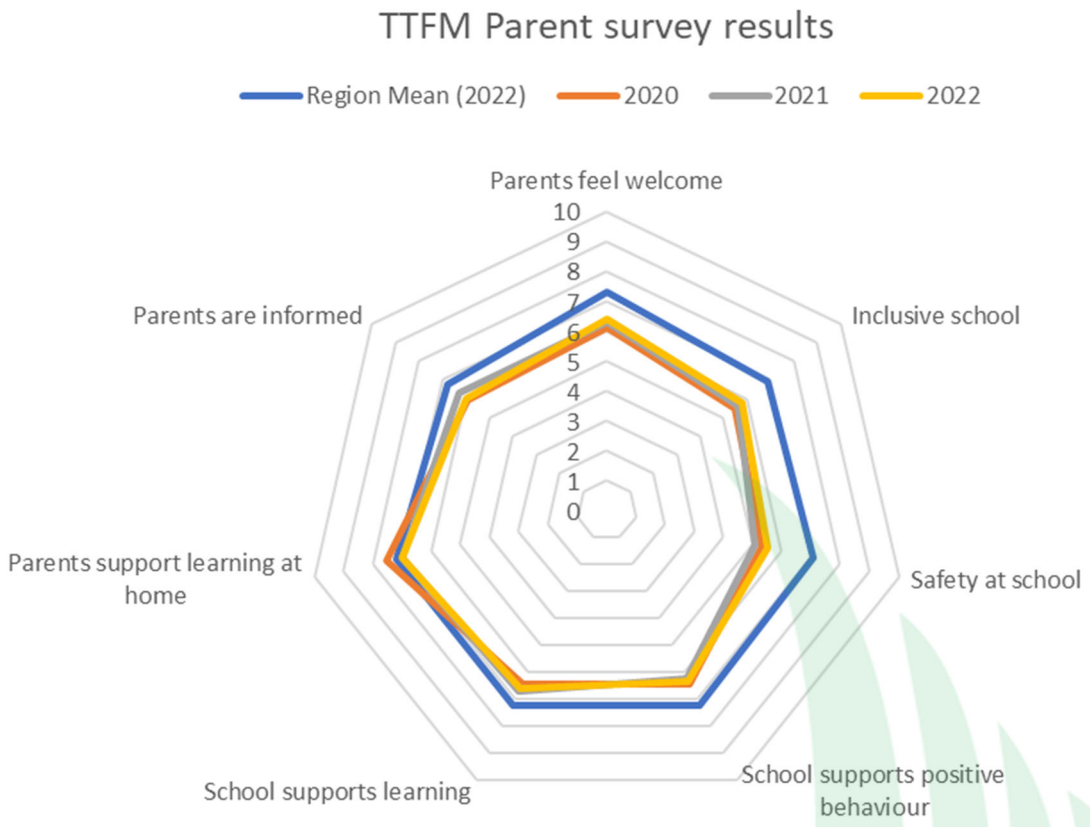
The TTFM surveys in 2022 indicated that at Swan View Senior High School we should continue to teach expected behaviours to our students through Positive Behaviour Support (PBS) lessons. Whilst the surveys indicated that student safety as a focus area improved slightly, we feel the need to continue to explore other protocols to tighten up on bullying and threatening behaviour. The extensive Student Services team is working with students in this area.

As we continue to implement explicit instructional techniques and high impact teaching strategies across al learning areas, it is expected that academic achievement and engagement of students in the classroom will improve.

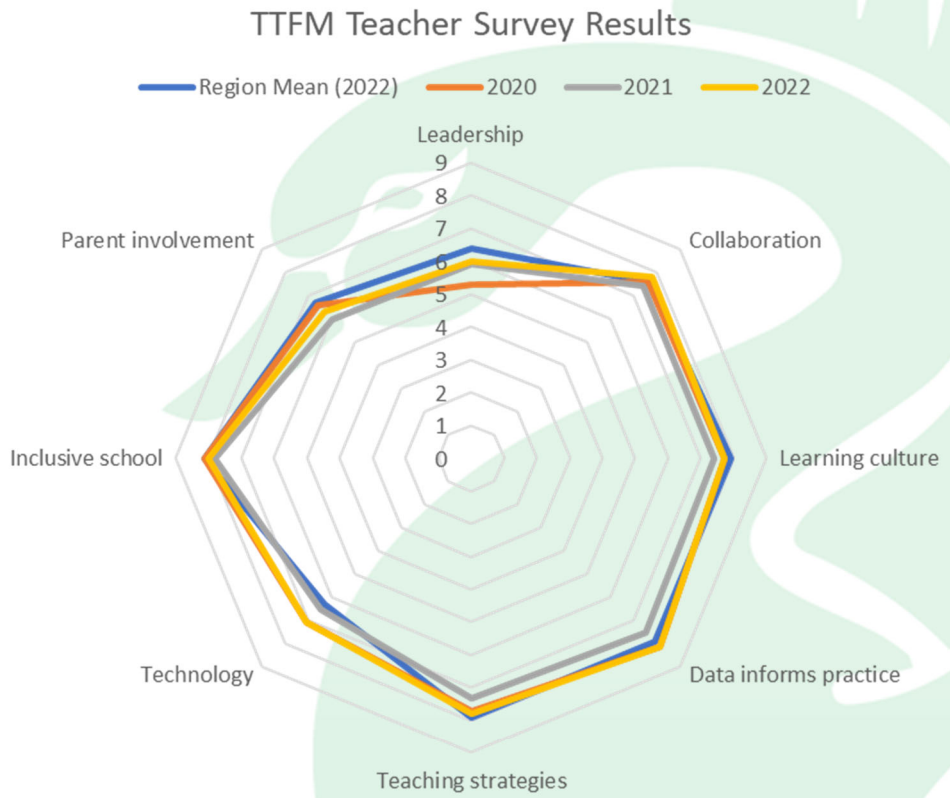
A final focus that came through the teacher and parent surveys was the need for our teachers and parents/ caregivers to work in partnership to improve the outcomes for all of our students.

As we leave the Fogarty program, we will continue to *do great things for students one step at a time* and will build on the improvements we have already made. We are all committed to continuing our school improvement journey.

2022 TTFM Parent Survey results



2022 TTFM Teacher Survey results



Priority One: Teaching and Learning

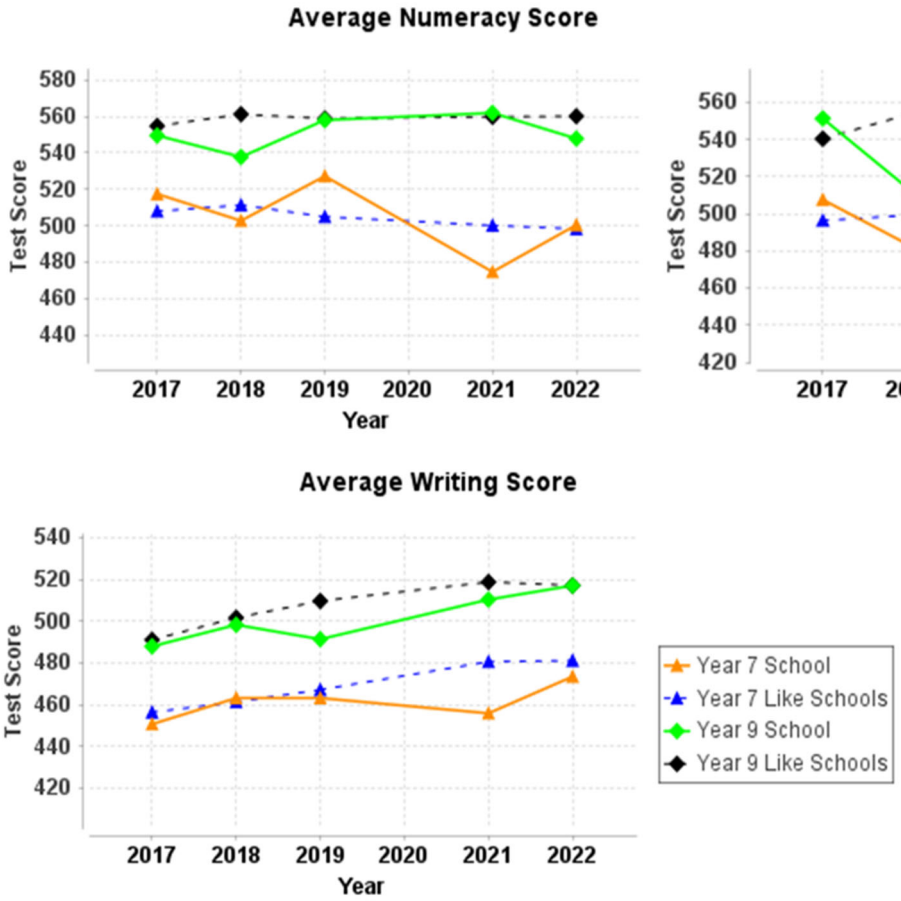
Our focus: Develop and consolidate high quality classroom pedagogy and practice.

The National Assessment Program - Literacy and Numeracy (NAPLAN)

The NAPLAN assessments test skills that are essential for every child to progress through school and life. With the test results, teachers can tailor each child's education more effectively. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of tests in the four areas of; reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The graphs below show average Numeracy, Reading and Writing scores for our Year 7 and Year 9 students.

It should be noted that NAPLAN was not conducted in 2020.



Data source: Schools Online

As can be seen on the graphs above, the current Year 9 cohort have been unable to maintain the progress made last year. We must renew our whole school focus on numeracy and reading.

As NAPLAN was not conducted in 2020, there is no data available to indicate student progress in 2022. Our Key Performance Indicators could, therefore, not be rated.

For the 2022 Annual Report our quartile results (percentages of students in the top 20%, middle 60%, and bottom 20%) have been used in place of our Progress results.

Quartile Results - Numeracy

	Year 7 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	13%	5%	10%	7%	8%	6%
Middle 60%	67%	46%	53%	57%	54%	58%
Bottom 20%	20%	49%	37%	36%	38%	36%

When compared to like schools our incoming Year 7 students show movement from below like schools to above or similar to like schools. Our goal would be to continue to increase the top quartile and decrease the bottom quartile by the time these students reach Year 9.

	Year 9 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	6%	5%	6%	8%	7%	7%
Middle 60%	59%	63%	51%	55%	58%	57%
Bottom 20%	35%	32%	43%	37%	35%	36%

The Year 9 results show a need to improve the numeracy standards of our students. There is a significant increase in the percentage of students in the bottom quartile when compared to like schools. We aim to decrease the bottom quartile by introducing a streamed lower class so intensive intervention can occur.

Quartile Results - Reading

	Year 7 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	13%	3%	12%	9%	8%	8%
Middle 60%	66%	51%	47%	56%	58%	57%
Bottom 20%	21%	46%	41%	35%	34%	35%

Whilst our current Year 7 students have shown a significant increase in the top quartile from 2021, there is also a significant percentage of our students in the bottom quartile. A streamed, smaller fifth teaching set will focus on intensive intervention.

	Year 9 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	10%	10%	7%	9%	9%	8%
Middle 60%	60%	57%	53%	57%	57%	57%
Bottom 20%	30%	33%	40%	34%	34%	34%

From the data it may be seen that a whole school focus on reading is required to decrease the percentage of students in the bottom quartile.

Quartile Results - Writing

	Year 7 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	8%	6%	11%	10%	11%	10%
Middle 60%	60%	52%	59%	54%	60%	61%
Bottom 20%	32%	42%	30%	36%	29%	29%

	Year 9 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	2%	8%	12%	7%	10%	13%
Middle 60%	60%	58%	52%	57%	51%	54%
Bottom 20%	38%	34%	36%	36%	38%	33%

Our Year 7 and Year 9 writing results reflect the like school trends in 2022.

Data sources: Education Assessment and Reporting Software, Student Achievement Information System (SAIS), First Cut

1.1 Students progress from Year 7 to Year 9 in Reading, Writing and Numeracy	Not achieved	In progress	Achieved
Decrease the percentage of our students in the Very Low and Low categories by a further		N/A	
Increase the percentage of our students in the Moderate, High and Very High categories by a further 2% for Reading, Writing and Numeracy NAPLAN testing		N/A	

Upper School Achievement

In 2022, Swan View Senior High School had a Year 12 cohort of 73 students who were eligible to achieve their Western Australian Certificate of Education (WACE). Of those, 61 students, or 84% of the students achieved their WACE. This is an increase of 12% from 2021. The WACE achievement rate for 'Like schools' was 73% and 89% for all Public schools. It was pleasing to note the increase in the percentage of students achieving their WACE in 2022. Without quality teaching and support these results would not be possible.

In 2022, there were 10 students who received an Australian Tertiary Admission Rank (ATAR).

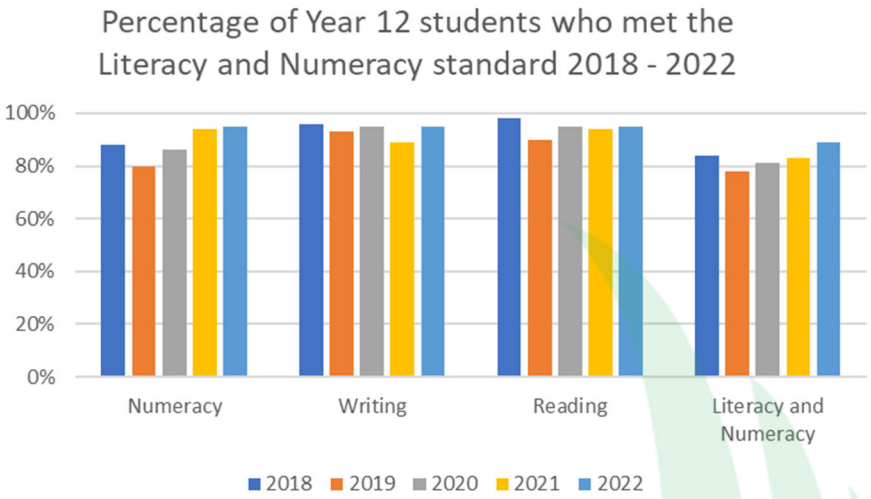
	WACE Achievement Rate				
	2018	2019	2020	2021	2022
School	84%	75%	73%	72%	84%
Like Schools	80%	75%	78%	78%	73%
Public Schools	89%	88%	89%	89%	89%

Data source: Student Achievement Information System (SAIS)

WACE Literacy and Numeracy

To achieve the WACE, Year 12 Students must meet a literacy and numeracy standard. This standard is Band 8 in Year 9 NAPLAN or a pass in the Online Literacy and Numeracy Assessment (OLNA). OLNA may be sat by students in March and September in Years 10, 11 and 12, providing students with six attempts to pass the standards. The table below shows the percentage of 2022 WACE-eligible Year 12 students who met the Literacy and Numeracy standards by the end of Year 12.

Percentage of Year 12 students who met the literacy and					
Component	2018	2019	2020	2021	2022
Numeracy	88%	80%	86%	94%	95%
Writing	96%	93%	95%	89%	95%
Reading	98%	90%	95%	94%	95%
Literacy and Numeracy	84%	78%	81%	83%	89%



Data source: Student Achievement Information System (SAIS)

Whilst the improvement in the percentage of students achieving the Numeracy and Reading components show a slight increase, it is pleasing to see the increase in the percentage of students achieving all three components and, therefore meeting this requirement for WACE.

1.2 Teachers understand and practice high impact instruction through coaching and mentoring by the School Leadership Team	Not achieved	In progress	Achieved
Increase the percentage of staff involved in classroom observation using the observation	✓		
Increase the percentage of staff using agreed whole-school instructional model from 0% to 25%		✓	

1.3 Staff use data to effectively monitor improvement in performance	Not achieved	In progress	Achieved
The percentage of staff using system wide and school based performance data as indicated by the data source checklist and learning area plan increases from 25% to 50%		✓	

1.5 Staff use inclusive practices to cater for the learning needs of students with disability	Not achieved	In progress	Achieved
Increase the number of staff using a Documented Plan by six compared to 2021			✓

Achievements

- The WACE Achievement rate of 84% remains above like schools (73%)
- The Attainment rate of the 2022 Year 12 WACE eligible students increased to 95% from 87% in 2021. This may be compared to the *like school* attainment rate of 70%.
- The percentage of students achieving the literacy and numeracy requirement increased by 6%.

Scholarships

Achieving Curriculum Excellence	
Charlotte Cavallaro	Year 7
FAME	
Mikayla Marsh	Year 7
Taylor Davis	Year 7
Soroptimist - Educate to Lead	
Ella Thomas	Year 11
Strive - Community Scholarship	
Chevy Coleman	Year 8
Alchemist - Community Scholarship	
Matthew Goble	Year 11
ADF Future Innovators	
Anushca Cronje	Year 10
ADF Long Tan Youth Leadership and Teamwork	
Angela Risteska	Year 11



PHOTO: Aedan Scurrah presented with General Health Subject Award by Mr Stephen Bezant (Head of Learning Area - Health and Physical Education).



PHOTO: Mrs Helen Hawley (Deputy Principal - Teaching and Learning) presenting Kyle Hill-McNally with the ADF Long Tan Youth Leadership and Teamwork Award.



PHOTO: Dr George Sekulla (Principal) presenting Rhenae Beagley with a Silver Merit Award.



PHOTO: Elleanne McLennan presented with Head Girl Award by Dr George Sekulla (Principal).

Awards

ATAR Subject Awards	
Drama	Hellen Cristina Odorio Martins
Mathematics Applications	Adam Kemish
Human Biology	Klara Gard
Psychology	Klara Gard
General Subject Awards	
Drama	Oscar Jordan and Jack Montgomery
Media Production and Analysis	Liam McChesney
English	Kyanne Beagley and Francis Navales
Career and Enterprise	Kyanne Beagley
Psychology	Tyra McKenzie and Shae-Anne Rix
Mathematics Essentials	Jerome Vega
Human Biology	Cate Slade
Physical Education Studies	Sev'n Miletic
Outdoor Education	Kyanne Beagley
Health Studies	Aedan Scurrah
Food Science and Technology	Soraya Chavez and Lachlan Donaldson
Foundation Subject Awards	
English	Hayley Fisher and Tyra McKenzie
Mathematics Foundations	Hayley Fisher
Certificate Course Awards	
Certificate II in Creative Industries (Drama)	Taylah Oliver
Certificate II in Visual Art	Dennilyn Custodio
Certificate II in Business	Hellen Cristina Odorio Martins
Certificate III in Business	Soraya Chavez and Cate Slade
Certificate II in Engineering	Francis Navales
Certificate II in Sport & Recreation	Kyanne Beagley
Certificate II in Community Services	Cate Slade
Special Awards	
Excellence in Aboriginal Education	Shannen Anderson
City of Swan Sports Award	Elleanne McLennan and Sev'n Miletic
Shire of Mundaring Citizenship Award	Dennilyn Custodio
Responsible Citizenship Award	Chloe Russell
Technology Award	Francis Navales
Hon. Donna Faragher MLC Leadership and Service Award	Christy Holmes
Chaplain's Award	Travis Brandsma-Epps
Kim Smith Memorial Award	Adam Kemish
Hon. Samantha Rowe MLC Participation in the Arts Award	Liam McChesney
Australian Defence Force Future Innovators	Francis Navales
Australian Defence Force Long Tan	Cooper Headley
North Metropolitan Education Region Commitment to Excellence Medallion	Dennilyn Custodio
AMPOL Best All Rounder	Elleanne McLennan
Vocational Studies Award - DUX	Soraya Chavez
Principal's Award - DUX	Adam Kemish

Priority Two: Learning Environment

Our focus: Create a positive learning environment to support student learning and engagement.

Positive Behaviour Support

Behaviour and Engagement

2.1 Staff consistently implement PBS practices across the school	Not achieved	In progress	Achieved
PBS Schoolwide Evaluation Tool (SET) score	Baseline data collected		
PBS Team Implementation Checklist (TIC) number of 'achieved' status categories	Baseline data collected Term 3 2021		

2.3 Staff have the confidence and capacity to address student engagement and be-	Not achieved	In progress	Achieved
Increase the percentage of substantive staff trained in Classroom			
Increase the percentage of substantive teaching staff who have completed CMS Level 1 and trained in the Level 2 Instructional Engagement Strategies (IES) from 14% to 30%			
Increase the number of fully trained CAT staff from one to two and from zero to two pre-			
Increase the Tell Them From Me (TTFM) Staff survey score for *I am effective in working*			
Increase the Tell Them From Me (TTFM) Staff survey score for *I work with school leaders*			
Increase the Tell Them From Me (TTFM) Staff survey score for *School leaders have supported me during stressful times* score from 5.7 to 6.0			

Achievements

-

Future Commitments

-

Attendance

	Attendance Category			
		At Risk		
Year	Regular	Indicated	Moderate	Severe
2018	51.5%	19.6%	16.9%	12.5%
2019	46.4%	22.0%	17.6%	14.0%
2020	50.9%	18.2%	17.7%	13.2%
2021	39.1%	22.4%	23.1%	15.4%
Like Schools 2021	38.0%	26.0%	18.0%	18.0%
WA Public Schools	63.3%	22.0%	9.5%	5.2%

Note: 2020 data excludes attendance data for Term 1, Weeks 7 - 10

	Non-Aboriginal			Aboriginal			Total		
Year	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	85.2%	87.1%	89.6%	72.8%	67.7%	66%	82.8%	83.7%	87.6%
2019	84.4%	85.2%	88.8%	70.8%	65.6%	65.8%	81.6%	80.3%	86.8%
2020	85.1%	85.4%	89.2%	73.7%	66.8%	65.9%	82.6%	81.5%	97.3%
2021	82.5%	82.9%	86.5%	67.9%	61.9%	62.6%	79.2%	78.0%	84.4%

Note: 2020 data excludes attendance data for Term 1, Weeks 7 - 10

Data source: Student Attendance Reporting (SAR)

2.4 Students have regular attendance	Not achieved	In progress	Achieved
Increase Semester 1 regular attendance rate for current students from 48% to 50%			
Increase Semester 2 regular attendance rate for current students from 48% to 50%			
Increase Semester 1 authorised attendance rate for current students from 46% to 50%			
Increase Semester 2 authorised attendance rate for current students from 46% to 50%			
Increase Semester 1 regular attendance rate for Aboriginal and Torres Strait Islander students from 34% to 40%			
Increase Semester 2 regular attendance rate for Aboriginal and Torres Strait Islander students from 33% to 40%			
Increase Semester 1 authorised attendance rate for Aboriginal and Torres Strait Islander students from 34% to 40%			
Increase Semester 2 authorised attendance rate for Aboriginal and Torres Strait Islander students from 28% to 35%			

Note: Attendance has been compared against 2019 figures as 2020 attendance was not reported due to COVID-19

Achievements

-

Future Commitments

-

Learning Environment

2.5 Swan View Senior High School is a safe school environment	Not achieved	In progress	Achieved
Increase the percentage of students who *feel safe at school as well as going to and from school* from 26% to 35%			
Decrease the difference of the percentage of female students who *feel safe at school as well as going to and from school* compared to males to within 3%			
Increase the TTFM Parent survey score for *Safety at school* from 5.3 to 5.5			

Priority Three: Student and Community Engagement

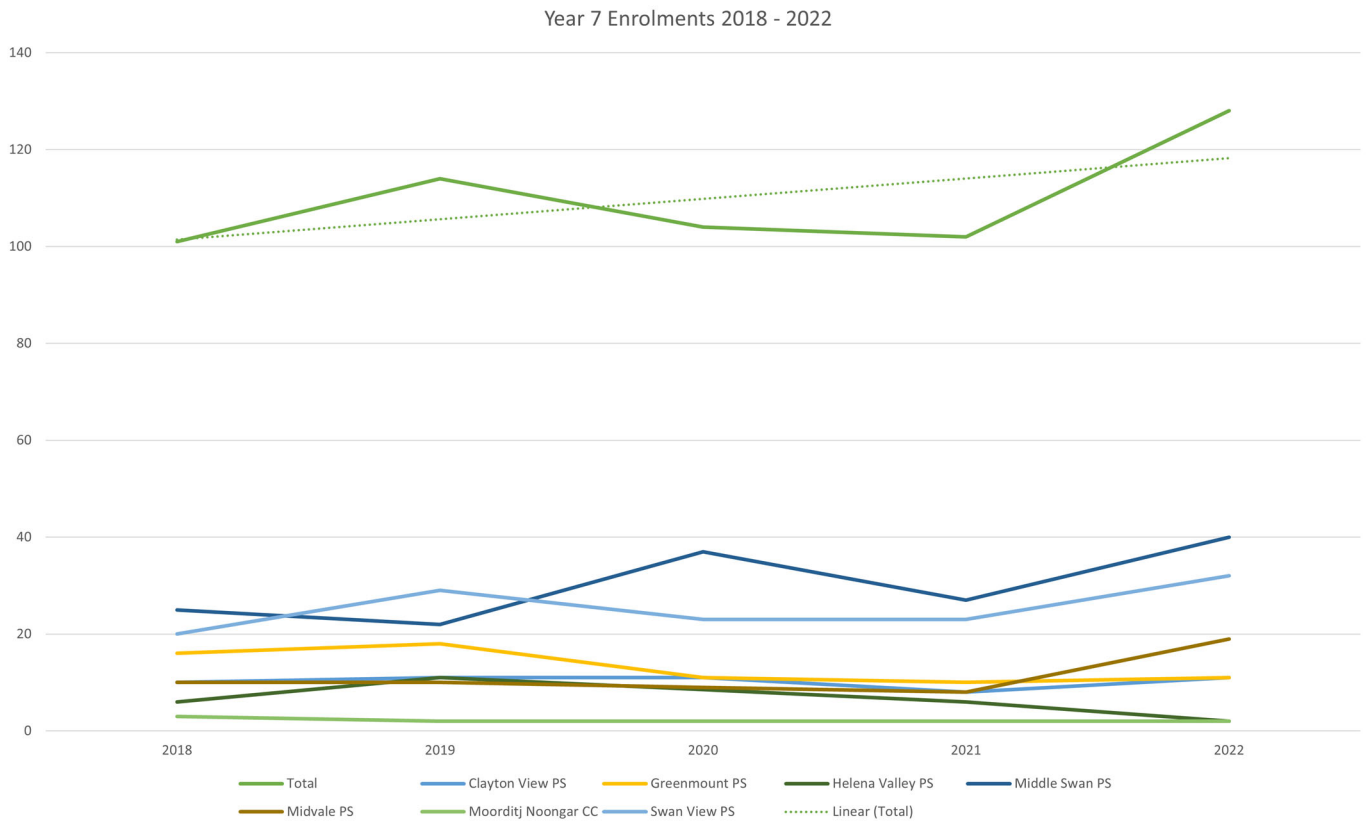
Our focus: Encourage partnerships with the family and the community to support student well-being and success.

Student Transition to Secondary School

In 2022, our successful partnerships with local Primary Schools continued. Through early communication with our feeder schools, we expected higher than usual enrolments of students transitioning from Primary School.

Year 7 Enrolments	
Year	Students
2018	101
2019	114
2020	104
2021	102
2022	128

2022 Year 7 Students				
Primary School	Total Year 6s	Year 7 Intake	% from total Year 6s	% of Year 7 Cohort
Clayton View Primary School	20	11	55.0%	8.6%
Greenmount Primary School	44	11	25.0%	8.6%
Helena Valley Primary School	No data	2	-	1.6%
Herne Hill Primary School	No data	2	-	1.6%
Middle Swan Primary School	60	40	66.6%	31.25%
Midvale Primary School	46	19	41.3%	14.8%
Moorditj Noongar Community College	No data	4	-	3.1%
Swan View Primary School	40	32	80.0%	25.00%
Other	No data	6	-	4.7%



Data source: School Information System (SIS), Partner Primary Schools

The majority of Year 7 enrolments came from our feeder primary schools (83.7%), with the most students coming from Middle Swan Primary School and Swan View Primary School. Our total Year 7 enrolments are on an upward trend which could be attributed to improved school perception, the increased range of special programs we offer to cater to different students, as well as our thorough Transition program.

Clayton View Primary School

Darlington Primary School

Greenmount Primary School

Helena Valley Primary School

Herne Hill Primary School

Middle Swan Primary School

Midvale Primary School

Moorditj Noongar Community College

Swan View Primary School

Our extended Transition program including Year 4 students from partner primary schools continued in 2022 despite COVID-19, though it was impacted. Four schools (Greenmount Primary School, Middle Swan Primary School, Midvale Primary School and Swan View Primary School) confirmed their ongoing participation in the program resuming in early 2023. We also introduced a “Science Roadshow”, starting at Swan View Primary School, where Kindergarten students participate in Science demonstrations and activities. This program will continue in 2023 with the inclusion of Midvale Primary School.



PHOTO: Swan View Primary School students completing an activity during their Primary School Robotics Program.



PHOTO: Students from Greenmount Primary School, Woodlupine Primary School and Middle Swan Primary School play basketball during recess on Orientation Day.

3.1 Consistent practices with partner schools are used to support student transitions beginning at Year 3 or Year 4	Not achieved	In progress	Achieved
Increase the number of partner school interacting with SVSHS from three to four local area partner schools.			✓

Community and Corporate Partnerships

Partnerships with the 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 thrive in a global environment. Swan View Senior High School would like to thank every corporate and community partner for their support and contribution in 2022.

- Australian Business Community Network (ABCN)
- Construction Training Fund
- Australian Defence Force
- Department of Training and Workforce Development
- Food, Fibre and Timber Industries Training Council
- Jobs and Skills WA
- Marine Industries School Pathways Program
- Mundaring Rotary Club
- The Smith Family
- WesTrac
- Australian Universities



PHOTO: Dr George Sekulla (Principal), Nikki Kelly (Acting GM HR at Westrac), Matt Hewitson (Swans Head of Social Impact at Westrac Institute).



PHOTO: Mr Luke Kavcic (Teacher - Health and Physical Education), Savannah Hansen, Rachel Watson, Ms Lizel Buckey (Development Officer - Swan View Stars Foundation), Cody Vanderleer, Lucas Bergin, Jameson Hewer, Joel Fillmore, Patrick Alley, Emily Davey, Cadence Headley and Daniel Watson at the airport on the way to Roy Hill Mine.

3.2 Seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations	Not achieved	In progress	Achieved
Maintain one Achieving Curriculum Excellence (ACE) class and add one 'aspirant' ACE class	✓		
Increase the number of business partnerships offering post-school placements for students and investing in the school from zero to one	✓		

Family and Community Perception

The below comments were received from parents/caregivers in the TTFM Parent survey.

I find majority of his teachers are always keeping parents up to date (on Connect) with what the kids are learning in class and what their expectations are.

...the school has been very supportive & helpful to try to find the best way to help her do well at school.

My child has made good connections with his teachers and they have a proper interest in my child's learning.

Thank you so much for your availability and responsiveness to my child's needs and keeping me in the loop as she settles in. Thank you for explaining her options and pathways. We have felt very welcomed and supported.

I am grateful that my son's emotional well-being is at the forefront of his education.

Excellent Education Support Centre.

My child has felt included by other students & has generally enjoyed her high school experience so far. She is excited to be apart of extra activities and has some teachers that she already looks up to.

I find majority of his teachers are always keeping parents up to date (on Connect) with what the kids are learning in class and what their expectations are.

3.3 Staff and families use effective communication channels and the role of the family in secondary education is well understood by parents	Not achieved	In progress	Achieved
Increase the parent response rate from 80 responses to 100 in the TTFM (Tell Them From			✓
Improve the TTFM survey score for *Parents feel welcome* from 6.3 to 6.8		✓	
Improve the TTFM survey score for *Parents are informed* from 6.3 to 6.8	✓		
Improve the TTFM survey score for *School supports learning* from 6.8 to 7.0			✓

Achievements

- Significant increase in Year 7 enrolments.
- Increased community and corporate partnerships, offering more opportunities for students in Year 9 and 10 to experience a variety of careers and workplaces, helping them to make decisions about their Year 11 and 12 courses with more clarity.
- Continued high responses for TTFM Parent Survey (124 received in 2022, compared to 69 received in 2020).

Aboriginal and Torres Strait Islander 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. Our School is proud of the achievements of our Aboriginal students and believes that when we improve outcomes for Aboriginal students there is a positive impact for all our students and the community.

Academic

Culturally responsive schools have high expectations for Aboriginal students and deliver learning experiences in ways that enable them to better reach their full educational potential. Focus at a classroom level has been ensuring that teachers know the curriculum and how best to deliver it, understand how culture and experiences shape the learning for Aboriginal students and provide accurate assessment and quality feedback to Aboriginal students and parents/caregivers to support learning.

In Year 12 2022, there were nine Aboriginal students, seven girls and two boys, who were eligible to achieve their WACE. Six of these were able to do so (66%). This was in comparison to 68% of WACE eligible Aboriginal students who achieved their WACE across the State. With 86% of WACE eligible non-Aboriginal students achieving their WACE at Swan View Senior High School, there is still a significant way to go to 'close this gap'.



PHOTO: Dr George Sekulla (Principal) presenting Shanice Moore with a Silver Merit Award.



PHOTO: Shannen Anderson receiving the Excellence in Aboriginal Education Award at the Year 12 Graduation Ceremony, presented by Ms Tania Lawrence MP.

Programs Supporting Aboriginal Students

The Aboriginal Education Team consists of the Principal and members of Follow the Dream, the Swan View Clontarf Academy and the Swan View Stars Foundation. The Swan View Clontarf Academy and the Swan View Stars Foundation are focused mainly on promoting engagement of students to improve attendance at school and in classes, and supporting those students in securing post-school employment and/or study. The Follow the Dream program works with both these engagement programs as well as teachers and other school staff to offer academic support to 'close the gap' between Aboriginal students' achievement and that of non-Aboriginal students. To effectively support Aboriginal students, we work very closely with families, the community and key stakeholders to manage and remove impediments to their attendance and achievement, and to provide enrichment and extra-curricular experiences to build capacity, resilience and academic outcomes.

Achievements

- Two Aboriginal students in Year 10 were awarded 2023-2025 ABCN Accelerate Scholarships, being two of only five awarded in Western Australia, and of 45 across Australia.
- Ten Aboriginal students across Years 8 to 12 are on scholarships with the Aurora Foundation: High School Program.

Follow the Dream

This academic enrichment program empowers Aboriginal students to complete school and move into successful post -school pathways, including university, direct employment, apprenticeships, traineeships and technical training. Academic enrichment is at the heart of this program, with mentoring, specialist tuition, leadership, resilience, cultural celebrations and career pathway planning provided to each and every student. The program is voluntary and held after-school, with students choosing to focus on their education and pursue their goals.



PHOTO: Lateisha McGowan and Kyle Hill-McNally after being presented with the ACBN Accelerate Scholarship.



PHOTO: Loanna Johnson-Stewart, Ella Detloff, Lily Detloff, Aaliyah May, Ms Gaynor Manning (Program Coordinator - Follow the Dream), Aaliyah Addenbrooke, Delta Dawson, Kiana Adams, Siobhan Sudholz and Letisha McGowan at the Art Gallery of WA.

Polly Farmer Follow the Dream

Swan View Follow the Dream Awards Ceremony	
Attendance Award	
Lily Detloff	Kyle Hill-McNally
Loanna Johnston-Stewart	Lateisha McGowan
Patrick Alley	Elleanne McLennan
Best Follow the Dream Program Participant	
Lily Detloff	Kyle Hill-McNally
Anthony Hill	Kiana Adams
Patrick Alley	Elleanne McLennan
Encouragement Award	
Loanna Johnston-Stewart	Aaliyah Addenbrooke
Most Promising New Members	
Ella Detloff	Siobhan Sudholz
Lily Detloff	
Leadership and Citizenship Award	
Junior - Aaliyah May	Senior - Elleanne McLennan
Cultural Ambassador Award	
Kiana Adams	
Academic Award	
Ella Detloff	Lateisha McGowan
Lily Detloff	Kyle Hill-McNally
Anthony Hill	Hayden Linton
Patrick Alley	Siobhan Sudholz
Aaliyah May	Keisha Reed
Academic Excellence Award	
Lily Detloff	Lateisha McGowan
Anthony Hill	Siobhan Sudholz
Patrick Alley	Keisha Reed

Swan View Clontarf Academy

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and, by doing so, equips them to participate more meaningfully in society.

Swan View Clontarf Academy Awards Ceremony	
Cassius Turvey Solid Fella Awards	
Michael Narrier	Isaiah Dodd
Academic Awards	
Mark Bropho	Kyle Hill-McNally
Training Awards	
Kyle Hill-McNally	Angus Zoccoli
Raphael Pryor	Junior Williams
Anthony Hill	Mark Bropho
James Woods	Charli Becker
Josh Martin	Hamish Cavallaro
Reef Oakley	Riley Maxwell
Tyrone Quartermaine	Billy Randall-Goddard
Attendance Awards	
Karlance Humes	Kyle Hill-MCNally
Deyonta Andersen	Riley Maxwell
Mark Bropho	Hayden Linton
Ethan McLennan	Johnnie Black
Hamish Cavallaro	James Woods
Kayde Grimsley-Dodd	Anthony Hill
Patrick Alley	Billy Randall-Goddard
Leadership Awards	
Michael Narrier	Ben Borg
Karlance Humes	
Rising Star	
Anthony Hill	
Citizenship Award	
Patrick Alley	
Spirit Award	
Riley Maxwell	
Maali Medal	
Billy Randall-Goddard	



PHOTO: Anthony Hill and Tyrone Quartermaine.



PHOTO: Jayden Bradley, Jonathan Marsh (Operations - Swan View Clontarf Academy), Torae Indich-Sandy, Isaiah Dodd and Hazen Toby at the Clontarf Senior Basketball Tournament.



PHOTO: Billy Randall-Goddard with his family after receiving three awards at the Swan View Clontarf Academy Awards Ceremony.

Swan View Girls Academy

Stars operates on a full-time basis providing a culturally safe, nurturing environment. The program offers personal development activities and experiences in many different areas, including academic support, personal health and wellbeing, music, drama and dance, art, cooking and nutrition, and exercise and sport. Students also take part in community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community.

Swan View Stars Academy Awards Ceremony	
Academic	
Ella Detloff	Keisha Reed
High Attenders	
Tatiana Egan	Bethany Brahim
Rising Star	
Tamzin McConchie	Venessa Ninyette
Star of the Year	
Savannah Hansen	Keisha Reed



PHOTO: Keisha Reed and Savannah Hansen after receiving their awards at the Swan View Stars Foundation Awards Ceremony.



PHOTO: Staff, students and families at the Swan View Stars Foundation Awards Ceremony.



PHOTO: Dianna Abraham, Siah Narrier, Shakyra Colbung, Rogue Austen, Tatiana Egan, Lily Detloff, Ella Detloff, Tamzin Wilsmore, Paige/Sophie Baillie and Loanna Johnson-Stewart after receiving their Participation Certificates at the Swan View Stars Foundation Awards Ceremony.

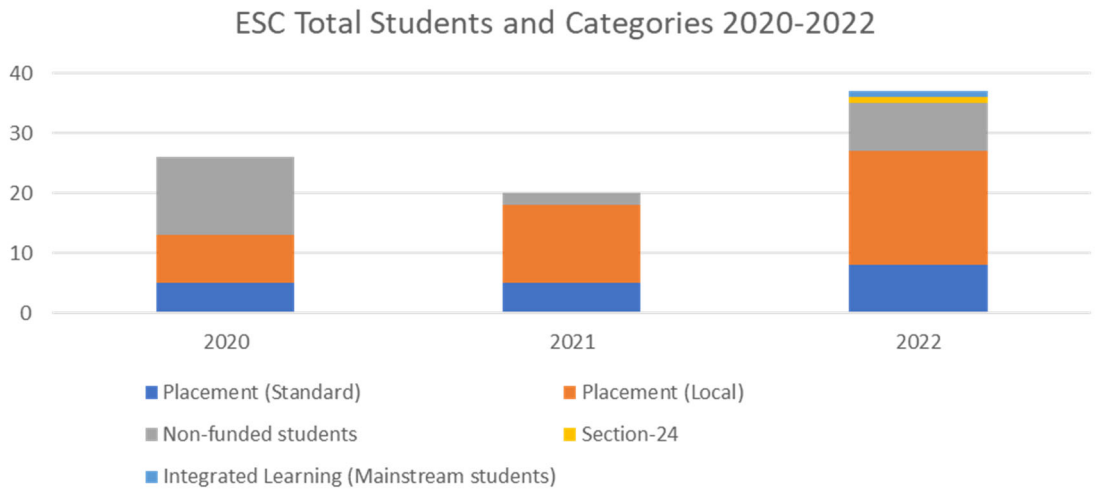


PHOTO: Year 12 Stars students with the Stars Foundation Board of Directors, and CEO Andrea Goddard and Dr George Sekulla in the new Maali Kadaadjny Centre.

Inclusive Education

Education Support Centre

The Education Support Centre is situated on the Swan View Senior High School campus: a school within a school. The Centre provides specialised education to students with special needs, ranging from Years 7 – 12. As an integrated model, staff value working collaboratively as a school community to ensure students receive the educational and wellbeing support they need to reach their desired potential and become active members of the community.



Education Support Centre Student Numbers			
	2020	**2021**	**2022**
Placement (Standard)	5	5	8
Placement (Local)	8	13	19
Non-funded students	13	2	8
Section-24			1
Integrated Learning (Mainstream students)			1
Total	26	20	37
% Enrolled students	50%	90%	78.37%

Data source: School Information System (SIS)



PHOTO: Ashlee Johnson.

Curriculum and Programs

The Education Support Centre offers a wide range of reputable and evidence based programs that inspire students to engage in their learning. In line with our School motto Learning for Living: The Curriculum teaches life as well as learning skills to help students build confidence in becoming independent community members.

While we continued to research and implement evidence based programs to build academic capacity in the students, it is not the only way we assess individual growth. Pastoral Care is a high priority in building resilient, healthy students. Students received support through the education team as well as the School Nurse, School Psychologist, School Chaplain and our beloved Therapy Dog: Elvis.

Commencing ASDAN modules in 2021, we included a new module for students in Years 7-9: Key Steps. This is a comprehensive program of activities covering Identity, Citizenship, Enterprise and Environment. Activities are presented as personal challenges: encouraging students to work independently and in groups to complete tasks.

Our goal is to write a sequenced Community Awareness program that allows all students to build on their skill level over the years. The first program was completed this year and will be built upon in 2023.

Specialist Programs and Mainstream Integration

Students are taught by mainstream teachers who are specialists in their Learning Areas. Subjects include Media, Food Technology, Digital Technology, Art, Music, and Dance. Classes are discreet to students in the Centre and attended to by the education assistants from their regular classes. Teachers modify the content to align with the needs of the students.

Select students are integrated into regular mainstream classes based on ability, desire and when they are found eligible. Currently there are three students enrolled in the School's specialist FAME program and an Upper School student is enrolled in a general Visual Art course.

Lower School Programs		
Literacy	ASDAN – New Horizons	Humanities and Social Sciences (HaSS)
Numeracy	ASDAN – Key Steps	Horticulture
Protective Behaviours	Community Awareness	Physical Education
Zones of Regulation	Science, Technology, Engineering, Mathematics (STEM)	

Upper School Programs			
Preliminary Courses	**Endorsed Programs**	**Vocational Education and Training (VET) Programs**	**Recreation, Leisure, Independent Living and Community Based Life Skills**
English	Workplace Learning	Certificate I in Foundation Skills	Community Awareness
Mathematics	ASDAN	School Based Traineeships	Inquiry Based Learning
Health	Keys for Life	White Card	Physical Education
		Careers	

Education Support Centre Staffing			
	Headcount		FTE
Administration Staff	Part Time	Full Time	
Deputy Principal		1	1.0
Teaching Staff			
Learning Support Coordinator	1		0.2
Teachers	3.6	4	7.6
Allied Professional Staff			
Education Assistants	7	8	12
School Officer	1		0.8
Total	22.6	13	21.6

External Services Provision	
Number of students visited by therapists	12
Speech Pathologists	6
Occupational Therapists	10
SSEN:D	0
Other (Psychologist)	4

Staff

The Education Support Centre continues to grow and by the end of 2022, our classes increased from three to four: three Year 7-10 classes and one Year 11-12 class. Our Teachers and Education Assistants worked collaboratively to provide a range of programs that piqued student interests and challenged their thinking.

External Services Support

We are committed to building relationships with external service providers to ensure students reach their academic, wellbeing and health potential. We believe it takes a community to raise a child and encourage the collective input and knowledge of the parent, educator, and therapist to ensure students have consistency in receiving the same message and receive the best opportunity for growth and success. Therapists are welcomed on site to work with students in our therapy room.

Achievements

- Addition on Semester Assemblies, giving students opportunities to develop leadership skills, progress communication and social skills and build confidence in public speaking. These will be increased to one per Term in 2023.
- Upper School students successfully completed Work Placements: Raydan Cumper, Scott Jamieson, Ashlee Johnson, Shilo Pearce and Tim Pearson-Goodacre.

Student Representative Council

The Student Representative Council (SRC) is made up of students from Year 7 - 12. The SRC prepares an annual Business Plan before the start of each school year, which is used to guide the projects for the year.

2022 Business Plan Projects

Year 7 Engagement
During Term 1, SRC members spent some of their recess and lunches in the Year 7 Area. This gave members an opportunity to develop relationships with Year 7s and model and reward positive behaviours. Additionally, members were able to scout for prospective Year 7 SRC members.

Year Assemblies
SRC students from each year group attended their cohort's Year Assembly twice per Term and presented relevant information to them. This promoted their role to their peers and aided in the peers' ability to voice any concerns or suggestions they had.

Whole School Assemblies
Each Year group was responsible for presenting at the various Whole School Assemblies. This strengthened their leadership skills and developed self-confidence in the members.

Positive Behavioural Interventions and Support (PBiS)
SRC students encourage and model the behaviours in the DARE matrix, and rewards other students for doing so. Students can then redeem points in the PBiS Store in the Library.

Activities During Recess and Lunch
SRC students intend to integrate more activities for all year groups during recess and lunch to improve peer-engagement.

Health and Wellbeing
The School Psychologist attended SRC meetings and spoke about the importance of mental health and some strategies to improve mental health.

Primary School Visits and Transition Days
- Feeder Primary School visits
- Promotional visits
- Year 6 Transition Days

Community Engagement and Partnerships
- Head Girl and Head Boy attended School Board meetings
- ANZAC Day Ceremony
- Prospective Parent Nights
- Parent - Teacher Interviews
- Australian Business Community Network programs
- Smith Family – Passport to Success program

Student Representative Council	
Name	Year
Rhenae Beagley	7
Mia Tims-Blacklock	
Ben Borg	
Kevin Ing	
Chevy Coleman	8
Drew Jackson	
Glydine Magadia	
Shanice Moore	
Patrick Alley	9
Aaliyah May	
Marcus Munro	
Rachel Watson	
Hayden Carter	10
Amy Harapeet	
Daniel Koti	
Chloe Raphael	
Shantè Regnault	
Josua Rokobukai	
Kiana Adams	11
Dylan Arjoon-Cloghan	
Oska Dunn (Deputy Head Boy)	
Amber Headley	
Angela Risteska (Deputy Head Girl)	
Kyhan Faumuina	12
Christy Holmes	
Oscar Jordan (Head Boy)	
Elleanne McLennan (Head Girl)	

The SRC held a meeting every two weeks in 2022 (Weeks 2, 4, 6 and 8 of each Term), where progress of Business Plan projects is evaluated. Some meetings involved resilience, public speaking, teamwork and relationship building lessons, so that the SRC can function as an effective unit and provide the best service possible to the school community.

At the end of each year, the SRC attends a camp to celebrate their achievements, develop skills pertaining to their role on the SRC, and begin the Business Plan for the year to come.

2023 Head Boy and Head Girl	



PHOTO: Daniel Koti presenting at the ANZAC Ceremony.



PHOTO: SRC students at ABCN Future Thinkers.



PHOTO: Dr George Sekulla (Principal), Shanice Moore, Lucas Bergin, Glydine Magadia, Drew Jackson, Ms Jacqueline McGowan-Jones (Commissioner for Children and Young People), Oska Dunn (Deputy Head Boy), Angela Risteska (Deputy Head Girl), Chloe Raphael and Ms Laura Jackman (Senior Policy Officer for the Commissioner for Children and Young People).



PHOTO: Oska Dunn (Deputy Head Boy and WA Student Council member) and Dr George Sekulla (Principal).

Future Commitments

Year 7 Engagement

- Survey Year 7 students to get data on what activities would be beneficial and get feedback on their transition to High School.

Positive Behaviour Support

- Promote system across the school, with an emphasis on Year 7 students. Collaborate with PBS committee for publications.

Community Engagement

- Head Boy and Head Girl to continue to attend School Board meetings and present a report on their progress towards Business Plan projects.

Health and Wellbeing

- Head Boy and Head Girl to have regular meetings with the Principal to discuss any concerns and review their achievements.

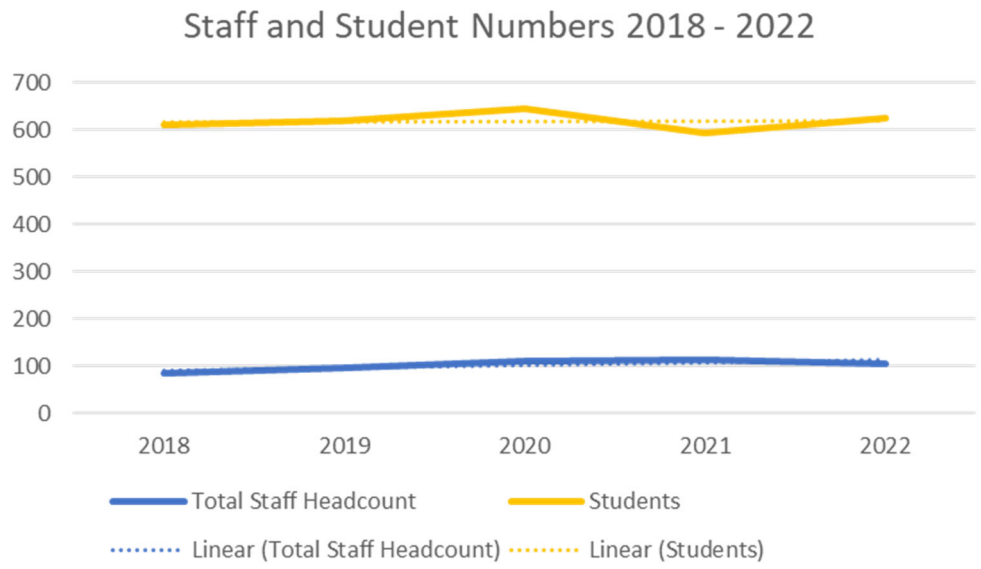
Workforce

The staff at Swan View Senior High School are the School's greatest asset. It is through a positive learning culture that we provide the best workplace conditions possible. All staff contribute to a caring and supportive School community. They are responsive to the changing education landscape to ensure all students achieve positive outcomes. Our staff are highly qualified and hold high expectations of themselves and all students.

All of our staff meet the professional requirements to work in Western Australian schools and all teachers are registered with the Teacher Registration Board of Western Australia.

Workforce Profile

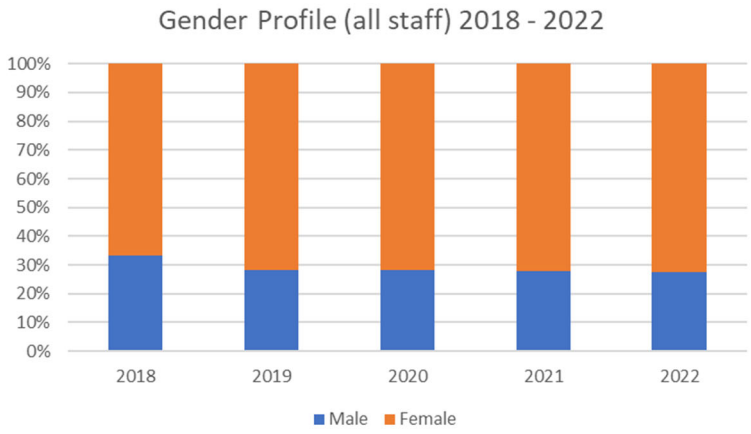
In 2022, Swan View Senior High School employed 105 staff, consisting of 54 teaching staff and 51 Allied Professional Staff. Staff numbers reduced in 2022 as the availability of staff was effected by COVID-19 regulations. The School continued to meet student needs and administer additional school initiatives despite this shortage.



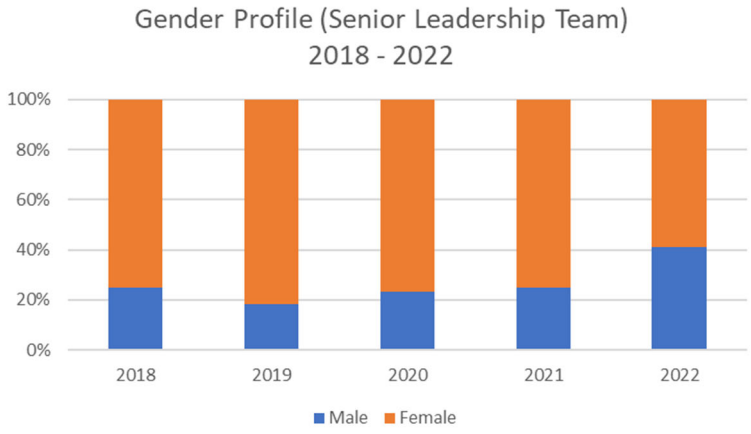
Data source: Schools Resourcing System - Dashboards - 35 Workforce Policy - 35 Workforce Profile

Staff Categories	
Executive	
Principal	1
Deputy Principals	3
Manager Corporate Services	1
Senior Leadership Team	
Heads of Learning Areas	5
Program Coordinators	3
Teaching Staff	
Level 3 Teacher	
Other Teaching Staff	44
Allied Professional Staff	
School Officers	20
Education Assistants	13
Gardening and Maintenance	9
Other Non-teaching Staff	6

Students and Staff Numbers				
Year	Total Staff Headcount	Teaching Staff Head-count	Allied Professional Staff Headcount	Students
2018	85	48	37	610
2019	96	51	45	618
2020	109	58	51	645
2021	114	62	52	593
2022	105	54	51	626

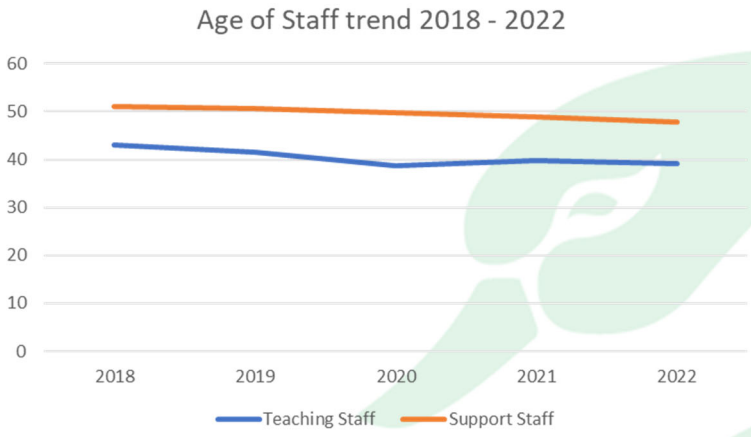


Gender Profile FTE (all staff)		
Year	Male	Female
2018	23.8	48.07
2019	22.85	58.69
2020	26.82	68.45
2021	28.4	73.93
2022	26.1	68.4



Gender Profile (Senior Leadership Team)		
Year	Male	Female
2018	3	9
2019	2	9
2020	3	10
2021	5	15
2022	7	10

The average staff age has remained continued to decrease over the last three years. Leave taken per FTE over the year also continues to decrease in a downward trend, for both Teaching and Allied Professional Staff, though it increased slightly in 2022 for Allied Professional Staff due to the impact of COVID-19 in Semester 1.



Age Profile		
Year	Teaching Staff	Allied Professional Staff
2018	43.00	51.0
2019	41.60	50.70
2020	38.70	49.80
2021	39.80	48.90
2022	39.10	47.90



Leave Taken (per FTE)		
Year	Teaching Staff	Allied Professional Staff
2018	13.7	19.4
2019	14.5	10.8
2020	12.6	10.2
2021	11.8	9.8
2022	10.2	10.9

Professional Development

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. Swan View Senior High School is committed to ensuring students have the best teachers. In 2022, over $200 000 was spent on staff development with staff engaged in development processes that focus on school improvement, explicit instruction, and behaviour management processes.

2022 Staff Development Days	
Date	**Main Topics**
Thursday 27 January	CMS Training Shared Understanding Roles and Responsibilities Learning Area Planning
Friday 28 January	Assets and Resources Review FlexiPurchase Inclusive Education Positive Behaviour Support (PBS), and Positive Behaviour Interventions and Support (PBiS) Aboriginal Education Student Services Year 12 Achievement Data Learning Area Planning
Monday 26 April	Code of Conduct CMS Training Fogarty Foundation Student Services Learning Area Planning
Monday 18 July	Protective Behaviours Student Services Cognitive Load Theory Best Performance EdCompanion Learning Area Planning ADHD
Monday 11 October	CMS Training Learning Area Planning

2022 Staff Meetings	
Date	**Main Topics**
Monday 16 May	Consent2Go Modelling of Differentiation and Dynamic Teaching
Monday 13 June	Career Practitioner Student Disclosures Cognitive Load Theory and Daily Review
Monday 8 August	Data Coaching - Best Performance Learning Area Meetings
Monday 5 September	Classroom Behaviour Management
Monday 31 October	Health and Wellbeing
Monday 28 November	45 Year Celebration Positive Behaviour Support



PHOTO: The cake for the 45 Year Celebration.



PHOTO: Mr Kavcic, Mr Rudd, Mr Fletcher, Mr Zampogna and Mr Bezant dressed as the Backstreet Boys for Year 12 Dress Up Day.



PHOTO: Ms Karen Scriven (Deputy Principal - Student Services), Mrs Helen Hawley (Deputy Principal - Teaching and Learning), Dr George Sekulla (Principal), Mrs Renee Bowell (Deputy Principal - Inclusive Education), and Mr Ian Gilles (Manager Corporate Services) at the Year 12 Graduation Ceremony.

Staff

Executive	
Principal	Dr George Sekulla
Deputy Principal - Teaching and Learning	Mrs Helen Hawley
Deputy Principal - Student Services	Ms Karen Scriven
Deputy Principal - Inclusive Education	Mrs Renee Bowell
Manager Corporate Services	Mr Ian Gilles
Administration	
Marketing and Media	Mrs Sally Bradley
VET and SIDE	Mrs Nanette Burke
Human Resources Coordinator	Mrs Vivien Colquhoun
Operations	Mrs Janet Criddle
Payments and RM Billing	Mrs Denise Cunningham
Reception	Mrs Brooke Exell
Library, Assets and Records Management	Ms Lauren Haese
Workplace Learning	Ms Samantha Rinaldi
Business Support Officer	Ms Andi Warwick (Semester 2)
The Arts	
Head of Learning Area	Ms Kate Rogers
	Ms Zoe Baldock
	Mr Paul Judge
	Ms Tahnee Thompson
	Ms Jemma Whelan
Cleaning	
Cleaner in Charge	Mr Sargon Darmo
	Mr Kazimierz Knitter
	Mrs Aree Latham
	Ms Angela Magee
	Ms Pablita Menchavez
	Ms Chawee Phanchan
	Mrs Suwan Turner
Education Support Centre	
	Ms Sheridan Cullinan
	Mr Tom Evans
School Officer	Ms Jessica Higgs
Learning Support Coordinator	Mrs Brooke Scolt
Education Assistants	
	Mrs Vicki Atkins
	Ms Kerri Coops
	Mrs Anna Cotter
	Mrs Denise Cowin
	Mrs Christine Davey

Education Assistants (continued)	
	Ms Rosalie Dubbelboer
	Mrs Tracey Luxton
	Mr Graham Malynn
	Mrs Shirley Muir
	Mrs Lindsey Parlitu
	Ms Danielle Thiel
Follow the Dream	
Program Coordinator	Mrs Kelly Klymiuk (Semester 1)
Program Coordinator	Ms Gaynor Manning (Semester 2)
Grounds and Utilities	
	Mrs Brooke Muhic
	Mr Michael Burke
Health and Physical Education	
Head of Learning Area	Mr Stephen Bezant
	Mr Nathan Fletcher
	Mr Luke Kavcic
	Ms Stephanie Klimczyk
	Ms Constance McIntosh
	Mr Jaimen Rudd
Lower School Year Coordinator	Mr Michael Zampogna
Humanities and English	
Head of Learning Area	Mrs Kathryn Salisbury (Semester 1)
	Mr Ray Andrew
	Mr Lucas Bennett
Teacher in Charge - Humanities	Mr Micheal Bennett-Hullin
	Mr Glen Carbon (Semester 1)
	Mr Simon Marriette (Semester 2)
	Mr Matthew Mays (Semester 1)
	Ms Laura Nowlan
Teacher in Charge – English	Ms Nicole Parrella
	Ms Emma Pignatiello (Semester 1)
	Ms Samantha Schofield
	Mr Wayne Sharples (Semester 1)
	Mr Trevor Stace (Semester 2)
	Ms Sharna Trigg
Information Technology	
Network Support Officer	Mr Jonathan Francois
	Mr Angus Roach
Library	
Library Officer	Ms Lita Holmes

Mathematics and Science	
Head of Learning Area	Mrs Justine McCann
	Ms Jessica Beaumont
	Ms Jessica Cicchini
	Mr Jimmy Chin
	Mr Michael Garfield
Laboratory Technician	Ms Julie McConnell
	Ms Bic Nguyen
	Mr Rhys Papas
Upper School Year Coordinator	Ms Michaela Perry
Teacher in Charge – Science	Mrs Laura Raven
	Ms Jyoti Sharma
Student Services	
Program Coordinator (Lower School)	Mr Daniel Mills
Engagement Officer (Years 7 – 8)	Ms Taree Cooke
Engagement Officer (Year 9)	Mrs Tracey Warwick
Student Support Coordinator (Upper School)	Mrs Sophia Mathers (Semester 1)
Program Coordinator (Upper School)	Mr Nathan Trengove (Semester 2)
Engagement Officer (Year 10)	Ms Pauline Manser
Engagement Officer (Years 11 – 12)	Mrs Sophia Mathers (Semester 2)
Tier 2 Engagement Officer	Mrs Emily Goerke
School Officer	Mr Danielle Haese
School Psychologist	Mr Luke Steere
Absentees	Ms Danielle Haese
Attendance Officer	Ms Bianca Brown
School Nurse	Mr Lindsay-Sue Gannaway
School Officer	Ms Chantelle Mokomoko
School Chaplain	Mr Jon Jon Ramirez
Swan View Clontarf Academy	
Director	Mr Kevin Bruce
	Mr Jonathan Marsh
	Mr Tyler Resuggan
Swan View Stars Foindation	
Program Manager	Ms Kellie Tucker
	Ms Katrina Jetta
	Ms Lizel Buckley

Technologies	
Head of Learning Area	Mr John Vidler
	Mr Ray Higgott
Home Economics Assistant	Ms Sharee Innes
	Mr Antony Letizia (Semester 2)
	Mrs Shelley Molenda
	Mr Jonathan Ripley
Technical Assistant	Mr Cameron Ryan
	Mr Geoffrey Serafini
	Mrs Anna Taylor



PHOTO: Ms Gaynor Manning (Program Coordinator - Follow the Dream), Ms Katrina Jetta (Development Officer - Swan View Stars Foundation, and Ms Lizel Buckley (Development Officer - Swan View Stars Foundation), dressed up as Cowboys for the Year 12 Dress Up Parade.



PHOTO: Mrs Jyoti Sharma (Teacher - Science) and Mr Lucas Bennett (Teacher - English) celebrating World Teacher's Day.

School Revitalisation

The School has embarked on significant upgrades to the ageing infrastructure so students and staff have access to high quality facilities in their teaching and learning.

This work is guided by the Capital, Minor Works and Maintenance Plan 2019 – 2023. The Plan provides a strategic direction for the planned site works over a five-year period to ensure efficient and transparent management and funding. Works to remedy potential hazards are top priority. The School has made the decision to prioritise aesthetic improvements to improve learning environments for students while instilling a sense of pride in their School.

The following upgrades were completed during 2022:

Learning Spaces

- New Aboriginal Education Centre building, the Maali Kaadadjiny Centre (Swan Learning Centre).
- Dedicated School of Isolated and Distance Education (SIDE) classroom providing additional facilities to enhance learning opportunities and pathways for students.
- Relocation of School Psychologist office to allow for increased privacy and more provide a safe and comfortable environment for students requiring assistance.
- Secure cabinets in the Technologies Learning Area to store student work, minimising theft and misplacement.
- New display cabinet in the Library for PBIS Rewards, where students can spend points earned.
- New classroom desks for the Education Support Centre to allow for increased student numbers.
- Painting both internal and external doors in the Science Learning Area, as well as many additional doors throughout the school.
- Painting of two classrooms in the Mathematics Learning Area to provide a refreshed modern learning environment.
- Procurement of over 30 free plastic student chairs from other schools in new condition to replace existing worn furniture saving over $2000.
- New Information and Communication Technology facilities in the Maali Kaadadjiny Centre including projectors in both learning spaces.
- Damaged steel sun shades along Eastern Library wall have been removed and replaced with roller blinds to improve aesthetics and allow natural light into classrooms when desired.
- Multiple new ovens in the Home Economics rooms.
- The School Gymnasium has been revitalised including restoration of brickwork as a feature.
- Commenced refurbishment of the former foundry room into leading edge Computer Numerical Controlled (CNC) plasma cutter room.

Staff Facilities

- Relocation of the Deputy Principal – Student Services, improving convenience and access for visiting parents.

Air Conditioning

- Overhaul and audit of existing air-conditioning systems to ensure compliance with the Department's COVID-19 operational response and ventilation guidelines.

Student Recreational Areas

- New area of lawn around the Maali Kaadadjiny Centre building to integrate with existing school landscaping.
- Planting four new ornamental shade trees in the Canteen quadrangle, softening aesthetics while providing additional shaded seating for students during break times.

Landscaping

- New paved area out the front of the Maali Kaadadjiny Centre building to allow congregation of students and families before events, and create a useable outdoor meeting area in Summer.
- Consolidated the School Server which allowed for additional storage for afterschool programs in the Library storeroom.

Other

- The Board Room has been re-painted and extended to allow for larger meetings.
- A new industrial exhaust system has been installed in the Canteen, in line with commercial standards while improving hygiene and safety of the facilities.
- A new western boundary fence installed increasing usable space for the Year 7 students during break times.

Maali Kaadadjiny Centre



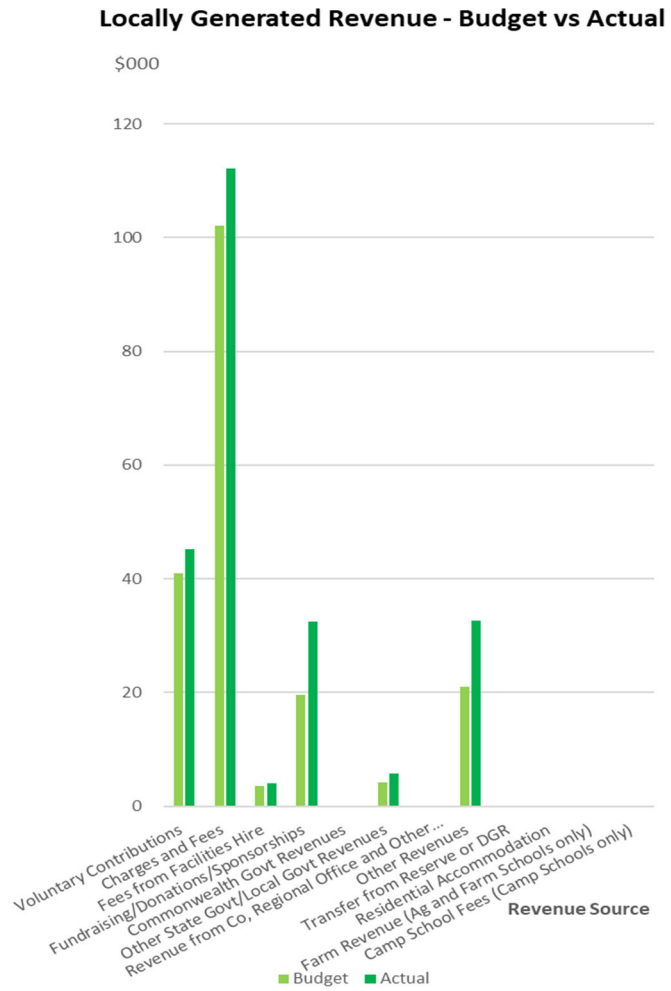


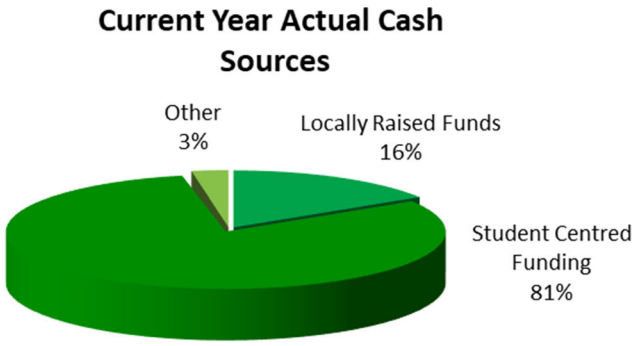


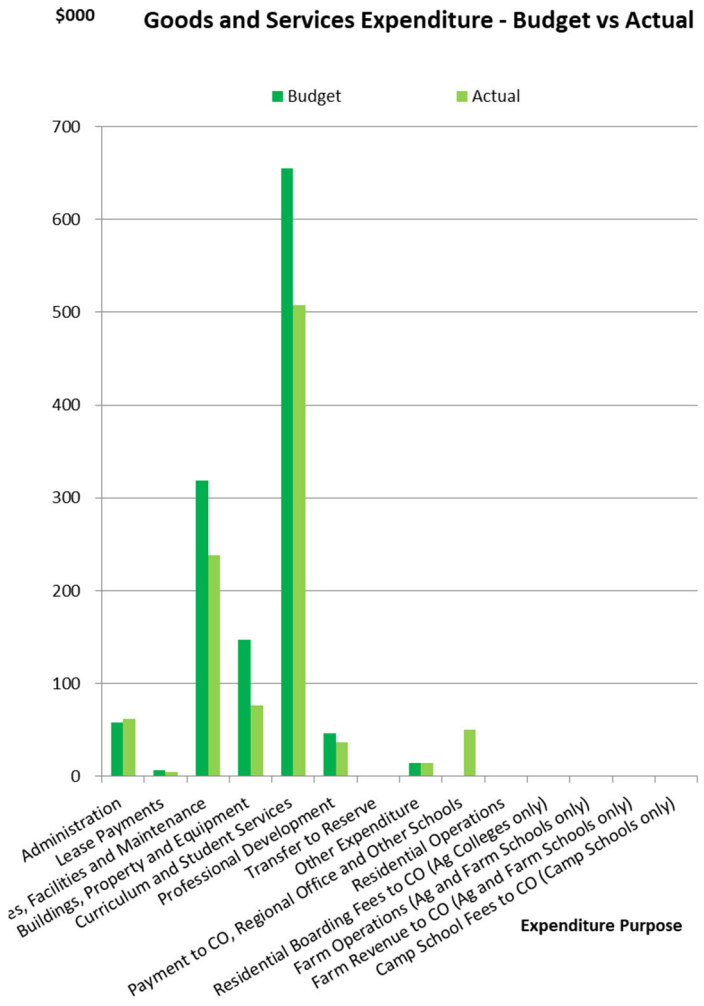


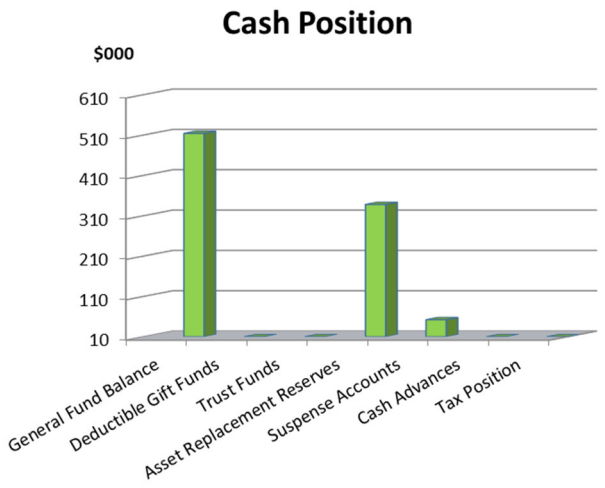
Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	$ 40,931.09	$ 45,211.69
Charges and Fees	$ 102,085.25	$ 112,168.52
Fees from Facilities Hire	$ 3,579.53	$ 4,056.80
Fundraising/Donations/Sponsorships	$ 19,625.25	$ 32,404.74
Commonwealth Govt Revenues	$ -	$ -
Other State Govt/Local Govt Revenues	$ 4,140.00	$ 5,790.00
Revenue from Co, Regional Office and Other Schools	$ -	$ -
Other Revenues	$ 20,994.79	$ 32,630.43
Transfer from Reserve or DGR	$ -	$ -
Residential Accommodation	$ -	$ -
Farm Revenue (Ag and Farm Schools only)	$ -	$ -
Camp School Fees (Camp Schools only)	$ -	$ -
Total Locally Raised Funds	$ 191,355.91	$ 232,262.18
Opening Balance	$ 298,060.42	$ 298,060.42
	$ 972,910.79	$ 973,446.13
Total Cash Funds Available	**$ 1,462,327.12**	**$ 1,503,768.73**
Total Salary Allocation	$ 9,211,346.00	$ 9,211,346.00
Total Funds Available	**$ 10,673,673.12**	**$ 10,715,114.73**









Cash Position as at 31 December 2022	
Bank Balance	**$865,450.49**
Made up of:	
General Fund Balance	$514,027.47
Deductible Gift Funds	$-
Trust Funds	$-
Asset Replacement Reserves	$337,931.38
Suspense Accounts	$52,219.64
Cash Advances	$(300.00)
Tax Position	$(38428.00)
Total Bank Balance	**$865,450.49**

Expenditure - Cash and Salary	Budget	Actual
Administration	$ 57,984.45	$ 61,463.11
Lease Payments	$ 7,174.96	$ 4,419.90
Utilities, Facilities and Maintenance	$ 318,579.18	$ 238,415.34
Buildings, Property and Equipment	$ 147,330.00	$ 76,538.87
Curriculum and Student Services	$ 655,277.77	$ 507,517.30
Professional Development	$ 46,308.00	$ 36,802.59
Transfer to Reserve	$ -	$ -
Other Expenditure	$ 14,127.94	$ 14,584.15
Payment to CO, Regional Office and Other Schools	$ -	$ 50,000.00
Residential Operations	$ -	$ -
Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
Farm Operations (Ag and Farm Schools only)	$ -	$ -
Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
Camp School Fees to CO (Camp Schools only)	$ -	$ -
Total Goods and Services Expenditure	**$ 1,246,782.30**	**$ 989,741.26**
Total Forecast Salary Expenditure	$ 8,990,835.00	$ 8,268,404.00
Total Expenditure	**$ 10,237,617.30**	**$ 9,258,145.26**
Cash Budget Variance	**$ 215,544.82**	

Letters and Awards

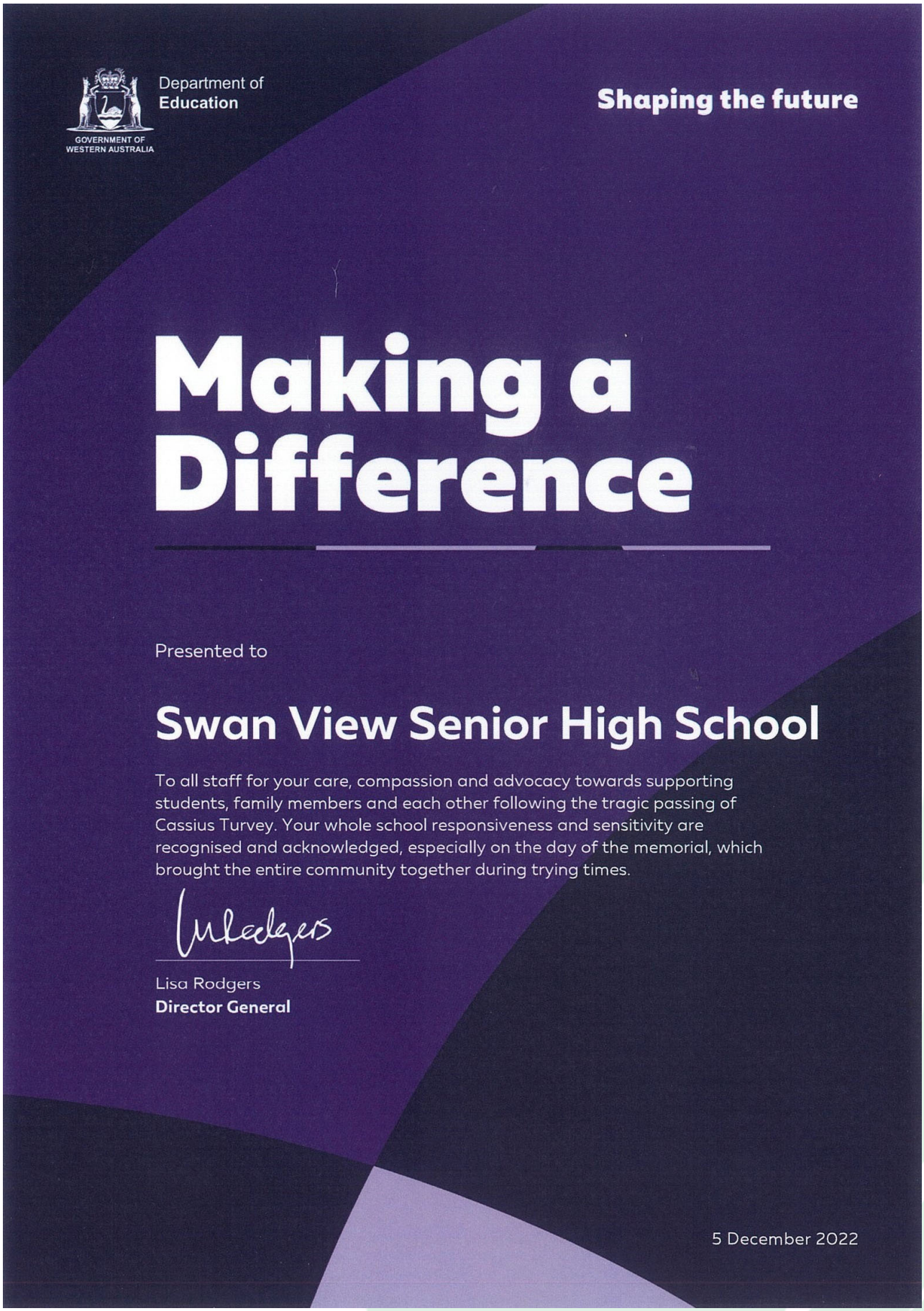
CASSIUS TURVEY

Statement by Minister for Education and Training

HON SUE ELLERY (South Metropolitan — Minister for Education and Training) [2.05 pm]: The tragic death of Cassius Turvey on 23 October has been felt across Australia. I rise today to acknowledge the impact that has had on Swan View Senior High School and the support that the school has put in place, and to thank Cassius's mum, Ms Mechelle Turvey, for her strength and generosity in playing a central role in the school's response despite being in the thick of coming to terms with her own immense loss.

Additional psychology services have been made available at the school. Yorgum Healing Services is providing culturally appropriate counselling at Swan View and nearby Governor Stirling Senior High School. Part of the Yorgum support involves referrals to other agencies if parents wish to access additional support. The school psychologist is working with Yorgum for support to continue over the school holidays and psychosocial programs will be offered at both schools going into 2023. Swan View Clontarf Academy and Stars Foundation are providing extensive and targeted support to a number of highly impacted students. The school chaplain has been available on site at Clontarf Academy. For the broader school community, a local Aboriginal man has attended the school each week following Cassius's death to conduct a yarning circle to support students from years 7 to 12. Onsite support for staff at the school was offered through the employee assistance program provider.

Cassius's mum, Ms Mechelle Turvey, has worked closely with the school to acknowledge and celebrate her son's life. In addition to supporting a group of students to attend the funeral, a memorial was held at the school last Friday to give students and staff the opportunity to celebrate Cassius's life. Representatives from Cassius's primary school, Moorditj Noongar Community College, joined the memorial. I had the honour of attending and I thank Ms Turvey and the school for inviting me. Ms Turvey shared that Lizel Buckley, program mentor at Stars Foundation, has been a great support to her in these difficult times. I understand that the Clontarf boys academy will also use its upcoming awards night as an opportunity to honour Cassius, remember special moments with a slide show about Cassius and name an award in his memory. I want to say thank you to Cassius's mum, Mechelle Turvey, to George Sekulla, the principal at Swan View Senior High School, and to all who have been involved in working to ensure that Cassius's fellow students are supported at this difficult time. My deepest sympathies, and I am sure those of all members of the house, to the family, friends, teachers and anyone who has had the joy of knowing Cassius.


Department of Education
GOVERNMENT OF WESTERN AUSTRALIA
Shaping the future
Making a Difference
Presented to
Swan View Senior High School
To all staff for your care, compassion and advocacy towards supporting students, family members and each other following the tragic passing of Cassius Turvey. Your whole school responsiveness and sensitivity are recognised and acknowledged, especially on the day of the memorial, which brought the entire community together during trying times.
Lisa Rodgers
Director General
5 December 2022

Fogarty EDvance

CONGRATULATIONS

Swan View Senior High School

for successfully completing the 3-year

Fogarty EDvance - School Improvement Program

as part of Cohort 7

2020 – 2022

Georgie Wynne – Program Director

An initiative of: Fogarty Foundation

Founding partners: Department of Education, CATHOLIC EDUCATION WESTERN AUSTRALIA



This certificate recognises the participation of

Swan View Senior High School

Representing Australia in PISA 2022

PISA is committed to a better understanding of our youth, their motivation to learn, and their performance and preference for learning situations

Geoff N. Masters
Chief Executive Officer

Australian Council *for* Educational Research

ACER

170023-1662



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Geoff N. Masters
Chief Executive Officer

Australian Council *for* Educational Research

ACER

170023-1662

Foundation Staff and Students

School Executive	Teaching Staff	
Michael B. Martin BA Dip.Ed	Pamela L. Babb B.Phys.Ed. Dip.Ed.	Mary R. Knezovic BA
Ivor C. Jumeaux B.Ed	Jason Braunstein BA Dip.Ed. Dip.Lib.	Margaret R. Lonnie Dip.H.Sc.
Yvonne D. Hocking AIT Art Dip. PTC Art	Rafe C. Budiselic	Erica H. Mummery
Senior Leadership Team	Adrian C. Colley BA Dip.Ed.	John L. Solosy BA Dip.Ed.
Eric J. McAleer Dip.Ed. MA	Grazyna Critch	Rhonwen L. Thomas
Terrence E. March B.Sc B.Ed	James W. Crouchley	Graham T. Hawkes
Kathleen M. Pepall	Prisonio Dias BA PhD	**Support Staff**
Kenneth J. Ross A.App.Sc. Physics	Robyn L. Douglas Dip.Tch.	Phyllis J. Chadwick
Bettie L. Roberts B.Ed.	Ruth L. Howie B.Sc.	Rose McAullay
	Joseph S. Hrabar	Sandra Pressman #

Students		
David Aquilina	Rolf Hansen	Marisa Pieri
Paul Aquilina	Lorna Harold	Pauline Pietrzyk
Terry Atkins	Alan Harris	Nigel Pilbeam
Michelle Bagley	Robert Hart	Helen Pollard
Steven Ball	Susan Hart	Wayne Polmear
Susan Barnacle	Colleen Harvey	Carol Price
Anthony Barrett	Neil Harvey	Melanie Price
Wayne Barry	Warren Hawkins	Ivy Poore
Mark Bascoumbe	Patricia Hayes	Rex Pritchard
Donna Baumgarten	Laurence Haynes	Carol Proszenyak
William Bayley	Bevan Hearne	Eric Proszenyak
Philip Beales	Murray Hegney	Robert Puren
Leslie Beatty	Wayne Herbert	Irena Purvinskis
Tina Beeching	Wendy Hezfeld	Lidija Purvinskis
Jacqueline Bell	Karen Hewett	Anthony Quilty
Jenny Berich	Angela Heymans	Boris Radalj
Phillip Bermingham	Gregory Higgins	Wilma Radalj
Mena Beugelaar	Sharon Higgs	Patricia Rathbone
Alan Blackford	Cathy Hill	Ranjit Ray
Shane Bland	Maureen Hill	Michelle Raynor
Amanda Blight	Wayne Hill	Mark Read
Mark Bond	Andrew Hillis	Shelley Reindl
Dennis Bowers	Joy Hillman	Marta Renzullo
Hazel Bradley	Denise Hills	Angus Richards
Kevin Brandis	Clinton Hodge	Nicholas Riggs
Michelle Brandwood	Ann Houlihan	Suzanne Riggs
John Brimmer	Patrick Houlihan	Brian Risbey
Penelope Bryce	Gavan Howarth	Trevor Rivers
Craig Buchanan	Kevin Hughes	Tracy Robertson
Deborah Buck	Glenn Illich	Gillian Robins
Michael Buckley	Anne Irvine	Joanne Robinson
Theresa Buckley	Charmaine Irwin	Lisa Rossiter
Carolyn Buisman	Christine Ithier	Yvonne Russell

Jennifer Bull	Mark Johnson	Sharon Sampson
Beth Burns	Sharon Johnston	Dianne Sanford
Gerard Burtt	Christopher Jones	Janine Sara
Ricky Buxton	Fiona Jones	Timothy Schmidt
Timothy Buxton	Gary Jones	Debbie Scoffern
Ainsley Calladine	Scott Jones	Ian Scott
Christopher Canute	Julie Jonker	Rodney Scott
Bruce Caporn	Martin Jordan	Wayne Scott
Anthony Casellas	Paul Joyce	Allan Scroop
Tony Celima	Scott Keable	Tanya Segec
Gary Chapman	John Kelleher	Kim Shanahan
Silvana Cherubino	Mark Kendle	Deborah Sheppard
John Chisolm	Tracey Kickett	Graeme Sims
Glenda Christensen	Dale Kilgannon	Gregory Sims
Paul Clark	Raymond Kilpatrick	Bryce Sinclair
Mark Clifton	Julie King	Justine Skeet
Heather Coccetti	Susan King	Gwendalyn Skipper
Rachael Coe	George Kitts	Erica Smith
Stephanie Colbert	Pamela Kitts	Kathryn Smith
Russell Cole	Susan Lake	Michael Smith
Shauna Cole	Kieran Latham	Julie Soulsby
Caryn Collins	Jasmin Lavell	Mark Spargo
Neil Coney	Louise Lavtas	Anthony Sparks
Paul Coombes	Peter Lawson	Shaun Speak
Faye Cooper	Andrew Leach	Lance Stannard
Jackie Copley	Leanne Leaney	Faye Steer
Karen Corkhill	Gavin Leeder	David Stribley
Wayne Counsel	Victoria Linton	Julie Ann Sturgeon
Timothy Cousins	Neil Littely	Jerome Sutton
Justin Cox	Andrew Lobb	Shaun Sutton
Caryn Craig	Malcolm Lockyer	Carla Swanson
Donna Creed	Christopher Lynn	Suzanne Sweeney
Michelle Crowe	Kevin Lynn	Antoinette Szumilak
Robert Crowe	Paula Manning	Robert Szumilak
Craig Curtis	Adrian Mansfield	Shayne Talbot
Jenice Daly	Paul Mansfield	Victoria Tate
Jeffrey Dawson	Sandra Manzoney	Shane Taylor
Murray Day	Steven Manzoney	Stacey Templeman
Mark Denham	Sheralee March	Janelle Thomas
Murray Day	Wayne March	Ronald Palmer
Mark Denham	Anthony Markham	Jody Parkes
Joanne Derrick	Rhonda Martin	Kevin Passmore
Bruce Devereux	Maria Martino	Corina Pavlinovich
Craig Dickman	Jacqueline Matthews	Colin Payne
Terrence Domney	Maria Martino	William Pekaar
Michael Douglas	Jacqueline Matthews	Marisa Perich
Craig Dickman	Jacqueline Matthews	Colin Payne
Terrence Domney	Maria Martino	William Pekaar
Michael Douglas	Jacqueline Matthews	Marisa Perich

Dennis Dow	David McAllan	Yvonne Perich
Andrew Duffy	Brian McDonald	Wendy Peters
Joanne Dunne	Karen McEwan	Susan Pettit
Cheryl Duplex	Phillip McGhie	Julian Pieri
Malcolm Durrant	Trevor McGlew	Stacey Templeman
Warren Easther	Jeanne McIntosh	Janelle Thomas
Warren Edmonds	Margaret McIntosh	Judith Thorn
Naomi Edmunds	Kathleen Middleton	Sara Trown
Janette Eggleston	Shane Miller	Leesa Troy
Brian Elder	Sonja Miller	Debra Tuson
Mandy Elliott	Denise Mills	Susan Ugle
Susan Ende	Sarah Mills	Garry Vanderlaan
Peter Everett	Gary Mitchell	Anthony Ventresca
Craig Fawell	James Mitchell	Annette Vonk
Tracey Fellows	Peter Mitchell	Phillip Walker
Wayne Ferrell	Judith Moir	Tracey Wallace
Michael Fitzpatrick	Nigel Morgan	Paul Walsh
Eric Francis	Victoria Morrow	Angela Walters
Roger Fris	Lisa Mulder	Tony Webb
Murray Fuller	Gayna Mumme	Shane Wedlake
Derek Gale	Peter Murray	Darren-Lee Weinbrecht
Joan Gardner	Shayne Nedselsky	Laura Westmacott
Holly Gartrell	Shirley Netherway	Caroline Weston
Ian Gaynor	Brett Nicholls	Sean Weston
Dzintra Gersmanis	Alison Nicholson	Jane Whitting
Tracey Gibbons	Morag Nicholson	Julie Williams
Cathryn Gill	Anne Nolan	Dean Willmott
Paula Glendenning	John Norman	Susan Willmott
Amanda Glover	Phillip Normandale	Amanda Winterburn
Eric Goder	Fiona Noske	Yolanta Woldendorp
Fiona Gordon	Lorraine O'Donnell	David Wood
Sue Grafham	Linda Offen	Michael Wood
Sharon Greenshields	Brian Oldham	Julie Wood
Amanda Hackett	Anita Olson	Ronald Woods
Lois Haggarty	Ashley Oobagooma	Michelle Woodcock
Sandra Hampson	Peter Otway	Lorelle Wright
Tracey Hampson	Mark Owen	Tony Wroblewski
Warren Hannagan	Karen Palmer	Allan Zahra
Chris Hansen		

Executive Roll of Honour

Swan View High School			
Principal	**Deputy Principal**	**Deputy Principal**	**Registrar**
Michael B. Martin 1977 – 1981	Ivor C. Jumeaux 1977 – 1982	Yvonne D. Hocking 1977 – 1984	Phyllis J. Chadwick 1977 - 1984
Douglas H. Love 1982 – 1984	Ian W. Murray 1983 – 1984	Jeanette M. Dalla-Costa (A) 1984	
Yvonne D. Hocking (A) 1984	Philip N. King (A) 1984		
Ian W. Murray (A) 1984			

Swan View Senior High School					
Principal	**Deputy Principal**	**Deputy Principal**	**Deputy Principal**	**Deputy Principal**	**Registrar**
Douglas H. Love 1985 – 1990	Ian W. Murray 1985 – 1986	Susan K. Rodway 1985 – 1987; 1991 – 1993	Anne Hudson-Brown 2011	Karen J. Scriven 2018 – 2019	Lyn Mohr 1985 – 1989
Ian W. Murray (A) 1987	Bernard M. Higgs (A) 1987; 1989	Karen B. Wearn (A) 1988 – 1990	Debra A. McNeil 2014	Renee L. Bowell 2020 – present	Alexander Watt 1990 – 1992
Barbara Webster 1991	Michael J. McGarry 1988 – 1989	Donna L. Miller (A) 1994	Chris Hatzis 2018 – 2019		Marilyn Jones 1993
John F. Cooper 1992 – 1997	William I. Melville 1990 – 1995	Maureen M. Duddy (A) 1994 – 1995	Pamela Moss 2019 – present		Rodney W. Primrose 1994 – 2007
Paul B. Housley (A) 1998; 2000	William A. Mann (A) 1995	Charmaine P. Harris 1996 – 2009			**Business Manager**
Neil P. Hunt 1998 – 2002	Domenic Candeloro 1996 – 2003	Colleen J. Wright (A) 2008			Maxine D. Smith 2007 – 2008
Michael L. Young (A) 2003	James E. Kent (A) 2001	Kathleen Wallace 2009 – 2010			Rita Walker 2008
Robert W. Nairn 2003 – 2007	Eleanor M. Hughes 2004 – 2007; 2008; 2009	Suzanne H. Somerville 2011 – 2013			Beverley N. Westcoast 2008 – 2016
Eleanor M. Hughes (A) 2007 – 2008	Elizabeth A. Smith (A) 2007	Charles R. Coffman 2013 – 2018			**Manager Corporate Services**
Peter G. Wilson 2008 – 2011	Latiefa Adams 2008 – 2014	Karen J. Scriven 2020 – present			Bronwyn J. Jacobson 2016 – present
Damian R. Shuttleworth 2011 – 2014	Kate Wilson 2015 – 2017				Ian G. Gilles (A) 2022 - Present
Melesha J. Sands 2014 – 2018	Karen J. Scriven (A) 2017				
Tony I. Granich (A) 2018	Debra C. Unwin 2018 – 2019; 2020 – 2021				
Dr George P. Sekulla 2019 – present	Helen M. Hawley 2020 (A); 2021 - Present				

Head Boy and Head Girl

Swan View High School		
1979	Murray Hegney	Judy Moir
1980	Tracy Attwater	Geoffrey Buck
1981	Russell Waugh	Tania Zarkne
1982	Cathy Manning	Denis Crowdy
1983	Andrew Hughes	Janene Troy
1984	Meagan Knight	Richelle Fowler
1985	Nigel Carter	Samantha Jolly
Swan View Senior High School		
1986	Nigel Carter	
1987	James Waugh	Peter Dixon
1988	Patti Parks	Bevan Mauger
1989	David Kok	Amanda Pearce
1990	David Coall	Dianne Harper
1991	Adam Timms	Erren Edwards
1992	Shaun Lovelock	Melissa Cox
1993	David McKibbin	Amanda Ball
1994	Michael Radi	Erin Evans
1995	Brad Conway	Ngaire Leaver
1996	Jarrad Mohr	Danika Loomes
1997	Graham Gear	Katy Warner
1998	Stephen Proud	Frances Bell
1999	Paul Armstrong	Kate Brown
2000	Travis Taylor	Lauren Whisson
2001	Reagan Dixon	Melissa Farrally
2002	Jeremy Wallace	Melissa Beckett
2003	Damiano Coniglio	Ashleigh Warner
2004	Jonathon Atchley	Aisha Johnstone
2005	Joshua Brown	Sarah Bradley
2006	Steven Abbott	Sinead Bevan
2007	Jesse Fleay	Sharyn Worroll
2008	Jesse Moran	Louise Abbott & Jessica Doutch
2009	Ryan James	Natalie Elliot
2010	Daniel Mills	Olivia Middleton
2011	Julio Machado	Danielle Courtney
2012		Aoife Walsh
2013	Tristan Palmer	Jessica Faulkner-English
2014	Liam Kavcic	Mandi Caines
2015	Liam Thomas	Shanali Alles
2016	Jake Wookey	Tenae Rivers
2017	Joshua Martin	Jessica Barnes
2018	Caelan Toki	Emily Hodgson
2019	Liam McCracken	Kathrine Ilarina
2020	Deklan Burns	Lhiyaizza Ramirez
2021	Liam Martindill & Joshua Raphael	Kaitlin Hodgson
2022	Oscar Jordan	Elleanne McLennan

House Captains and Vice Captains

Swan View Senior High School					
		Gladstone	**Morrison**	**Salisbury**	**Weld**
2021	Captain	Austin Cole	Kye Grant	Joshua Raphael	Yousif Toto
		Letitia Camilleri	Ruth Gilbert	Bertha Moore	Karen Summers
	Vice Captain	Jacob Callaghan	Andrei Jose	Sev'n Miletic	Nikolas Sneddon
		Kyanne Beagley	Hesmarie Husselmann	Elleanne McLennan	Brooke Thompson
2021	Captain	Jack Dolmans	David Forrest	Luke Parks	Jerome Vega
		Kyanne Beagley	Klara Gard	Sophie McKay	Brooke Thompson
	Vice Captain	Dylan Arjoon-Cloghan	Blake Kenny	Remy Pagh	Joshua Williams
		Chelsea Bragg	Sopattra Ing	Dana Pennington	Lily-Anne Shoemark

Dux

Swan View High School		
1982	Denis Crowdy & Ann Bertram	
1983	Rachael Roberts	
1984	Tom Woods	
1985	Catherine Jones	
Swan View Senior High School		
	Principal's Dux	**VET Dux**
1986	Brendan Lyons	
1987	Catherine Jones	
1988	Helen Cameron	
1989	Steven Payne	
1990	Cohen Watson	
1991	Rueben Taylor	
1992	Kylie Byrne	
1993	Sarah Pavy	
1994	Rachel Loomes	
1995	Nerissa Jordan	
1996	Sally Freeman	
1997	Graham Gear	
1998	Kym Moiler	
1999	Helen Binckes	
2000	Lea Harwood	Micheal Pearon
2001	Melanie Knight	
2002	Christopher Hunter	
2003	Andrew Corrigan	
2004	Cindy Gear	
2005	Adam Fowler	Gloria Hedlam
2006	Jonathan Walsh	
2007	Zachary Hull	Amelia Samuels
2008	Louise Abbott	Krystal Carter
2009	Blake Anderson	
2010	Brent Thomas	Karissa McGrath
2011	Sheena Trigg	Jasmine Corbett
2012	Carlos Alves-Ferriera	
2013	Katrina Elliott	Isaac Alexander
2014	Jacob Swadling	Fernando Aberlardo
2015	Christine May Saniel	
2016	Nidhi Rao	
2017	Aleisha Brown	Adam Holmes
2018	Jessica Donaldson	Catherine De Gray
2019	Shiloh Dhue	
2020	Lhiyaizza Ramirez	Rebekah Green
2021	Charlize Green	Cassandra Kop
2022	Adam Kemish	Soraya Chavez



Swan View
SENIOR HIGH SCHOOL

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SWAN VIEW WA 6056

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www.facebook.com/swanviewshs/

Swan View
SENIOR HIGH SCHOOL

2022 School Board Survey

The purpose of this paper is to table the 2022 School Board Survey. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board notes the report of results from the 2022 School Board Survey.

Recommendation: The Swan View Senior High School Board identifies areas of improvement for 2022 to be included in the 2022 Annual Report.

Swan View Senior High School maintains a reflective self-assessment process and we undertake rigorous self-assessment on a continuous basis. This involves gathering relevant data within agreed time-lines and making judgements based on our performance.

As an Independent Public School, we must utilise the flexibility and take seriously the responsibility of making decisions at the School for the School community. A key element of successful Independent Public Schools is an effective School Board.

The purpose of the annual School Board Survey is to gather data on members' view on the function of the Board in the following key areas:

- Part 1 - Roles and responsibilities
- Part 2 - Council/board meetings
- Part 3 - Composition of the council/board
- Part 4 - Council/board chair
- Part 5 - Culture and ethics
- Part 6 - Strategic focus
- Part 7 - Responsibility and collective accountability
- Council/board self-assessment – ten elements of effective school council/boards

Analysis of the results can be used to identify the future commitments of the School Board. These identified areas of improvement can then be reported on in the Annual Report, fulfilling the cycle of self-assessment and continuous improvement.

Dr George Sekulla
Principal

School Survey

Overview

Survey title	2022 School Board Survey
Report title	Distribution - single
Organisation name	Swan View Senior High School
Generation time & date	4:22PM - 13 Feb 2023
Generated by	Andi Warwick
Distribution name	2022 School Board Survey - 24/10/2022 3:56 PM
School year	2022
Num of online responses	8
Num of manual responses	0

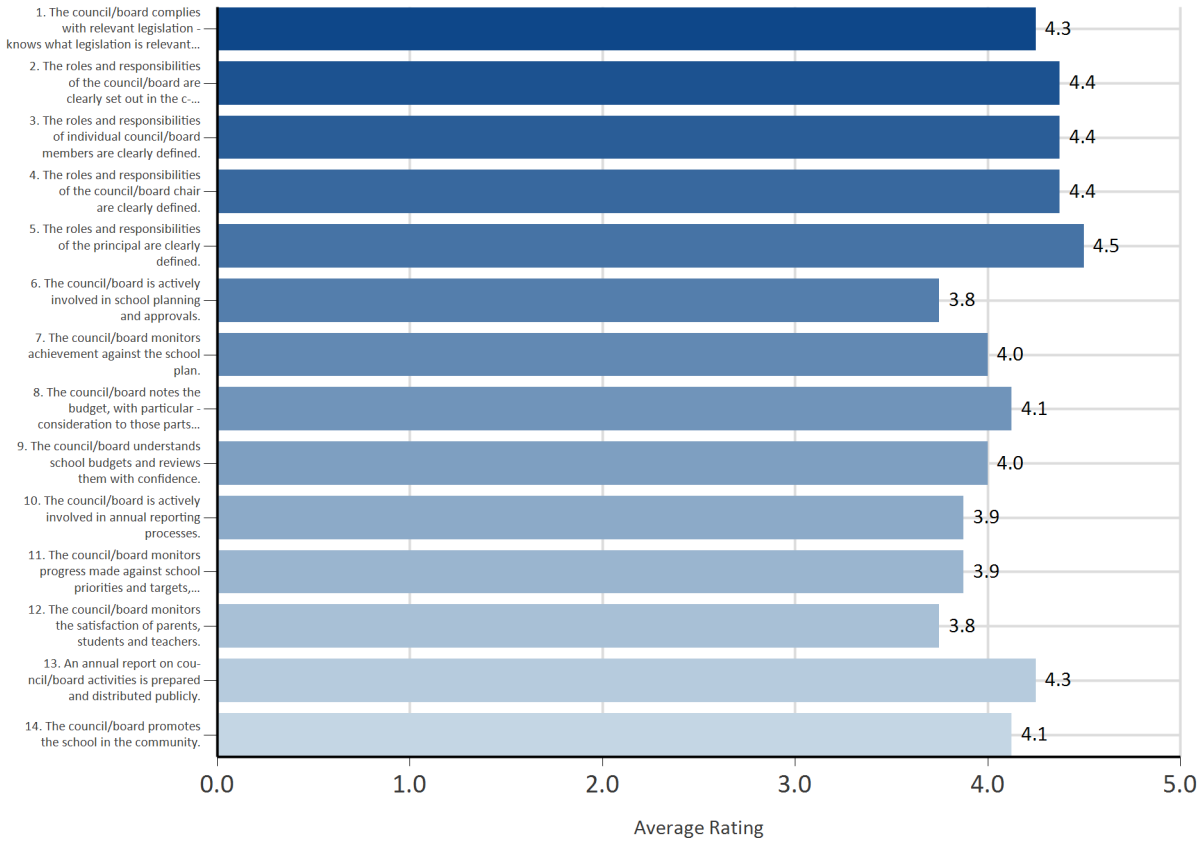
Question overview information	Yes
N/A responses	Yes
Open text responses	Yes
'Other' responses	Yes
Order of questions	Sequential
Graphs	Yes

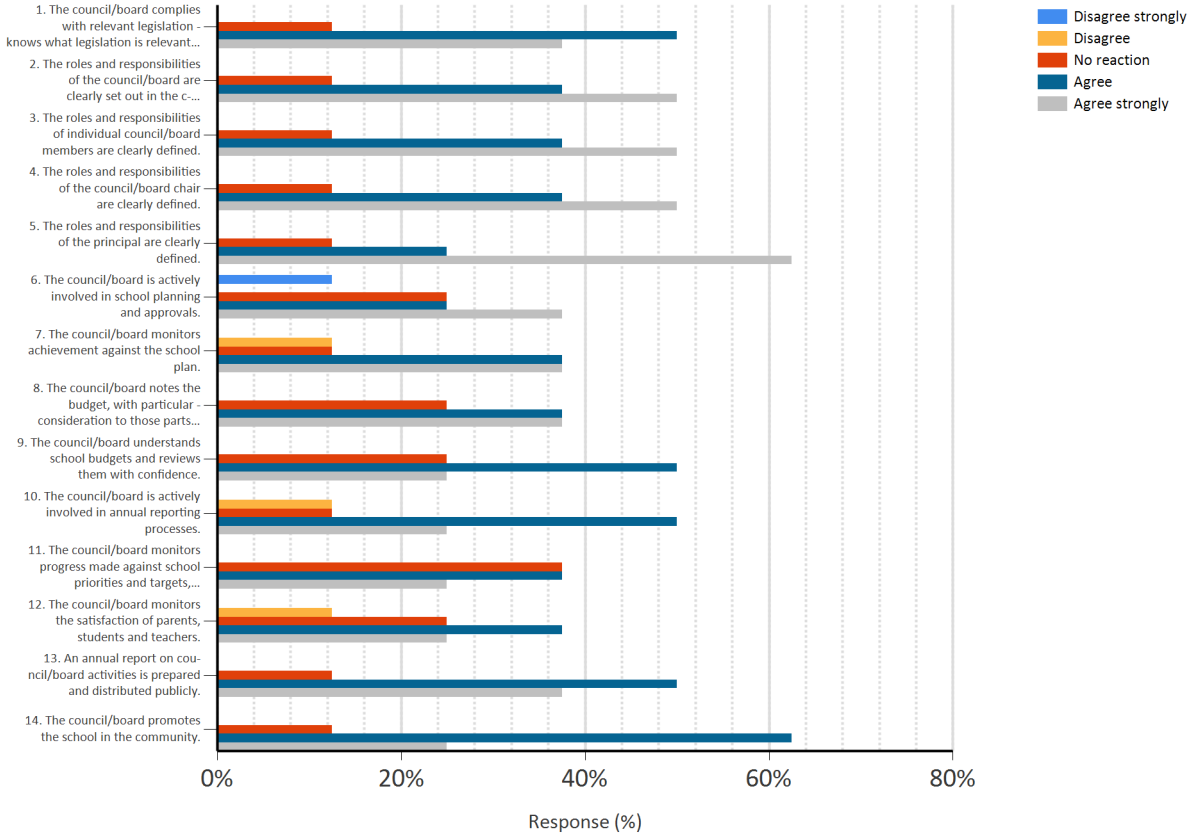
1 . Roles and Responsibilities

Question overview

Module name	Roles and Responsibilities
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. The council/board complies with relevant legislation - knows what legislation is relevant for each decision.	-	-	-	-	1	13%	4	50%	3	38%
2. The roles and responsibilities of the council/board are clearly set out in the council/board's Terms of Reference.	-	-	-	-	1	13%	3	38%	4	50%
3. The roles and responsibilities of individual council/board members are clearly defined.	-	-	-	-	1	13%	3	38%	4	50%
4. The roles and responsibilities of the council/board chair are clearly defined.	-	-	-	-	1	13%	3	38%	4	50%
5. The roles and responsibilities of the principal are clearly defined.	-	-	-	-	1	13%	2	25%	5	63%
6. The council/board is actively involved in school planning and approvals.	1	13%	-	-	2	25%	2	25%	3	38%
7. The council/board monitors achievement against the school plan.	-	-	1	13%	1	13%	3	38%	3	38%

8. The council/board notes the budget, with particular consideration to those parts of the budget that relate to the focus areas/priorities of the school's plan.	-	-	-	-	2	25%	3	38%	3	38%
9. The council/board understands school budgets and reviews them with confidence.	-	-	-	-	2	25%	4	50%	2	25%
10. The council/board is actively involved in annual reporting processes.	-	-	1	13%	1	13%	4	50%	2	25%
11. The council/board monitors progress made against school priorities and targets, specific outcomes attached to funding for targeted initiatives and State and nationally agreed priorities.	-	-	-	-	3	38%	3	38%	2	25%
12. The council/board monitors the satisfaction of parents, students and teachers.	-	-	1	13%	2	25%	3	38%	2	25%
13. An annual report on council/board activities is prepared and distributed publicly.	-	-	-	-	1	13%	4	50%	3	38%
14. The council/board promotes the school in the community.	-	-	-	-	1	13%	5	63%	2	25%

2 . Comments on: Roles and Responsibilities

Question overview

Module name	Roles and Responsibilities
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

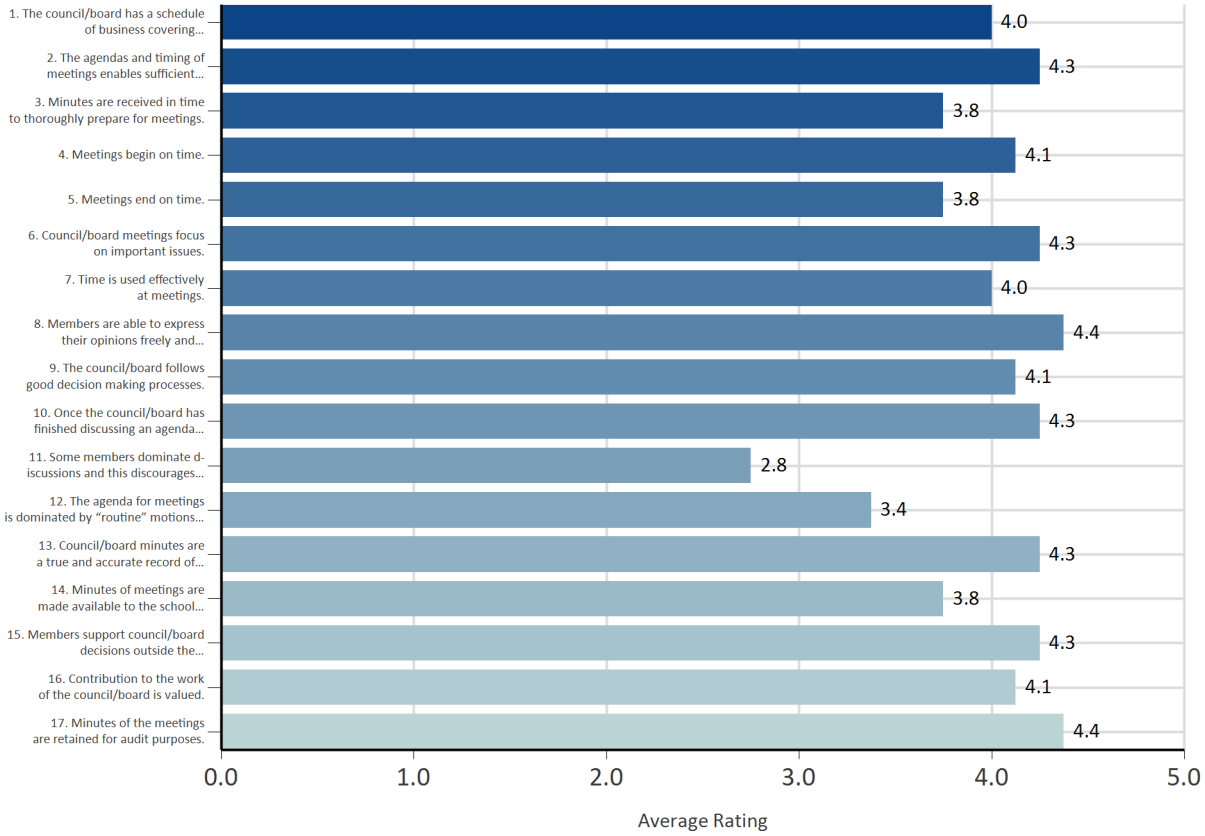
Board members are strongly encouraged to be actively involved in the decision making process.
Each member adheres to the protocols of membership.

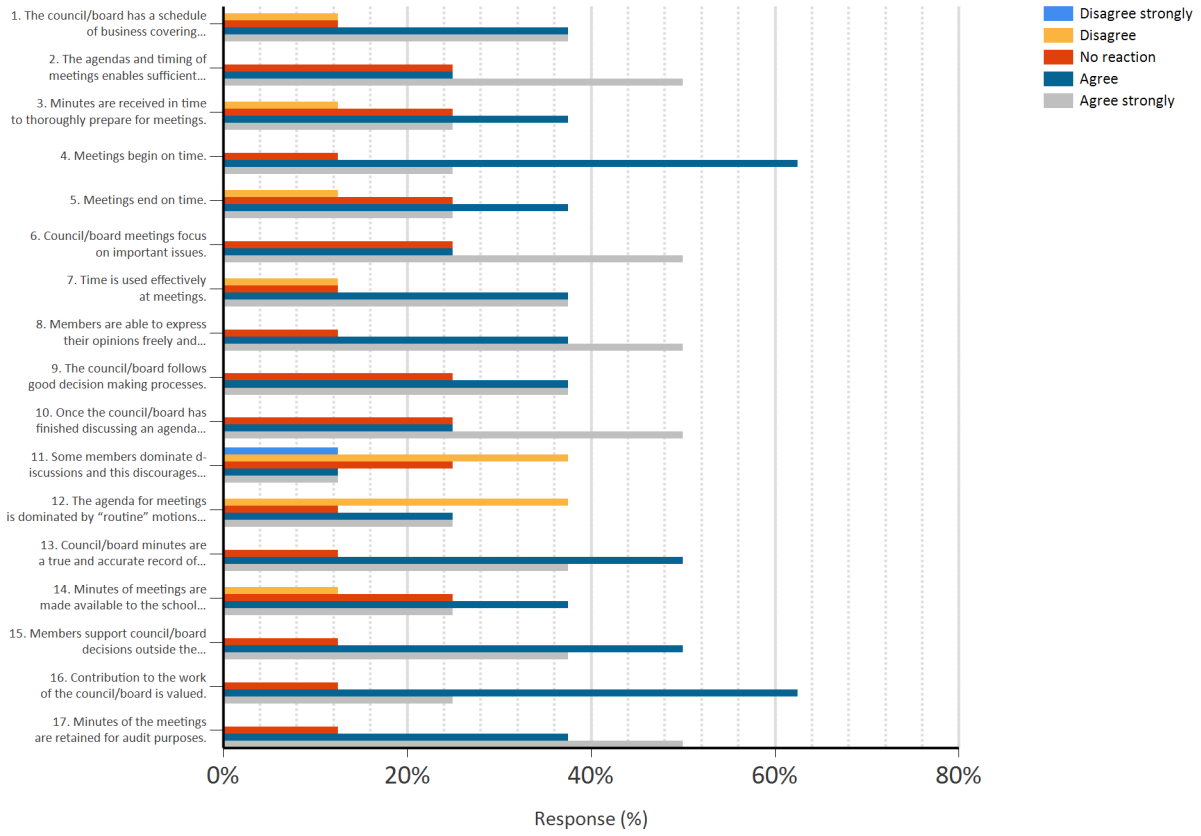
3 . Council/Board Meetings

Question overview

Module name	Council/Board Meetings
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. The council/board has a schedule of business covering recurring governance matters.	-	-	1	13%	1	13%	3	38%	3	38%
2. The agendas and timing of meetings enables sufficient time and opportunity to deal with key issues.	-	-	-	-	2	25%	2	25%	4	50%
3. Minutes are received in time to thoroughly prepare for meetings.	-	-	1	13%	2	25%	3	38%	2	25%
4. Meetings begin on time.	-	-	-	-	1	13%	5	63%	2	25%
5. Meetings end on time.	-	-	1	13%	2	25%	3	38%	2	25%
6. Council/board meetings focus on important issues.	-	-	-	-	2	25%	2	25%	4	50%
7. Time is used effectively at meetings.	-	-	1	13%	1	13%	3	38%	3	38%
8. Members are able to express their opinions freely and are encouraged to participate in meetings.	-	-	-	-	1	13%	3	38%	4	50%
9. The council/board follows good decision making processes.	-	-	-	-	2	25%	3	38%	3	38%

10. Once the council/board has finished discussing an agenda item, it is clear who is going to do what and when.	-	-	-	-	2	25%	2	25%	4	50%
11. Some members dominate discussions and this discourages quieter members from contributing.	1	13%	3	38%	2	25%	1	13%	1	13%
12. The agenda for meetings is dominated by “routine” motions or items “for information only”.	-	-	3	38%	1	13%	2	25%	2	25%
13. Council/board minutes are a true and accurate record of meetings and endorsed by the chair.	-	-	-	-	1	13%	4	50%	3	38%
14. Minutes of meetings are made available to the school community.	-	-	1	13%	2	25%	3	38%	2	25%
15. Members support council/board decisions outside the meeting.	-	-	-	-	1	13%	4	50%	3	38%
16. Contribution to the work of the council/board is valued.	-	-	-	-	1	13%	5	63%	2	25%
17. Minutes of the meetings are retained for audit purposes.	-	-	-	-	1	13%	3	38%	4	50%

4 . Comments on: Council/Board Meetings

Question overview

Module name	Council/Board Meetings
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	3
Not answered	5

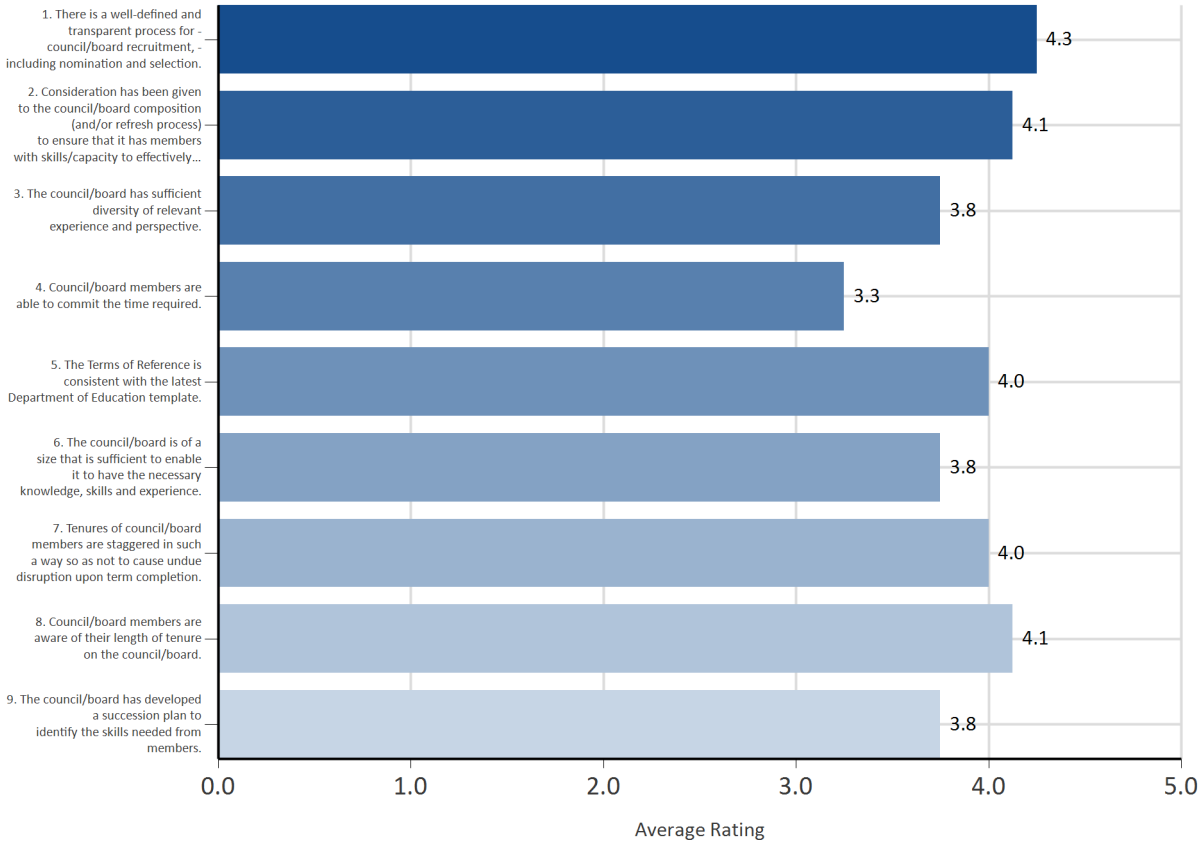
All meetings are conducted in a spirit of collaboration and in a timely manner.
Briefing Notes for each Agenda item are prepared to assist the Board members in their understanding of the item. A recommendation for each Agenda item accompanies the Briefing Note. A variety of professional readings are provided to Board members during the year to assist in their personal development relating to governance.
Unfortunately meetings are overwhelmed with routine motion for information only due to requirements from the school mandated by the DoE.

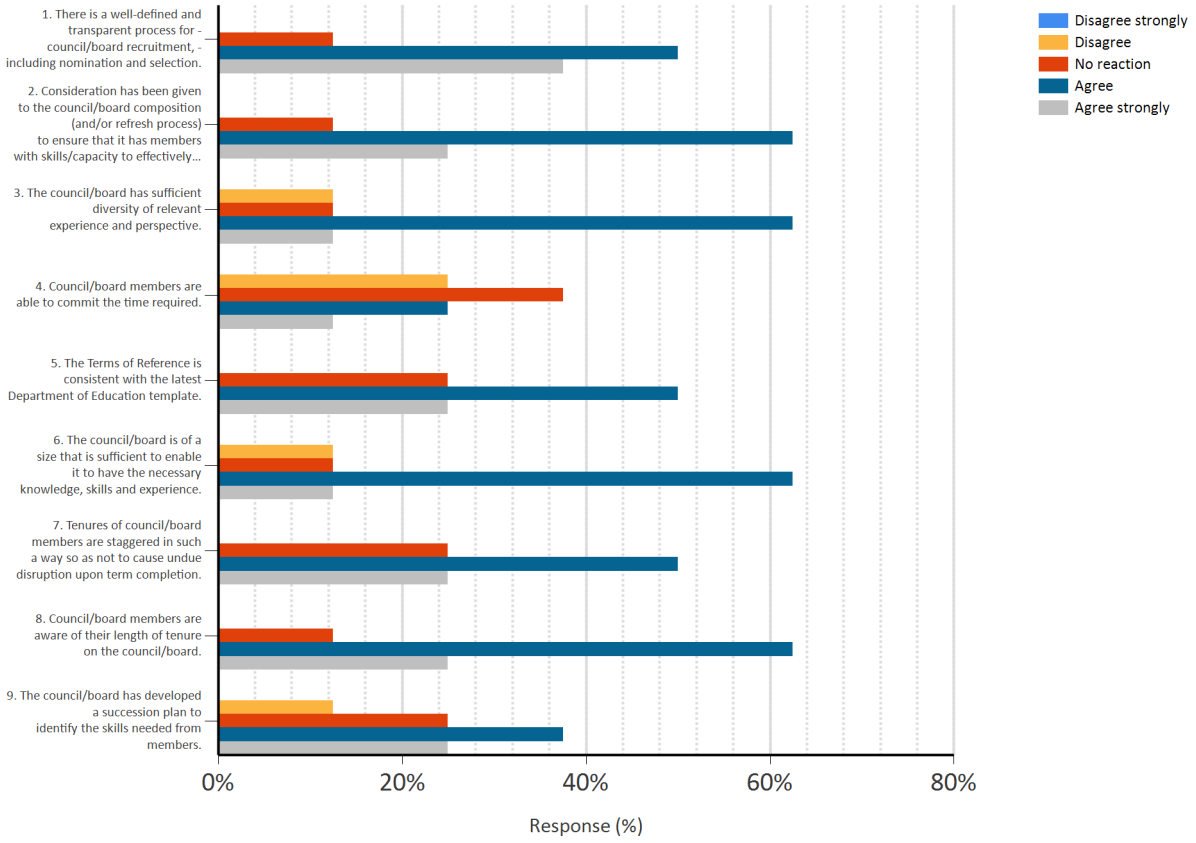
5 . Composition of the Council/Board

Question overview

Module name	Composition of the Council/Board
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. There is a well-defined and transparent process for council/board recruitment, including nomination and selection.	-	-	-	-	1	13%	4	50%	3	38%
2. Consideration has been given to the council/board composition (and/or refresh process) to ensure that it has members with skills/capacity to effectively undertake the roles and responsibilities.	-	-	-	-	1	13%	5	63%	2	25%
3. The council/board has sufficient diversity of relevant experience and perspective.	-	-	1	13%	1	13%	5	63%	1	13%
4. Council/board members are able to commit the time required.	-	-	2	25%	3	38%	2	25%	1	13%
5. The Terms of Reference is consistent with the latest Department of Education template.	-	-	-	-	2	25%	4	50%	2	25%

6. The council/board is of a size that is sufficient to enable it to have the necessary knowledge, skills and experience.	-	-	1	13%	1	13%	5	63%	1	13%
7. Tenures of council/board members are staggered in such a way so as not to cause undue disruption upon term completion.	-	-	-	-	2	25%	4	50%	2	25%
8. Council/board members are aware of their length of tenure on the council/board.	-	-	-	-	1	13%	5	63%	2	25%
9. The council/board has developed a succession plan to identify the skills needed from members.	-	-	1	13%	2	25%	3	38%	2	25%

6 . Comments on: Composition of the Council/Board

Question overview

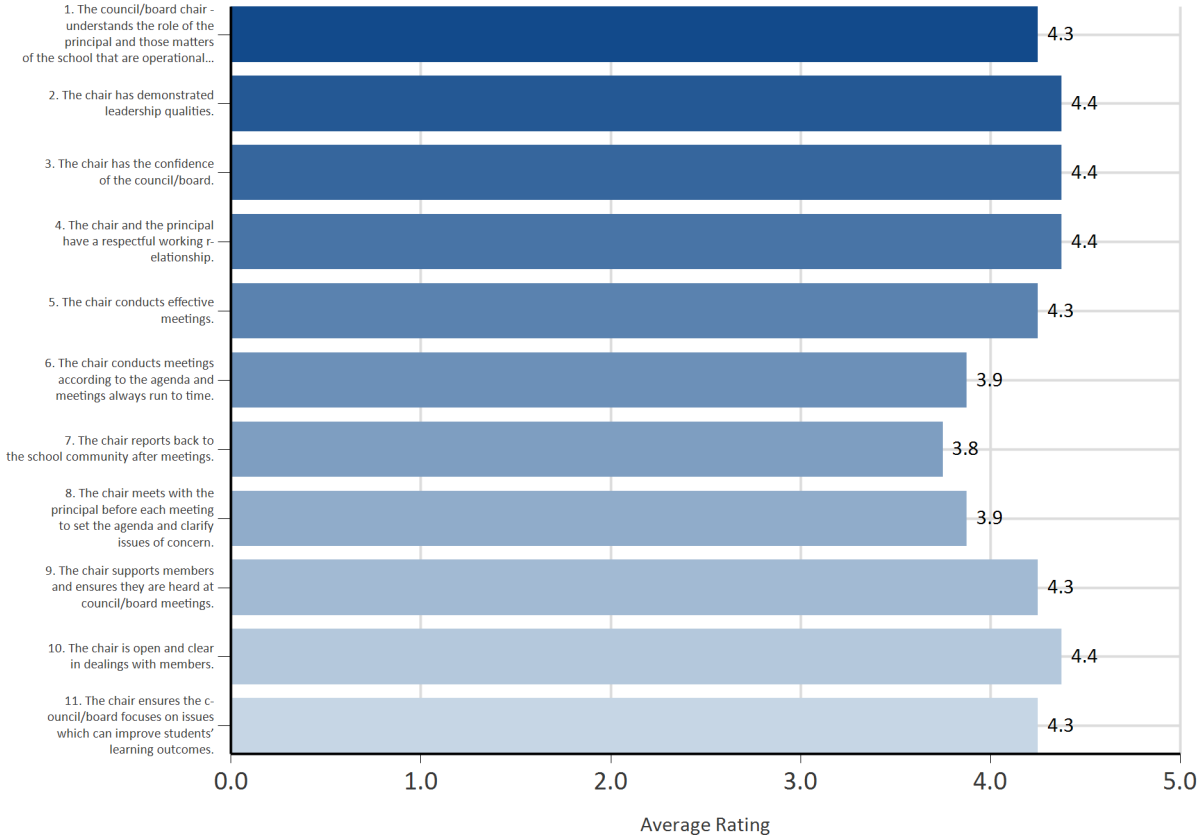
Module name	Composition of the Council/Board
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

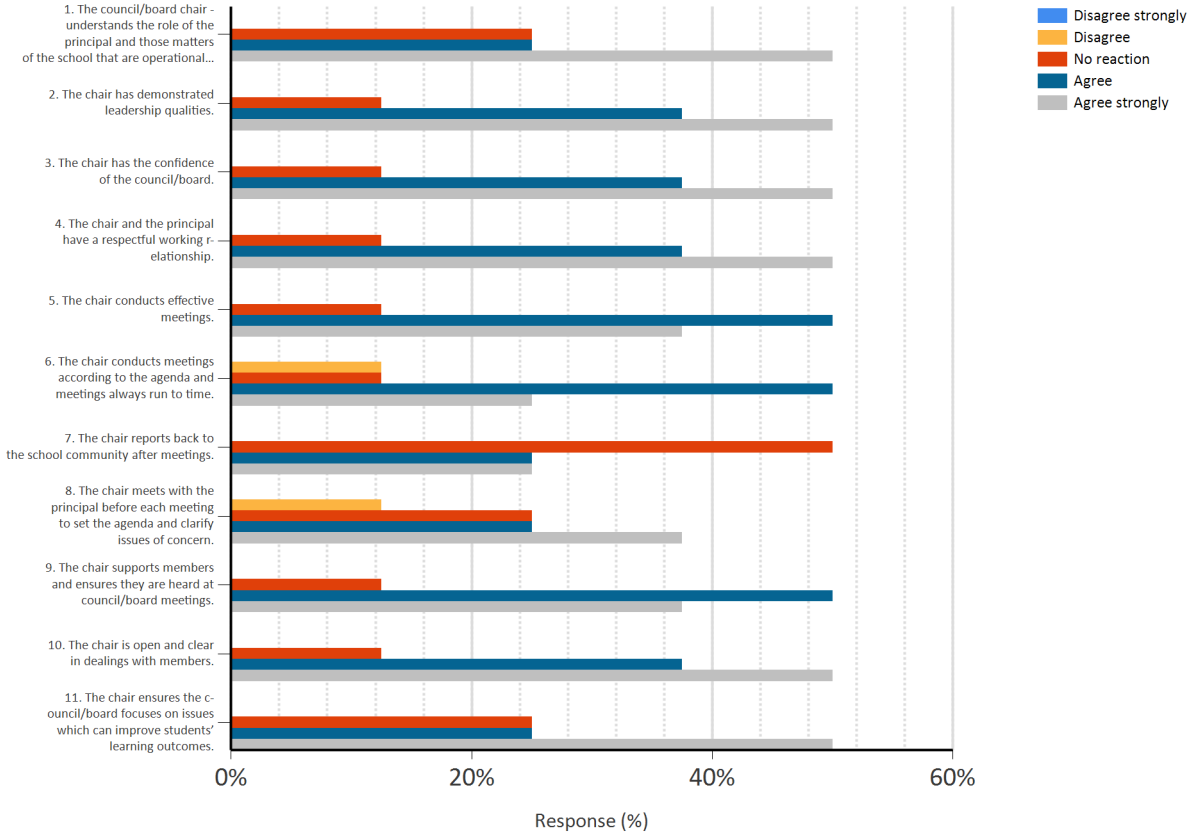
The composition of the Board meets the standards required.
Unfortunately the diversity and size of the council is limited by available applicants from the community.

7 . The Council/Board Chair

Question overview	
Module name	The Council/Board Chair
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. The council/board chair understands the role of the principal and those matters of the school that are operational and therefore not the responsibility of the council/board.	-	-	-	-	2	25%	2	25%	4	50%
2. The chair has demonstrated leadership qualities.	-	-	-	-	1	13%	3	38%	4	50%
3. The chair has the confidence of the council/board.	-	-	-	-	1	13%	3	38%	4	50%
4. The chair and the principal have a respectful working relationship.	-	-	-	-	1	13%	3	38%	4	50%
5. The chair conducts effective meetings.	-	-	-	-	1	13%	4	50%	3	38%
6. The chair conducts meetings according to the agenda and meetings always run to time.	-	-	1	13%	1	13%	4	50%	2	25%
7. The chair reports back to the school community after meetings.	-	-	-	-	4	50%	2	25%	2	25%

8. The chair meets with the principal before each meeting to set the agenda and clarify issues of concern.	-	-	1	13%	2	25%	2	25%	3	38%
9. The chair supports members and ensures they are heard at council/board meetings.	-	-	-	-	1	13%	4	50%	3	38%
10. The chair is open and clear in dealings with members.	-	-	-	-	1	13%	3	38%	4	50%
11. The chair ensures the council/board focuses on issues which can improve students' learning outcomes.	-	-	-	-	2	25%	2	25%	4	50%

8 . Comments on: The Council/Board Chair

Question overview

Module name	The Council/Board Chair
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

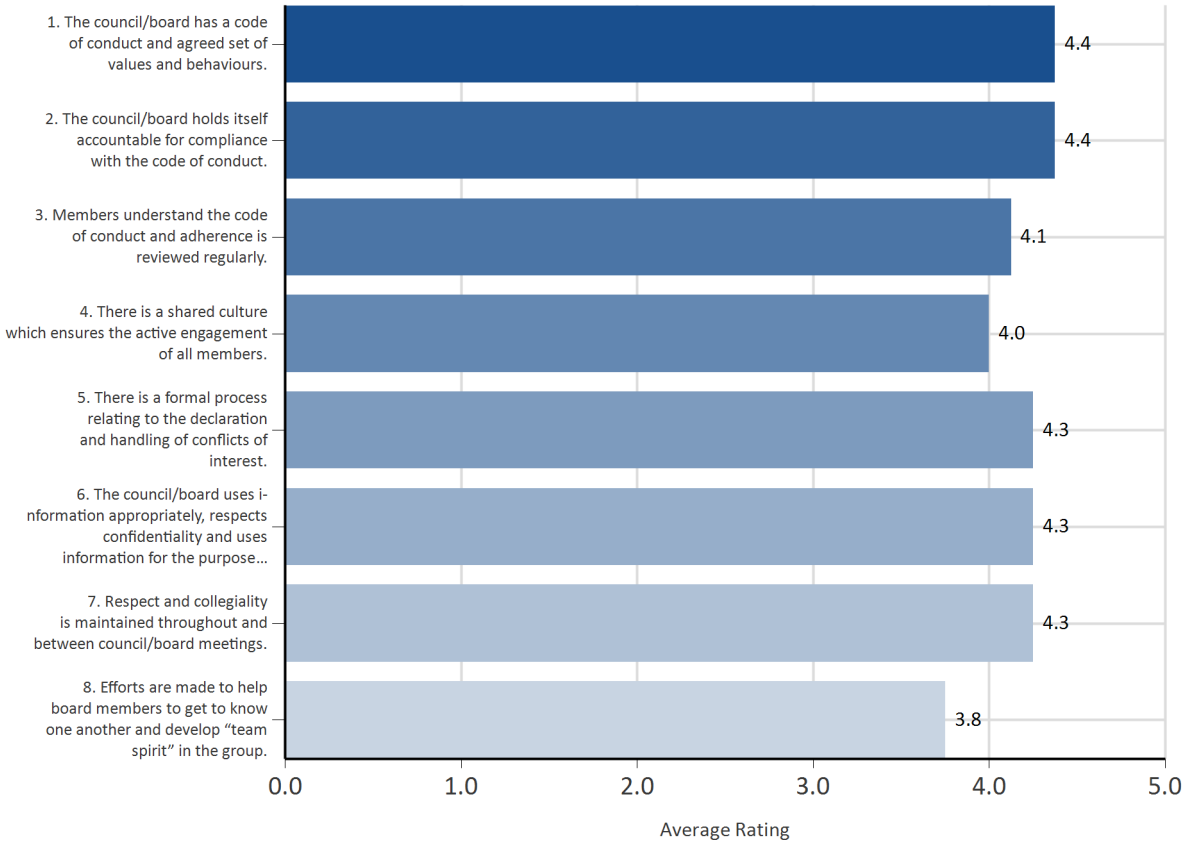
The Chair and the Principal discuss the proposed Agenda either in person or by telephone. The Chair and the Principal have an offsite meeting once per Term to discuss the direction of the School, the Business Plan and any issues.
The chair meets the standards of professionalism required.

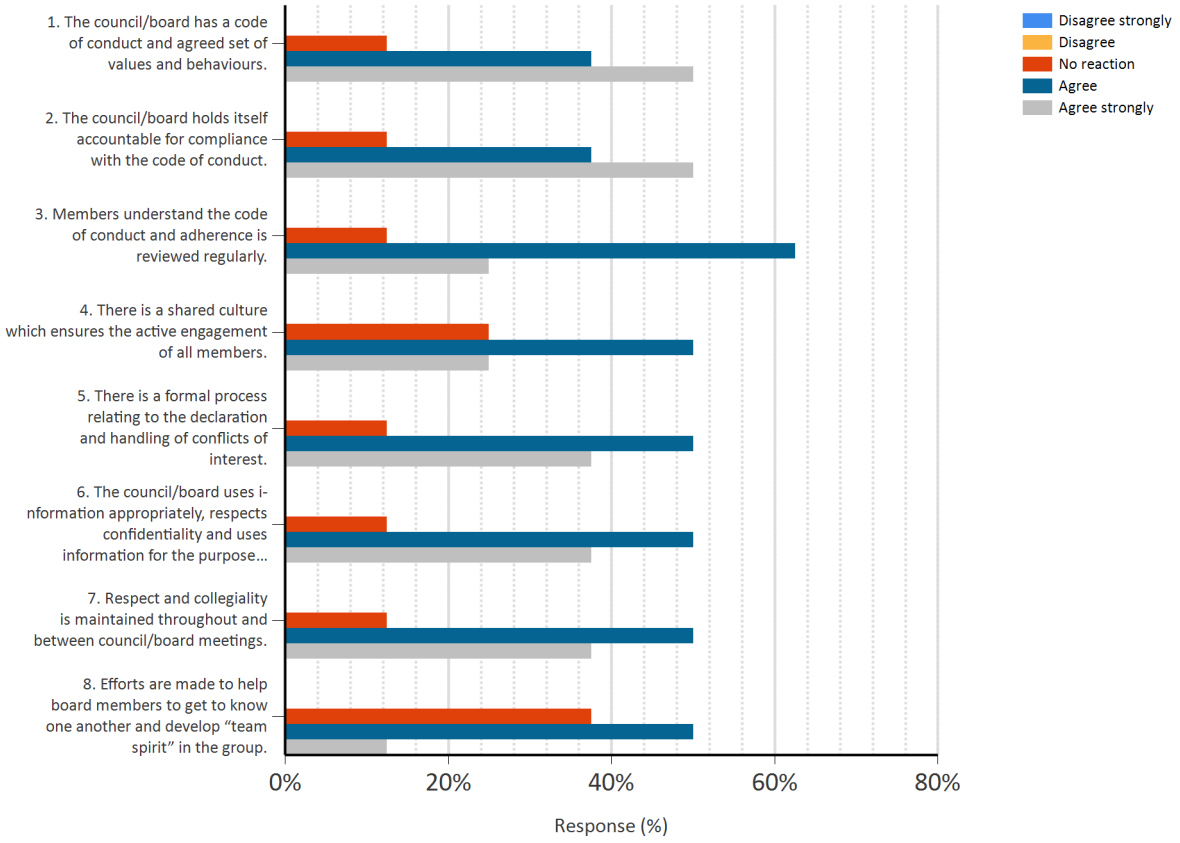
9 . Culture and Ethics

Question overview

Module name	Culture and Ethics
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. The council/board has a code of conduct and agreed set of values and behaviours.	-	-	-	-	1	13%	3	38%	4	50%
2. The council/board holds itself accountable for compliance with the code of conduct.	-	-	-	-	1	13%	3	38%	4	50%
3. Members understand the code of conduct and adherence is reviewed regularly.	-	-	-	-	1	13%	5	63%	2	25%
4. There is a shared culture which ensures the active engagement of all members.	-	-	-	-	2	25%	4	50%	2	25%
5. There is a formal process relating to the declaration and handling of conflicts of interest.	-	-	-	-	1	13%	4	50%	3	38%
6. The council/board uses information appropriately, respects confidentiality and uses information for the purpose for which it was made available.	-	-	-	-	1	13%	4	50%	3	38%
7. Respect and collegiality is maintained throughout and between council/board meetings.	-	-	-	-	1	13%	4	50%	3	38%

8. Efforts are made to help board members to get to know one another and develop “team spirit” in the group.	-	-	-	-	3	38%	4	50%	1	13%

10 . Comments on: Culture and Ethics

Question overview

Module name	Culture and Ethics
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

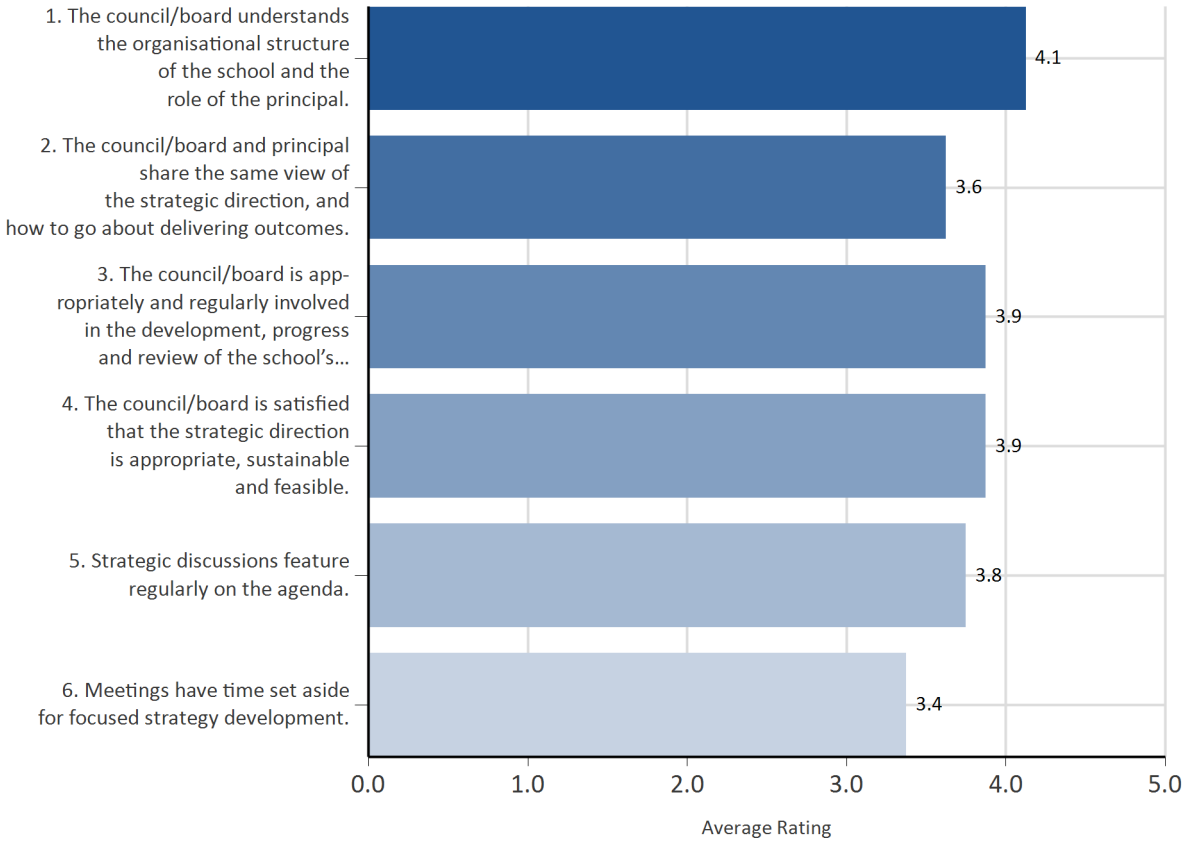
Board meetings are professional and relaxed. Board members are free to voice the perspectives on any Agenda item.
Members meet the ethical and cultural standards demanded by the Education Department.

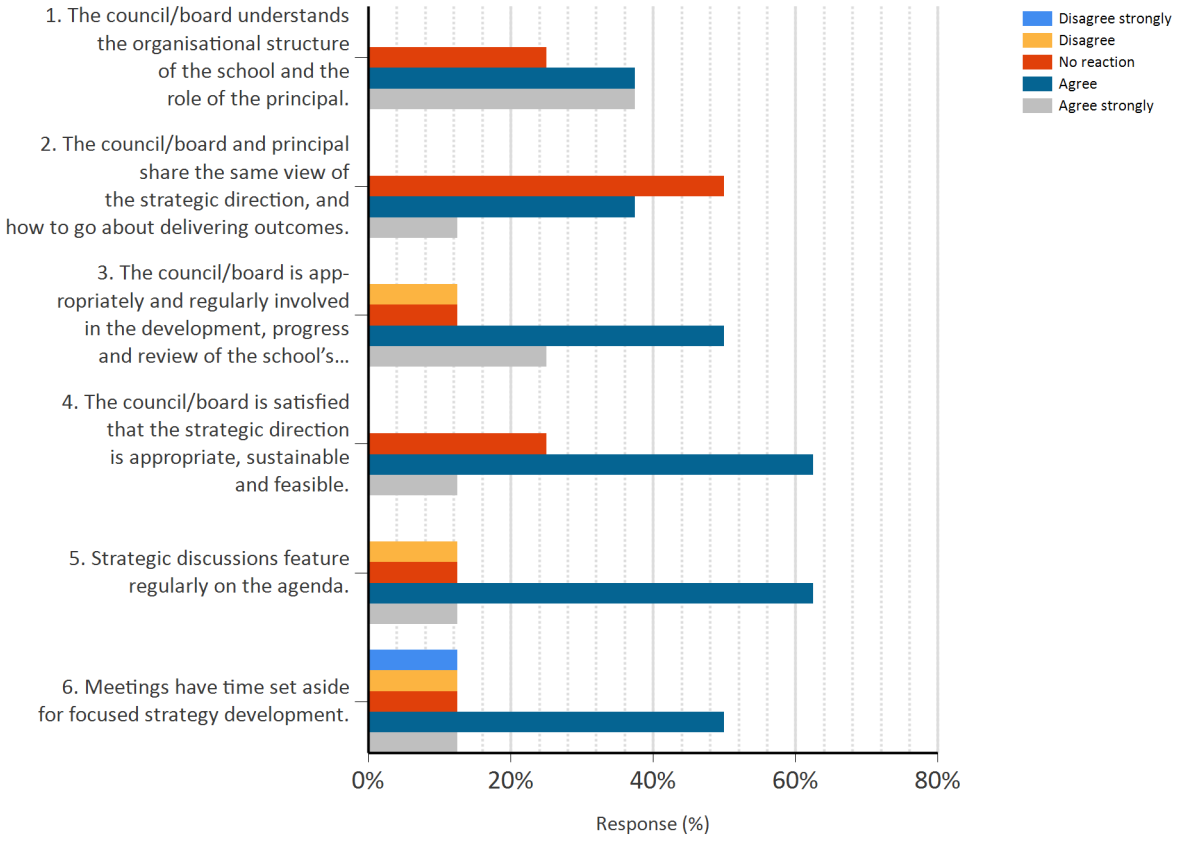
11 . Strategic Focus

Question overview

Module name	Strategic Focus
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. The council/board understands the organisational structure of the school and the role of the principal.	-	-	-	-	2	25%	3	38%	3	38%
2. The council/board and principal share the same view of the strategic direction, and how to go about delivering outcomes.	-	-	-	-	4	50%	3	38%	1	13%
3. The council/board is appropriately and regularly involved in the development, progress and review of the school's strategic direction.	-	-	1	13%	1	13%	4	50%	2	25%
4. The council/board is satisfied that the strategic direction is appropriate, sustainable and feasible.	-	-	-	-	2	25%	5	63%	1	13%
5. Strategic discussions feature regularly on the agenda.	-	-	1	13%	1	13%	5	63%	1	13%
6. Meetings have time set aside for focused strategy development.	1	13%	1	13%	1	13%	4	50%	1	13%

12 . Comments on: Strategic Focus

Question overview

Module name	Strategic Focus
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

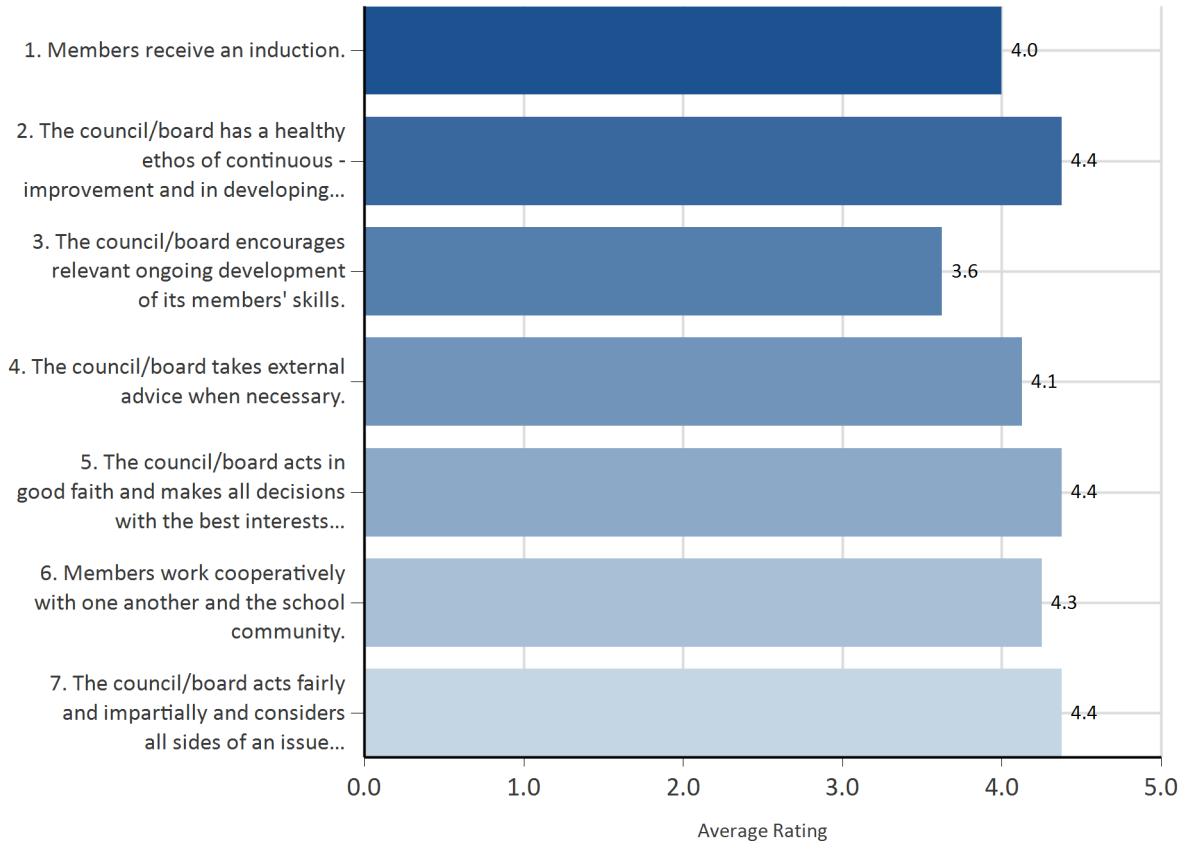
If the board always agreed what would be its purpose. Discussion from different perspective is key to the role of the board. Time is not specifically allocated to strategic direction however raised regularly through each agenda item.
Strategic discussions take place when the time demands.

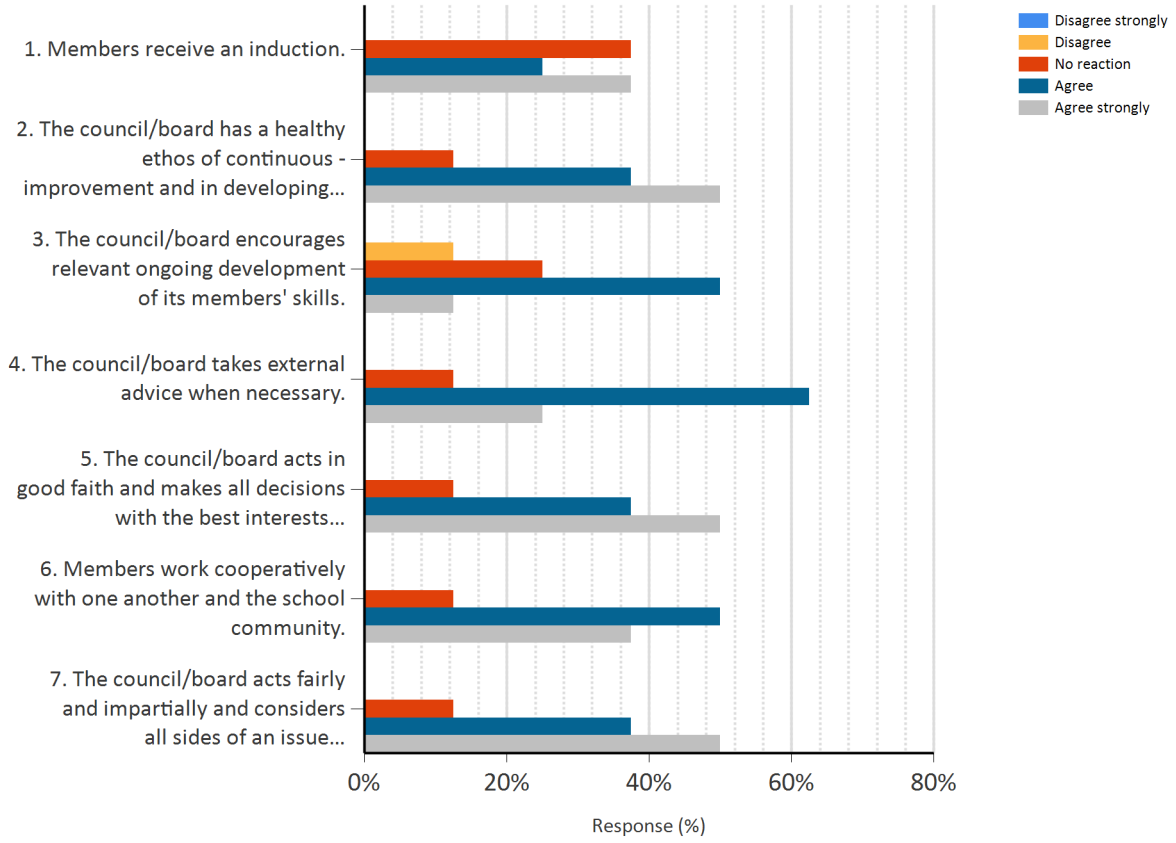
13 . Responsibility and Collective Accountability

Question overview

Module name	Responsibility and Collective Accountability
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	8
Not answered	0

Rating	Score
Agree strongly	5
Agree	4
No reaction	3
Disagree	2
Disagree strongly	1





	Disagree strongly		Disagree		No reaction		Agree		Agree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
1. Members receive an induction.	-	-	-	-	3	38%	2	25%	3	38%
2. The council/board has a healthy ethos of continuous improvement and in developing its governance.	-	-	-	-	1	13%	3	38%	4	50%
3. The council/board encourages relevant ongoing development of its members' skills.	-	-	1	13%	2	25%	4	50%	1	13%
4. The council/board takes external advice when necessary.	-	-	-	-	1	13%	5	63%	2	25%
5. The council/board acts in good faith and makes all decisions with the best interests of students.	-	-	-	-	1	13%	3	38%	4	50%
6. Members work cooperatively with one another and the school community.	-	-	-	-	1	13%	4	50%	3	38%
7. The council/board acts fairly and impartially and considers all sides of an issue before making a recommendation.	-	-	-	-	1	13%	3	38%	4	50%

14 . Comments on: Responsibility and Collective Accountability

Question overview

Module name	Responsibility and Collective Accountability
Module owner	Leadership, Innovation and Strategy
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	6

A culture of support and responsibility to each other exists within the Board.
Unsure how the board could encourage ongoing development of its members or what this even means. In terms of development of understanding of the school and process, this is given. In terms of the chair this has already been addressed in previous questions. In terms of professional portfolios, is this relevant or with in the scope of the boards purpose.

15 . Please use the space to suggest any improvements in the way your council/board undertakes its roles and responsibilities.

Question overview

Category	None
Mandatory	No
Type	Extended text response
Answered	4
Not answered	4

All is operating effectively.
I applaud the manner in which the School Board conducts all matters related to school improvement.
I would like to use some of the meeting time next year to plan and develop the next business plan
Notices in the local paper or any form of advertisement to attract more active members.

Swan View
SENIOR HIGH SCHOOL

Focus 2023

The purpose of this paper is to table the Department of Education's Focus 2023 document. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board notes the Department of Education's Focus 2023 document.

Focus 2023 sharpens the Department's focus in key priority areas for the next 12 months. It clearly sets student needs at the centre of everything and maintains the momentum of continuous improvement across six pillars in the strategic directions; Every student, every classroom, every day.

By focusing on the priorities and aspirations in these directions, schools will make a real difference to students and to the communities that they serve across Western Australia.

Dr George Sekulla
Principal

Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA



Focus 2023

Message from the Director General

All students need access to a quality education within their environment and with the right supports they need to progress and achieve. 2023 provides an opportunity to refocus on what we know is vital to the future of our students.

Our commitment to *Building on strength* and our strategic directions means that some actions have been carried over from Focus 2022. These were deferred to enable schools to prioritise focus on keeping schools open and students learning during the height of the COVID-19 pandemic.

At the heart of this is our commitment that young people will leave school with the knowledge and skills they need to participate in the workforce and contribute to society. We know that their success depends on how these skills are taught, together with solid foundations in literacy and numeracy.

We know there are many great teachers and teaching practices across our system and we owe it to every student that they benefit from that same consistency of practice and learning impact. Our Quality Teaching Strategy is our shared understanding of what quality teaching looks like. It will stand at the heart of our work. It clearly defines the key elements that need to be in place for teaching to be most effective.

A number of supports underpinned by the Quality Teaching Strategy are already available to schools – Teaching for Impact, the School Culture Survey, the Leading Cultures of Teaching Excellence professional learning program, and QTS lead schools. I encourage all school leaders and teachers to familiarise themselves with the strategy and consider how you will use this to advance our efforts to ensure progress and achievement for every student.

In 2023 for the first time, under the Phonics Initiative every Year 1 public school student will be assessed on their proficiency in phonics. This will ensure that those students who require targeted literacy intervention are identified early and supported. There needs to be a concerted effort across all schools to support students at every year level to read.

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This material is available on request in appropriate alternative formats.

We acknowledge the traditional custodians of the lands on which our students live and are educated.

We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

We know that for our students to truly maximise the quality teaching that happens in our classrooms, our other priorities need to focus on creating safe and secure learning environments, and providing a range of differentiated and specialist supports for those students who need it. All staff in schools contribute to creating the conditions for learning.

There are residual challenges of recent years with the impact of disruption on student attendance, mental health and wellbeing, and achievement. Together we will tackle these.

Work continues to create an education system that is truly culturally responsive to our Aboriginal students and to prioritise Aboriginal student wellbeing, engagement and achievement. We support our school leaders to build authentic culturally responsive schools with the ultimate goal of promoting reconciliation and strengthening Aboriginal student outcomes.

Our focus on meaningful pathways for students continues. I encourage the use of the career development resources and practitioners in our schools to help students navigate the myriad options they have ahead of them.

And these opportunities need to be available for all students. We know that secondary provision is often more challenging in regional and remote locations. We are investing in our district high schools to ensure those students have the same broad educational opportunities.

Our leaders provide a steady hand and create the conditions for others to grow, connect and achieve. At all levels of the system we continue to build leadership capability for both now and the future.

As we live with COVID-19, through the lessons we learned, we remain ready to respond with the capability and resilience to pivot should the need arise.

Focus 2023 is the opportunity to reset our efforts on our priorities for *Every student, every classroom, every day*. I urge all school staff to commit to this goal.

I encourage you to use Focus to inform your strategies and priorities for the year ahead.



Lisa Rodgers
Director General



1 Provide every student with a pathway to a successful future

Together we will:

- ensure all students are achieving year on year progress through evidence-based approaches
- create culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school
- embed the use of the Early Years Learning Framework and National Quality Standard and share how we identify and understand our impact
- explore the use of the new senior secondary metrics to strengthen pathway planning for students
- adopt and use the career development resources to better equip students and families with careers advice
- strengthen partnerships with local TAFE Colleges, registered training organisations, and industry to maximise student pathways.

Support for schools will:

- provide advice on evidence-based early years assessments, including phonics
- provide professional learning that strengthens the delivery of culturally responsive pedagogies that respond to the needs and aspirations of Aboriginal students.

2 Strengthen support for teaching and learning excellence in every classroom

Together we will:

- ensure staff are familiar with the Quality Teaching Strategy and engage with its components
- create a school culture that encourages and supports the professional growth of teachers
- identify and address any impediments to maximising time to teach
- deliver an early years literacy approach that includes planned and structured teaching of phonics, informed by the Western Australian Kindergarten Curriculum Guidelines and Pre-primary to Year 2 English curriculum
- understand our role as education professionals in student care and wellbeing
- embed and continuously improve our sustainability practices, and care for country.

Support for schools will:

- prioritise and align system support for schools with identified achievement challenges
- provide funding and support to strengthen secondary education in district high schools
- provide additional school psychologists and chaplains to support student mental health and wellbeing
- introduce the Leading Cultures of Teaching Excellence Program for school leaders in select schools
- provide a school culture tool to support the creation of optimal conditions for student learning and achievement
- identify expert schools to support the adoption of the Quality Teaching Strategy.

3 Build the capability of our principals, our teachers and our allied professionals

Together we will:

- understand what effective case management in schools is and enable all staff with student services responsibilities to meet this expectation
- ensure all staff recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working
- consider and respond to the Aboriginal and Islander Education Officer survey
- build an understanding of the (complex and) diverse teaching and learning needs of students, including students with disabilities
- optimise the management expertise of managers of corporate services to support school management.

Support for schools will:

- provide access to professional learning that outlines effective case management in schools
- clarify the role of school staff and school psychologists in student care and wellbeing
- provide resources and advice to help schools support students with complex and diverse learning needs
- evaluate the impact of the collegiate principals.

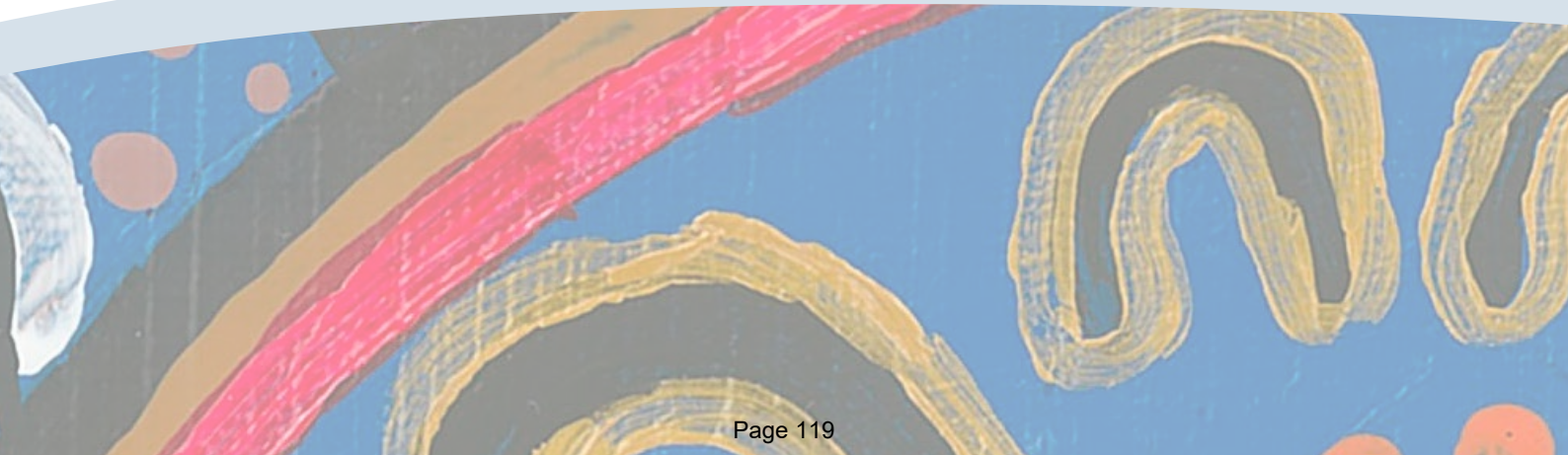
4 Support increased school autonomy within a unified public school system

Together we will:

- prioritise the focus of school networks on student attendance, quality teaching and staff development
- provide principals with feedback and opportunities for professional growth using the Principal Professional Review
- establish a Principal Advisory Group that provides advice and feedback in the development and update of policies and initiatives.

Support for schools will:

- provide guidance on effective networks, how they operate, and the impact they have on student progress and achievement
- evaluate the new principal selection process and seek opportunities for improvement
- provide school leaders with workforce planning advice and support to maximise staffing flexibilities
- prioritise recruitment support for those schools with the greatest identified need.



5 Partner with families, communities and agencies to support the engagement of every student

Together we will:

- continue to take a stand against violence
- work to restore school attendance to pre-COVID-19 levels
- engage with, and respond to, the voice of Aboriginal families and communities
- establish an Aboriginal Advisory Committee that contributes to system strategy and direction
- actively work to minimise vaping among students and continue to provide alcohol and other drug education programs
- expand the use of Specialist Learning Programs to support students with autism
- develop approaches that strengthen our partnerships with parents and families.

Support for schools will:

- assist schools to strengthen approaches to restore attendance
- trial a co-designed approach to strengthening connections and partnerships with Aboriginal communities
- assist schools to implement evidence-based respectful relationships and consent education, including effective ways to engage families and communities
- establish regional processes to support identified schools to respond to education-related requests from Native Title holders.

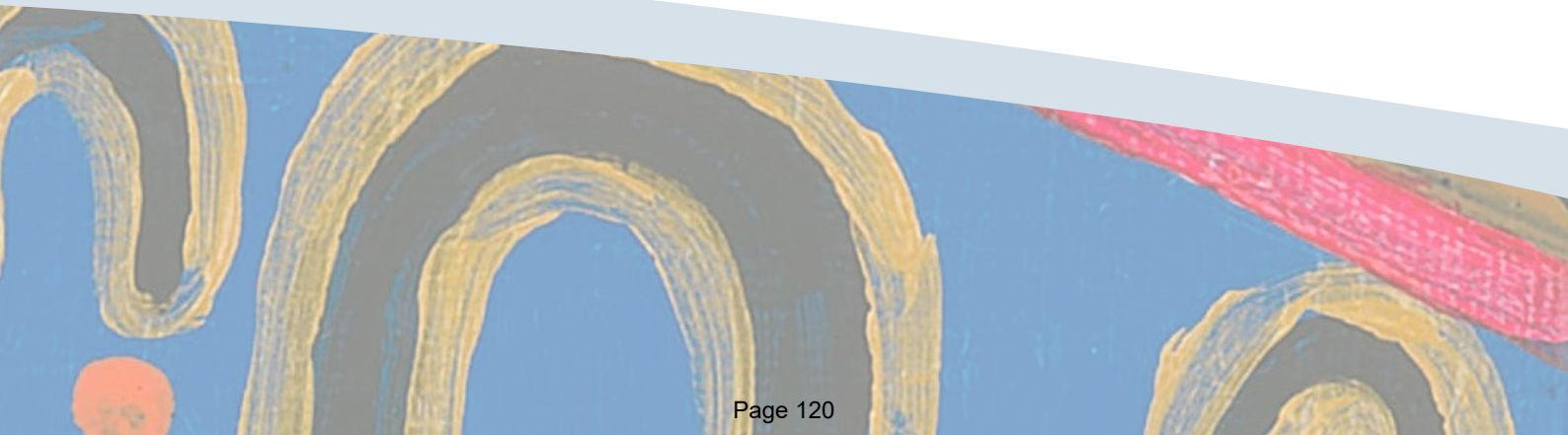
6 Use evidence to drive decision-making at all levels of the system

Together we will:

- use available data and evidence to identify targeted support for students
- promote and use student voice in decision making.

Support for schools will:

- provide training and advice on using attendance data to plan for improvement
- explore methods and tools for parents and community to raise and report concerns
- capitalise on the expertise and perspectives of the WA Student Council to inform system priorities and future initiatives
- continue to develop the new senior secondary metrics
- commence trialling the use of metrics that capture our success in enabling Aboriginal students to succeed as Aboriginal people.





About the Artist:
My name is Rosie Paine and I am a Yilka woman from Cosmo Newberry, an Aboriginal community in the north eastern Goldfields of Western Australia. I am a proud Noongar/ Yamatji/Wongutha woman. I currently work as a Deputy Principal at Sheoak Grove Primary School.

Explore the story behind the artwork:
education.wa.edu.au/artwork

About the artwork:
Foundational skills – Early learning and intervention

Enabling access and engagement for students, parents and communities to quality early childhood education including intervention where required. At the bottom right of the artwork is the large circles of dots which symbolises students, parents and families coming together. The small and large 'U' shapes represent the students, parents and communities working alongside each other to enable access and engagement for students, parents and communities to quality early childhood education.The lines (straight and curved) leading in and out symbolises the interventions that may be required to enable this access and engagement.

Swan View
SENIOR HIGH SCHOOL

2022 Year 12 Student Achievement Data

The purpose of this report is to provide the School Board with an overview of the 2022 Year 12 Student Achievement Data. The paper aligns with the following priority area detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning

Recommendation: The Swan View Senior High School Board notes the 2022 Year 12 Student Achievement Data report.

Background Information

In order to achieve the Western Australian Certificate of Education (WACE), students must fulfil a number of requirements. For the 2022, Year 12 students are required to:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, which may include unit equivalents attained through vocational education and training (VET) certificates

To meet the requirement, students must complete at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology)

This requirement is referred to as the breadth and depth requirement:

- complete at least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification.
- achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units. This requirement is referred to as the achievement standard.

Year 12 Achievement Data

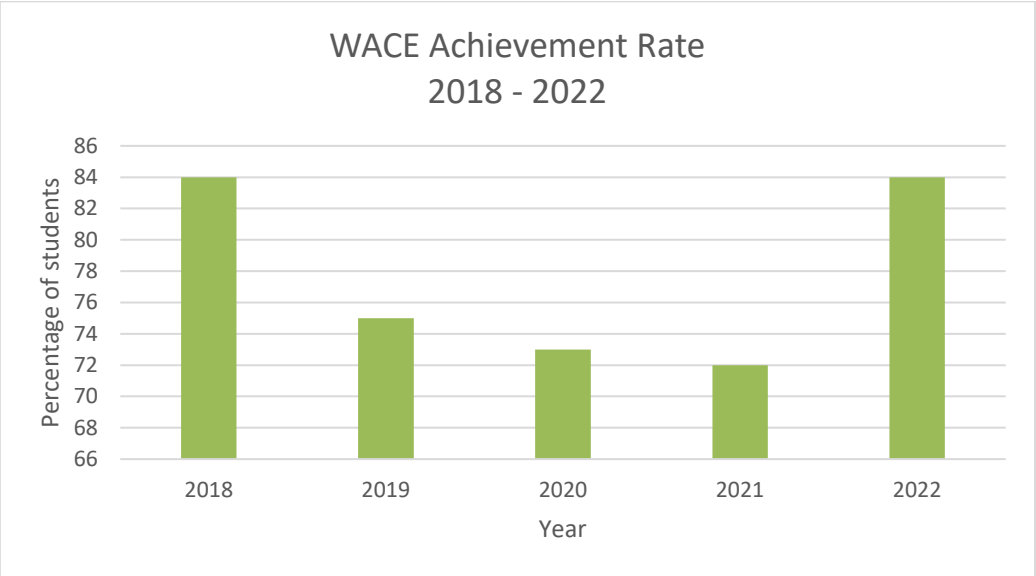
- Of the 73 WACE eligible students 61 (84%) achieved the WACE. This is an increase of 12% from 2021. The WACE achievement rate for *like schools* was 73%, making us well above *like* schools.

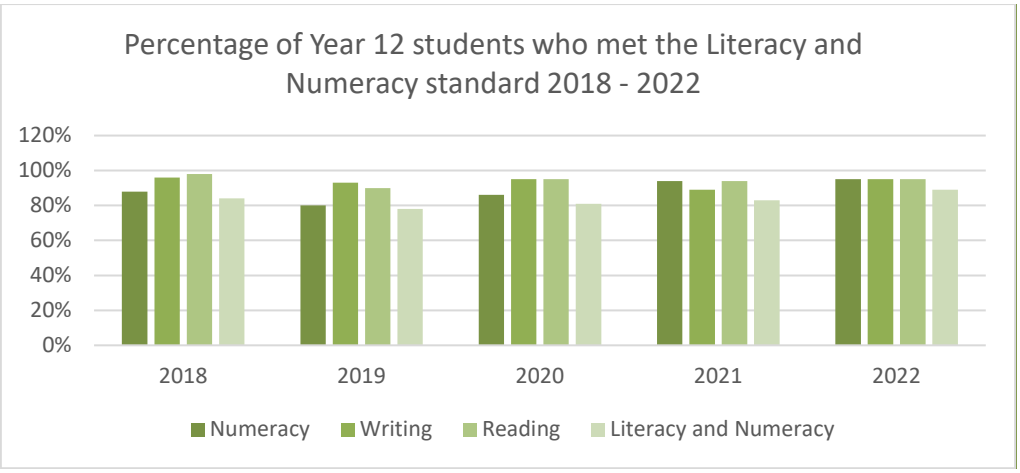
- The WACE attainment rate (ATAR equal to or above 55 and/or Cert II or higher) was 95%. This can be compared to *like schools* WACE attainment rate of 70%.
- All 73 students met the breadth and depth requirement.
- 67 students (92%) met the C Grade achievement standard (14 C grades). This is a slight increase of 3% from 2021
- 69 students (95%) completed at least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification. This is also an increase from 87% in 2021.
- 95% of the WACE eligible students met the reading standard 89%, the writing standard, and the numeracy standard.
- In 2022 there were 10 students who received an Australian Tertiary Admission Rank (ATAR). Of these students, three achieved an ATAR between 55 and 69.95, the other three, received an ATAR below 55.
- The median ATAR was low at 45.3, however our Dux for 2022 did not complete English and was, therefore, not eligible for an ATAR calculation. If his averaged Final Scaled Score was taken into consideration our median ATAR would have been like 2021. The median ATAR for *like* schools was 68.2
- The highest ATAR achieved by a student in 2021 was 71.65, which is higher than the Highest ATAR in 2021 (63.85).

Comparison to previous years

	Calendar Year				
	2018	**2019**	**2020**	**2021**	**2022**
Number of WACE-Eligible students	57 (54%)	59 (66%)	91 (71%)	53 (74%)	73 (58%)
WACE Achievement Rate	48 (84%)	44 (75%)	66 (73%)	38 (72%)	61 (84%)
WACE Achievement Rate *like schools*	80%	75%	78%	78%	73%
WACE Attainment Rate	57 (100%)	56 (95%)	86 (95%)	46 (87%)	69 (95%)
WACE Attainment Rate *like schools*	92%	90%	91%	69%	70%
WACE Achievement Standard					
• C Grade requirement	57 (100%)	54 (92%)	80 (88%)	47 (89%)	67 (92%)
• ATAR or Cert II requirement	57 (100%)	56 (95%)	86 (95%)	46 (87%)	69 (95%)
OLNA Assessment					
• Reading	56 (98%)	53 (90%)	86 (95%)	50 (94%)	69 (95%)
• Writing	55 (96%)	55 (93%)	86 (95%)	47 (89%)	69 (95%)
• Numeracy	50 (88%)	47 (80%)	78 (86%)	50 (94%)	69 (95%)
Literacy and Numeracy requirement met	48 (84%)	46 (78%)	74 (81%)	44 (83%)	65 (89%)

VET Participation rate					
School VET enrolments	90 (85%)	75 (84%)	117 (91%)	61 (85%)	99 (79%)
Funded VET students	90%	91%	93%	87%	87%
Students with more than one VET qualification	11 (12%)	12 (16%)	29 (25%)	14 (23%)	36 (36%)





Strategies implemented for 2022

- All Year 11 and 12 students who had not met the Literacy and Numeracy standard were placed in Foundation classes.
- The number of students permitted to have a private study has decreased significantly. This is a safety net for students if their VET certificate is not completed.
- An external tutor was brought in to provide additional support for the Year 12 students who were yet to meet the literacy and numeracy standard for Round 2 in September.
- Staff received the individual student reports for OLNA, to support each student to work on areas of need.
- All 2022 Year 11 students with less than six C grades were interviewed and counselled with a parent/carer and were not permitted to continue with their WACE studies in Year 12 in 2023. Alternative pathways were discussed at these meetings.
- Regular meetings were established to discuss student academic progress through the WACE tracker.
- Year 11 and Year 12 results were monitored throughout the year to determine WACE achievement prospects.

Helen Hawley
Deputy Principal – Teaching and Learning

Swan View
SENIOR HIGH SCHOOL

Student Census

The purpose of this paper is to provide a report on the Student Census relating to Swan View Senior High School. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

Recommendation: The Swan View Senior High School Board notes the Student Census report.

Background

The Department of Education conducts a student census at the beginning of each semester. It is mandatory for all Western Australian public and non-government schools. Student census data is used to calculate State and Federal funding for schools. It is also used for planning and mandatory reporting purposes

Summary report

Census was finalised on 20 February 2023, with data being collated for students up to and including the 17 February 2023.

In 2023, Student Services and Administration staff were requested to follow up on students that had not returned to school from Monday 31 January to Friday 17 February 2023. This information was recorded in the Department of Education Student Information System (SIS) Activity log for each absent student. In order to be counted in Census each absent student must have a date of return. If we are unable to supply this information the student is not included in the Census.

From Semester 2 2022 to Semester 1 2023:

- The total number of students increased from 658 to 671, however this number includes student who are classified as *Census not Counted* as they are enrolled at the school but are not attending. These students are classified as unfunded.
- The total number of funded students increased from 615 to 626.
- The number of unfunded students increased slightly from 43 to 44.
- The number of funded female students increased from 282 to 292.
- The number of funded male students increased slightly from 333 to 334.
- The number of Aboriginal female students increased from 61 to 64
- The number of Aboriginal male students increased from 80 to 89.

The following tables provide a summary of census totals for Semester 1, 2023. Enrolment details are as of 17 February 2023.

The table below provides a summary of the number of funded and unfunded students.

Breakdown	Full time	Total Count
Current enrolments	671	671
less Census Not Counted/Participation	44	44
Counted for Census	627	627
less Ungraded		
less 3 year olds		
less Fee-Paying Visas		
Funded Enrolments	**627**	**627**

The following tables provide a summary of enrolment by year groups and gender.

Summary of Enrolments

Year Group	Total	Female	Male	Other
Year 7	115 (128)	49 (54)	66 (74)	
Year 8	127 (102)	57 (49)	69 (53)	1
Year 9	106 (112)	55 (47)	51 (65)	
Year 10	108 (117)	46 (65)	62 (55)	
Year 11	101 (86)	50 (43)	51 (43)	
Year 12	70 (81)	35 (36)	35 (45)	
Total	**627 (626)**	**292 (291)**	**334 (335)**	

The number in the bracket indicates Semester 1, 2022 enrolments.

The table below categories the students into year groups, gender, Non-Aboriginal and Aboriginal.

Enrolments by Year Group and Gender

Year Group	Gender	Total	Non Aboriginal	Aboriginal
Year 7	Male	66 (74)	48 (63)	18 (11)
Year 7	Female	49 (54)	37 (42)	12 (12)
Year 8	Male	69 (53)	53 (35)	16 (18)
Year 8	Female	57 (49)	44 (36)	13 (13)
Year 8	Other	1	0	1
Year 9	Male	51 (65)	30 (48)	21 (17)
Year 9	Female	55 (47)	38 (36)	17 (11)
Year 10	Male	62(55)	48 (38)	14 (17)
Year 10	Female	46 (62)	36 (52)	10 (10)
Year 11	Male	51 (43)	36 (35)	15 (8)
Year 11	Female	50 (43)	45 (33)	5 (10)
Year 12	Male	35 (45)	30 (41)	5 (4)
Year 12	Female	35 (36)	28 (28)	7 (8)
Total	**Male**	**334 (335)**	**245 (260)**	**89 (75)**
Total	**Female**	**292 (291)**	**228 (227)**	**64 (64)**
Total	**Other**	**1**	**0**	**1**

The number in the bracket indicates Semester 1, 2022 enrolments.

The table below shows the categories of students

Funded Students	Y7	Y8	Y9	Y10	Y11	Y12	Total
Funded Students – Head Count							
Semester 1 2022	128	102	112	117	86	81	**626**
Semester 1 2023	115	127	106	108	101	70	**627**
Student Characteristics - FTE							
Aboriginal	30	30	38	24	20	12	**154**
Disability Allocation Level 1	2	3	1	1			**7**
Disability Allocation Level 2	6	8	3	3	2	1	**23**
Disability Allocation Level 3	1	3	4	1	2	2	**13**
Disability Allocation Level 4				2	1	1	**4**
Unfunded Students – FTE							
Participation List					1	7	**8**
Census Not Counted	2	5	4	6	6	13	**36**
Unfunded Students – Head Count	2	5	4	6	7	20	**44**
TOTAL SCHOOL ENROLMENTS (HEAD COUNT)	**117**	**132**	**110**	**114**	**108**	**90**	**671**

Year 7 students enrolled at Swan View Senior High School in 2023 came from 18 different intake schools. This can be compared to 12 schools in 2022.

The table below indicates the intake schools for our current Year 7 students.

Intake Source	Number of Year 7 Students		
	Male	Female	Total
Year 7 Intake from all WA schools			
Boulder Primary School (Boulder)	0	1	**1**
Clayton View PS (Bellevue)	5	7	**12**
Ellen Stirling Primary School (Ellenbrook)	1	0	**1**
Gosnells Primary School (Gosnells)	1	0	**1**
Greenmount Primary School (Greenmount)	5	7	**12**
Helena Valley Primary School (Helena Valley)	1	0	**1**
Herne Hill Primary School (Herne Hill)	0	1	**1**
Middle Swan Primary School (Stratton)	21	14	**35**
Midvale Primary School (Midvale)	5	3	**8**
Moorditj Noongar Community College (Midland)	1	2	**3**
Mount Helena Primary School (Mount Helena)	1	0	**1**
Paraburdoo Primary School (Paraburdoo)	0	1	**1**
St Anthony's School (Greenmount)	2	0	**2**
Swan View Primary School (Swan View)	17	12	**29**
Upper Swan Primary School (Upper Swan)	1	0	**1**
West Byford Primary School (Byford)	1	0	**1**
Woodbridge Primary School (Woodbridge)	1	0	**1**
Woodlupine Primary School (Forrestfield)	1	0	**1**
(A) Interstate	1	0	**1**
(B) Overseas			
(C) Other sources	1	1	**2**
Total Full-time Year 7 Students	**66**	**49**	**115**

Helen Hawley
Deputy Principal – Teaching and Learning

Swan View
SENIOR HIGH SCHOOL

Finance

The purpose of this paper is to provide an overview of the finances at Swan View Senior High School as 21 March 2023. The paper aligns with the following priority areas detailed in the School Business Plan 2021 – 2023:

- Teaching and Learning
- Learning Environment
- Student and Community Engagement

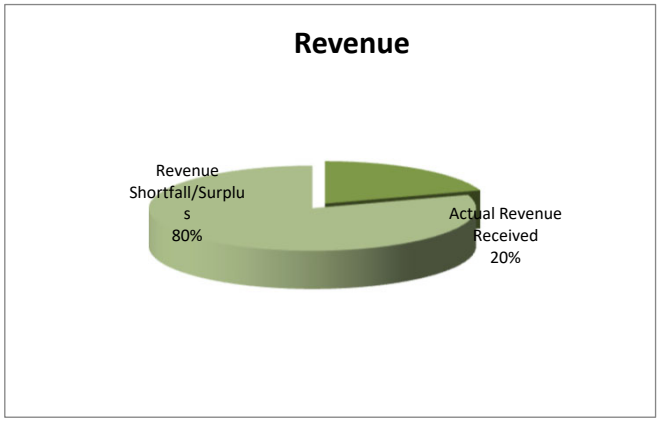
Recommendation: The School Board notes the Cash Budget as at 28 February 2023.

Swan View Senior High School

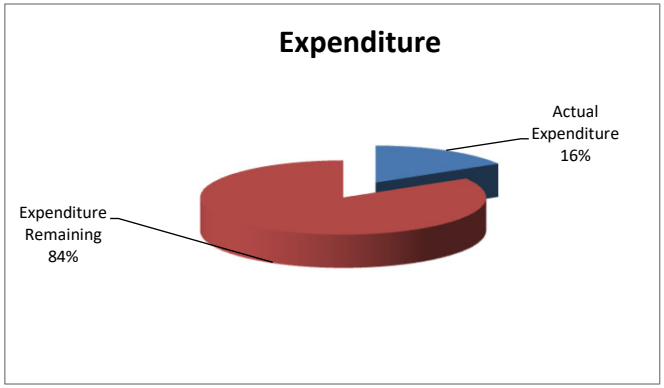
Financial Summary

21 March 2023

Cash Revenue:	
Previous Year Closing Balance Brought Forward	$ 480,787.47
Current Year Budgeted Revenue	$ 765,796.49
Actual Revenue Received	$ 152,615.12
Revenue Shortfall/Surplus	$ 613,181.37
Revenue Collected as a % of Current Budget	19.9%
Total Funds Available	$ 633,402.59



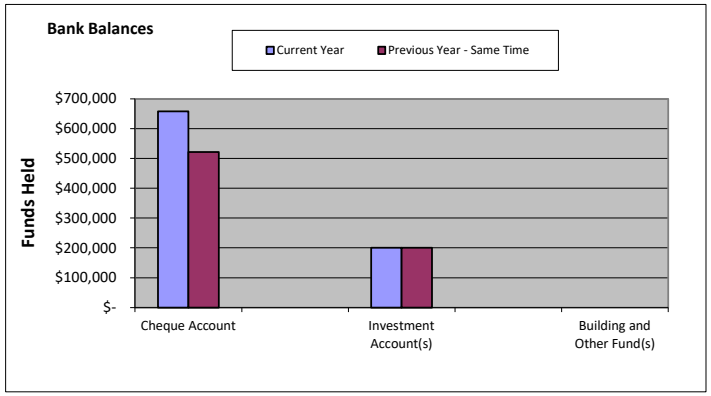
Cash Expenditure:	
Current Year Budgeted Expenditure	$ 1,168,297.97
Actual Expenditure	$ 192,255.99
Expenditure Remaining	$ 976,041.98
Cash Budget Variance	$ 78,285.99
Variance as a % of Total Funds Available	12.4%
Actual Expenditure as a % of Budgeted Expenditure	16.5%



Swan View Senior High School
Financial Summary
21 March 2023

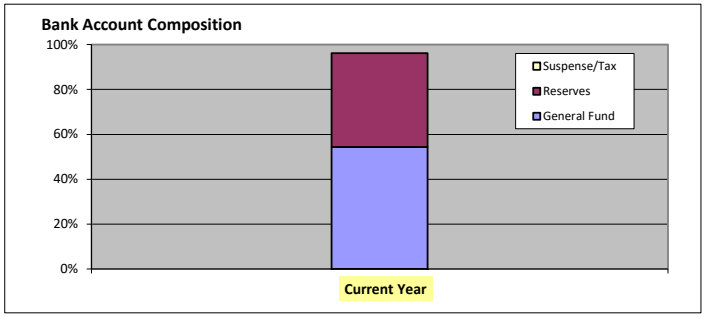
Reconciled Bank Balances:

	Current Year as at: 28/02/2023	Previous Year - Same Time
Cheque Account	$ 658,465.73	$ 521,966.75
Investment Account(s)	$ 200,000.00	$ 200,000.00
Building and Other Fund(s)	$ -	-
Total	$ 858,465.73	$ 721,966.75



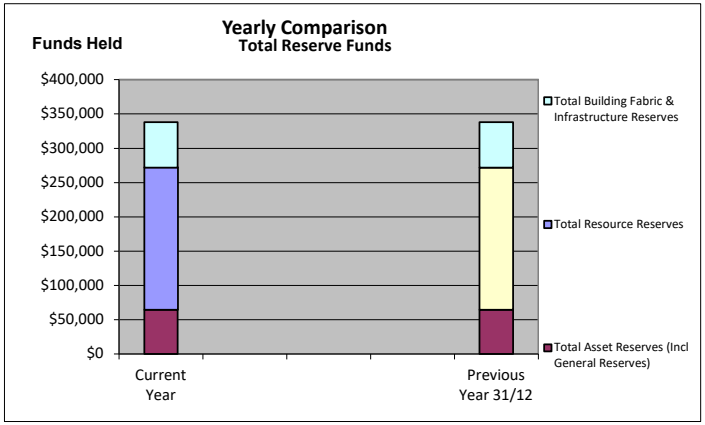
Bank Account Composition

General Fund	59%
Reserves	45%
Suspense/Tax	-4%



Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	$ 64,401.30	$ 64,401.30
Total Resource Reserves	$ 207,545.49	$ 207,545.49
Total Building Fabric & Infrastructure Reserves	$ 65,984.59	$ 65,984.59
Total All Reserves	$ 337,931.38	$ 337,931.38
Current Year Reserve Transfer Funds Included above	$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	$ -	N/A



Swan View Senior High School

Financial Summary

21 March 2023

School Salary Allocation (SCFM)

As at 21/03/2023

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
$ 212,000.00	$ 10,556,516.00	$ (500,000.00)	$ 10,268,516.00		$ 10,268,516.00	0%	$ 8,990,835.00	$ 1,277,681.00

