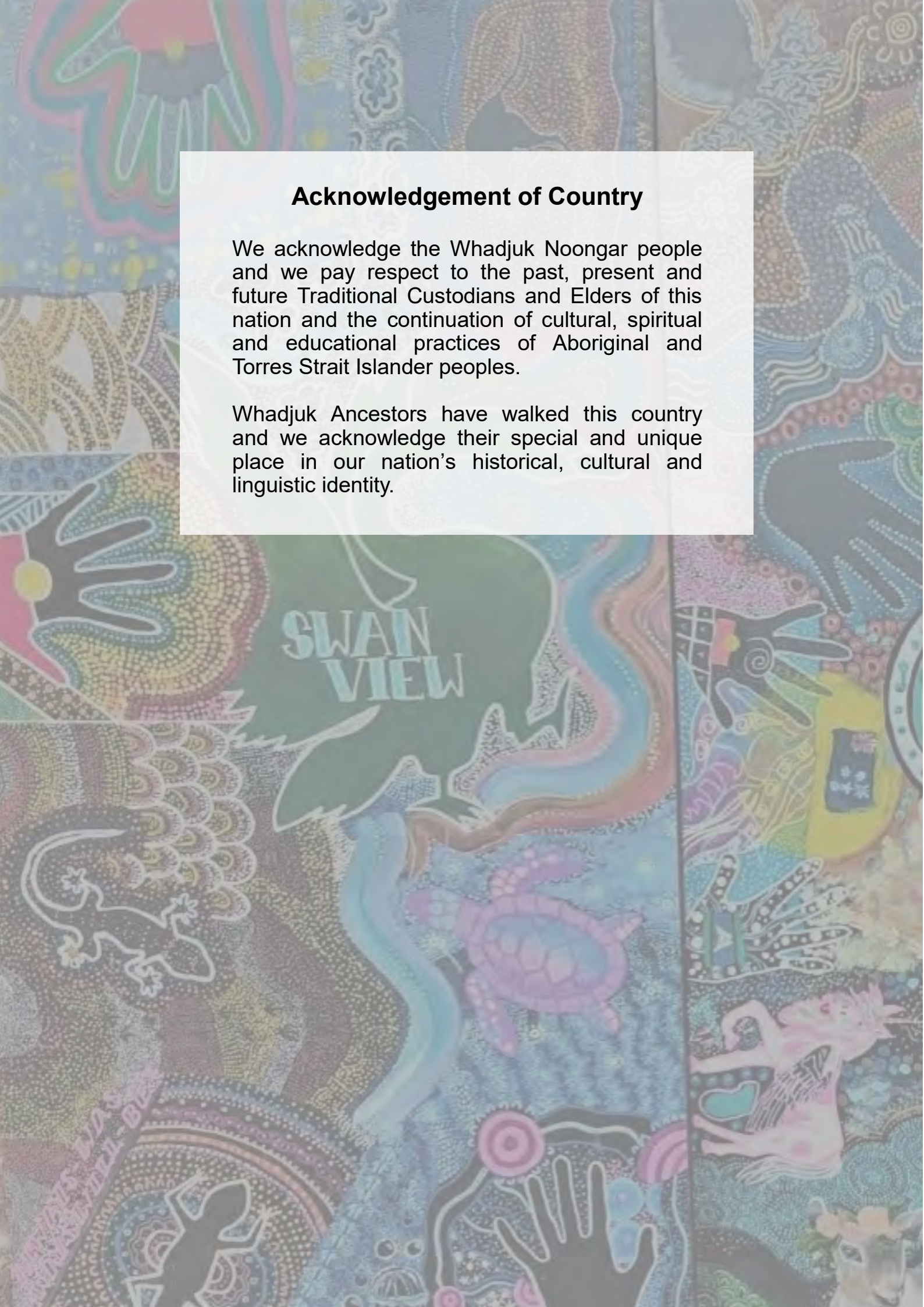
Swan View
SENIOR HIGH SCHOOL

Annual Report 2023



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.

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Message from the Principal

I am pleased to present this Report on our School's activities and performance for 2023. The Report provides commentary on the third and final 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 considering numerous events that occurred throughout the 2023 academic year.

The Maali Kaadadjiny Centre (Swan Learning Centre) was officially opened by the Hon. Dr Tony Buti MLA, Minister for Education on 21 July 2023. The ceremony was well attended - 52 guests. The MCs for the event were Aaliyah May and Patrick Alley. Both students carried out their roles brilliantly and were wonderful ambassadors for our School. Thank you to Mr Patrick Egan for his amazing Welcome to Country and organising the Smoking Ceremony.

Thank you to Mrs Sally Bradley and Ms Lauren Haese, Marketing and Media Office, for your organisation of the event. Your efforts are sincerely appreciated.

I would like to acknowledge Mr Ian Gilles, Manager Corporate Services; Ms Kellie Tucker, Program Coordinator – Swan View Stars Foundation; and Mrs Kelly Klymiuk – former Program Coordinator – Follow the Dream program for their personal and professional support from the beginning of this journey to build this wonderful facility.

Importantly, I pay tribute to the tireless support provided by the Hon. Michelle Roberts MLA, Member for Midland, and Speaker of the Legislative Assembly for this project. Thank you to the former Minister for Education, the Hon. Sue Ellery MLC for her confidence in and support for this project.

The Capital Works Division of the Department of Education, the Department of Finance, Architects – Mode Design and Solution4Building have been wonderful partners with our School to ensure this project was completed on time. Your advice, support and hard work is appreciated.

Swan View Senior High School and the City of Swan collaborated in the design of a Memorial to celebrate the life of Cassius Turvey. The Memorial was unveiled on 31 October 2023 in Weeip Park, Midland on the 12-month anniversary of Cassius' funeral service. Cassius passed away on 23 October 2022. The unveiling event was well attended by the wider community. The Memorial is a significant space where young people can gather to remember Cassius and reflect on the extraordinary impact, he had on everybody's life.

I would like to acknowledge and thank all the students and the Arts Learning Area for their amazing contribution to the design of this beautiful Memorial.

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

I would like to publicly thank Cr Karen Beale, Chairperson of the School Board, and the members of our Board. Our School Board has performed exceptionally throughout the year. 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 support 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





PHOTO: Dr George Sekulla with Greenmount Primary School students.



PHOTO: Riley King and Dr George Sekulla.



PHOTO: (Back Row) Ms Tammi Bouffler, Mrs Sophia Mathers, Mr Stephen Bezant, Mrs Justine McCann, Mr Kevin Bruce, Mr Thomas Jones, Mr Robert Vernon, Mr John Vidler, Ms Michaela Perry. (Front Row) Mrs Renee Bowell, Ms Karen Scriven, Dr George Sekulla, Mrs Helen Hawley, Mr Ian Gilles.



PHOTO: Daniel Koti and Dr George Sekulla.



PHOTO: Dr George Sekulla and Sililo Kaub.

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, Helena Valley, 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, Languages, 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 2023 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. Dr Tony Buti MLA, 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.

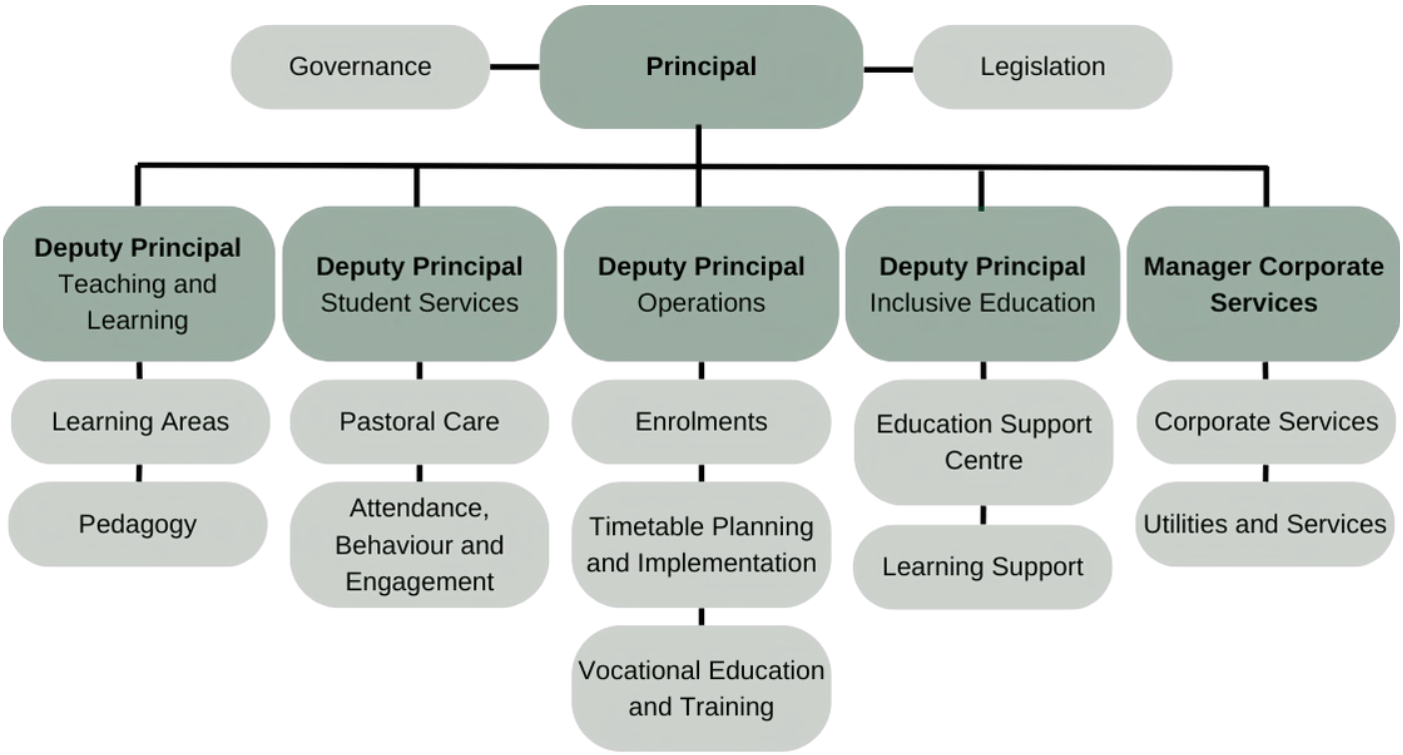
Legislation

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.

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.



Pamela Moss (On leave in 2023) 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.

Ian Gilles Cert IV WHS

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. Mr Gilles was appointed substantively to Manager Corporate Services on 31 May 2023.

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 2023, there were seven Board meetings, covering a wide range of items, such as:

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

Due to the closure of School Survey, the School Board were unable to complete the annual School Board Survey.

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

- *Welcome to Generation Z*
- *The Aboriginal Empowerment Strategy Western Australia 2021 – 2029 – Strategy Overview*
- *2022 State of the Sector Report – Executive Summary*
- *Youth Justice in Australia 2021 - 2022 Report*
- *2023 Office of the Auditor General School Audit Findings*
- *Effectiveness of Public School Reviews*
- *Pathways to Post-School Success*
- *Stand Up, Be Heard*

2023 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 & Manager Corporate Services
Ms Miriam Ifould	Staff Representative
Mr Richard Kaub	Parent Representative
Mrs Jade Rogers	Community 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 Dylan Arjoon-Cloghan and Miss Angela Risteska	Head Boy & Head Girl, Non-voting members

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.

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 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
Mr Tom Jones (Semester 2)	Program Coordinator - Student Services (Lower School)
Ms Gaynor Manning	Program Coordinator - Follow the Dream
Mrs Sophia Mathers	Student Support Coordinator - Student Services (Upper School)
Mrs Justine McCann	Head of Learning Area - Mathematics and Science
Mr Daniel Mills (Semester 1)	Program Coordinator - Student Services (Lower School)
Mrs Tammi Bouffler	Head of Learning Area - English and Humanities
Ms Michaela Perry	Teacher in Charge - Science
Ms Kate Rogers	Head of Learning Area - The Arts
Ms Karen Scriven	Deputy Principal - Student Services
Ms Kellie Tucker	Program Manager - Swan View Stars Foundation
Mr Robert Vernon	Teacher in Charge - Humanities
Mr John Vidler	Head of Learning Area - Technologies

Priority One: Teaching and Learning

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

The National Assessment Program - Literacy and Numeracy (NAPLAN)

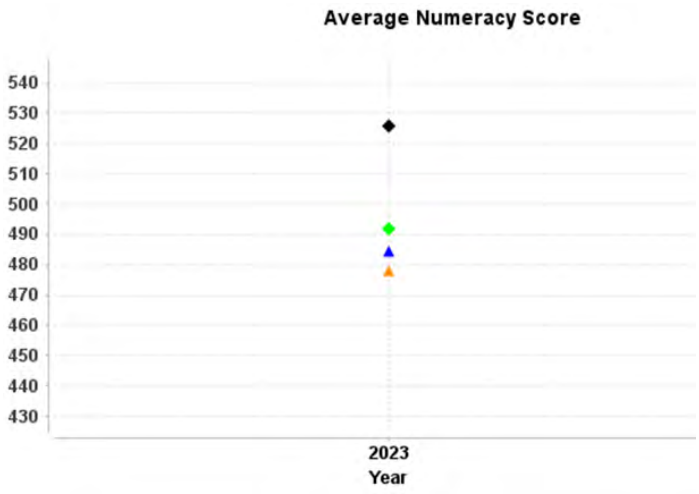
The NAPLAN assessments test skills that are essential for every child to progress through school and life. With the test results, teachers can tailor each child's education more effectively. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of tests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

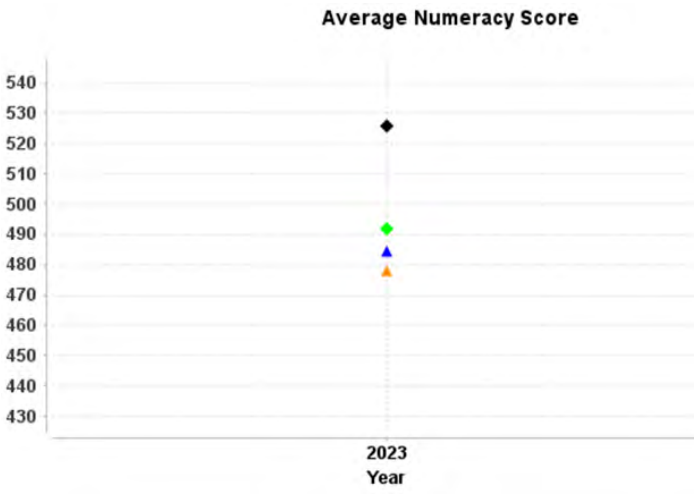
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) moved to report student achievement in NAPLAN against four levels of proficiency. This replaces the previous numerical NAPLAN bands and national minimum standards.

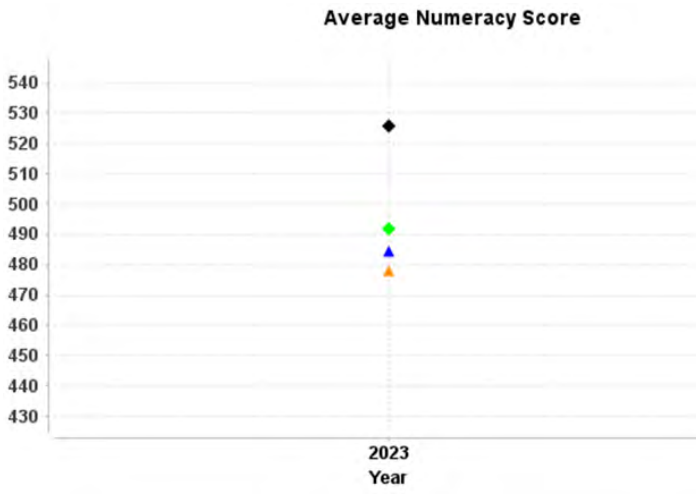
ACARA reset the NAPLAN measurement scales and timeseries. This means the data from NAPLAN achievement prior to 2022 cannot be compared to that from 2023 onwards. From 2024, NAPLAN results will be seen as a time series with comparisons to 2023.

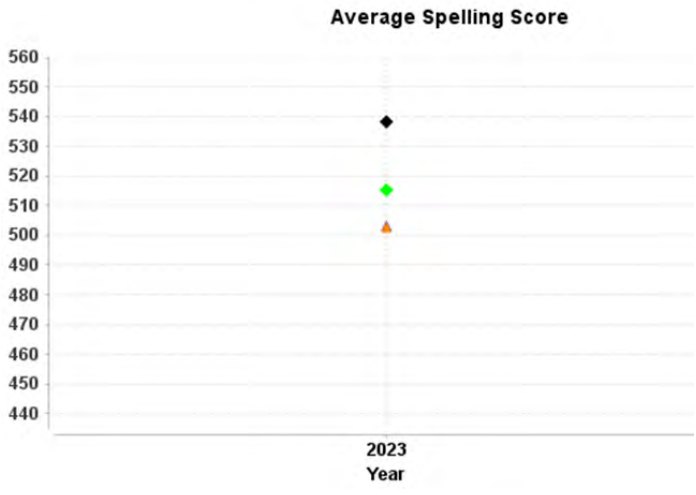
Due to the commencement of the new time series, the Key Performance Indicators as stated could not be assessed in 2023.

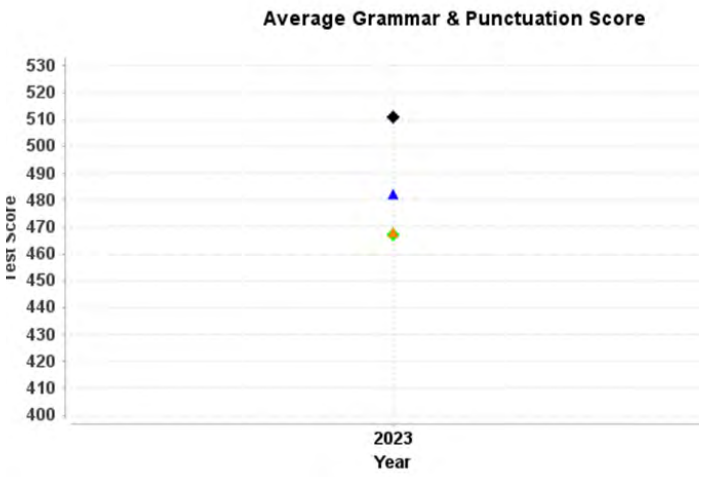
The graphs below show average Numeracy, Reading, Writing, Spelling and Grammar & Punctuation scores for our Year 7 and Year 9 students.











Data source: Schools Online

The tables that follow show the percentage of our students in each proficiency level compared to like schools. NAS refers to Needs Additional Support.

	Year 7 Numeracy			Year 9 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Proficiency Level	**2023**	**2023**	**2023**	**2023**	**2023**	**2022**
Exceeding	3%	2%	12%	3%	2%	11%
Strong	44%	39%	49%	37%	42%	53%
Developing	24%	33%	24%	23%	36%	24%
NAS	29%	25%	13%	36%	20%	10%

	Year 7 Reading			Year 9 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Proficiency Level	**2023**	**2023**	**2023**	**2023**	**2023**	**2022**
Exceeding	2%	7%	17%	4%	7%	17%
Strong	38%	38%	45%	30%	39%	46%
Developing	27%	30%	22%	29%	35%	25%
NAS	33%	25%	14%	36%	19%	10%

	Year 7 Writing			Year 9 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Proficiency Level	**2023**	**2023**	**2023**	**2023**	**2023**	**2022**
Exceeding	2%	4%	11%	4%	7%	16%
Strong	33%	33%	45%	30%	32%	40%
Developing	36%	36%	28%	30%	39%	31%
NAS	29%	27%	14%	36%	22%	11%

	Year 7 Spelling			Year 9 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Proficiency Level	**2023**	**2023**	**2023**	**2023**	**2023**	**2022**
Exceeding	6%	10%	22%	8%	9%	19%
Strong	47%	47%	49%	42%	50%	52%
Developing	31%	26%	18%	22%	25%	19%
NAS	17%	18%	10%	27%	17%	9%

	Year 7 Grammar & Punctuation			Year 9 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Proficiency Level	**2023**	**2023**	**2023**	**2023**	**2023**	**2022**
Exceeding	3%	4%	13%	6%	5%	14%
Strong	32%	37%	44%	22%	33%	40%
Developing	34%	30%	25%	29%	39%	30%
NAS	32%	29%	16%	42%	24%	14%

Data sources: Schools Online, Reporting to Parents, Student Achievement Information System (SAIS), First Cut

As can be seen by the first set of graphs our students perform lower than Like Schools in both years. This indicates that this cohort of students will need additional support to reach the Literacy and Numeracy standards by the end of Year 12.

The second sets of graphs continue to show similar trends. In most tests the percentage of students requiring additional support is above like schools.

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 2% from the 2022 data .	Could not be assessed		
Increase the percentage of our students in the Moderate, High and Very High Categories by a further 2% from the 2022 data for Reading, Writing and Numeracy.	Could not be assessed		

Literacy and Numeracy Standards

To achieve the Western Australian Certificate of Education (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 twice a year in Years 10, 11 and 12, providing students with six attempts to pass the standards.

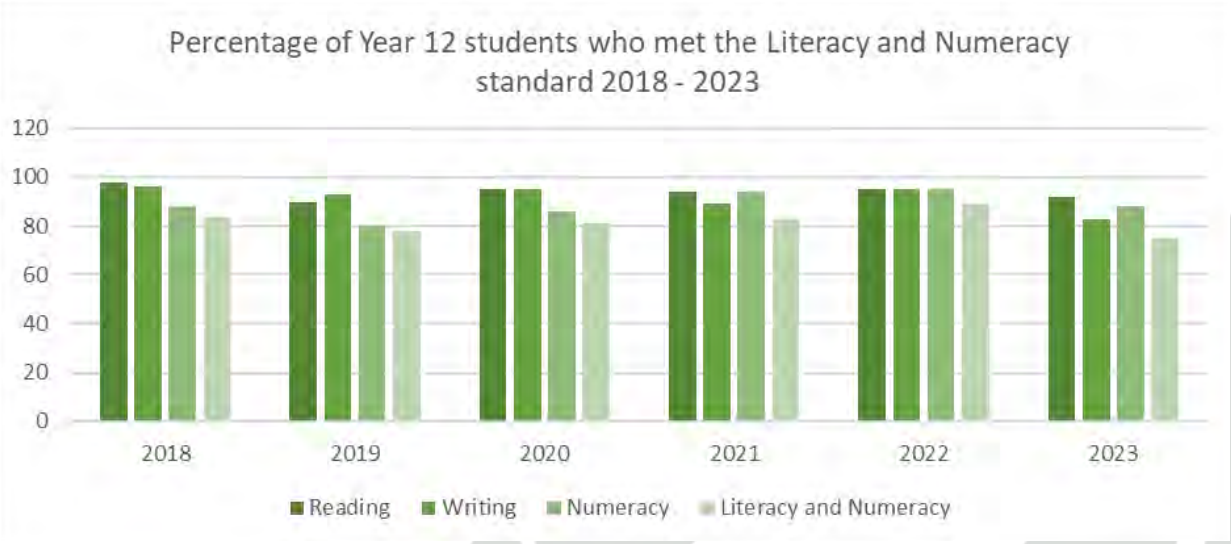
In 2020, NAPLAN was not held so an alternative OLNA test was administered to Year 9 students as the pre-qualification measure.

The table below shows the percentage of 2023 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	2023
Numeracy	88%	80%	86%	94%	95%	92%
Writing	96%	93%	95%	89%	95%	83%
Reading	98%	90%	95%	94%	95%	88%
Literacy and Numeracy	84%	78%	81%	83%	89%	75%

The table below illustrates the percentage of Year 12 students who pre-qualified through OLNA in Year 9.

Percentage of Year 12 students who prequalified for the Literacy and Numeracy Standards			
Component	Numeracy	Writing	Reading
Percentage	41%	48%	43%



Data source: Student Achievement Information System (SAIS)

Western Australian Certificate of Education (WACE) Year 12 Achievement Data

In 2023, Swan View Senior High School had a Year 12 cohort of 59 students who were eligible to achieve their Western Australian Certificate of Education (WACE). Of these 41 students, or 69% achieved their WACE. The WACE achievement rate for *like schools* was 75%. The lower-than-expected result was due to the decrease in the number of students achieving the literacy and numeracy standards.

	WACE Achievement Rate					
	2018	2019	2020	2021	2022	2023
School	84%	75%	73%	72%	84%	69%
Like Schools	80%	75%	78%	78%	73%	75%



Data source: Student Achievement Information System (SAIS)

1.2 Teachers understand and practice high impact instruction through coaching and mentoring by the School Leadership Team	Not achieved	In progress	Achieved
Increase the percentage of staff involved in classroom observation using the observation checklist from 50% to 100%.		✓	
Increase the percentage of staff using agreed whole-school instructional model from 25% to 50%.		✓	

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 50% to 100%.		✓	

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 2022.			✓

Achievements

- In 2023, there were 13 students who received an Australian Tertiary Admission Rank (ATAR). This figure is three more than 2022. Of these students, one student received an ATAR between 90 and 98.95, two students received an ATAR between 80 and 89.95, one student received an ATAR between 70 and 70.95, two students received an ATAR between 55 and 69.95, the remaining seven students received an ATAR below 55.
- The school median ATAR for Tertiary Institutions Service Centre (TISC) was 68.3. This was an increase of approximately 15 from 2022.
- The highest ATAR achieved by a student in 2023 was 91.00.
- Two students received a Merit Certificate from the School Curriculum and Standards Authority.

Scholarships

Achieving Curriculum Excellence	
Adam Ramswell	Year 7
Tom (Phong) Tran	Year 7
FAME	
Sarah Olsen	Year 7
Soroptimist - Educate to Lead	
Jessika-Jane Newman	Year 11
ADF Future Innovators	
Shantè Regnault	Year 10
ADF Long Tan Youth Leadership and Teamwork	
Kyle Hill-McNally	Year 10



PHOTO: Ms Michaela Perry (Teacher in Charge - Science) presenting Blake Kenny with the Human Biology ATAR Award.



PHOTO: Dr George Sekulla presenting Liam Milner-Jutten (Year 12) with a Gold Merit Award for Semester 1 2023.



PHOTO: Dr George Sekulla presenting Elizabeth (Pearl) Capuli (Year 8) with a Gold Merit Award for Semester 1 2023.



PHOTO: Hon Michelle Roberts MLA presenting Heidi Hewett-Jones with the Responsible Citizenship Award.

Awards

ATAR Subject Awards		
English	Liam Butler	A
Geography	Liam Butler	B
Human Biology	Blake Kenny	A
Mathematics Applications	Blake Kenny	B
Modern History	Liam Butler	A
Physical Education Studies	Blake Kenny	B
Psychology	Blake Kenny	A
General Subject Awards		
Children Family and Community	Jhamaica Vidal	A
Drama	Arthur Douglas	A
English	Maria Diosana	B
Food Science and Technology	Jhamaica Vidal	A
Health Studies	Maria Diosana	A
Human Biology	Anushca Cronje	B
Materials Design and Technology	Bevin Salter	B
Mathematics Essentials	Dylan Walker	A
Media Production and Analysis	Ella Thomas	A
Modern History	Anushca Cronje	A
Outdoor Education	Siobhan Sudholz	B
Physical Education Studies	Sopattra Ing	A
Psychology	Heidi Hewett-Jones	A
Visual Arts	Viktoria Pierzynka	B
Foundation Subject Awards		
English	Jhamaica Vidal	B
Mathematics Foundations	Jhamaica Vidal	A
Certificate Course Awards		
Certificate II in Community Services	Sopattra Ing	
Certificate II in Creative Industries (Drama)	Tara Lynch	
Certificate II in Engineering Pathways	Venessa Ninyette	
Certificate II in Sport & Recreation	Sopattra Ing	
Certificate II in Visual Art	Ella Barnes	
Certificate II in Workplace Skills	Viktoria Pierzynka	
Special Awards		
Excellence in Aboriginal Education	Venessa Ninyette	
City of Swan Sports Award	Blake Kenny and Siobhan Sudholz	
Shire of Mundaring Citizenship Award	Angela Risteska	
Responsible Citizenship Award	Heidi Hewett-Jones	
Technology Award	Venessa Ninyette	
Hon. Donna Faragher MLC Leadership and Service Award	Oska Dunn	
Chaplain's Award	Anushca Cronje	
Kim Smith Memorial Award	Blake Kenny	
Hon. Samantha Rowe MLC Participation in the Arts Award	Sarah Randall	
North Metropolitan Education Region Commitment to Excellence Medallion	Matthew Goble	
AMPOL Best All Rounder	Dylan Arjoon-Cloghan	
Vocational Studies Award - DUX	Viktoria Pierzynka	
Principal's Award - DUX	Liam Butler	

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.

In 2023, the organisation of the PBS team led to staff being assigned to specific roles and being professionally trained in these roles. The PBS team focused on updating the content and delivery of PBS lessons for students. Lessons are used to explicitly teach clearly defined behavioural expectations.

The school continues to use the Positive Behaviour Interventions and Supports (PBIS) program to reinforce its values, promoting a safe learning environment. Every student is rewarded for demonstrating these values, and school administrators monitor its implementation and impact on school culture.

The DARE reward store motivates students to earn PBS points for prizes. Through PBIS, students can trade their points for a variety of items, including stationery, canteen vouchers, and sports gear, displayed in the library during lunch breaks.

2.1 Staff consistently implement PBS practices across the school	Not achieved	In progress	Achieved
Improve PBS SET implementation score.	Could not be assessed		
PBS Team Implementation Checklist (TIC) number of 'achieved' status categories on the checklist from 28 to 38.	✓		

Behaviour and Engagement

Prioritising student wellbeing and engagement is crucial for fulfilling our vision of developing lifelong learners who are resilient, respectful, and active community members. Our comprehensive approach guarantees that all students receive the necessary pastoral care and support to succeed.



PHOTO: Students write down kind messages for Random Act of Kindness Day, organised by Swans Elevate staff and students.



PHOTO: Ella Walters-Cohen, Hunter Tait, Tyson Marengo, Dean Turner, Lucas Grant, Keanu Magadia and Sheldon Andri received DARE awards at the final Year 9 Assembly of 2023.

We have partnered with the Swan Districts Football Club, whose mentors visit Swan View SHS weekly to engage students from Year 8 to Year 11 in various activities. This organisation invests significantly in our community's youth. Through these sessions, students learn emotional regulation, conflict resolution, and self-exploration. They develop positive relationships with mentors, expanding their support network and fostering safe spaces for social and emotional learning.

In Semester 2, Year 10 and Year 11 Elevate students visited the WesTrac Institute in South Guildford, exploring apprenticeship opportunities. They toured the institute and workshops, experiencing machinery demonstrations and enjoying a memorable lunch. Excited by the experience, many aspire to pursue WesTrac apprenticeships. Looking ahead, we aim to establish clear pathways for students into WesTrac employment, nurturing our partnership for future career opportunities.

Swan View SHS maintained its partnership with the Department of Education's Engagement and Transition Program, targeting students at risk of disengagement from mainstream education. Assigned mentors work with selected Year 10 students to facilitate their re-engagement with school or transition to alternative education, training, or employment. Our efforts have yielded notable success in reintegrating students into education or facilitating their participation in work placements and training.

Classroom Management Strategies (CMS) continued to be an emphasis for teachers to build positive classrooms and learning environments and to design engaging teaching and learning experiences. Our two staff who were conference accredited trainers were on leave in 2023, however a CMS Bumps Behaviour Management Plan was developed and implemented using feedback from the Senior Leadership Team. Successional planning was undertaken to identify staff meeting criteria who will undertake CAT and Presenter training in 2024.

2.3 Staff have the confidence and capacity to address student engagement and behaviour issues	Not achieved	In progress	Achieved
Increase the percentage of substantive staff trained in CMS Level 1 from 80% to over 90% and from 20% to 50% of substantive education assistants.	✓		
Increase the percentage of substantive teaching staff who have completed CMS Level 1 and trained in the Level 2 ISE from 50% to 70%.		✓	
Maintain two fully trained CAT staff and two presenter trained staff.		✓	

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.
- Pastoral Care and Engagement strategies including:
  - Breakfast Club
  - Recess and Lunch Club
  - Fitness clubs
  - End of Semester reward events
- Peer Support
- Year 7 Jumpstart Program (transition to High School)
- Engagement and Transition Program
- Social, Emotional and Wellbeing survey of Year 7 and 8 students
- Yarning circle
- Development of a whole school behaviour Management flowchart.

Attendance

Attendance is crucial for academic success, and our dedication to enhancing student achievements acknowledges this fact. Aligned with the Western Australian Department of Education's 10-point plan ("Attendance Matters"), our goal is to ensure every student has the chance to excel academically. Regular school attendance is pivotal in realising this goal, as each school day contributes to learning, fostering increased engagement and academic attainment. This, in turn, prepares students for future endeavours, leading to enhanced societal and economic outcomes. Swan View Senior High School remains committed to implementing and improving upon the 10-point plan to bolster attendance rates and student achievements.

Attendance rates for all students increased from 2022 and continues to be higher than Like Schools. Whole school regular attendance in 2023 increased by nearly 6% from the previous year and was higher than regular attendance rates for Like Schools. It is please to note that attendance rates were lower than Like Schools across the at-risk categories and only 0.2% above the At Risk – Indicated rate for WA Public Schools.

	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%
2023	34.5%	26.2%	20.8%	18.4%
Like Schools 2023	33.9%	26.3%	21.0%	18.8%
WA Public Schools 2023	47.0%	26.0%	16.0%	11.0%

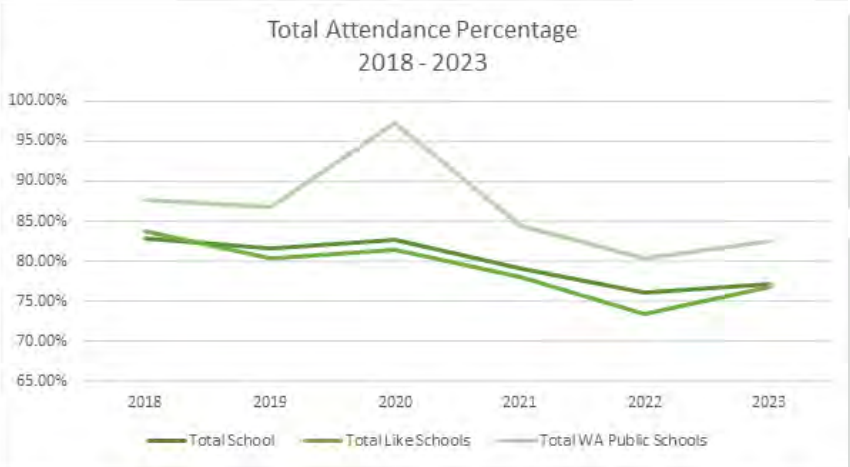
Note: 2020 data excludes attendance data for Term 1, Weeks 7 - 10

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.

	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%
2023	81.2%	81.1%	84.9%	65.4%	61.4%	59.2%	77.2%	76.8%	82.5%

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

Data source: Student Attendance Reporting (SAR)



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 the regular attendance rate for current students when compared to 2022.			✓
Increase Semester 1 authorised absences for current students to over 50%.		✓	
Increase Semester 2 authorised absences for current students to over 50%.	✓		



PHOTO: Students and staff participated in an inaugural Colour Run.

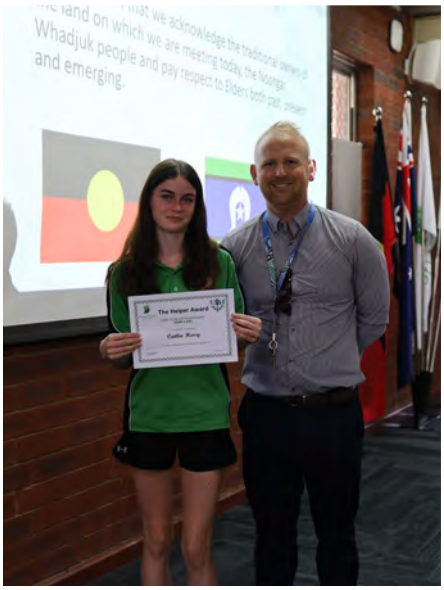


PHOTO: Mr Tom Jones (Program Coordinator - Student Services (Lower School)) presenting Caitlin Henry with a DARE Award.



PHOTO: Joel Fillmore and Jameson Hewer after the school's first Colour Run.



PHOTO: Tate Mitchell after the Colour Run.

Learning Environment

Creating a safe and supportive learning environment is vital for unlocking students' full potential. We are dedicated to continually developing and implementing strategies to ensure students feel safe at school. Regular reviews of processes and strategies maintain high standards of behaviour and wellbeing in the learning environment.

Students' voice is essential to ensuring the school can target issues that contribute to not feeling safe. National Survey of Schools (NSOS) provides school staff with the information needed to target student concerns. Equally important is parent/caregiver voice together with staff voice contribute to the development of strategies and processes to increase the number of students feeling safe at school.

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 and Year 8 students to identify the social and emotional needs of student groups as they transition and progress through secondary school. Further it identifies are that require targeted support. 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 and resolve conflict continued to be a focus, 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 eighth 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 Engagement Officer.

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 achieved	In progress	Achieved
Increase the percentage of students who feel safe at school as well as going to and from			✓
Increase the parent survey score for Safety at school from 2022.	✓		



PHOTO: Sherry Crossan and Ms Annabeth Bateman (Student Support Officer - Year 7 - 8) share positive messages National Day of Action Against Bullying.



PHOTO: Nunzio Burton, Dylan Arjoon-Cloghan, Arthur Douglas and Matthew Goble show off their socks for Funky Sock Friday.

Priority Three: Student and Community Engagement

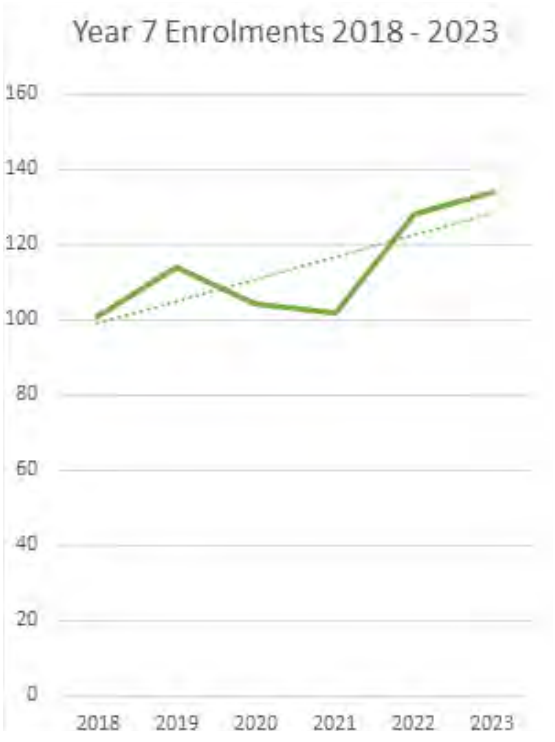
Our focus: Encourage partnerships with the family and the community to support student well-being and success.

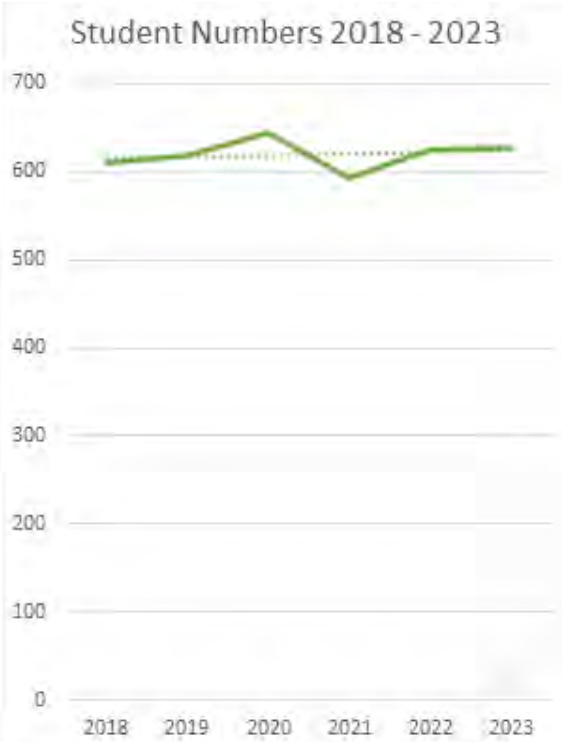
Student Transition to Secondary School

In 2023, our successful partnerships with local primary schools continued. By engaging with our partner schools early, we anticipated a slight rise in enrolments for students transitioning from primary school. A majority of the Year 7 enrolments (67.65%) originated from our partner primary schools, particularly from Middle Swan Primary School and Swan View Primary School. Our overall Year 7 enrolments are increasing, which could be attributed to our enhanced school reputation, the expanded variety of special programs available to cater to diverse student needs, and our comprehensive Transition Program. It is interesting to note that many students (27) transferred from other secondary schools throughout the year.

Year 7 Enrolments	
Year	Students
2018	101
2019	114
2020	104
2021	102
2022	128
2023	136

2023 Year 7 Students		
Primary School	Year 7 Intake	% of Year 7 Cohort
Clayton View Primary School	10	7.35%
Greenmount Primary School	10	7.35%
Helena Valley Primary School	1	0.73%
Herne Hill Primary School	1	0.73%
Middle Swan Primary School	31	22.79%
Midvale Primary School	8	5.88%
Moorditj Noongar Community College	3	2.20%
Swan View Primary School	27	19.85%
Other	44	32.35%





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

Our extended Transition Program including Year 3 and 4 students from partner primary schools continued in 2023. Four schools (Greenmount Primary School, Middle Swan Primary School, Midvale Primary School and Swan View Primary School) . We continued our “Science Roadshow” at Swan View Primary School, and introduced the program to Midvale Primary School in 2023. This program involves Kindergarten and Pre-Primary students participating in Science learning experiences and activities.

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



PHOTO: Ms Michaela Perry conducting the Science Roadshow with Pre-primary students at Midvale Primary School.



PHOTO: Year 4 students from Middle Swan Primary School on their Robotics and Media Transition Day with Mr Jonathan Francois (Network Support Officer) and Dr George Sekulla.

3.1 Consistent practices with partner schools are used to support student transitions beginning at Year 3 or Year 4	Not achieved	In progress	Achieved
Increase the number of partner schools interacting with Swan View SHS from four to all local area partner schools (eight).			✓

Community and Corporate Partnerships

Partnerships with the community and the corporate world have become indispensable for school success. Swan View Senior High School has leveraged these partnerships to significantly enhance our School's visibility, expand the boundaries of the classroom, tap into diverse expertise and resources, and equip tomorrow's adults with the essential foundations and connections necessary to excel in a global environment. Swan View Senior High School extends heartfelt gratitude to each corporate and community partner for their invaluable support and contributions throughout 2023.



PHOTO: Students participate in the ABCN Future Thinkers excursion.



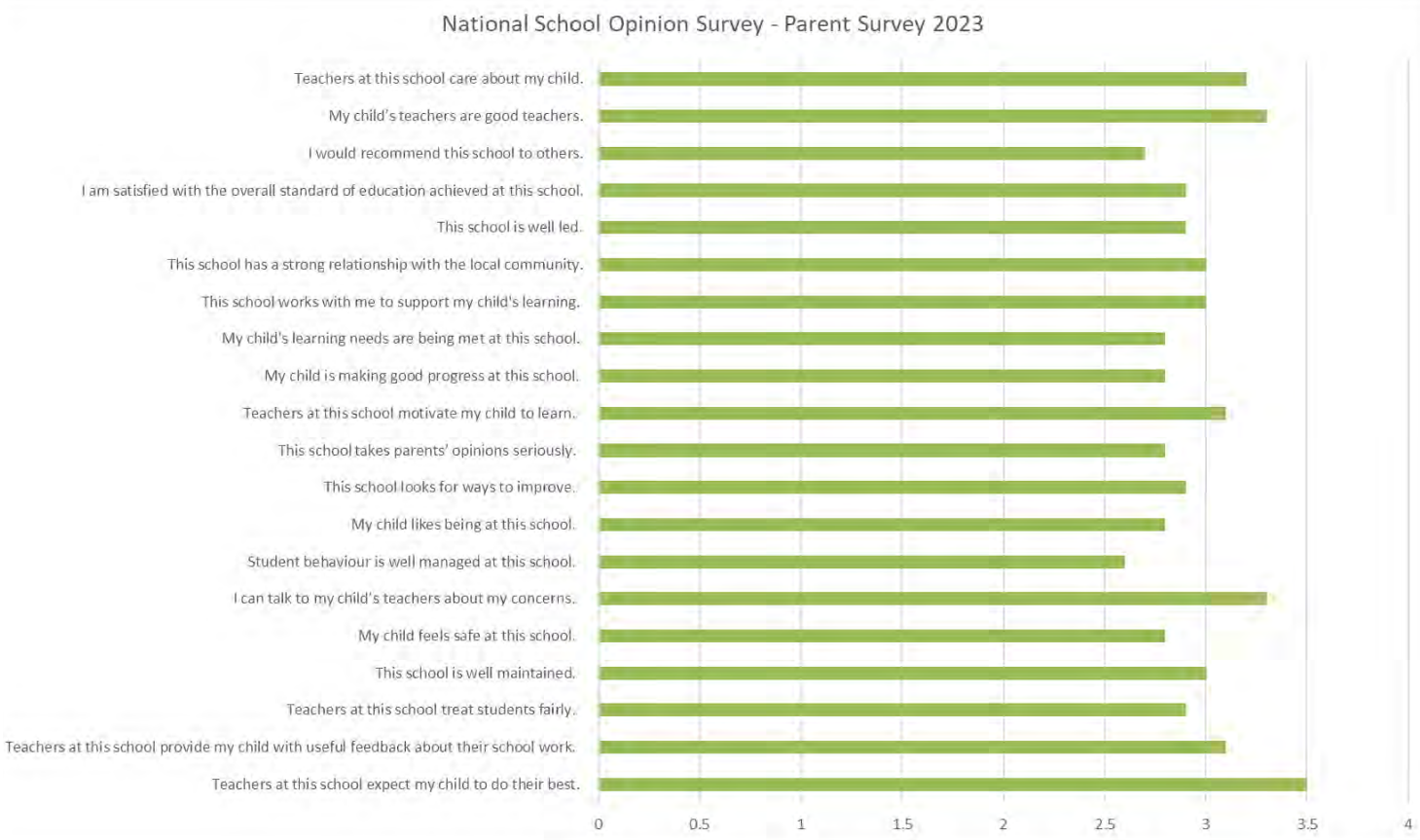
PHOTO: Arikihana Leota-Padlie wearing the Swans Elevate uniform shirt. The program is supported by Swan Districts Football Club, CAT WesTrac, and Bendigo Bank Mundaring.

- 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

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

Family and Community Perception

Results from the 2023 National School Opinion Survey - Parent Survey identify a need for attention to student behaviour management and student safety. On a positive note, the majority of respondents affirm that teachers demonstrate care for their children and inspire them to learn. Additionally, they express confidence in their ability to communicate effectively with their child's teachers. By acknowledging and capitalising these strengths, the school can enhance its ability to deliver a supportive, engaging, and high-quality educational experience for students, parents, and the broader community. Continuous efforts to build upon these strengths will contribute significantly to the overall success and positive perception of the school.



3.3 Staff and families use effective communication channels and the role of the family in secondary education is well understood by parents	Not achieved	In progress	Achieved
Increase the parent response rate from 69 responses to 120 in the TTFM.	Could not be assessed.		
Improve the TTFM results for Parents feel welcome from 6.8 to 7.2.	Could not be assessed.		
The TTFM parent survey score for Parents are informed in 2020 increases from 6.8 to 7.0.	Could not be assessed.		
The TTFM parent survey score for School supports learning in 2020 increases from 7.0 to 7.2.	Could not be assessed.		

Achievements

- Continued increase in Year 7 enrolments.
- Increased partner primary school participation in Year 3 and 4 transition activities.

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 maintain high expectations for Aboriginal students and offer learning experiences that help them achieve their full educational potential. At the classroom level, the focus has been on ensuring that teachers are well-versed in the curriculum and effective delivery methods. Additionally, teachers are encouraged to understand how culture and experiences influence Aboriginal students' learning and to provide accurate assessments and quality feedback to both students and their parents or caregivers to support their educational progress.

In Year 12 2023, there were seven Aboriginal students, six girls and one boy, who were eligible to achieve their WACE. Four of these were able to do so (57%). This was in comparison to 71% of WACE eligible Aboriginal students who achieved their WACE across the State. Six Year 12 students completed a Certificate II or higher (86%). With 69% 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 Lateisha McGowan with a Gold 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 includes the Principal and members from Follow the Dream, the Swan View Clontarf Academy, and the Swan View Stars Foundation. The Clontarf Academy and Stars Foundation focus on increasing student engagement to improve school attendance and support students in securing post-school employment or further study.

The Follow the Dream program collaborates with these engagement initiatives and school staff to provide academic support, aiming to close the achievement gap between Aboriginal and non-Aboriginal students. We work closely with families, the community, and key stakeholders to address barriers to attendance and achievement, offering enrichment and extracurricular activities to build capacity, resilience, and academic success. This program empowers Aboriginal students to complete school and transition to university, employment, apprenticeships, traineeships, or technical training. It includes mentoring, specialist tuition, leadership development, cultural celebrations, and career planning. The program is voluntary and held after school, allowing students to focus on their education and goals.

Achievements

- One Aboriginal student in Year 10 was awarded 2023-2026 ABCN Accelerate Scholarships, being one of only five awarded in Western Australia, and of 32 across Australia.
- Nine Aboriginal students across Years 10-12 from 2024 are on scholarships with the Aurora Foundation: High School Program. There were three new recipients announced under new criteria for 2024.

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 at the airport before their ABCN trip to Sydney.

Polly Farmer Follow the Dream

Swan View Follow the Dream Awards Ceremony	
Attendance Award	
Hamish Cavallaro	Aaliyah Addenbrooke
Anthony Hill	Kyle Hill-McNally
Aaliyah May	Lateisha McGowan
Best Follow the Dream Program Participant	
Anthony Hill	Kyle Hill-McNally
Most Promising New Members	
Shakaya Barfield	Tina Narrier
Lily Detloff	
Leadership and Citizenship Award	
Anthony Hill	Aaliyah May
Academic Award	
Ethan McLennan	Lateisha McGowan
	Hayden Linton



PHOTO: Ethan McLennan and Dr George Sekulla at the Follow the Dream Awards Ceremony.



PHOTO: Ms Kellie Tucker (Program Manager - Swan View Stars Foundation) and Anthony Hill at the Follow the Dream Awards Ceremony.

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	
Hamish Cavallaro	Riley Maxwell
Academic Awards	
Ethan McLennan	Hayden Linton
Training Awards	
Kyle Hill-McNally	Junior Williams
Mark Bropho	Raphael Pryor
James Woods	Anthony Hill
Charlie Becker	Hamish Cavallaro
Jayden Chadwick	Juan Cross
John Egan	Jaamal Aliyyu
Nathaniel Bartlett	
Attendance Awards	
Karlance Humes	Kyle Hill-McNally
Deyonta Andersen	Riley Maxwell
Mark Bropho	Hayden Linton
Ethan McLennan	Johnnie Black
Hamish Cavallaro	James Woods
Anthony Hill	Patrick Alley
Billy Randall-Goddard	Nathaniel Bartlett
Charlie Becker	Jayden Chandwick
Rahman Fisher	Jay Gavranich
Josh Martin	Michael Narrier
Tyrone Quartermaine	Junior Williams
Leadership Awards	
Patrick Alley	Anthony Hill
Ben Borg	Mark Bropho
Hamish Cavallaro	
Rising Star	
Jay Gavranich	
Citizenship Award	
Billy Randall-Goddard	
Spirit Award	
Michael Narrier	
Maali Medal	
Raphael Pryor	





PHOTO: Jayden Chadwick, Rahman Fisher, Mark Bropho, Juan Cross, Nathaniel Bartlett, James Woods, Hamish Cavallaro, Joshua Martin, X, Jamaal Aliyyu.



PHOTO: Riley Maxwell, Mrs Mechelle Turvey and Hamish Cavallaro at the Clontarf Awards Evening.

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	
Anna-Leigh Smith	Lateisha McGowan
Tamzin WIllsmore	
High Attenders	
Shakaya Barfield	Savannah Hansen
Rising Star	
Shakyra Colbung	Tina Narrier
Star of the Year	
Meraime Warra	Venessa Ninyette



PHOTO: Kiana Adams, Delta Dawson, Venessa Ninyette, Alexa Watson, Siobhan Sudholz.



PHOTO: Stars students from six secondary schools competed in the inaugural AFL Carnival.



PHOTO: Savannah Hansen and Ms Gaynor Manning (Follow the Dream Coordinator) at the Stars Awards Ceremony.



PHOTO: Ms Katrina Jetta (Stars Mentor) and Jaylee Watson at the Stars Awards Ceremony.

Inclusive Education

Teaching and Learning

In Semester 2, we trialled a social skills and self-regulation program that was designed to specifically assist students with Autism across the school. Led by the Learning Support Coordinator, this program has been widely accepted and appreciated and will continue into next year.

Over the past two years, staff have undergone education and training in writing and reporting on Documented Plans. Plans include individual or class specific goals including accommodations necessary to assist the student/s in meeting those goals. Staff are now proficient in their understanding and requirements as an educator in creating and reporting on these plans twice a year.

Student and Community Engagement

There are many community members who volunteer their time to our school for different reasons. A long-standing program is the Volunteer Reading Program that is run each Tuesday and supports students not already linked to specialised programs. During Term 4, the school held a special morning tea to celebrate the work of the Volunteers along with the students and the students achievements. It was led by the Coordinator: Mrs Tracey Luxton and attended by the Principal: Dr George Sekulla.



PHOTO: Ashlee Johnson, Jakob Houghton and Faye Carty during gardening.



PHOTO: Lilya Craig completing programming activities during Digital Technologies.



PHOTO: Junior Williams programming robots during the Robotics program.



PHOTO: Jasper Fouche, Ashlee Johnson and Kerensa-Lily Perrella learning how to use tools in Woodworking.

Education Support Centre

The Integrated Education Support Facility provides the opportunity for students with disability to engage in programs within the Centre and across the school. There are two-year groups in most classes, allowing students to interact with a range of ages and abilities while also providing a natural environment of role modelling and leadership from older students to the younger. Community is a major focus in how we work with families to ensure students develop into the best version of themselves. Due to the increase of enrolments during Semester 1, we were privileged to open a fourth classroom for semester two. This resulted in one upper school class, two lower school classes and the implementation of a functional living skills class. This new class was designed to develop life skills in students with higher needs through a functional curriculum that would better serve them to become active community members in their post school lives.

Education Support Centre Student Numbers				
	2020	**2021**	**2022**	**2023**
Placement (Standard)	5	5	8	16
Placement (Local)	8	13	19	9
Non-funded students	13	2	8	4
Section-24			1	1
Integrated Learning (Mainstream students)			1	
Total	26	20	37	29
% Enrolled students	50%	90%	78%	86%

Data source: School Information System (SIS)



PHOTO: Seth Brown and TJ White.

Curriculum and Programs

The focus of our programs is based on the general capabilities of Literacy, Numeracy and Personal and Social Capability. Documented Plans are created and reported on twice annually with evidence collected to reflect learning and progress specific to each student's needs. These Plans are devised in collaboration with the parent, teacher and where necessary: the therapists.

Building on the implementation of ASDAN into the curriculum last year, we introduced a new program for middle school students: Key Steps. This is an individualised project-based program, providing learning experiences that can be aligned with the WA Curriculum and all aspects of the Centre's overarching social emotional programs. Key Steps allows students to develop, record and certify their personal skills, qualities and achievements.

Ongoing middle school programs delivered by specialist teachers include the Department of Education's Protective Behaviours program, focusing on child abuse prevention as well as the Talkabout Program which is a comprehensive social communication program.

Many upper school students commenced work placements at the start of the year with one student accepting a School Based Traineeship through Taco Bell in Midland. Students also completed a Certificate Program: Functional Skills, designed for individuals who require significant foundation skills support to access vocational learning pathway.

Each year students are invited to attend camp. In an attempt to cater to the different needs of students, attendance was offered in a range of ways: day trips, half day trips and overnight. Activities included; archery, orienteering, amazing race, sports and fishing.

Each Term students from different Education Support facilities come together to participate in the Kalability Carnivals facilitated by Kalamunda Education Support Centre. Modified sports include Cricket, Basketball, AFL and Soccer. This year students in the Education Support facility won trophies for being the best player and having the most points. These carnivals build confidence in students while also teaching them good sportsmanship. 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		
ASDAN – New Horizons	Zones of Regulation	Food and Nutrition
ASDAN – Key Steps	Travel Training	Visual Art
Literacy – Mini / MacqLit	Horticulture	Photography
Numeracy – JEMM	Media	Drama
Protective Behaviours	Science, Technology, Engineering, Mathematics (STEM)	Humanities and Social Sciences (HaSS)

Upper School Programs		
Preliminary Courses	**Endorsed Programs**	**Independent Living and Community Based Life Skills**
English	Workplace Learning	Certificate I in Foundation Skills
Mathematics	ASDAN - Toward Independence	Community Awareness
Health	Keys 4 Life	Protective Behaviours
Physical Education		E-Safety



PHOTO: Education Support Centre students participating in Travel Training.



PHOTO: Seth Brown, TJ White and Brady Carew at Kalability.



PHOTO: Angel Hart and Faye Carty making pizzas during Cooking.



PHOTO: Students play Monopoly to improve Mathematical skills.

Staff

The growth in student numbers across the Centre resulted in an increase of staff. Each class is led by a teacher and 2.0FTE education assistants. There is currently 12.5 FTE for Education Assistants across the school.

With staff being the biggest asset to our Centre by promoting education and wellbeing to students, they are encouraged to source training opportunities in their area of need. Staff remain up to date with current trends through professional reading and professional conversations and are motivated by projects and additional roles which assist in the smooth running of the Centre.

External Services Support

Therapists provide a range of interventions and supports to assist their clients (our students) to better communicate, understand the world around them and have an overall improved quality of life. The School celebrates the work therapists do and however possible, we support therapists working on site with students in collaboration with parents/caregivers.

There were 45 therapists regularly visiting with students this year.



PHOTO: Seth Brown, Jakob Houghton, Faye Carty, Angel Hart, Dana Hart, Kerens-Lily Perrella, Dean Lawson and Thomas Brooks at the Education Support Centre Camp.

Education Support Centre Staffing			
	Headcount		FTE
Administration Staff	Part Time	Full Time	
Deputy Principal		1	1.0
Teaching Staff			
Learning Support Coordinator	1		0.6
Teachers	3.6	4	7.6
Allied Professional Staff			
Lead Education Assistant		1	1.0
Education Assistants	5	8	12.8
School Officer		1	1.0
Total	22.6	13	21.6

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

Achievements

- Successful trial – Social Club designed to support students with Autism in better managing to regulate and practice socially acceptable behaviours.
- Successful Trial - modified Specific Learning Program (SLP) to support students with Autism retain a C grade average. The trial proved to be successful and this initiative will continue into 2023.
- A Lead Education Assistant was appointed to provide support to staff and students and have input into intervention programs.
- Implementation of Assembly's specific for families of students in the Education Support Facility.

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.

Our Why:

- Building positive relationships among students, staff, and the community.
- Supporting the whole school cohort to achieve the best outcomes academically and socially.
- Be positive role models by displaying DARE behaviours.
- Positively representing the school at events in and out of school.

2023 Business Plan Projects

SRC Meetings
All SRC members meet fortnightly to discuss upcoming events, ideas, suggestions and current school issues. Members are involved in taking minutes and being the chairperson of meetings.

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 help to organise and attend 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.

Positive Behaviour Support (PBS) Awards
SRC students encourage and model the behaviours in the DARE matrix. SRC members to assist developing a "Good Choices" poster to be displayed around the school and in classrooms.

Health and Wellbeing
Head Boy and Head Girl meet with Dr Sekulla each Term to discuss achievements and concerns. SRC members to attend a reward afternoon each semester.

Primary School Partnerships
- Partner Primary School visits
- Promotional visits
- Year 3 and 4 Robotics and Media Program
- Year 6 Transition Days

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

Student Representative Council	
Name	Year
Shakaya Barfield	7
Miles Fillmore	
Rhenae Beagley	8
Ben Borg	
Mia Tims-Blacklock	
Kevin Ing	
Taania Gareke	9
Drew Jackson	
Glydine Magadia	
Shanice Moore	
Lucas Bergin	10
Aaliyah May	
Rachel Watson	
Patrick Alley	11
Hayden Carter	
Amy Harapeet	
Daniel Koti	
Chloe Raphael	
Shantè Regnault	
Kiana Adams	12
Dylan Arjoon-Cloghan	
Oska Dunn	
Matthew Goble	
Amber Headley	
Geann Magadia	
Angela Risteska	

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: Kevin Ing, Drew Jackson, Shakaya Barfield and Rhenae Beagley.



PHOTO: Rachel Watson and Taania Gareke assist in classes on Transition Days.



PHOTO: Shakaya Barfield and Miles Fillmore.



PHOTO: SRC students at the SRC Camp.



PHOTO: Dylan Arjoon Cloghan and Angela Risteska.



PHOTO: Kevin Magadia assists Greenmount Primary School students on Orientation Day.

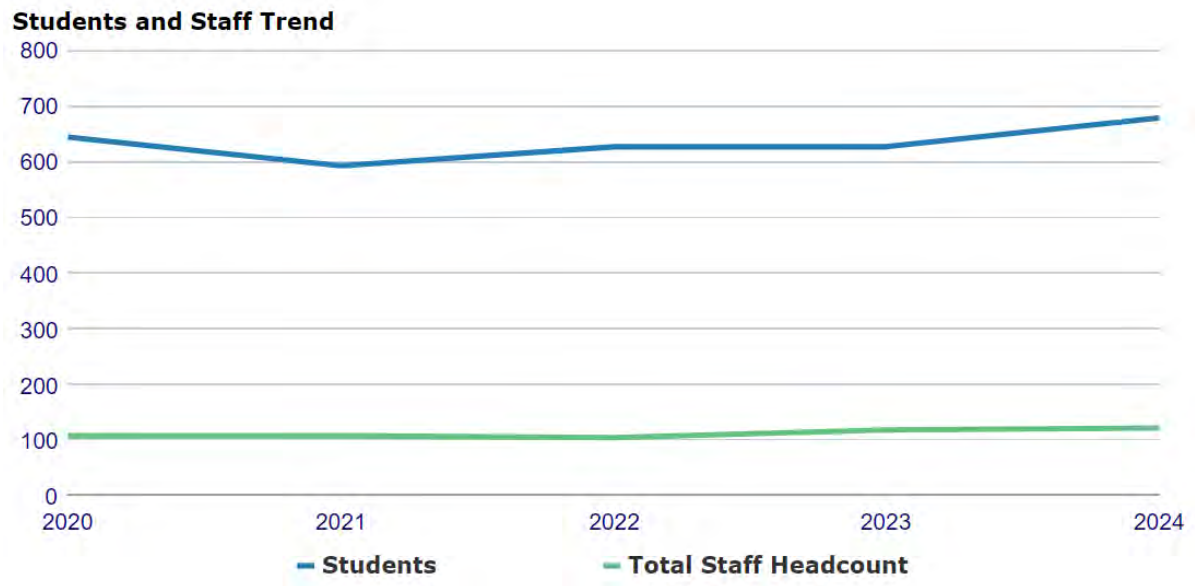
Workforce

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 2023, Swan View Senior High School employed 119 staff, consisting of 61 teaching staff and 58 Allied Professional Staff.

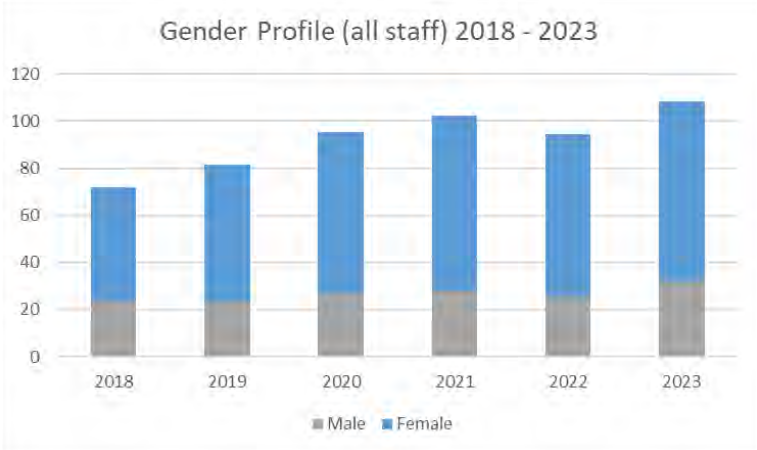


Data source: Schools Resourcing System - Dashboards - 35 Workforce Policy - 35 Workforce Profile

Staff Categories	
Executive	
Principal	1
Deputy Principals	3
Manager Corporate Services	1
Senior Leadership Team	
Heads of Learning Areas	5
Program Coordinators	2
Teaching Staff	
Level 3 Teacher	
Other Teaching Staff	49
Allied Professional Staff	
School Officers	20
Education Assistants	24
Gardening and Maintenance	9
Other Non-teaching Staff	5

Students and Staff Numbers				
Year	Total Staff Headcount	Teaching Staff Head-count	Allied Professional Staff Headcount	Students
2018	85	48	37	610
2019	96	51	45	618
2020	109	58	51	645
2021	114	62	52	593
2022	105	54	51	626
2023	119	61	58	627

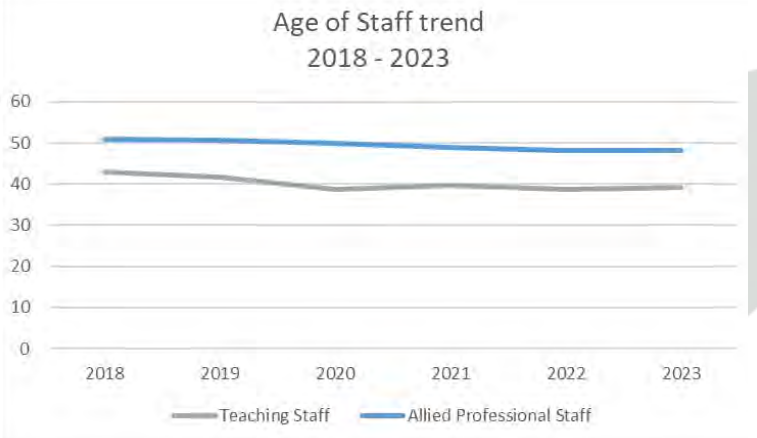
We continue to have high female representation in all areas of staffing, in particular our Senior Leadership Team where Women in Leadership is 57.15%, above the national average in Education and Training of 55% (Australian Government Workplace Gender Equality Agency).



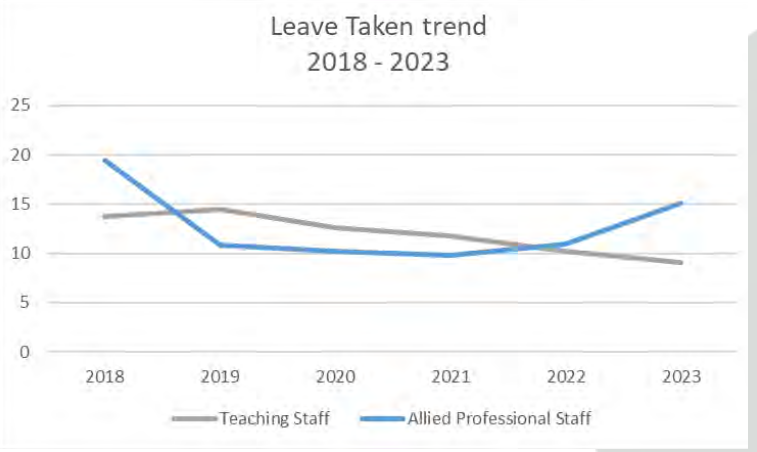
Gender Profile FTE (all staff)		
Year	Male	Female
2018	23.8	48.07
2019	22.85	58.69
2020	26.82	68.45
2021	28.4	73.93
2022	26.1	68.4
2023	32.2	76.4



Gender Profile (Senior Leadership Team)		
Year	Male	Female
2018	3	9
2019	2	9
2020	3	10
2021	5	15
2022	7	10
2023	6	8



Age Profile		
Year	Teaching Staff	Allied Professional Staff
2018	43.00	51.0
2019	41.60	50.70
2020	38.70	49.80
2021	39.80	48.90
2022	38.80	48.10
2023	39.10	48.20



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
2023	9.1	15.1

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

Acknowledgement of Service

The School has been fortunate over the years to have employed staff that have demonstrated commitment and hard work to improve outcomes for our students. Acknowledging this important service to our School community is an important action to ensure staff are valued. In 2023, the School implemented an initiative to acknowledge staff service by awarding lapel pins for three categories: Bronze (five years), Silver (10 years) and Gold (20 years). On the final day of each year, staff will be awarded the lapel pins reflecting their years of service.



PHOTO: Ms Kate Rogers (Head of Learning Area - The Arts) awarded a Gold Service Pin by Dr George Sekulla.



PHOTO: Mrs Nanette Burke (School Officer) awarded a Silver Service Pin by Dr George Sekulla.

Pins Awarded in 2023

5 YEARS		10 YEARS		20 YEARS	
Name	Years	Name	Years	Name	Years
Vicki Atkins	5	Justine McCann	10	Karen Scriven	20
Lauren Haese	5	Ian Gilles	10	Sargon Darmo	21
Michaela Perry	5	Florentino Ramirez	11	Kazimierz Knitter	21
Brooke Scolt	5	Bich Nguyen	12	Christina Bay	21
George Sekulla	5	Vivien Colquhoun	13	Sally Bradley	25
Kellie Tucker	5	Stephen Bezant	13	Kate Rogers	25
Andi Warwick	5	John Vidler	16	Raymond Higgott	30
Shirley Muir	5	Nanette Burke	17		
Argiris Papas	5	Tracey Warwick	17		
Samantha Schofield	5	Denise Cunningham	18		
Zoe Baldock	6	Karen Scriven	18		
Anne De Souza	6				
Bronwyn Jacobson	6				
Kelly Klymiuk	6				
Samantha-Jo Rinaldi	6				
Kerri Coops	7				
Denise Cowin	7				
Paul Judge	7				
Aree Latham	7				
Angela Magee	7				
Pablita Menchavez	7				
Laura Raven	7				
Jonathan Francois	8				
Lita Holmes	8				
Justine McCann	8				



PHOTO: Mr Kazimierz Knitter (Cleaner) awarded a Gold Service Pin by Dr George Sekulla.

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. A highlight of the year was introducing and hosting the Coalition of Midland Schools (COMS) School Development Day. This day provided staff from local schools the opportunity to collaborate, network, and participate in professional learning together.

2023 Staff Development Days	
Date	**Main Topics**
Monday 30 January	2022 Year 12 Data Analysis School Processes Aboriginal Education Learning Area Planning
Tuesday 31 January	Inclusive Education Student Services Positive Behaviour Support (PBS) Learning Area Planning
Monday 24 April	**Coalition of Midland Schools Staff Development Day** Positive Behaviour Support (PBS) Provide First Aid Team Teach Additive and Multiplicative Mathematics Inquiry Based Learning Science of Explicit Teaching Differentiation Assessment for Learning NEM Language Development Centre Berry Street Education Model Critical Incidents Reconciliation Action Plans NAPLAN Data Analysis Quality Teaching Strategy
Monday 17 July	Learning Area Planning Differentiation
Monday 11 October	Attention Deficit Hyperactivity Disorder (ADHD) Assets and Disposal Student Services Trauma Informed Practice 2024 - 2026 School Vision



PHOTO: Mr Chris Bekker (Teacher - Science) and Mr Tim Guo (Teacher - Mathematics).



PHOTO: Ms Mel Meyer (Student Support Officer - Year 8) and Mr Jon Jon Ramirez (School Chaplain).

2023 Staff Meetings	
Date	**Main Topics**
Monday 20 February	Behaviour Management Processes Career Exploration Hearing Loss Awareness
Monday 20 March	Positive Behaviour Support (PBS) Student Services
Monday 15 May	Lesson Objectives and Success Criteria Gender Diversity and Sexuality
Monday 12 June	Positive Behaviour Support (PBS) Lesson Objective and Success Criteria Consistent Classroom Practices Quality Teaching Strategy and Teaching for Impact
Monday 7 August	Positive Behaviour Support (PBS) Students with Special Educational Needs (SEN) Plans and Reporting
Monday 5 September	Berry Street Education Model
Monday 30 October	Positive Behaviour Support (PBS) Teach Well Students with Special Educational Needs (SEN) Plans and Reporting
Monday 27 November	Positive Behaviour Support (PBS) Compass - Student information platform

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 (Semester 1)
Human Resources Coordinator	Mrs Vivien Colquhoun
VET, SIDE and Enrolments	Mrs Janet Criddle
Payments and RM Billing	Mrs Denise Cunningham
Reception	Mrs Brooke Exell
Library, Assets and Records Management	Ms Lauren Haese
School Officer	Ms Nicola Hoglin
Enrolments	Ms Katie James
Workplace Learning	Ms Samantha Rinaldi
Business Support Officer	Ms Andi Warwick
The Arts	
Head of Learning Area	Ms Kate Rogers
	Ms Zoe Baldock
	Mr Bailey Hester
	Mr Paul Judge
	Ms Tahnee Thompson
	Ms Jemma Whelan
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 (Semester 1)
	Mr Tom Evans
	Mrs Ashley Ezard
	Ms Hayley Forrest
	Mrs Lara Geach
Learning Support Coordinator	Mrs Brooke Scolt
School Officer	Ms Jessica Higgs (Semester 1)
School Officer	Ms Taree Cooke (Semester 2)

Education Assistants	
	Mrs Vicki Atkins (Terms 1 - 3)
	Ms Kerri Coops
	Mrs Anna Cotter
	Mrs Denise Cowin (Semester 1)
	Ms Rosalie Dubbelboer (Semester 1)
	Ms Belinda Grose
	Mrs Corinne Henry
	Mrs Tracey Luxton
	Mr Graham Malynn
	Ms Anthea Mills
	Ms Ashleigh Moran
	Mrs Shirley Muir
	Mrs Sheryl Puke
	Ms Danielle Thiel
	Ms Penny Watkins
Follow the Dream	
Program Coordinator	Ms Gaynor Manning
Grounds and Utilities	
	Mr Michael Burke
	Mrs Terri Burke
	Mrs Brooke Muhic
Health and Physical Education	
Head of Learning Area	Mr Stephen Bezant
	Mr Michael Garfield
	Mr Luke Kavcic (Semester 1)
	Ms Stephanie Klimczyk
	Ms Constance McIntosh
	Mr Caelan Toki
	Mr Michael Zampogna
Humanities and English	
Head of Learning Area	Mrs Tammi Bouffler
Teacher in Charge – Humanities and Social Sciences	Mr Robert Vernon
	Mr Lucas Bennett
	Mr Peter Crayden
	Mrs Anne DeSouza
	Ms Grace Dutton-Waterford
	Ms Alis Hart (Semester 1)
	Ms Annalise Hayman
	Ms Julie Howlett
	Ms Miriam Ifould
	Mrs Baljeet Kaur (Semester 1)
	Mrs Caroline Marriette

Humanities and English (continued)	
	Mr Simon Marriette
	Ms Samantha Schofield
Languages - Japanese	Mr Paul Townsend
	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
Teacher in Charge – Science	Ms Michaela Perry
	Ms Jessica Beaumont
	Mr Chris Bekker (Semester 2)
	Mr David Bickerton (Semester 2)
	Ms Jessica Cicchini (Semester 1)
Laboratory Technician	Ms Julie McConnell
	Mr Rhys Papas
	Mrs Premita Seegoolam
	Ms Jyoti Sharma
	Mr Timothy Wallis
Student Services	
Student Support Officer (Upper School)	Mrs Sophia Mathers
Program Coordinator – Student Services (Lower School)	Mr Daniel Mills (Semester 1)
Program Coordinator – Student Services (Lower School)	Mr Tom Jones (Semester 2)
Student Support Officer (Year 7)	Ms Annabeth Bateman
Student Support Officer (Year 8)	Ms Melissa Meyer
Student Support Officer (Year 9)	Mrs Tracey Warwick
Student Support Officer (Year 10)	Ms Pauline Manser
Tier 2 Engagement Officer	Mrs Emily Goerke
Triage	Mrs Christine Davey
School Psychologist	Mr Mitchell Powell
School Nurse	Mrs Lyndsay-Sue Gannaway
Absentees	Mrs Nikki Malynn
School Chaplain	Mr Jon Jon Ramirez
Attendance Officer	Ms Taree Cooke (Semester 1)
School Officers	Ms Danielle Haese (Semester 2)
	Ms Katie James (Semester 1)
	Ms Chantelle Mokomoko (Semester 1)

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 (Terms 1 - 3)
	Mrs Vicki Atkins (Term 4)
Technologies	
Head of Learning Area	Mr John Vidler
Home Economics Assistant	Mrs Sharee Innes
Technical Assistant	Mr Ray Higgott
	Mrs Shelley Molenda
	Mr Johnny Ripley
	Mr Geoffrey Serafini
	Mrs Anna Taylor
	Ms Ruby-Jane Walkden
	Mr Ryan Winfield



PHOTO: Mr Paul Judge (Teacher - The Arts).



PHOTO: Ms Ruby-Jane Walkden (Teacher - Technologies).

School Revitalisation

The School has embarked on significant upgrades to ageing infrastructure improving students and staff access to high quality facilities in 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. Works involving upgrades or maintenance to reduce ongoing costs and prevent blow out costing from major breakdowns and structural failures are given high priority. The School has made the decision to prioritise aesthetic improvements.

Nearing the end of this Capital, Minor Works and Maintenance Plan, maintenance works have reduced due to completion resulting in 2023's works being more aligned with improving facilities. The School has been working on a new five year plan to review and re-establish direction of resources towards School grounds and facilities.

Some of the many projects completed in 2023 include:

Learning Spaces

- SIDE room carpet replaced to improve learning conditions, including aesthetics and comfort for students.
- Resurface of the Gymnasium parquetry floor and skirtings boards to provide a renewed playing surface for the start of the year and extend the useable life of the floor.
- Previous Swan View Clontarf Academy learning space refurbished, including restoring and cleaning brick wall and painting of unsealed shelving in preparation for an additional classroom assigned to the Technologies Learning Area.
- New shelving in Library to provide additional storage for student reading materials and teacher resources.
- Upgrades to the PA system, improving safety and accessibility while facilitating dimmer switches to minimise disruptions during exams.

Student Facilities

- School Nurse office carpet replaced to create a safe and welcoming environment for student health consultancy.
- School Psychologist office relocation to provide a safe and comfortable space including a more discrete and private location.
- Replaced main school server allowing additional storage space for staff and students and facilitate increased ICT in delivery of education.
- Additional three phase power circuits installed in Canteen to allow for increased commercial equipment such as a cooktop, providing a greater variety of healthy eating choices for students whilst reducing costs to students.
- Seventy-five new computers to provide additional ICT access for students, including high performance machines to allow use of the latest software and improved delivery of learning in the Technologies Learning Area.

Staff Facilities

- Board Room power and ICT services installed to facilitate improved technology in meetings, including participant and special guest remote logins and collaborative Webex meetings.
- Rebuilt the benches in the Science Laboratory Preparation Room.

Student Recreational Areas

- New large tree near Media room providing natural shade to students during break times.
- New lawned area near Media room to increase available space for students at break times and soften external aesthetics.

Landscaping

- Three garden beds revitalised, including new reticulation systems and replanting. Focus on ensuring colour and trees were part of plant selection to brighten recreation areas for students while being environmentally mindful.
- Aged bike rack removed from southeast corner of school grounds to improve streetscape aesthetics and create available space for future projects.

Other

- The Head Boy and Head Girl, Dux, School Executive and Staff Photo boards installed. The boards in reception have been a talking point for students and visitors. Honour boards acknowledge excellence and dedication and can assist in setting positive goals and improving staff and student wellbeing.
- Portable PA system to improve audio visual services at events and functions and reduce ongoing hire fees.



PHOTO: Gardeners planting the new garden bed near the front gate.



PHOTO: Completed new garden bed near the front gate.



PHOTO: Indoor basketball court.

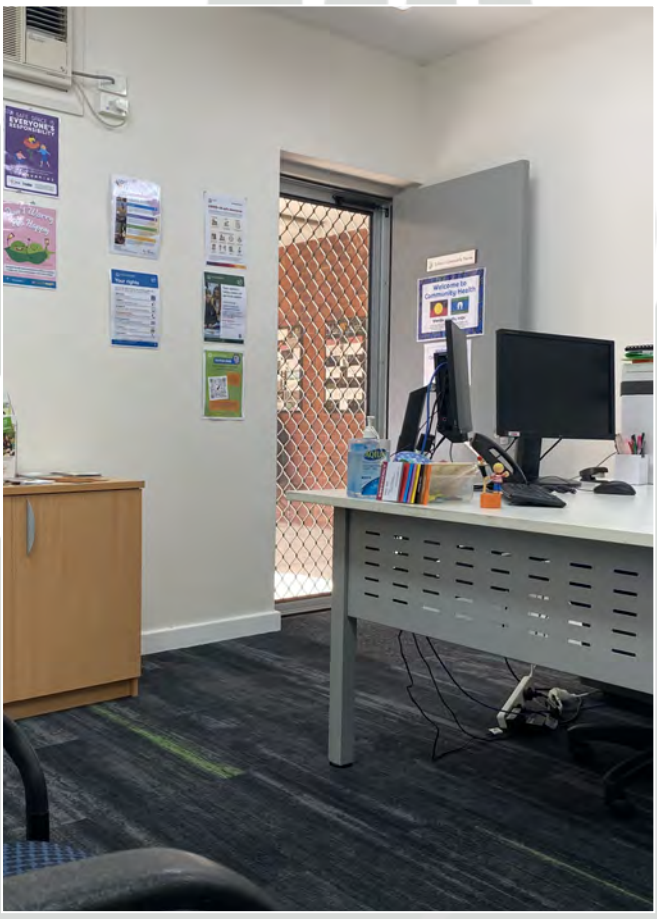


PHOTO: Renovated Community Nurse Office.

Maali Kaadadjiny Centre Opening

The Maali Kaadadjiny Centre (Swan Learning Centre) was officially opened by the Hon. Dr Tony Buti MLA, Minister for Education on 21 July 2023. The ceremony was well attended - 52 guests. The MCs for the event were Aaliyah May and Billy Randall-Goddard. Both students carried out their roles brilliantly and were wonderful ambassadors for our School. Thank you to Mr Patrick Egan for his amazing Welcome to Country and organising the Smoking Ceremony.



PHOTO: Hon Dr Tony Buti MLA (Minister for Education; Aboriginal Affairs; Citizenship and Multicultural Interests), Aaliyah May and Billy Randall-Goddard.



PHOTO: Dr George Sekulla.



PHOTO: Hon Dr Tony Buti MLA.



PHOTO: Cr Jo Cicchini, Senior Constable Bevan O'Donnell, Hon Donna Faragher MLC



PHOTO: John Mogridge conducted a smoking ceremony.



PHOTO: Billy Randall-Goddard.

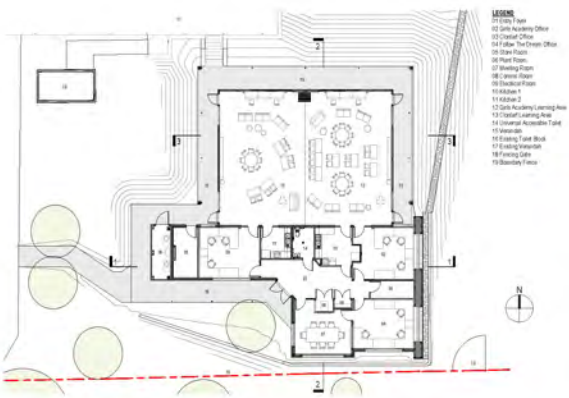












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SWAN VIEW SHS MAALI KAADADJINY CENTRE

SWAN VIEW, WA

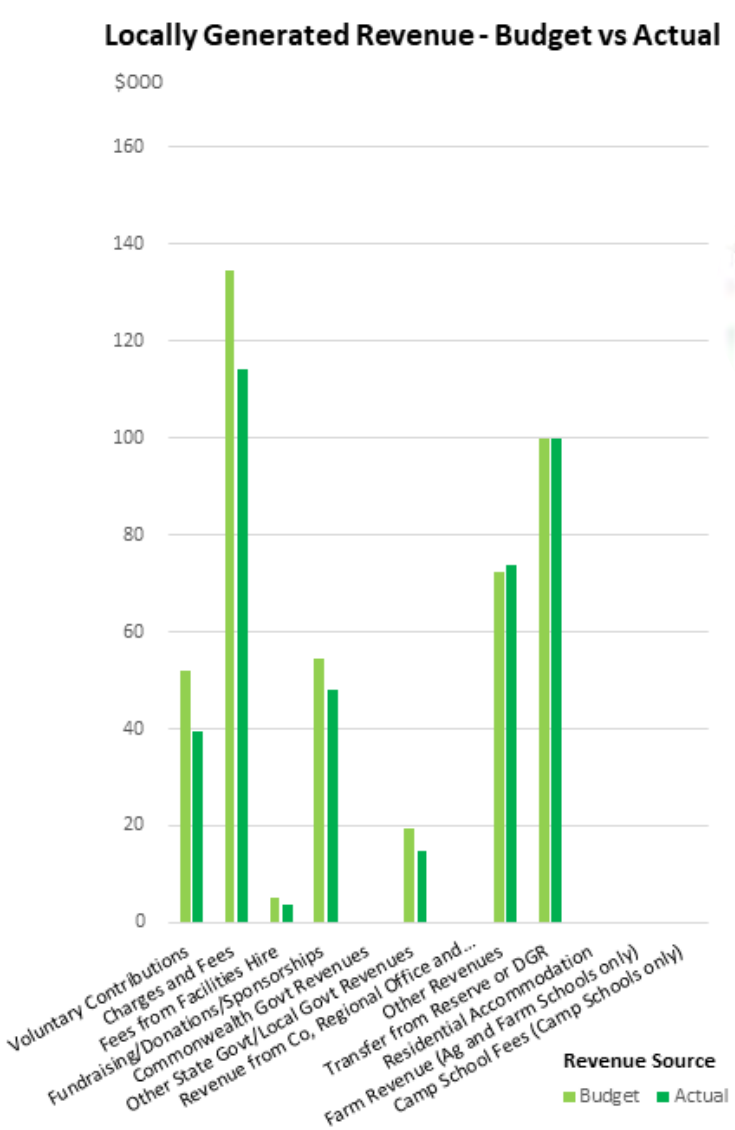
In the outset the Project was to be a refurbishment to the schools existing Cafeteria. However, the School expressed interest in a more appropriate use of the allocated resources and identified the incorporation of a dedicated Aboriginal Education Centre as greater benefit to the school. The school offers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

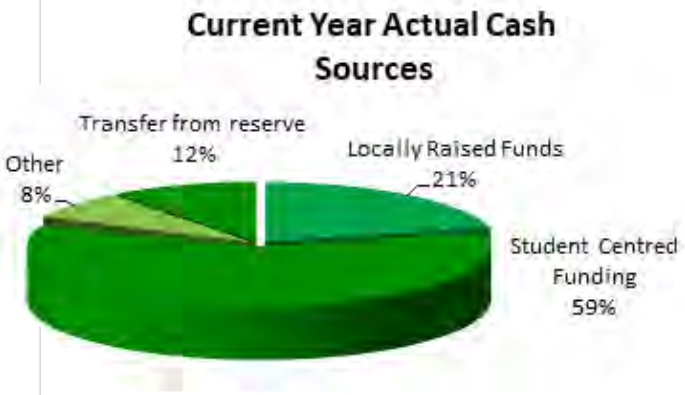
Project Team

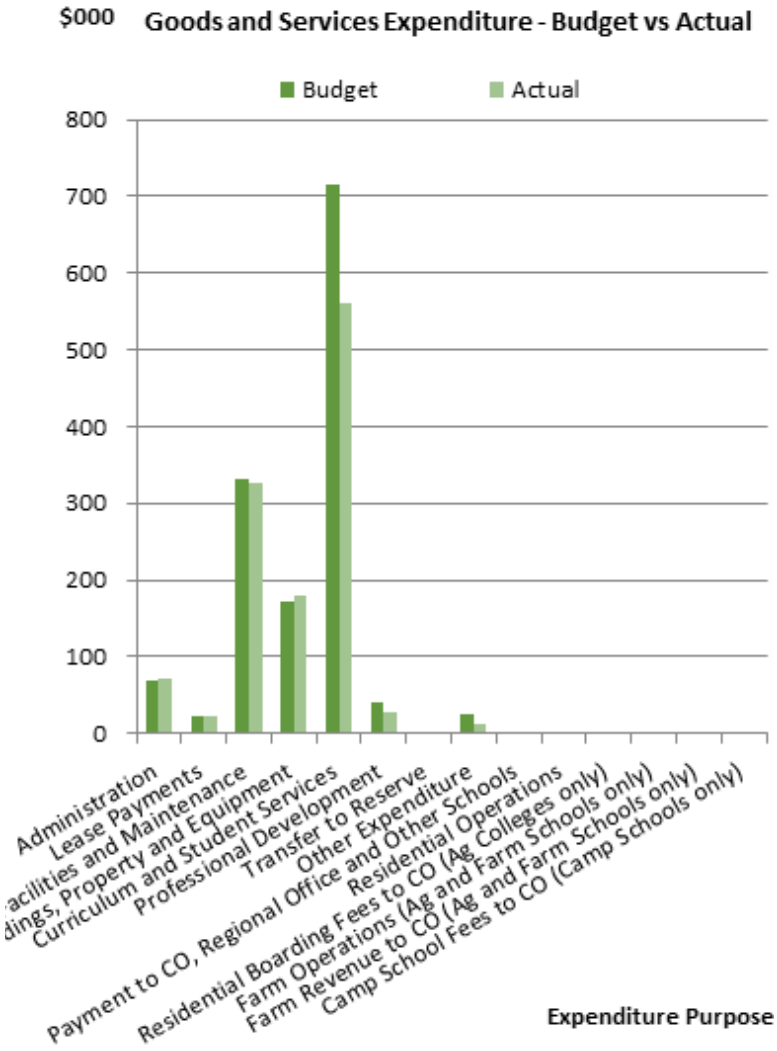
ROLE	NAME
Project Manager	Justin Middleton (Dept. of Finance)
Architect & Interior	Mode
Builder	Solution4Building
Acoustic & Section J	Gabriels Hearne Farrell
Building Certifier	Philip Chun
Quantity Surveyor	RW Quantity Surveyors
Civil & Structural	BPA Engineering
Electrical	ETC Engineering
Hydraulic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

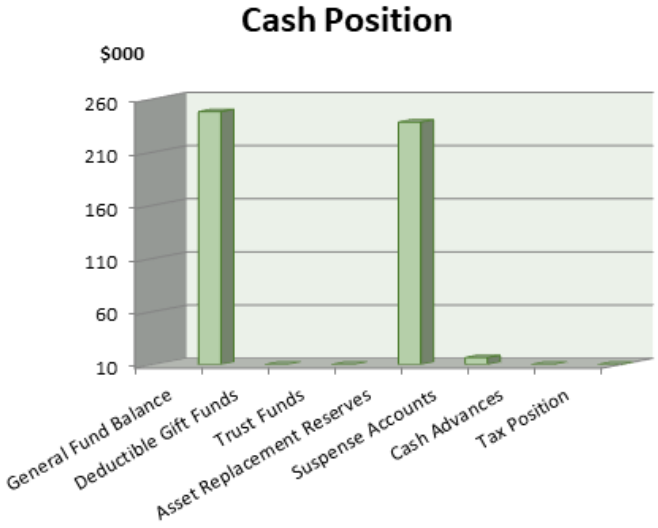
Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	$ 52,046.75	$ 39,444.17
Charges and Fees	$ 134,629.55	$ 114,235.36
Fees from Facilities Hire	$ 5,200.00	$ 3,854.09
Fundraising/Donations/Sponsorships	$ 54,335.05	$ 47,987.48
Commonwealth Govt Revenues	$ -	$ -
Other State Govt/Local Govt Revenues	$ 19,581.25	$ 14,643.75
Revenue from Co, Regional Office and Other Schools	$ -	$ -
Other Revenues	$ 72,530.99	$ 73,686.15
Transfer from Reserve or DGR	$ 100,000.00	$ 100,000.00
Residential Accommodation	$ -	$ -
Farm Revenue (Ag and Farm Schools only)	$ -	$ -
Camp School Fees (Camp Schools only)	$ -	$ -
Total Locally Raised Funds	$ 438,323.59	$ 393,851.00
Opening Balance	$ 480,787.47	$ 480,787.47
	$ 576,260.75	$ 576,260.75
Total Cash Funds Available	**$ 1,495,371.81**	**$ 1,450,899.22**
Total Salary Allocation	$ 11,056,515.87	$ 11,056,515.87
Total Funds Available	**$ 12,551,887.68**	**$ 12,507,415.09**









Cash Position as at 31 December 2022		
Bank Balance	$	**446,041.76**
Made up of:	$	-
General Fund Balance	$	247,761.37
Deductible Gift Funds	$	-
Trust Funds	$	-
Asset Replacement Reserves	$	237,931.38
Suspense Accounts	$	16,500.57
Cash Advances	$	(300.00)
Tax Position	$	(55,851.56)
Total Bank Balance	**$**	**446,041.76**

Expenditure - Cash and Salary	Budget	Actual
Administration	$ 67,847.02	$ 72,746.97
Lease Payments	$ 23,225.84	$ 21,556.00
Utilities, Facilities and Maintenance	$ 331,800.00	$ 326,168.36
Buildings, Property and Equipment	$ 172,034.66	$ 179,036.40
Curriculum and Student Services	$ 714,121.61	$ 561,574.69
Professional Development	$ 40,181.82	$ 28,942.26
Transfer to Reserve	$ -	$ -
Other Expenditure	$ 24,949.20	$ 13,113.17
Payment to CO, Regional Office and Other Schools	$ -	$ -
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	**$ 1,374,160.15**	**$ 1,203,137.85**
Total Forecast Salary Expenditure	$ 10,134,990.00	$ 10,134,990.00
Total Expenditure	**$ 11,509,150.15**	**$ 11,338,127.85**
Cash Budget Variance	**$ 121,211.66**	

Letters and Awards

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Long Tan
YOUTH
LEADERSHIP
+TEAMWORK
AWARDS

CERTIFICATE OF APPRECIATION

THE **AUSTRALIAN DEFENCE FORCE** EXPRESSES ITS APPRECIATION TO

Swan View Senior High School

Swan View

FOR THEIR PARTICIPATION IN THE
AUSTRALIAN DEFENCE FORCE 2023
LONG TAN YOUTH LEADERSHIP AND TEAMWORK AWARDS

Angus J Campbell, AO, DSC
General
Chief of the Defence Force

An Australian Government Initiative



CERTIFICATE OF APPRECIATION

THE **AUSTRALIAN DEFENCE FORCE** EXPRESSES ITS APPRECIATION TO

Swan View Senior High School

Swan View

FOR THEIR PARTICIPATION IN THE

AUSTRALIAN DEFENCE FORCE 2023
FUTURE INNOVATORS AWARD

Angus J Campbell, AO, DSC
General
Chief of the Defence Force

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 Manager**
Neil P. Hunt 1998 – 2002	Domenic Candeloro 1996 – 2003	Colleen J. Wright (A) 2008			Maxine D. Smith 2007 – 2008
Michael L. Young (A) 2003	James E. Kent (A) 2001	Kathleen Wallace 2009 – 2010			Rita Walker 2008
Robert W. Nairn 2003 – 2007	Eleanor M. Hughes 2004 – 2007; 2008; 2009	Suzanne H. Somerville 2011 – 2013			Beverley N. Westcoast 2008 – 2016
Eleanor M. Hughes (A) 2007 – 2008	Elizabeth A. Smith (A) 2007	Charles R. Coffman 2013 – 2018			**Manager Corporate Services**
Peter G. Wilson 2008 – 2011	Latiefa Adams 2008 – 2014	Karen J. Scriven 2020 – present			Bronwyn J. Jacobson 2016 – 2023
Damian R. Shuttleworth 2011 – 2014	Kate Wilson 2015 – 2017				Ian M. Gilles 2022 - 2023 (A); 2023 - present
Melesha J. Sands 2014 – 2018	Karen J. Scriven (A) 2017				
Tony I. Granich (A) 2018	Debra C. Unwin 2018 – 2019; 2020 – 2021				
Dr George P. Sekulla 2019 – present	Helen M. Hawley 2020 (A); 2021 (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
2023	Dylan Arjoon-Cloghan	Angela Risteska

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
2023	Captain	Dylan Arjoon-Cloghan	Blake Kenny	Kevin Magadia	Kyle Southern
		Delta Dawson	Sopattra Ing	Dana Pennington	Siobhan Sudholz
	Vice Captain	Eric Arjoon-Cloghan	Karlance Humes	Raphael Pryor	Waieth Tenorio
		Charlotte Abbott	Martha Gareke	Jessica Rotaru	Emily Slade

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
2023	Liam Butler	Viktoria Pierzynka

Swan View
SENIOR HIGH SCHOOL

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SWAN VIEW WA 6056

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