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

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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.

The impact of COVID-19 required the School to review its venue arrangements for the Year 12 Graduation Ceremony. For many years, Swan View Senior High School held their Year 12 Graduation Ceremony at the Belvoir in Upper Swan. The Belvoir was no longer available to the School. In 2022, it was decided to hold the Ceremony at the Crown Resort in Burswood.

The Ceremony was held on 18 November 2022. Approximately 500 guests attended the event to watch 71 Year 12 students complete their secondary schooling.

The keynote address was delivered by former student, Mrs Natalie Sarich-Dayton. Natalie was born to Croatian immigrant parents who settled in Swan View in the early 1970s. Natalie attended Swan View Primary and Swan View Senior High School, graduating in the Class of 1994. She then went on to complete a Commerce degree at the University of Western Australia, before leaving Perth to travel and grow her career. Today, Natalie is the Chief Executive Officer and Managing Director of Browns Dairy. Established in 1886, Browns is Australia's oldest dairy. Natalie is the first female to hold the Chief Executive Officer and MD position in Browns history.

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 to 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.

Cr 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
- Work Health and Safety Act 2020
- 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

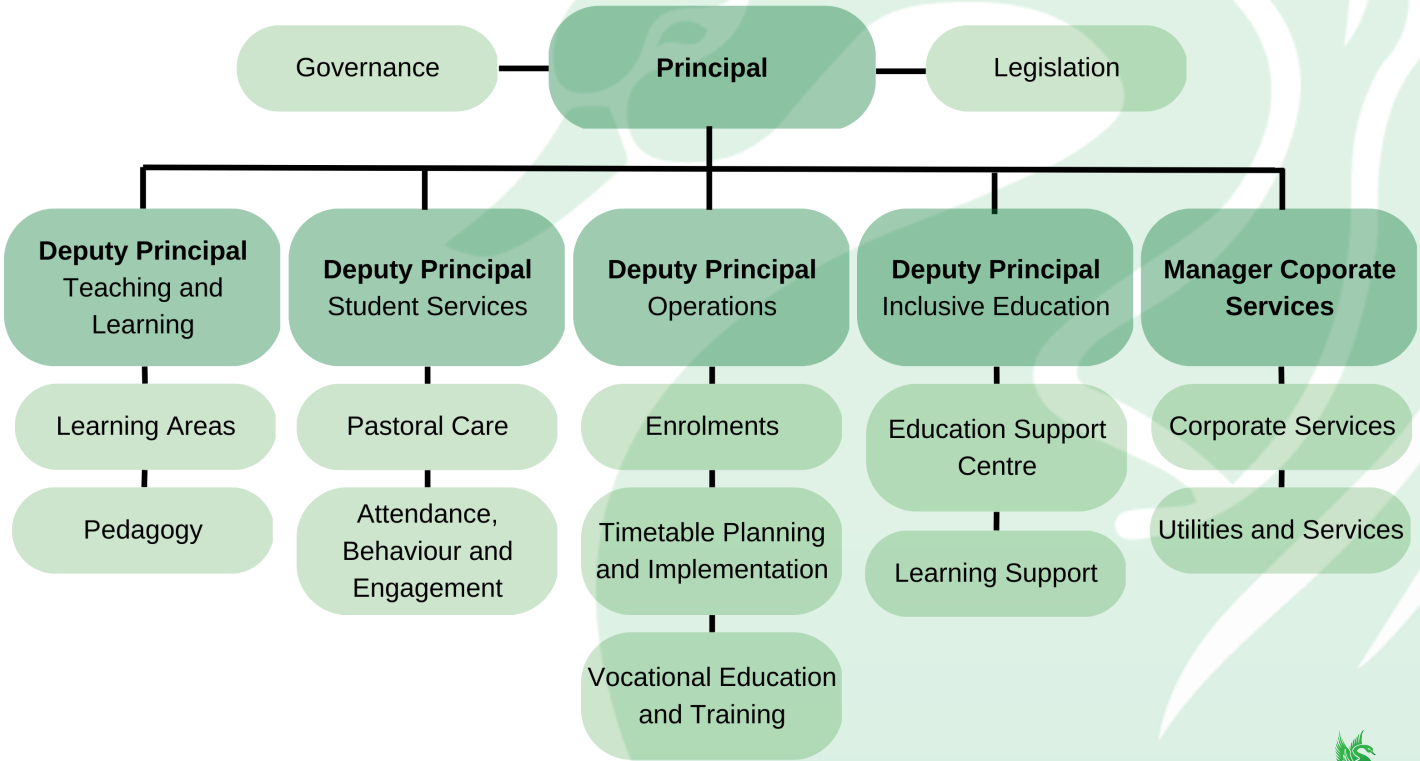


Ian Gilles was appointed to the school on 8 May 2008.

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:

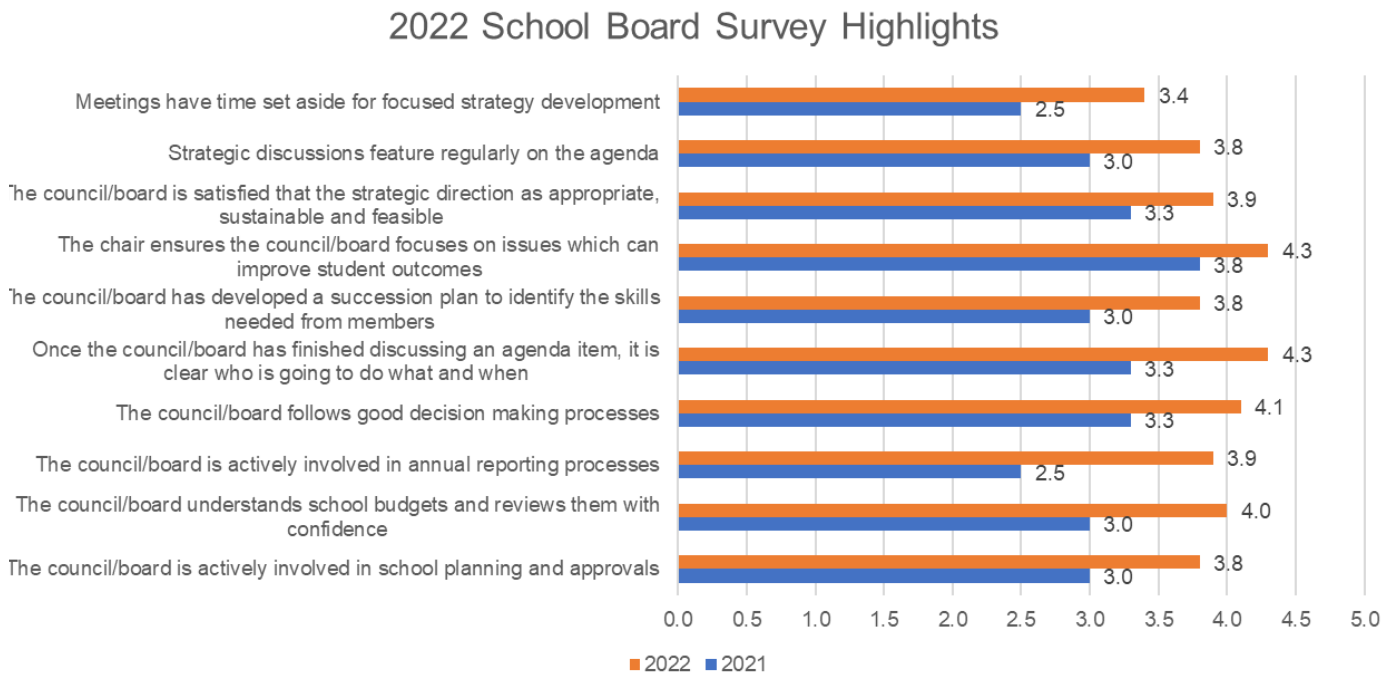
- Student achievement
- School finances and budget
- School programs and initiatives
- Policies and plans
- Staffing

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 Boy & Head Girl, 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.
- Increase responses to Annual School Board Survey from eight to ten.
- Create opportunities outside Board meetings for members to connect.
- Increase communication within the School Board between meetings to keep members engaged.
- School Board members to complete Professional Learning.

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 - Humanities
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 (Semester 1)	Student Support Coordinator - Student Services (Upper School)
Mrs Justine McCann	Head of Learning Area - Mathematics and Science
Mr Daniel Mills	Program Coordinator - Student Services (Lower School)
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 (Upper 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:

- Coordination 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.

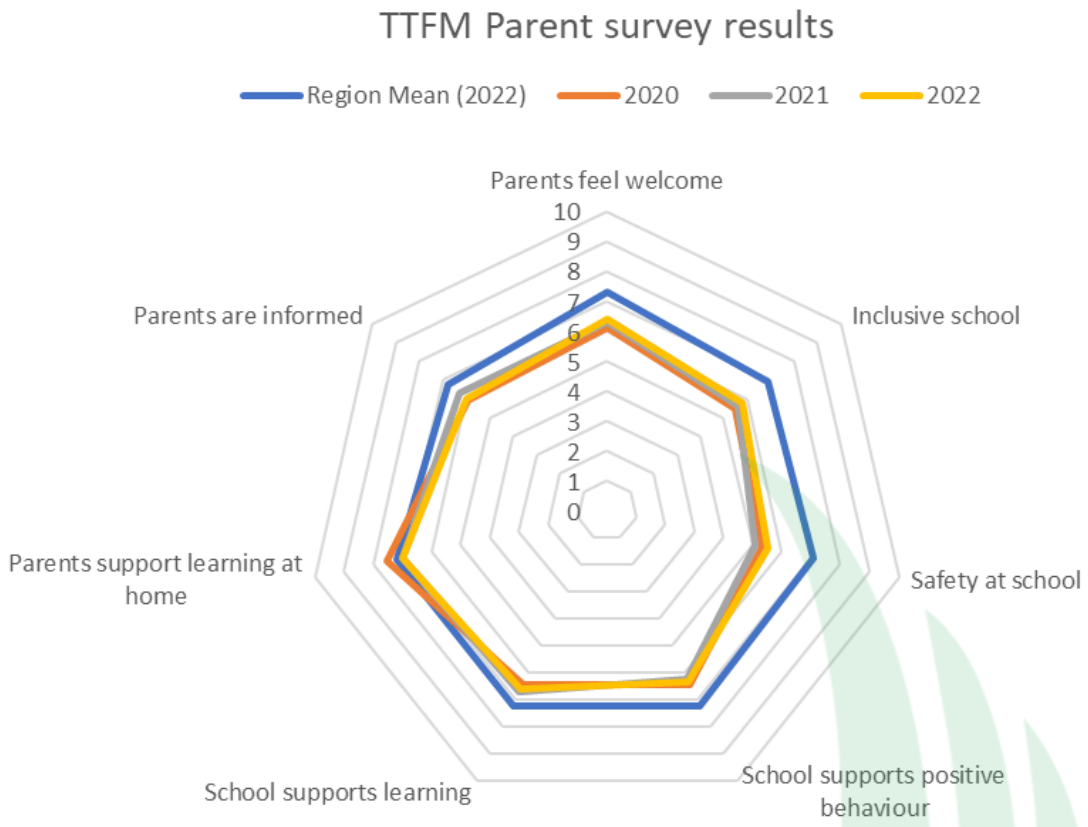
The TTFM surveys in 2022 indicated that at Swan View Senior High School we should continue to teach expected behaviours to our students through Positive Behaviour Support (PBS) lessons. Whilst the surveys indicated that student safety as a focus area improved slightly, we feel the need to continue to 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 all learning areas, it is expected that academic achievement and engagement of students in the classroom will improve.

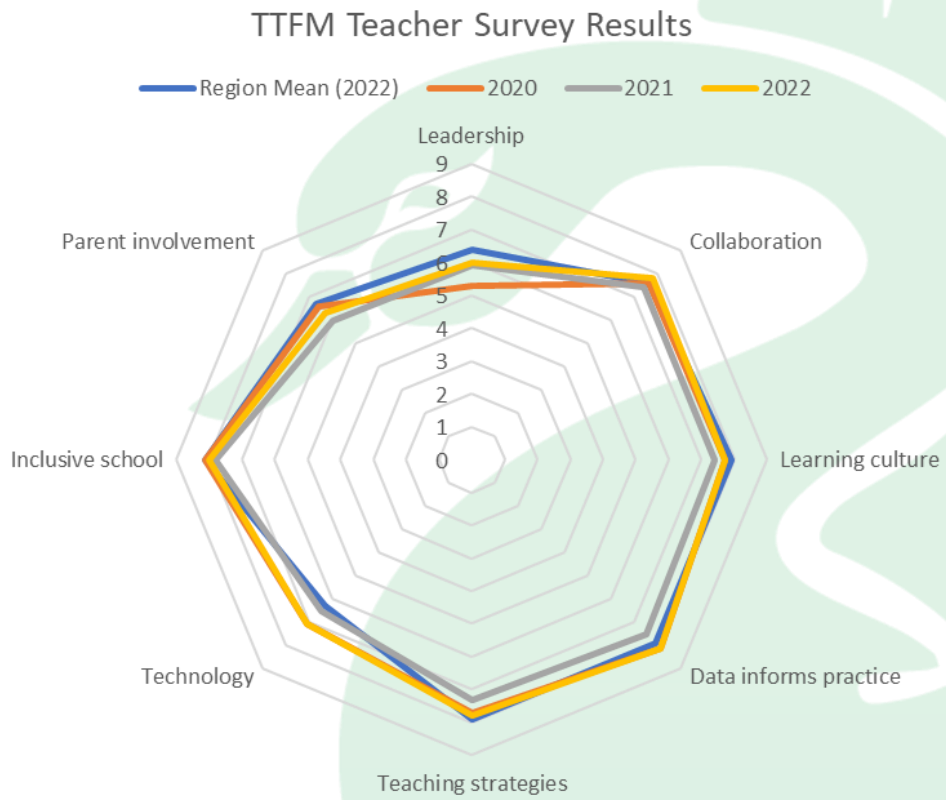
A final focus that came through the teacher and parent surveys was the need for our teachers and parents/ caregivers to work in partnership to improve the outcomes for all of our students.

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

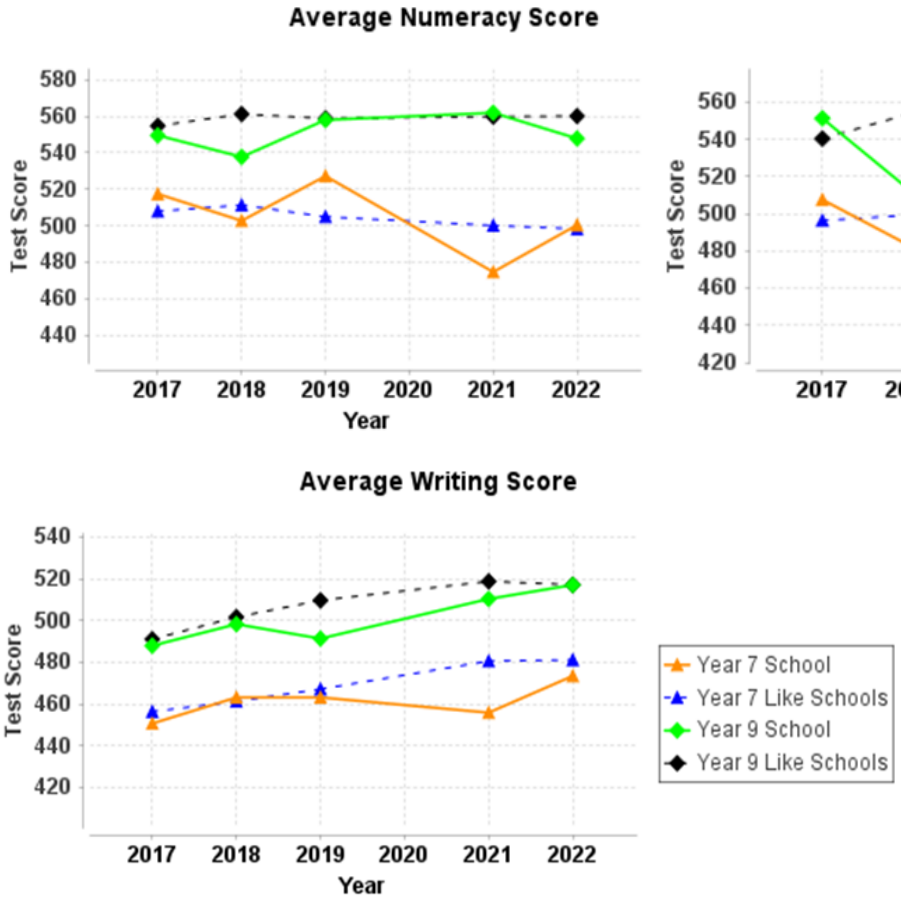
Our focus: Develop and consolidate high quality classroom pedagogy and practice.

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%

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

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

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	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).

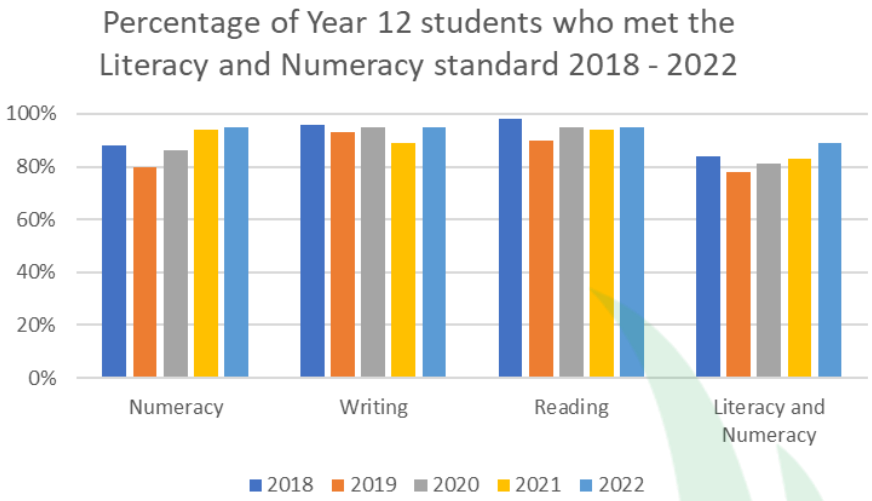
	WACE Achievement Rate				
	2018	2019	2020	2021	2022
School	84%	75%	73%	72%	84%
Like Schools	80%	75%	78%	78%	73%
Public Schools	89%	88%	89%	89%	89%

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 Numeracy Standard					
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	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		✓	

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%.

Future Commitments

- Increase the percentage of staff using the agreed whole-school instructional model from 25% to 50%.
- Increase the percentage of staff using system wide and school based performance data from 50% to 100%.
- Increase the number of staff using a Documented Plan by six compared to 2022.

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: Mrs Natalie Sarich-Dayton (Chief Executive and Managing Director - Brownes Dairy), former Swan View Senior High School student and keynote speaker at the Year 12 Graduation Ceremony, with Dr George Sekulla (Principal).



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

The Positive Behaviour Support (PBS) Program provides the framework for the whole school approach to teaching and promoting positive behaviour across the school leading to the development of a safe and supportive learning environment.

The DARE acronym encapsulates the School's values for students to be Diligent, Accountable, Respectful and Extraordinary. The DARE logo and matrix of school values are prominently displayed around the School and PBS posters are highly visible and display the fortnightly focus on a targeted school value.

2022 saw the restructuring of the PBS team as staff left the School or resigned from their positions due to other commitments. It was also mandated that every Learning Area and team in the School needed to have a representative on the PBS team. This allowed the voice of all staff to be heard at team meetings with feedback given to the learning areas and teams from their representative.

The Positive Behavioural Interventions and Supports (PBIS) program continued as the whole school reward system for positively reinforcing school values. This evidence-based framework is used by schools to improve school culture and student behaviour, thereby promoting a safe environment for learning. The program allows for every student to be rewarded for DAREing to display the School's values. The PBIS program allows school administrators to analyse how staff are utilising PBS and how PBIS is improving school culture.

The DARE reward store was also established in 2022. Using the PBIS system, students are able to exchange their accumulated DARE points for prizes, which range from stationery items and sporting equipment to novelty items such as using the teacher's chair for the lesson. The display case for rewards is situated in the library and was in high demand when it was open on Tuesday and Thursday lunch.

The PBS School Evaluation Tool results showed the implementation average for 2022 was 67%, this was down from the previous year of 72.5%. This could be due, in part, to the restructuring of the PBS team and the report shows a decline in the areas of the Reward System, Expectations Defined and Expectations Taught. Although there was an increase in the areas of Management and Violations System.



PHOTO: PBIS Store in the Library.



PHOTO: Jamie Butcher, presented with Gold DARE award (Most Points awarded for 2022) by Mr Daniel Mills and Mrs Emily Goerke.

2.1 Staff consistently implement PBS practices across the school	Not achieved	In progress	Achieved
PBS Schoolwide Evaluation Tool (SET) score above 72.5%.		✓	
PBS Team Implementation Checklist (TIC) number of 'achieved' status categories on the checklist from 28 to 38.		✓	

Behaviour and Engagement

A priority for supporting students to reach their full academic potential is focusing on their wellbeing and engagement. Swan View Senior High School is proactive in its approach to meeting our vision of "Developing students as life-long learners who are resilient, respectful, active community members that are future ready and can realise their potential."

Our partnership with Swan Districts Football Club continued in 2022, with mentors attending Swan View Senior High School on a weekly basis to run activities with students in Year 7 to Year 10. Swan Districts is an organisation that is investing significant resources in supporting the community, especially in the future of our young people. This year, the students have completed activities focused on leadership, community engagement, physical and mental health, cultural understanding, and mentoring. These sessions have been a highlight of the week for the students participating in the program and have contributed to increased attendance, improved engagement in learning, and enriched opportunities for future employment.

2022 also saw the continuation of our partnership with the Department of Education's Engagement and Transition Program. This program is aimed at working with students who are at risk of disengaging with mainstream education. A mentor is assigned to nominated Year 10 students to support them to re-engage with school or transition to alternative education options, training or the workforce.

Our collaboration with the School of Special Educational Needs: Behaviour and Engagement continued during 2022. We completed the final year of our three-year plan to implement The Department of Education endorsed Classroom Management Strategies (CMS) program. This program aims to support school staff to build positive classrooms and learning environments, and to design engaging teaching and learning experiences. This saw all substantive teaching staff complete the Foundation Level 1 course. Two staff members who have already completed training as Certified Accredited Trainers (CAT) were able to provide teaching staff with feedback through the conferencing component of the course. Staffing restraints due to COVID-19 restrictions in Semester 1 and nationwide staffing shortages meant that not all commitments were able to be addressed, including releasing the two CAT staff for presenter training.

2.3 Staff have the confidence and capacity to address student engagement and	Not achieved	In progress	Achieved
Increase the percentage of substantive staff trained in CMS Level 1 from 70% to over 80%			✓
Increase the percentage of substantive teaching staff who have completed CMS Level 1	✓		
Maintain two fully trained CAT staff and two presenter trained staff.		✓	
Increase the TTFM staff survey score for I am effective in working with students who have behavioural problems score from 7.9 to 8.5.	✓		
Increase the TTFM staff survey score for I work with school leaders to create a safe and orderly school environment score from 7.0 to 7.5.	✓		
Increase the TTFM staff survey score for School leaders have supported me during			✓

Achievements

- Collaboration with the School of Special Educational Needs: Behaviour and Engagement to develop, implement and embed:
  - Western Australia Positive Behaviour Support (WA PBS)
  - Classroom Management Strategies
  - Interventions for students at educational risk
  - Protective Behaviours Training
- Continuation and implementation of Pastoral Care and Engagement strategies.
- Development of the Bullying Prevention Policy and Procedures.

Future Commitments

- Embedding WA PBS as the whole school approach to teaching and reinforcing positive student behaviour.
- Ongoing Classroom Management Strategies (CMS) training for classroom teachers and Education Assistants. Commitment to a sustainable school-based model for training staff in CMS, including succession planning for Certified Accredited Trainers and Presenters.
- Refinement of the referral process and case management of students at educational risk.
- Develop and implement strategies to ensure students feel safe at school.

Attendance

Attendance matters and our commitment to improving educational outcomes for students recognizes that regular attendance is fundamental for learning. The goal of the Western Australian Department of Education's 10-point plan (Attendance Matters) is "to ensure every student in Western Australia has the opportunity to gain an education and achieve their full potential. Attending school or alternative learning arrangements is a critical foundation for unlocking this opportunity. We know that every day at school contributes to learning, which leads to better engagement and higher academic achievement. This sets students up for life and creates better social and economic outcomes for Western Australian families and communities". Swan View Senior High School has been implementing the 10-point Plan since its release and we continue to strive for improvements in attendance rates and student outcomes.

Whole school attendance in 2022 continues to be lower than in previous years, although our attendance rate was higher than like schools across all categories. It is interesting to note that whole school attendance also continues to be lower for Like and WA Public Schools in 2022. COVID-19 continues to impact the attendance rates of students and the school continues to work with families and Statewide Services to support students in improving their attendance.

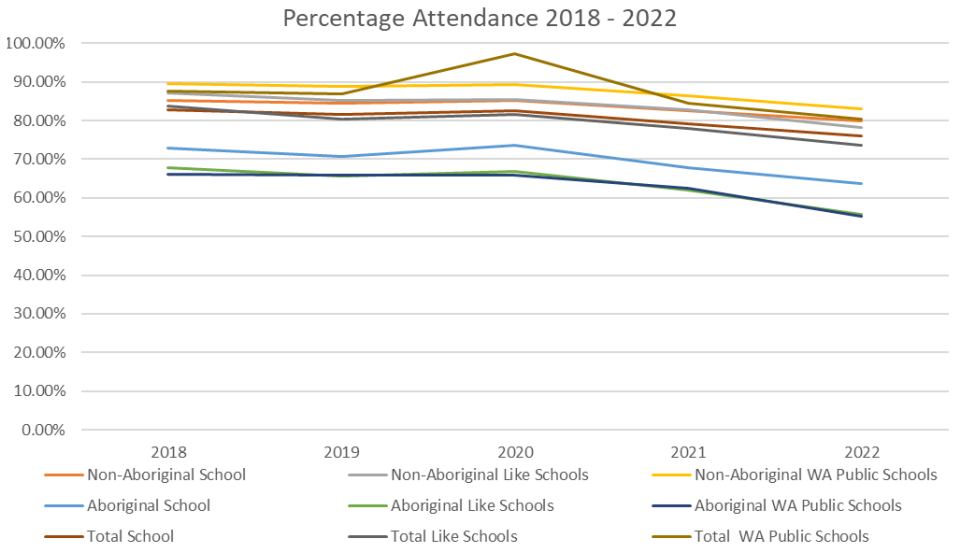
	Attendance Category			
		At Risk		
Year	Regular	Indicated	Moderate	Severe
2018	51.5%	19.6%	16.9%	12.5%
2019	46.4%	22.0%	17.6%	14.0%
2020	50.9%	18.2%	17.7%	13.2%
2021	39.1%	22.4%	23.1%	15.4%
2022	28.6%	28.3%	24.1%	18.9%
Like Schools 2022	24.5%	28.6%	25.4%	21.5%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%

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%	84.4%
2022	79.9%	78.2%	83%	63.6%	55.8%	55.2%	76.1%	73.5%	80.4%

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

Data source: Student Attendance Reporting (SAR)



Attendance rates for Aboriginal students continued to be higher than like schools and the State, highlighting the exceptional work of the Aboriginal Education Team and the programs offered by the School.

Improving rates of regular attendance can be achieved by working with, and building strong relationships with the school community, early identification and intervention, and meeting the individual needs of the student. Creating a culture where attendance is celebrated, acknowledged and positively reinforced continues to be critical to moving students towards the regular attendance category. Students with high rates of attendance are recognised at assemblies, reward activities and special events.

2.4 Students have regular attendance	Not achieved	In progress	Achieved
Increase Semester 1 regular attendance rate for current students from 50% to 55%.	✓		
Increase Semester 2 regular attendance rate from 50% to 55%.	✓		
Increase Semester 1 authorised attendance for current students from 50% to 55%.			✓
Increase Semester 2 authorised attendance for current students from 50% to 55%.		✓	
Increase Semester 1 regular attendance rate for current Aboriginal and Torres Strait Islander students from 40% to 45%.	✓		
Increase Semester 2 regular attendance rate for current Aboriginal and Torres Strait Islander students from 40% to 50%.	✓		
Increase the Semester 1 authorised attendance for current Aboriginal and Torres Strait Islander students from 40% to 45%.			✓
Increase the Semester 2 authorised attendance for current Aboriginal and Torres Strait Islander students from 35% to 40%.		✓	

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



PHOTO: Luke Parks on our annual Icy Pole Day, to promote student attendance at the beginning of the year.



PHOTO: Year 11 and 12 students participating in a Curtin Futures incursion.



PHOTO: Oscar Jordan (Head Boy) shaved his head in front of the whole school for World's Greatest Shave.

Achievements

- 2.6% higher attendance for all students than Like Schools.
- Over 7% higher attendance for Aboriginal students than Like and WA Public Schools.
- 1.7% higher attendance rate for non-Aboriginal students than Like Schools.
- 4.1% more students in the Regular Attendance category than Like Schools.

Future Commitments

- Build and maintain collaborative relationships between the school and students, their families and key service providers.
- Continued case management of students in moderate and severe at-risk attendance categories.
- Reduction in the percentage of unauthorised absences.

Learning Environment

A safe and supportive learning environment is of utmost importance if students are to achieve their full potential. Our commitment to developing and implementing strategies for students to feel safe at school remained a major focus during 2022. A cycle of review of managing student behaviour continues to be a focus with all Learning Areas contributing to behaviour management processes at Swan View Senior High School.

Students' voice is essential to ensuring the school can target issues that contribute to not feeling safe. The "Tell Them from Me" student survey provides school staff with the information needed to target student concerns. Equally important is parent/caregiver voice and these two surveys contribute to the development of strategies and processes to increase the number of students feeling safe at school.



PHOTO: Shanice Moore and Chevy Coleman.

Our student's mental health and wellbeing also contribute to their ability to achieve their full potential. We use several measures to monitor what students need to be able to participate and engage in learning. The Social-Emotional Wellbeing survey, developed by the Australian Council for Educational Research (ACER) is undertaken by Year 7 students to identify the social and emotional needs of this student group as they transition to secondary school and to resource targeted supports for identified specific areas of need. This is hoped to be followed annually to measure the effectiveness of programs and strategies.

Positive Behaviour Support strategies are used to promote the schools' values and to explicitly teach target behaviours. A fortnightly focus on an identified behaviour is promoted throughout the school, including a lesson on the behaviour and positive reinforcement of the behaviour by staff awarding students displaying the behaviour with PBIS DARE points.

Continued education for students on how to report conflict continued to be a major focus in 2022, with all students being made aware of acceptable methods to report conflict and/or bullying. Student Services staff are being trained in Restorative Practices which assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build capacity that enables students to self-regulate their behaviour and contributes to improving learning outcomes.

The endorsed Peer Support program is now in its seventh year of implementation and is a valued tool in assisting Year 7 students transition to secondary school. It is a preventative and proactive program to support students' health and wellbeing and is run by nominated Year 10 students and overseen by the Program Coordinator - Student Services (Lower School).

Safe Space is a student lead initiative that holds weekly meetings at recess. "Safe Space" aims for all students regardless of race, religion, sexuality, and gender to have a place they know is 'safe' and free from discrimination. Many of the students involved have expressed interest in helping to make Swan View Senior High School a safer place for everyone.

2.5 Swan View Senior High School is a safe school environment	Not	In	Achieved
Increase the percentage of students who feel safe at school as well as going to and from		✓	
Decrease the difference in the percentage of female students who feel safe at school and,			✓
Increase the TTFM parent survey score for Safety at school from 5.5 to 6.0.		✓	

Achievements

- Implementation of the Side by Side Program, a social and emotional wellbeing program for female students in Year 8.
- Continued support for R U OK Day with external providers providing a range of incursions and information for students.
- Gatekeeper training for all Student Services staff.



PHOTO: Brooke Thompson and Sophie McKay.



PHOTO: Ben Corpus, Riley Gardner, Anahera Leota-Padlie, Torrin Lord with Swan Districts staff running a Cake Stall at R U OK Day.



PHOTO: Andre Watson, Jack Dolmans, Nathaniel Keen, Jacob Callaghan, Jack Hall, Brooke Thompson run a healthy choices stall at R U OK Day.



PHOTO: Glydine Magadia, Mr Jon Jon Ramirez (School Chaplain) and Shanice Moore prepare sausages for the R U OK Day Sausage Sizzle.



PHOTO: Kyhandra Slater won the "Guess the lollies in the jar" competition at R U OK Day.

Priority Three: Student and Community Engagement

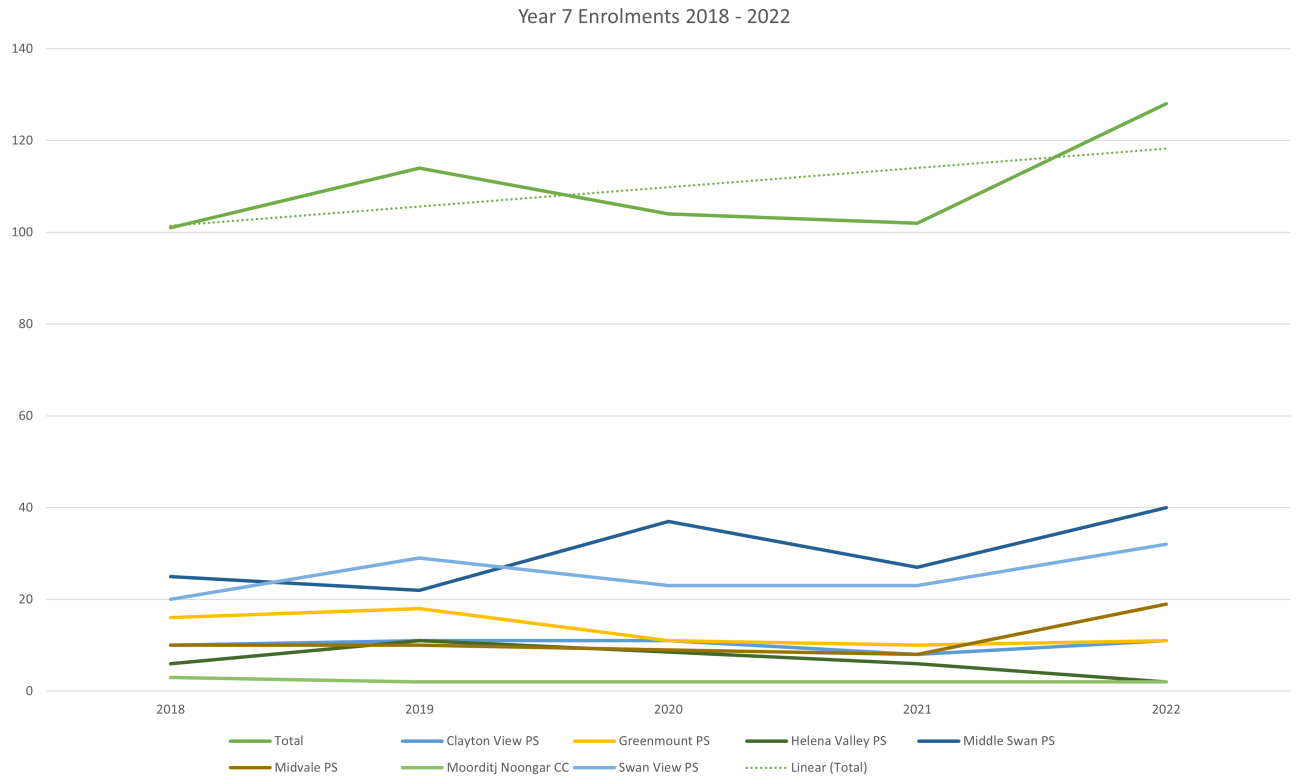
Our focus: Encourage partnerships with the family and the community to support student well-being and success.

Student Transition to Secondary School

In 2022, our successful partnerships with local Primary Schools continued. Through early communication with our partner 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 6	Year 7 Intake	% from total Year 6	% 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	N/A	1.6%
Herne Hill Primary School	No data	2	N/A	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	N/A	3.1%
Swan View Primary School	40	32	80.0%	25.00%
Other	No data	6	N/A	4.7%



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

The majority of Year 7 enrolments came from our partner 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. 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 and Pre-Primary students participated 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	Not achieved	In progress	Achieved
Increase the number of partner school interacting with SVSHS from three to four local area			✓

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
- Curtin University Medical School
- 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
- Swan Districts Football Club
- WesTrac



PHOTO: Dr George Sekulla (Principal), Ms Nikki Kelly (Acting GM HR at Westrac), Mr 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 (Mentor - 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	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

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.

The teachers have taken time out to help my daughter with her school work. She used to be a below average student to now being in ACE programs in all subjects. A lot of hard work on her behalf but had the support and encouragement of the teachers.

3.3 Staff and families use effective communication channels and the role of the	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 Years 9 and 10 to experience a variety of careers and workplaces.
- Continued high responses for TTFM Parent Survey (124 received in 2022, compared to 69 received in 2020).

Future Commitments

- Increase the number of partner school interacting from four to all local area partner schools (eight).
- Increase the number of business partnerships that are offering post-school placements for students and investing in the school from two to three.
- Maintain two Achieving Curriculum Excellence (ACE) classes.

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 Lateisha 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 Stars Foundation

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 Wilsmore	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, 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 Kaadadjiny Centre.

Inclusive Education

In 2022, we commenced a 20-week pilot Integrated Learning Program (ILP). Eligible students in Year 8 with autism spectrum disorder (ASD), who did not have the capability to participate successfully in mainstream Mathematics, English and Health programs, were offered a place in the program. This program targets academic engagement and achievement while supporting students' communication and organisational skills. Social and emotional development and regulation was also supported with the view of students being transitioned into mainstream classes once they had achieved the exit criteria. The success of the program saw eligible students being integrated back into mainstream classes and in 2023 we will run a program for Year 7 and 8 students.

Mrs Brooke Scolt (Learning Support Coordinator) runs an intervention program for students with ASD. Topics include building capacity in students to better understand how to converse with others positively and productively, form and maintain friendships, manage disagreements, and recognise how they are feeling in order to better self-regulate. The program has been running successfully for several years now.

The Volunteer Reading Program (VRP) is an integral school wide program that has run for many consecutive years at Swan View Senior High School. There is a small but dedicated team of long term and newly appointed volunteers who give up their time every week to provide a community service to students who require additional reading support. Run historically on Tuesdays, this program was put on hold throughout Term 1 due to COVID-19 restrictions, however resumed for the remainder of the year, encouraging students to succeed to their highest reading ability.



PHOTO: Toby Wallis and Mrs Rosalie Dubbelboer in the Integrated Learning Program.



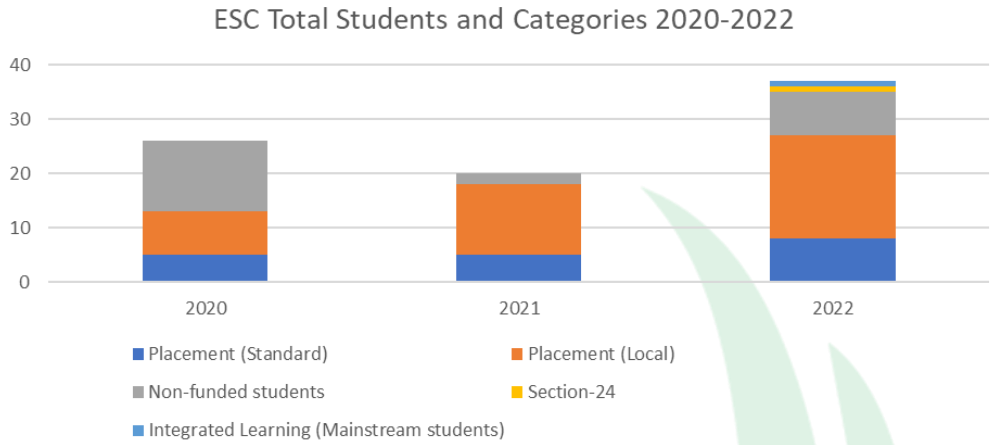
PHOTO: Time Pearson-Goodacre and Scott Jamieson.



PHOTO: Junior Williams and Kayde Grimsley-Dodd in class with Elvis, the School's Therapy Dog.

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 to 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 to 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	



PHOTO: Junior Williams.



PHOTO: Ethan Smart.

Staff

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

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



PHOTO: Education Support Centre staff on Year 12 Dress Up Day.

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.

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



PHOTO: Lacey Hassner and Shilo Pearce at Point Peron.

Achievements

- Addition of 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.
- Five Upper School students successfully completed Work Placements.

Student Representative Council

The Student Representative Council (SRC) is made up of students from Year 7 to 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
- Partner 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.



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 PBS 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.

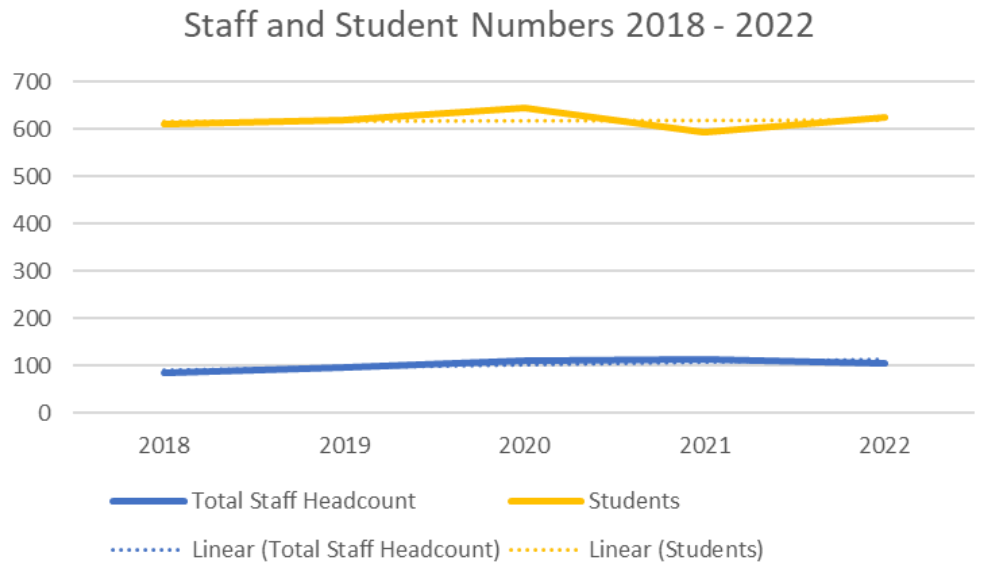
Workforce

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.

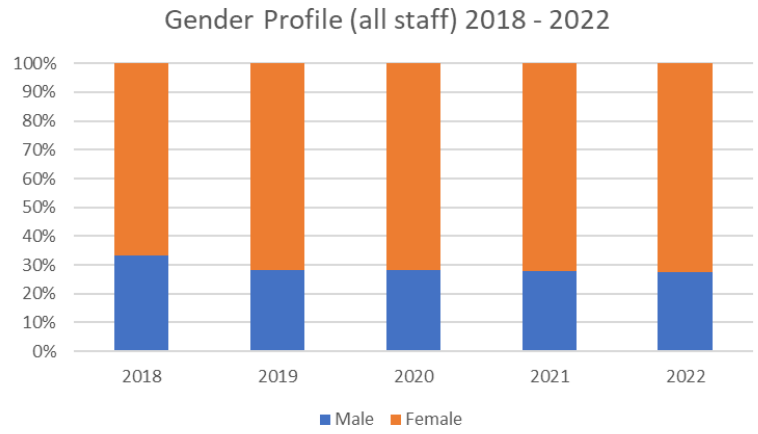


Data source: Schools Resourcing System - Dashboards - 35 Workforce Policy - 35 Workforce Profile

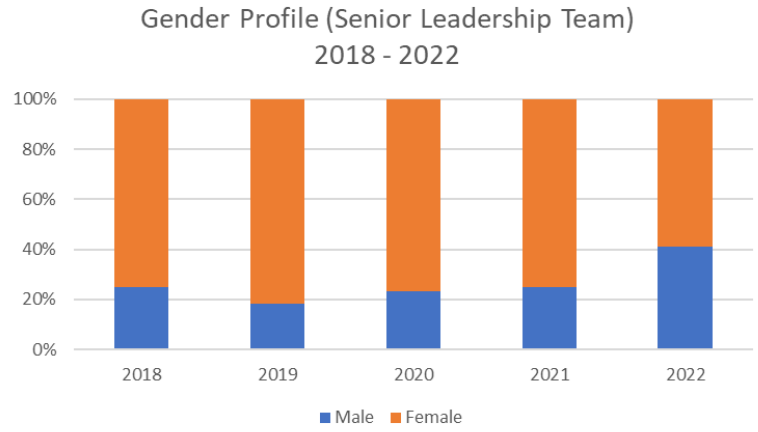
Staff Categories	
Executive	
Principal	1
Deputy Principals	3
Manager Corporate Services	1
Senior Leadership Team	
Heads of Learning Areas	5
Program Coordinators	3
Teaching Staff	
Level 3 Teacher	
Other Teaching Staff	44
Allied Professional Staff	
School Officers	20
Education Assistants	13
Gardening and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

Students and Staff Numbers				
Year	Total Staff Headcount	Teaching Staff Head-count	Allied Professional Staff	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

We continue to have high female representation in all areas of staffing, in particular our Senior Leadership Team where Women in Leadership is 58.8%, well above the national average of 32.5% (Australian Government Workplace Gender Equality Agency).

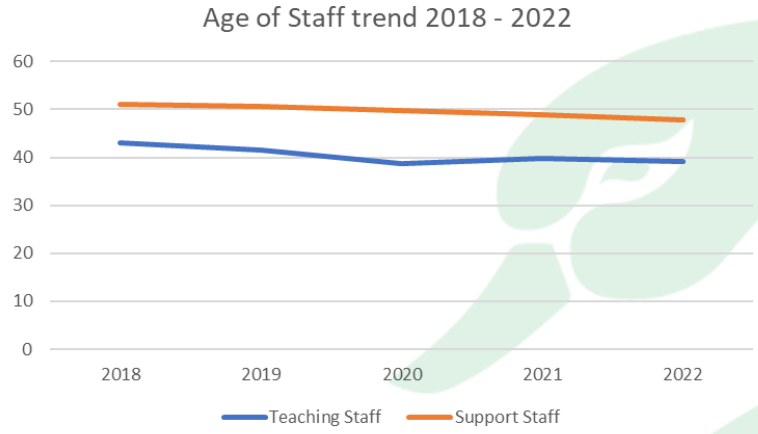


Gender Profile FTE (all staff)		
Year	Male	Female
2018	23.8	48.07
2019	22.85	58.69
2020	26.82	68.45
2021	28.4	73.93
2022	26.1	68.4



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 continued to decrease over the last three years. Leave taken per FTE over the year also continues to decrease, 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
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
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

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

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
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 Luke Kavcic, Mr Jaimen Rudd, Mr Nathan Fletcher, Mr Michael Zampogna and Mr Steve 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
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
	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
Year Coordinator (Lower School)	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
Year Coordinator (Upper School)	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 Student Support Coordinator	Mrs Emily Goerke
School Psychologist	Mr Luke Steere
Absentees	Ms Danielle Haese
Attendance Officer	Ms Bianca Brown
School Nurse	Mr Jared Kealley (Semester 1)
School Nurse	Mrs Lindsay-Sue Gannaway (Semester 2)
School Officer	Ms Chantelle Mokomoko
School Chaplain	Mr Jon Jon Ramirez
Learning Support Coordinator	Mrs Brooke Scolt
Swan View Clontarf Academy	
Director	Mr Kevin Bruce
	Mr Jonathan Marsh
	Mr Tyler Resuggan
Swan View Stars Foundation	
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 (Mentor - Swan View Stars Foundation, and Ms Lizel Buckley (Mentor - Swan View Stars Foundation), dressed up as Cowboys for the Year 12 Dress Up Parade.



PHOTO: Ms 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.
- 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.



PHOTO: Eastern Library windows with damaged steel sun shades removed.



PHOTO: Repainted Gymnasium walls.

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.



PHOTO: Lawn outside Maali Kaadadjiny Centre.

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.

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.



PHOTO: Extended and re-painted Board Room.



PHOTO: Paving at the front of the Maali Kaadadjiny Centre.



PHOTO: New trees planted in Canteen quadrangle.



PHOTO: New western boundary fence.

Maali Kaadadjiny Centre

The building program for the new *Maali Kaadadjiny Centre* was completed in June 2022, achieving handover ahead of schedule.

The new building includes modern facilities such as two general learning areas, a meeting room to reduce anxiety of parents/caregivers and students entering a formal administration setting, three offices, a function room to accommodate school community events, two kitchens and an ambulant toilet with changing area to cater for the needs of students, staff, and their partnership with the local community.

Preparing the Centre for use continued after the handover. ICT works such as networking, personal computers, projectors and security cameras were prioritised; essential in delivery of Aboriginal Education programs in the facility, such as the Swan View Stars Foundation, Swan View Clontarf Academy and Follow the Dream.

Works such as turf installation, paving and improved stormwater systems were key in providing a safe and functional environment; eliminating potential hazards, reducing ongoing maintenance and improving aesthetics.

Mindful of community relationships, lengthy planning and discussions with community leaders took place to ensure signage was culturally appropriate. To promote the importance of cultural identity, alongside a perception of completion, the Centre was kept vacant until signage installed.

Students and staff moved into a completed and fully functional facility on 14 November 2022. A formal opening of the new Centre is planned for Semester 1, 2023.

The purpose-built *Maali Kaadadjiny Centre* is a landmark facility being the first of its kind in Western Australia and more broadly the entire country. The project not only addresses the needs of Swan View Senior High School but has potential to drive development and implementation of innovative facilities to support improvements in the delivery of education to Aboriginal and Torres Strait Islander peoples. The Centre represents the Department of Education's commitment to closing the gap for Aboriginal students.



PHOTO: Northern perspective of Maali Kaadadjiny Centre.



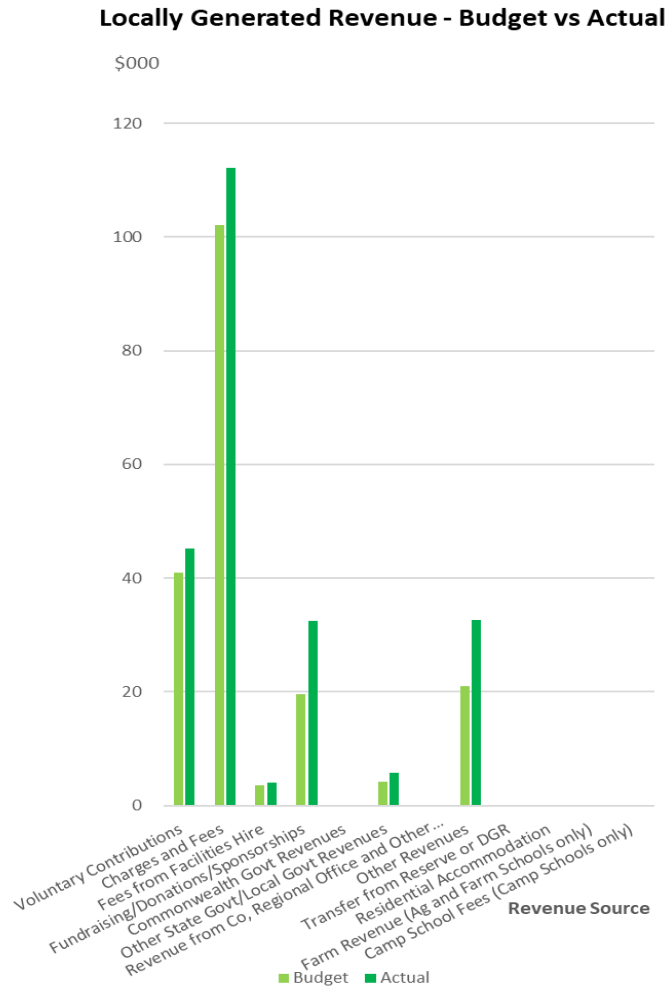
PHOTO: Western perspective of Maali Kaadadjiny Centre.

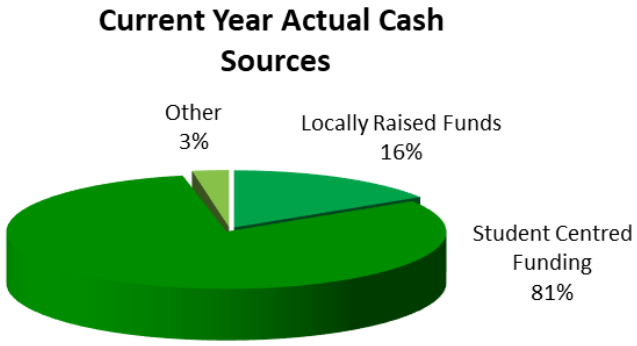


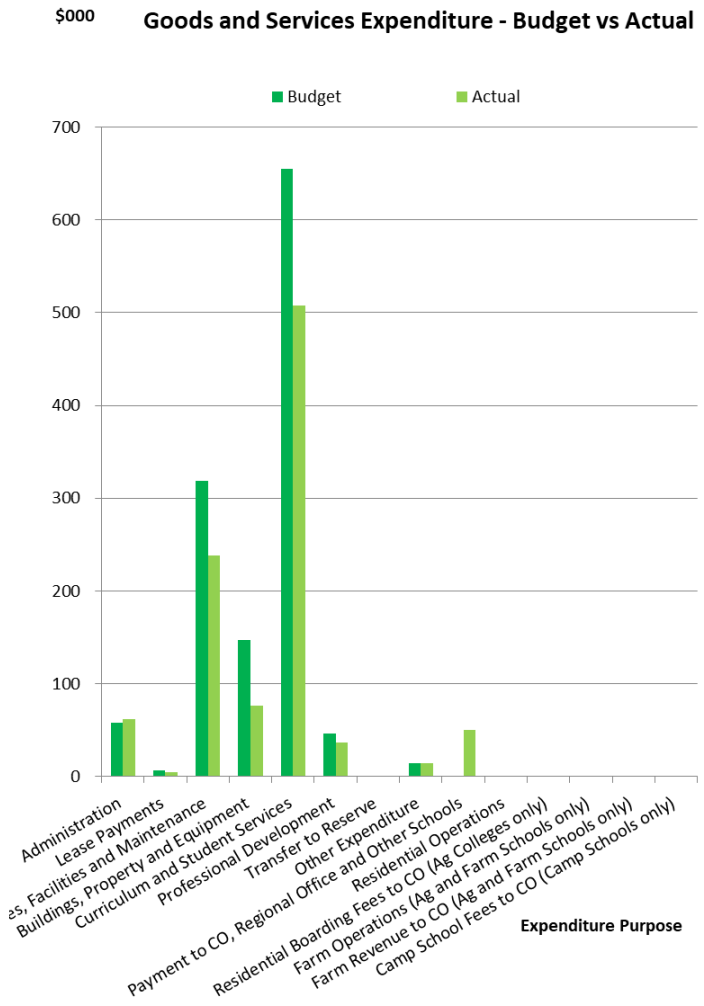
PHOTO: Ms Kellie Tucker (Program Manager - Swan View Stars Foundation), Mr Ian Gilles (Manager Corporate Services), Dr George Sekulla (Principal), Ms Sue Swenson (Principal Project Officer - Capital Works and Maintenance), Mr Justine Middleton (Project Manager - Department of Finance), Ms Katrina Jetta (Mentor - Swan View Stars Foundation), Ms Sally Bagley (Solutions for Building), Mr Stuart Preston (Munns Sly Moore Architects), Mr Carl Ko (Mode Designs) and Mr Martin Mulchrone (Mode Designs) at the handover for the Maali Kaadadjiny Centre.

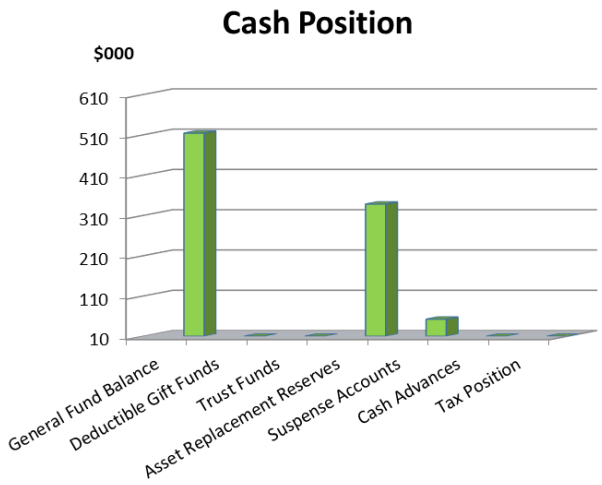
Financial Summary

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

Statement by the Minister for Education and Training, Hon Sue Ellery, regarding the passing of Cassius Turvey.

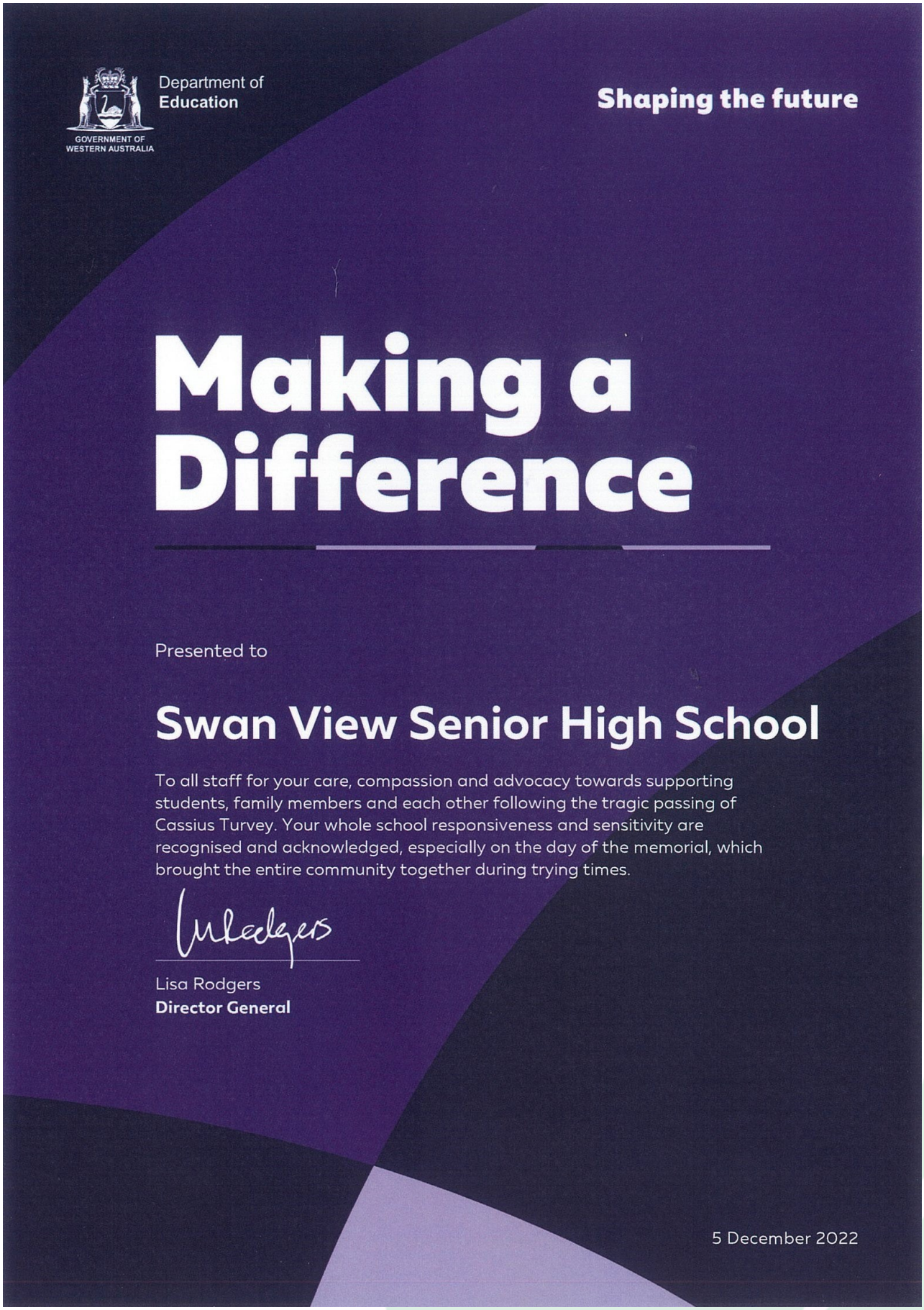
CASSIUS TURVEY

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

ACER

Improving Learning

t 1800 280 625
e pisa@acer.org

November 2022

Dr George Sekulla
The Principal
Swan View Senior High School
Gladstone Avenue
SWAN VIEW WA 6056

Dear Dr Sekulla,

Re: OECD Programme for International Student Assessment – PISA 2022

I would like to take this opportunity to thank you for your school's participation in the Programme for International Student Assessment (PISA), which took place between July and September 2022 in your school. More than 500,000 Students, representing about 30 million 15-year-olds, across 83 countries have taken part in this assessment.

The ACER PISA Project Team would like to acknowledge the time and effort provided by the School Coordinator, Helen Hawley and the IT Coordinator, Jonathan Francois, and the support of their colleagues in preparing for the PISA testing at your school.

To recognise your school's contribution to the PISA assessment, please find enclosed a Certificate of Participation for your school and a certificate for each of the participating students.

An Australian report is produced from each PISA cycle and each participating school will also receive a school report, which will be available once the embargo is lifted by the OECD in late 2023. The National PISA 2022 Report will be released in December 2023.

For more information about PISA, please visit the National PISA website at https://www.acer.org/pisa.

Once again, I convey ACER's thanks to you, your staff and students for their contribution to this important assessment.

With kind regards,

Ms Lisa De Bortoli
PISA National Project Manager

encl: PISA School Certificate of Participation
PISA Student Certificates of Participation

C170023

Australian Council *for* Educational Research Limited
19 Prospect Hill Road (Private Bag 55) Camberwell VIC 3124 Australia
t +61 3 9277 5555 f +61 3 9277 5500 w www.acer.edu.au
ABN 19 004 398 145



OECD

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

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

Foundation Staff and Students

7 February 1977

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

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

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

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**
Neil P. Hunt	Domenic Candeloro	Colleen J. Wright (A)			Maxine D. Smith
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	Latiefa Adams	Karen J. Scriven			
Damian R. Shuttleworth 2011 – 2014	Kate Wilson 2015 – 2017				Bronwyn J. Jacobson 2016 – present
Melesha J. Sands 2014 – 2018	Karen J. Scriven (A) 2017				Ian M. Gilles (A) 2022 - present
Tony I. Granich (A) 2018	Debra C. Unwin 2018 – 2019; 2020 – 2021				
Dr George P. Sekulla 2019 – present	Helen M. Hawley 2020 (A); 2021 (A); 2022 - present				

Student Leadership

Swan View High School		
	President	**Vice President**
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
	Head Boy	**Head Girl**
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
2022	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	**Vocational Education and Training (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	Ashe Eggleston
2000	Lea Harwood	Micheal Pearson
2001	Melanie Knight	Tanya Lowe
2002	Christopher Hunter	Kimberley Tiley Evans
2003	Andrew Corrigan	Janic Cordony
2004	Cindy Gear	Natalie Cooney
2005	Adam Fowler	Gloria Hedlam
2006	Jonathan Walsh	
2007	Zachary Hull	Amelia Samuels
2008	Louise Abbott	Krystal Carter
2009	Blake Anderson	Nicole Page
2010	Brent Thomas	Karissa McGrath
2011	Sheena Trigg	Jasmine Corbett
2012	Carlos Alves-Ferriera	Samantha Hamilton
2013	Katrina Elliott	Isaac Alexander
2014	Jacob Swadling	Fernando Aberlardo
2015	Christine May Saniel	Madison Singh-Dosanjh
2016	Nidhi Rao	Chei-Lani Bialobradoszki
2017	Aleisha Brown	Adam Holmes
2018	Jessica Donaldson	Catherine De Gray
2019	Shiloh Dhue	Joel Kavcic
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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