

Annual Report

2024

Learning *for* **Living**

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ACKNOWLEDGEMENT OF COUNTRY

Swan View Senior High School acknowledges the Whadjuk Noongar people and we pay respect to the past, present and future Traditional Custodians and Elders of this nation Whadjuk Ancestors who have walked this country. Swan View Senior High School acknowledges their special and unique place in our nation's historical, cultural and linguistic identity.

Swan View Senior High School also acknowledges the contributions of Aboriginal Australians, Torres Strait Islanders and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

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INTRODUCTION

Message from the Principal

I am pleased to present this Report on our School's activities and performance for 2024. The Report provides commentary on the first year of the new School Business Plan 2024 – 2026.

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 2024 academic year.

As we reflect on the 2024 academic year, I am proud to share what has been a year of meaningful growth, student success, and strengthened community partnerships at Swan View Senior High School. This year has once again demonstrated the power of a connected school community in supporting the academic, emotional and social development of every student.

A Culture of High Expectations and Student Achievement

At the heart of our School is a belief in the potential of every child. Across Years 7 to 12, our students continue to show dedication to their learning and pride in their achievements. Our commitment to evidence-based teaching practices has been strengthened through whole-school strategies such as daily reviews and clear learning intentions. These approaches are improving knowledge retention, reducing cognitive overload, and building confident, capable learners.

This year, a significant number of our Upper School students successfully completed Certificate II and higher qualifications through our Vocational Education and Training (VET) pathways. These outcomes reflect not only their perseverance but the school's strong focus on real-world, skills-based learning that prepares students for life beyond secondary schooling.

We are equally proud of our specialist programs — ACE (Achieving Curriculum Excellence), Elite Basketball, Swan View Soccer Academy, and FAME — which continue to grow in strength and popularity. These offerings provide rich and diverse learning opportunities tailored to the passions and strengths of our students.

Supporting the Whole Child

Student wellbeing remains a central priority. Our Swans Elevate Program and Positive Behaviour Support framework promote a safe and caring environment, nurturing resilience, respectful relationships and emotional wellbeing. These programs, supported by our dedicated Student Services Team, ensure students feel known, valued, and supported throughout their time with us.

A Kindergarten to Year 12 Vision

One of the great strengths of our school is our continuing and successful partnerships with local primary schools. Together, we are building a shared educational journey — from Kindergarten through to Year 12 — that ensures continuity of care, consistency in expectations, and strong foundations for lifelong learning.

Through collaboration, transition programs, shared events and joint planning through our local network, the Coalition of Midland Schools; we are creating a clear and reassuring pathway for families and students. The benefits of this partnership model are tangible: smoother transitions into secondary school, increased student confidence and engagement, and a shared understanding of what it means to belong to the Swan View learning community. This seamless K–12 narrative fosters stability, aspiration, and connectedness for students and their families.

A Strong and Connected Community

In 2024, our community came together to celebrate learning and creativity through events such as our Open Night and annual Fringe Festival. These vibrant showcases were a testament to the talent and spirit of our students and the passion of our staff. We are proud of the community relationships that underpin our School's success — from local businesses and community organisations to Aboriginal education programs including the Polly Farmer Follow the Dream Program, the Swan View Clontarf Academy, and the Swan View Stars Foundation.

Looking Forward

As we look toward 2025, our School remains deeply committed to nurturing the academic and personal growth of every student. We will continue to focus on raising expectations, building respectful relationships, and creating a learning culture that prepares students not just for graduation — but for active, meaningful lives beyond school.

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.

I would like to extend my heartfelt thanks to our students, staff, families, and community partners. Your belief in our vision and your continued support have been vital to the success of our school this year. Together, we will continue to ensure Swan View Senior High School is a place where every young person is known, supported, and empowered to thrive.

Dr George Sekulla JP
Principal





Pictured: Shaina Farrell, A J Betts, Dr George Sekulla



Pictured: Meriam Warra, Dr George Sekulla



Pictured: Dr George Sekulla



Pictured: Caitlin Henry, Dr George Sekulla, Lake Gilmour



Pictured: Brade Carew, Ms Gail Barrow, Dr George Sekulla, Jema O'Neill



Pictured: Jaqueline McGowan-Jones, Dr George Sekulla

School Context

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

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

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

In 2015, the School welcomed Year 7 students as the first year in secondary school. Today, the School is a Years 7 – 12 campus offering academic programs across the eight 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

We develop our students as confident learners who are resilient, respectful community members.

School Priorities

The School Business Plan 2024 - 2026 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
- School Leadership and Staff Development

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 2024 – 2026 reflects the directions outlined in the Strategic Directions for Public Schools 2020 – 2024 and Focus 2024 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. A Media Statement released on 15 October 2024 announced that Mr Jay Peckitt will be the new Director General.

Our Region

Swan View Senior High School is part of the North Metropolitan Education Region. Mr Steve Watson is the Director of Education. A Media Statement released in May 2024 announced that Ms Cheryl Townsend will be the new 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:

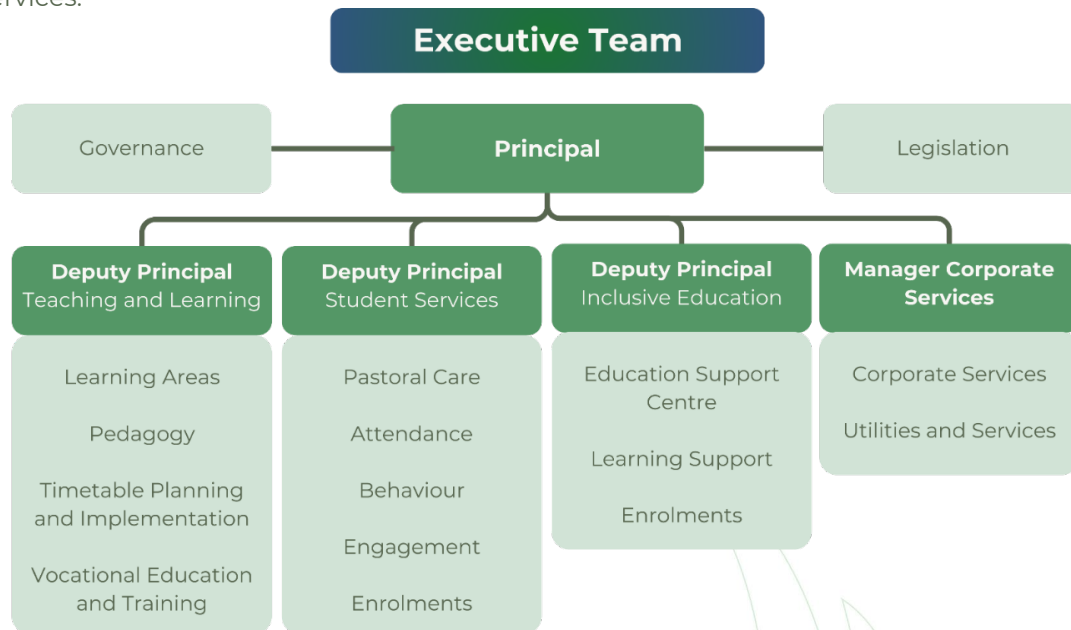
- Auditor General Act 2006
- Children and Community Services Act 2004
- Copyright Act 1968 (Cwth)
- Criminal Code
- Disability Discrimination Act 1992 (Cwth)
- Disability Standards for Education 2005 (Cwth)
- Equal Opportunity Act 1984
- Financial Management Act 2006
- Freedom of Information Act 1992
- 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, and a Fellow of Leadership WA.



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 Howell B.Ed. (Spec.Ed.), Cert. IV TAE

Deputy Principal – Inclusive Education

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

Graduating with a degree in special education, Mrs Howell 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 Howell 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) 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.

In 2024, 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.

2024 School Board Members	
Dr George Sekulla	Principal
Cr Karen Beale	Chairperson and Community Representative
Mrs Chrisine Davey	Staff Representative
Mr Ian Gilles	Staff Representative and Manager Corporate Services
Ms Miriam Ifould	Staff Representative
Mr Richard Kaub	Parent Representative
Mr Clinton Kleynhans	Deputy Chairperson and Parent Representative
Mrs Le-Tamara Mewburn	Parent Representative
Mrs Jade Rogers	Community Representative
Mrs Glenice Smith	Parent Representative
Ms Jemma Whelan	Staff Representative
Ms Andi Warwick	Secretary and non-voting member
Mr Hayden Carter	Head Boy and non-voting member
Miss Shantè Regnault	Head Girl and non-voting member

Professional Reading:

- Financial Audit Results - State Government 2022-2023
- Compare finance options for Independent public schools and public schools
- From poverty to empowerment
- Student Wellbeing and Care: Future Directions
- Australian Institute of Company Directors - Director's Introduction to AI, Director's Guide to AI Governance, and Snapshot
- Accelerating AI Skills: Preparing the Workforce in Australia for Jobs of the Future
- Alcohol and Drug Trends in Western Australia, Australian Secondary Students Alcohol and Drug Survey (ASSAD) 2022-23
- Pathways to Post-School Success Expert Panel Report



Our Commitment to Improvement

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.

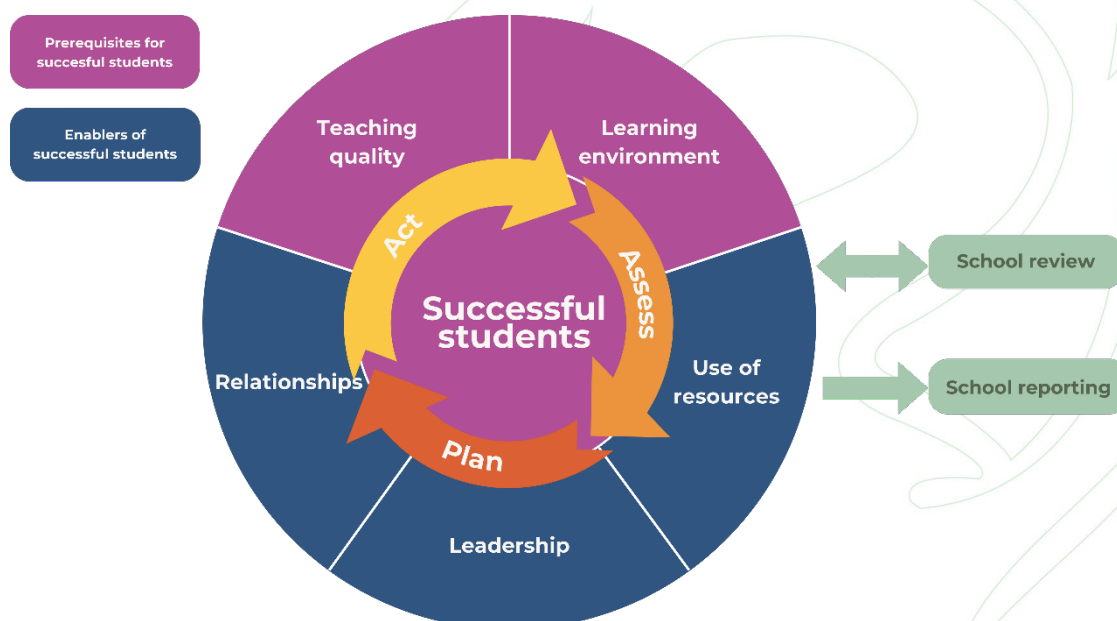
What progress has been made in implementing key strategies and achieving Learning Area improvement targets?

- 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 Improvement and Accountability Framework* is structured around the following conceptual model.



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
Ms Jessica Beaumont	Teacher in Charge - Science
Mr Stephen Bezant	Head of Learning Area - Health and Physical Education
Mrs Renee Bowell	Deputy Principal - Inclusive Education
Mr Kevin Bruce (Semester 1)	Director - Swan View Clontarf Academy
Ms Shaina Farrell	Head of Learning Area - English
Mr Ian Gilles	Manager Corporate Services
Mrs Helen Hawley	Deputy Principal - Teaching and Learning
Ms Gaynor Manning	Program Coordinator - Follow the Dream
Mr Simon Marriette	Program Coordinator - Student Services (Upper School)
Mrs Justine McCann	Head of Learning Area - Mathematics and Science
Ms Kate Rogers	Head of Learning Area - The Arts
Ms Karen Scriven	Deputy Principal - Student Services
Mr Scott Thompson (Semester 2)	Director - Swan View Clontarf Academy
Ms Kellie Tucker	Program Manager - Swan View Stars Foundation
Mr Robert Vernon	Head of Learning Area - Humanities
Mr John Vidler	Head of Learning Area - Technologies

OUR FOCUS AREAS





Priority One: Teaching and Learning

Our focus: Developing and consolidating high quality classroom pedagogy and practice.

Our strategies to support this focus are:

- Developing and embedding teachers' understanding and practice of a range of direct instruction techniques and high impact teaching strategies through collaborative opportunities, coaching and mentoring by trained staff.
- Developing staff in the use of inclusive practices to cater for the learning needs of all students.
- Further develop staff capacity to use evidenced planning and data analysis to build the academic capacity of students.

Targets

	Like Schools	Swan View SHS	Judgement
The percentage of students achieving the Western Australian Certificate of Education (WACE) will be equal to or above like schools.	77%	77%	
The percentage of students meeting the Online Literacy and Numeracy Assessment (OLNA) will be equal to or above like schools by the end of Year 12.	Comparison to like schools is no longer available.		
The National Assessment Program - Literacy and Numeracy (NAPLAN) progress made by students from Year 7 to Year 9 will be equal to or above like schools.	Due to a new time series for NAPLAN, progress will not be available until 2025.		

	2023	2024	Judgement
The percentage of students in Year 9 NAPLAN (Numeracy, Reading and Writing) in the "Needs Additional Support" proficiency decreases each year.	Numeracy: 36% Reading: 36% Writing: 36%	Numeracy: 26% Reading: 21% Writing: 26%	

Key: ■ Achieved ■ Not achieved

The percentage of students achieving the WACE has continued to be comparable to like schools. The Literacy and Numeracy standard remains as the obstacle for the students who do not achieve their WACE. Specialist support classes continue for these students.

The decrease in students in Year 9 NAPLAN in the "Needs Additional Support" proficiency has shown a significant decrease in all three domains. The percentage of students in this category has decreased by 10% in Numeracy and Writing and by 15% in Reading.



Priority Two: Learning Environment

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

Our strategies to support this focus are:

- Evaluating and developing strategies related to response to intervention for engagement at school.
- Developing and supporting staff so they have the confidence and capacity to respectfully address student engagement and behaviour issues through a range of professional development opportunities.
- Identifying barriers preventing students from attending school and developing and implementing strategies for re-engagement.

Target

	2023	2024	Judgement
The percentage of students with regular attendance increases each year.	34.5%	39.2%	

Key: ■ Achieved ■ Not achieved

The regular attendance rate increased by 4.3% in Semester 1 from 2023 to 2024. However, there was a slight decrease, 0.3%, from 2023 Semester 2 to 2024 Semester 2. Overall, the regular attendance rate for 2024, increased by 4.4%. This continues a pattern of improved regular attendance since 2022. With the appointment of a dedicated Attendance Officer, school attendance continues to be a priority.



Priority Three: School Leadership and Staff Development

Our focus: Developing, consolidating, and providing leadership opportunities within the school.

Our strategies to support this focus are:

- Providing opportunities for staff to develop their professional learning and practice in the area of leadership.
- Providing opportunities for professional development and learning for staff, who in turn, inform and mentor colleagues.
- Developing strategies to encourage student voice, including the development of student leaders.
- Providing opportunities for members of the School Community, such as the School Board, to develop expertise and confidence to deliver accountable leadership and governance in our school.

Target

	2023	2024	Judgement
The percentage of staff presenting professional learning at Staff Meetings and School Development Days increases each year.	16%	20%	

Key: ■ Achieved ■ Not achieved

In 2024, Swan View Senior High School continued to prioritise the development of leadership capability across all levels of the school community. The school's commitment to fostering a strong leadership culture has been evident through targeted strategies that support professional growth, promote student agency, and strengthen governance.

The school's workforce profile highlights a growing number of staff taking on leadership responsibilities, reflecting a culture of aspiration and progression. In 2024, seven staff members were appointed to Senior Teacher Level 1 and two to Senior Teacher Level 2, further strengthening the school's capacity to lead innovation in teaching and learning. In addition, two teachers gained valuable experience by acting in Level 3 school administrator roles, broadening their leadership capabilities and succession readiness.

A significant development was the restructure of the English and Humanities Learning Area, which was reviewed and split into two distinct areas. This restructure allowed for the creation of a new Head of Learning Area – Humanities position. The establishment of this role not only expanded the Senior Leadership Team but also provided a valuable leadership opportunity for a staff member with a passion for curriculum and pedagogy in the Humanities domain.

Professional learning continued to be a key driver in empowering staff. Teachers were encouraged to engage in ongoing professional development and, importantly, to share their knowledge and expertise with colleagues. This peer-led approach to learning has supported a collaborative culture within the school, with staff members mentoring others, leading teams, and contributing to the improvement of teaching practices across Learning Areas.

Swan View Senior High School recognises the importance of fostering leadership among students and embedding student voice in school decision-making. In 2024, a total of 27 Student Representative Councillors were elected, with leadership positions allocated to Head Boy and Head Girl (Year 12) and Deputy Head Boy and Deputy Head Girl (Year 11). These students demonstrated strong leadership in representing their peers and contributing to school events and initiatives.

Further leadership opportunities were provided through the House system, with 16 students elected as House Captains and Vice Captains across the four Houses: Gladstone, Morrison, Salisbury, and Weld. Students also actively participated in external forums facilitated by the Office of the Commissioner for Children and Young People, ensuring their voices were heard on matters of state and national importance.

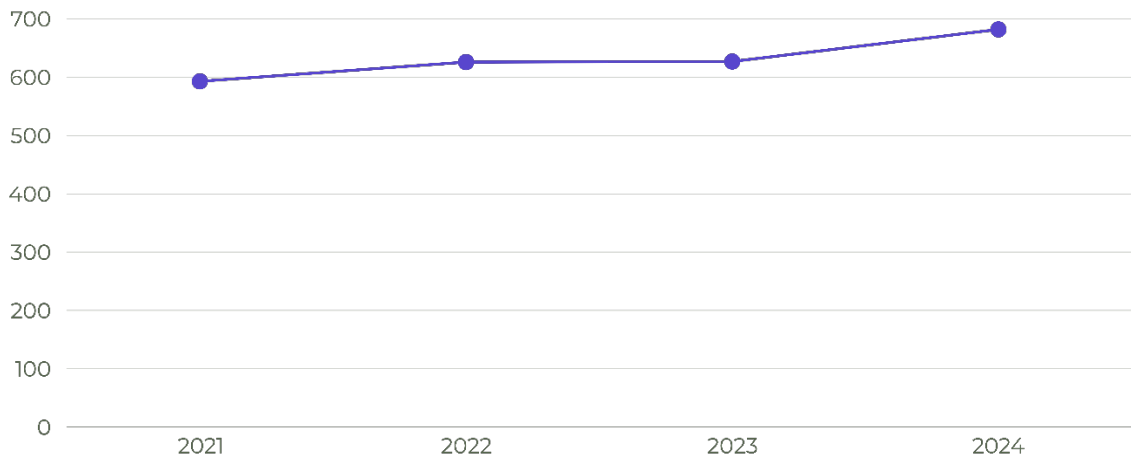
In a significant development, the Education Support Centre introduced a Leadership Development Program, where two students from each year level (Years 7–12) were elected to represent their peers in a student council-style format. This inclusive initiative has been instrumental in fostering confidence, responsibility, and communication skills among Education Support students.

The Swan View Senior High School Board continued to demonstrate strong and accountable governance. Operating under a clear corporate governance model, Board members adhered to a Code of Conduct, engaged in professional reading, and developed a sound understanding of meeting procedures. This structured approach has ensured that the Board functions effectively and remains informed on current issues and trends in governance and education. Through these practices, the Board has built a confident and capable governance team committed to the strategic direction and improvement of the school.

DEMOGRAPHICS



Student Enrolments



Source: Schools Online

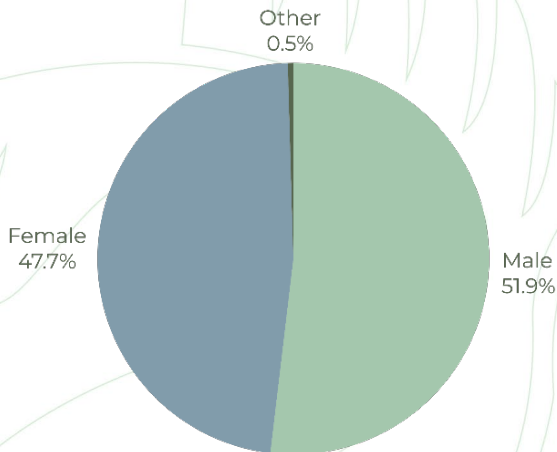
Student numbers have increased significantly in 2024, which suggests that the school has been able to retain students and attract new ones. This is a positive trend, especially for the lower secondary levels where the numbers have notably increased. While the upper secondary levels saw fluctuations, the increase in the past two years (2023-2024) suggests that more students are progressing through to senior years. This indicates that retention rates for upper secondary students are improving, and that the support provided by the school has improved, encouraging students to stay for their final years. We will continue to monitor these trends to ensure that factors affecting retention and enrolment are addressed effectively and will build on the growth seen in the last few years.

Student Characteristics

	Male	Female	Other
Secondary students	345	317	3

	Students	% Total Cohort
Aboriginal and Torres Strait Islander	174	26%
Disability	181	27%
Language background other than English	146	22%
Social Disadvantage	377	57%

Source: Schools Online



We are a school with a diverse student population, with notable proportions of Aboriginal and Torres Strait Islander students, students with disabilities, and socially disadvantaged students. These characteristics highlight the need for tailored support to meet the academic, social, and emotional needs of various student groups.

ACHIEVEMENT



Pictured: Kobhi Rogers

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.

My School enables a school's NAPLAN results to be compared with results of students who have a similar background. A school's student background takes account of parental education levels and employment types, the school's geographic location and the Indigenous status of its students.

Our School against all Australian schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	478	473	500	483	482
Year 9	528	534	534	499	527

Our School against schools with a similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	478	473	500	483	482
Year 9	528	534	534	499	527

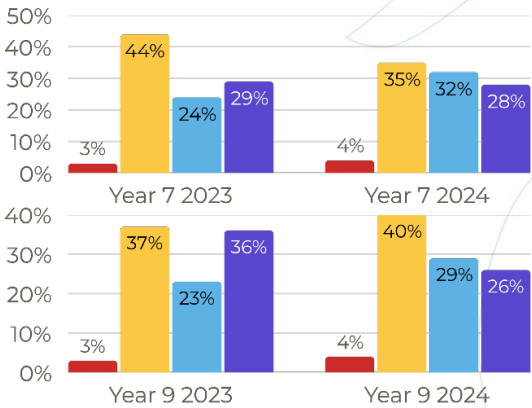
Well above Above Close to Below Well below No comparison available

Source: Australian Council for Educational Research

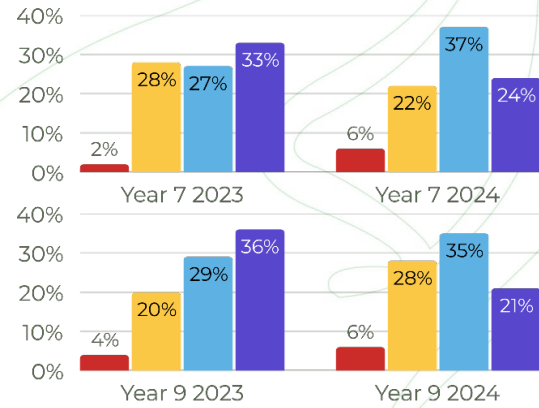
This table demonstrates our Year 7 students are well below all Australian students in all domains. Our Year 9 students are Well Below in Spelling and Grammar, and Below in Reading, Writing and Numeracy.

The graphs that follow show the percentage of our students in each proficiency level.

Numeracy

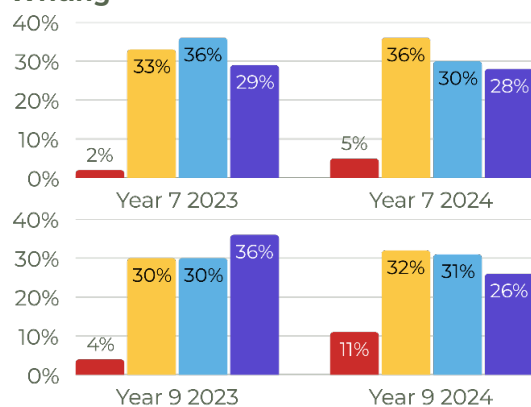


Reading

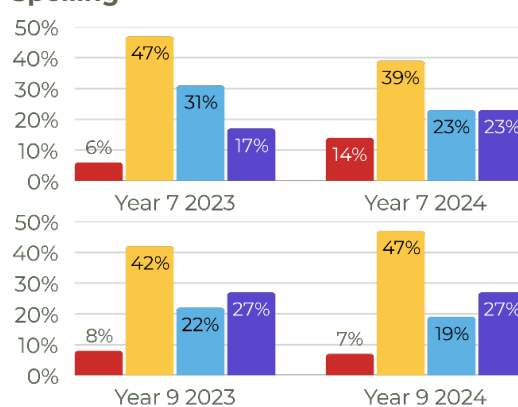


Exceeding Strong Developing Needs additional support

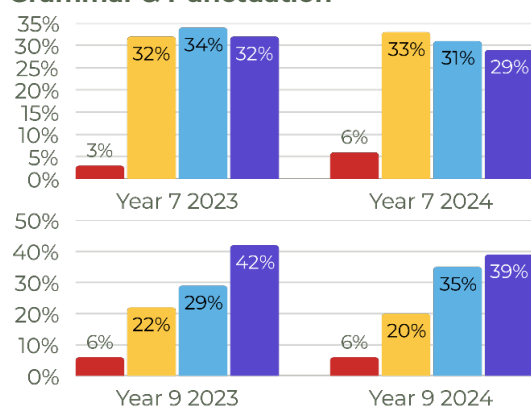
Writing



Spelling



Grammar & Punctuation



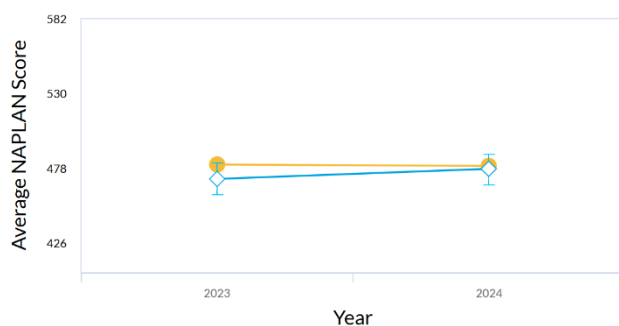
■ Exceeding ■ Strong ■ Developing ■ Needs additional support

Source: Student Achievement Information System

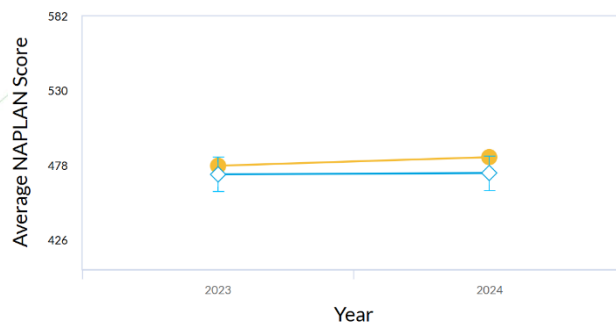
Year 7 Results

Year 7 progress is generally steady, with literacy outcomes showing small but positive movement. Numeracy and spelling have dipped slightly, warranting continued intervention and differentiated teaching.

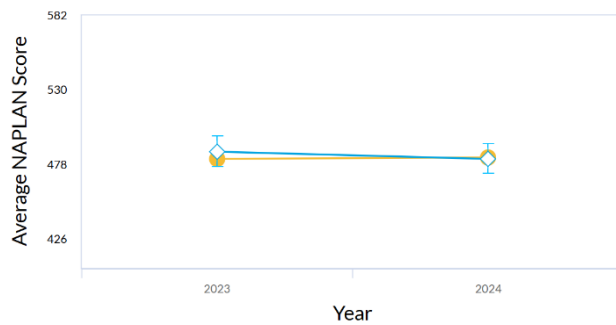
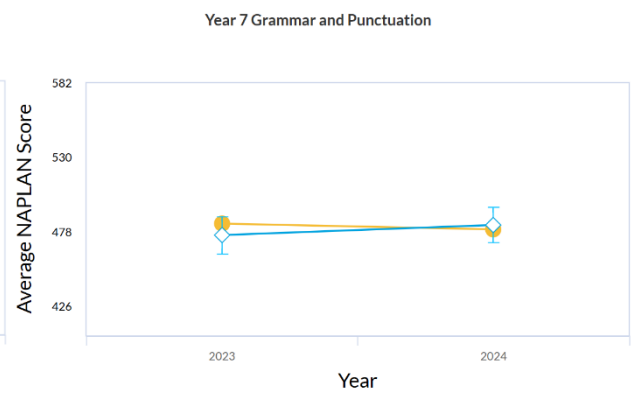
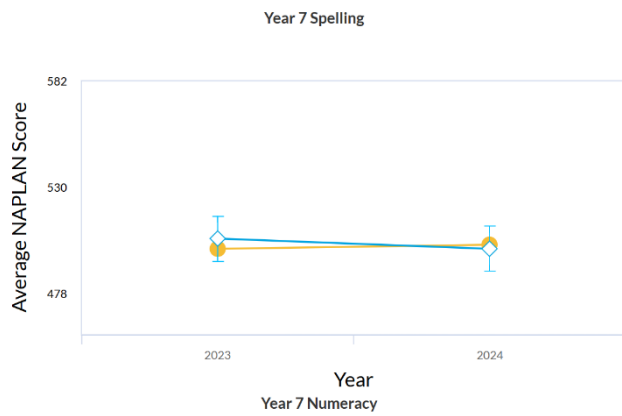
Year 7 Reading



Year 7 Writing

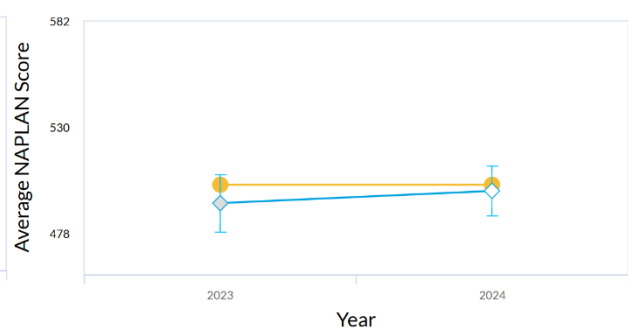
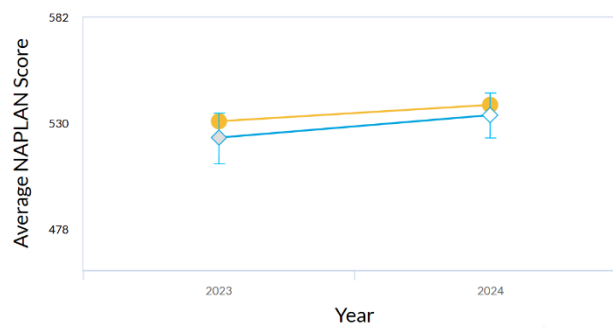
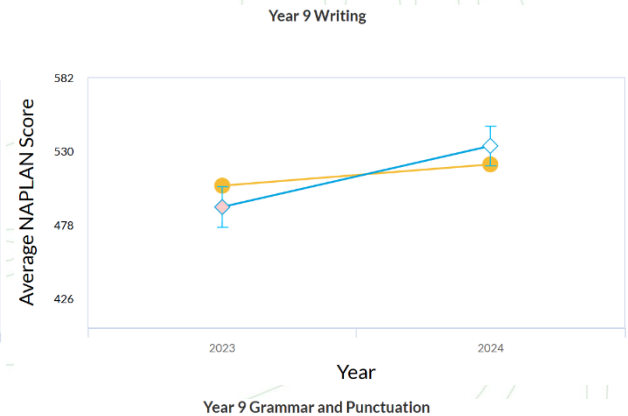


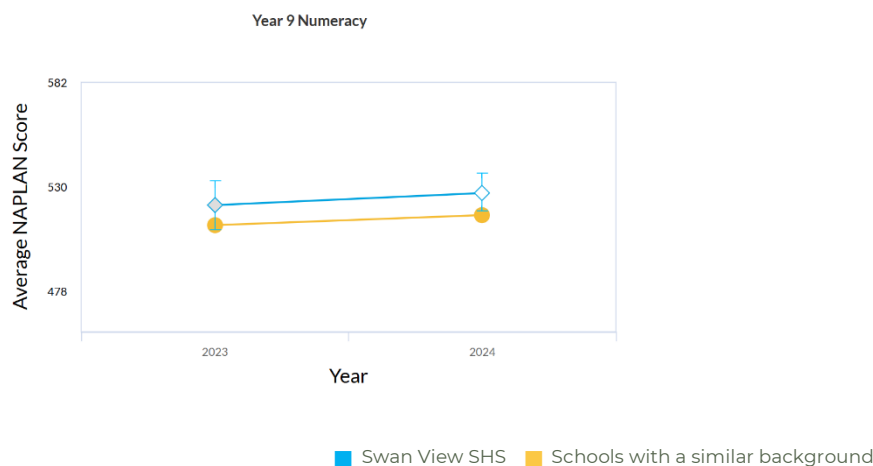
■ Swan View SHS ■ Schools with a similar background



Year 9 Results

Across all domains, Year 9 students demonstrated growth, particularly in writing and reading, evidencing effective literacy strategies and student engagement in extended learning tasks.

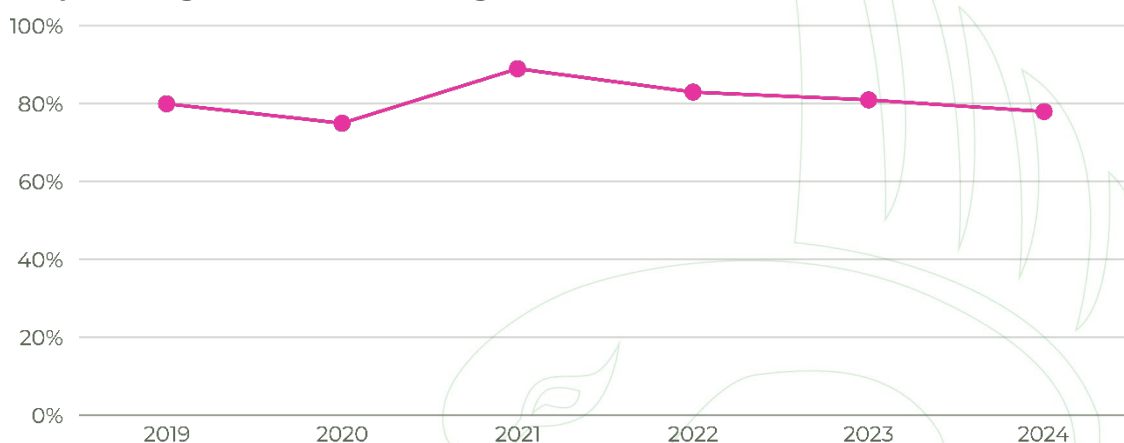




OLNA

To achieve the Western Australian Certificate of Education (WACE), Year 12 students must meet a literacy and numeracy standard. This standard can be achieved in Year 9 NAPLAN with a score of 570 in Numeracy, 572 in Reading or 594 in Writing, or a pass in the Online Literacy and Numeracy Assessment (OLNA). Students have a total of six attempts to achieve the Standard in Years 10, 11 and 12.

The percentage of students meeting the WACE standards



	2019	2020	2021	2022	2023	2024
Numeracy	86%	88%	95%	94%	86%	80%
Reading	93%	92%	95%	94%	95%	90%
Writing	86%	83%	95%	89%	95%	93%
Requirement met	80%	75%	89%	83%	81%	78%

Source: Student Achievement Information System

Percentage of students reaching the standard in 2024

	Numeracy	Reading	Writing
Year 10 Prequalified	24%	20%	19%
Year 10 Round 1	41%	42%	46%
Year 10 Round 2	52%	52%	53%
Year 11 Prequalified	22%	24%	25%
Year 11 Round 1	55%	71%	60%
Year 11 Round 2	59%	74%	66%
Year 12 Prequalified	35%	42%	22%
Year 12 Round 1	82%	89%	79%
Year 12 Round 2	86%	93%	86%

Source: Student Achievement Information System

Data shows strong results in Reading and Writing, though there was a drop in Numeracy in 2024, and a slight decrease in the overall percentage of students meeting the WACE requirements. Addressing these challenges through targeted interventions, improved teaching strategies, and continued monitoring will improve student outcomes, ensuring that a high percentage of students meet the WACE standards.

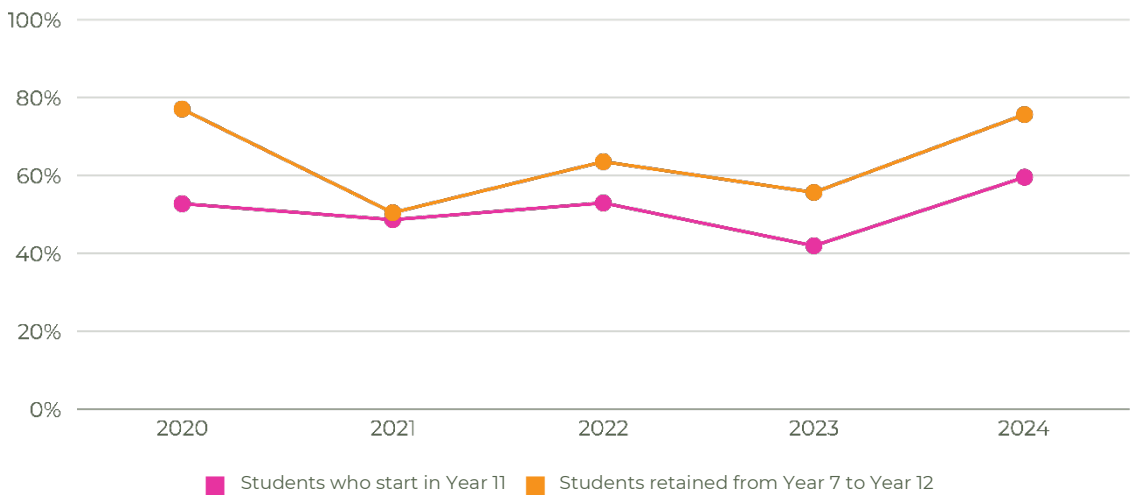
Year 12 Outcomes

Vocational Education and Training

		2022	2023	2024
Certificate I	Number	1	3	0
	Percentage	1.4%	5.5%	0.0%
Certificate II	Number	63	49	53
	Percentage	88.7%	89.1%	80.3%
Certificate III	Number	7	3	13
	Percentage	9.9%	5.5%	19.7%

Sixty (60.6%) Year 12 students completed a Certificate II or higher, an increase of 8.7% from 2023. Thirteen Year 12 students achieved a Certificate III or higher, an increase of 5.5% from 2023.

Western Australian Certificate of Education (WACE) completion rate



	2020	2021	2022	2023	2024
Completion Rate for students who commence in Year 11	52.8%	48.7%	53.0%	42.0%	59.6%
'Apparent' Completion Rate (students retained from Year 7 to Year 12)	77.1%	50.5%	63.6%	55.7%	75.7%

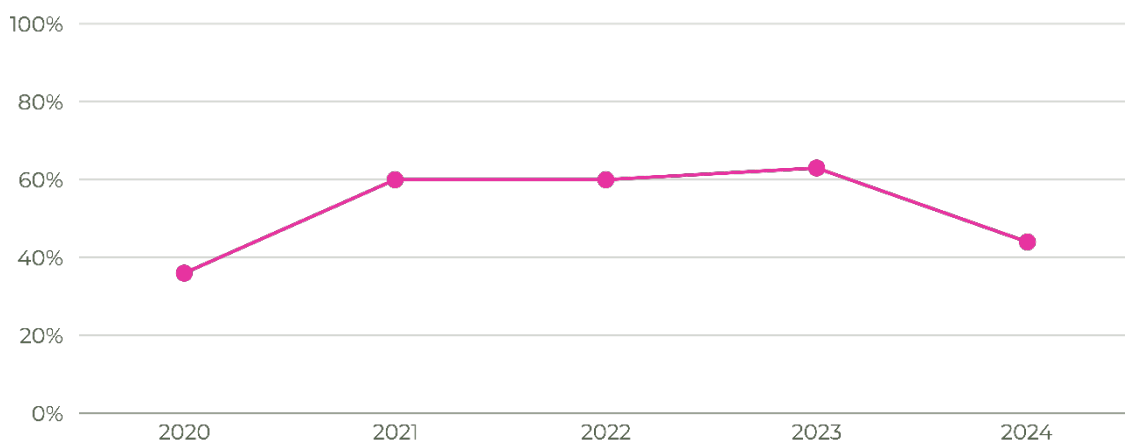
Source: Student Achievement Information System

In 2024, the completion rate for students who started at Swan View Senior High School in Year 11 rose to 59.6%, the highest since 2020, reflecting the success of interventions, improved teaching strategies, and additional support for students. The apparent completion rate also rebounded to 75.7%, indicating effective improvements in student retention, support, and academic performance.

This increase highlights the positive impact of support measures and suggests that students are receiving the resources needed to succeed. To maintain this progress, continued focus on student engagement, academic support, and mental health will be essential, particularly for Year 11 students at risk.

The apparent completion rate provides a clearer view of long-term student success, showing the effectiveness of retaining students through to Year 12. Despite a dip in 2023, the recovery in 2024 demonstrates that efforts to support students in completing WACE are working, and there is potential to further improve completion rates in the future.

Aboriginal and Torres Strait Islander Achievement



	2020	2021	2022	2023	2024
Year 12 Students	11	10	5	22	11
Eligible to achieve a WACE	9 (82%)	9 (90%)	5 (100%)	19 (86%)	9 (82%)
Demonstrated Literacy and Numeracy	5 (45%)	7 (70%)	3 (60%)	14 (74%)	5 (56%)
Achieved WACE	4 (36%)	6 (60%)	3 (60%)	12 (63%)	4 (44%)
Number of ATAR students (4 or more ATAR courses)	0 (0%)	0 (0%)	1 (20%)	1 (5%)	0 (0%)

Source: Student Achievement Information System

While the data indicates some positive trends in WACE eligibility and literacy and numeracy improvements, the achievement rate and ATAR participation of Aboriginal and Torres Strait Islander students remain areas of concern. The significant drop in WACE achievement in 2024 suggests that additional support is needed to ensure students who are eligible continue to successfully complete their WACE. Strategies to improve ATAR participation, provide targeted interventions for students at risk, and further investing in literacy and numeracy programs will help achieve better and more consistent results in future years.

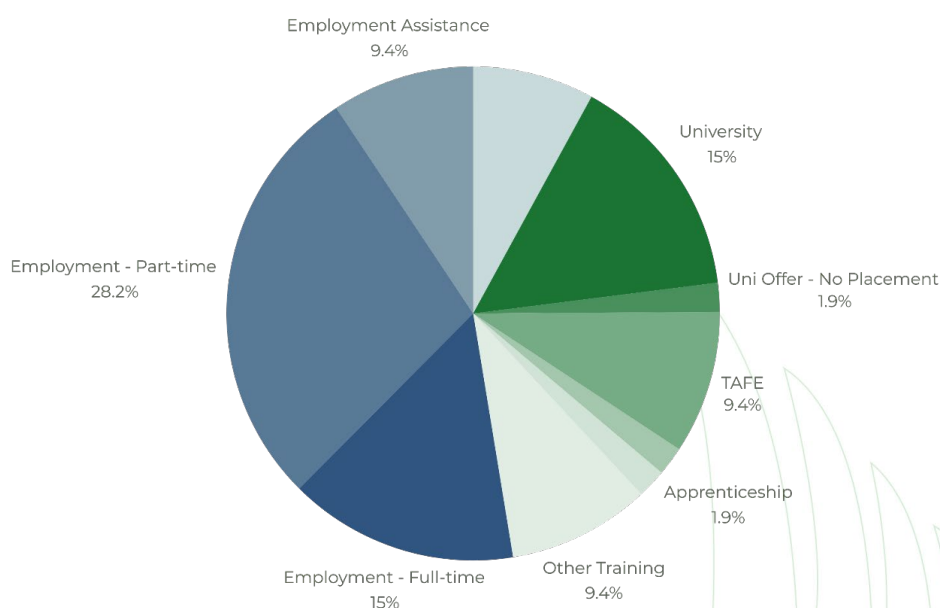
Post School Destinations

This graph identifies the pathways of the students who participated in the Post-School Destinations survey. These students (53) represent 83% of the 2024 second semester cohort.

Destination	Students	% Total Cohort
University	8	15.1%
Uni Offer - No Placement	1	1.9%
TAFE	5	9.4%
Apprenticeship	1	1.9%

Traineeship	1	1.9%
Other Training	5	9.4%
Employment - Full time	8	15.1%
Employment - Part time	15	28.3%
Employment Assistance	5	9.4%
Deferred Study/Training	4	7.5%

Source: Schools Online



The data shows a variety of post-school destinations, with many students entering the workforce or pursuing vocational education, indicating the school is preparing students for different career paths. The number of students who received university offers but did not accept them, along with those choosing full-time or part-time employment, reflects barriers such as financial or personal challenges.

Overall, the data highlights a strong focus on vocational education and employment, with fewer students pursuing university. The high percentage of students entering the workforce demonstrates a successful transition from school to employment.

Year 12 Awards

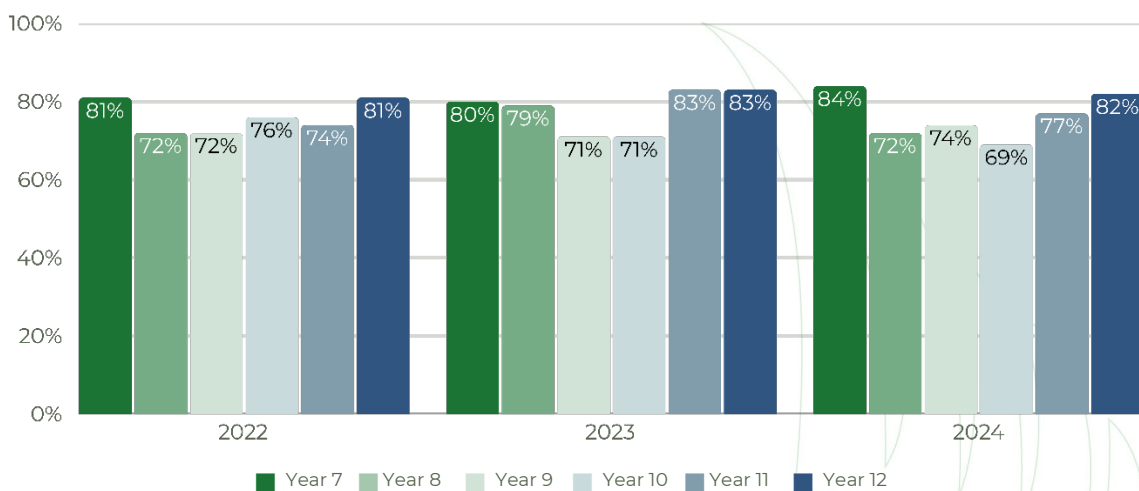
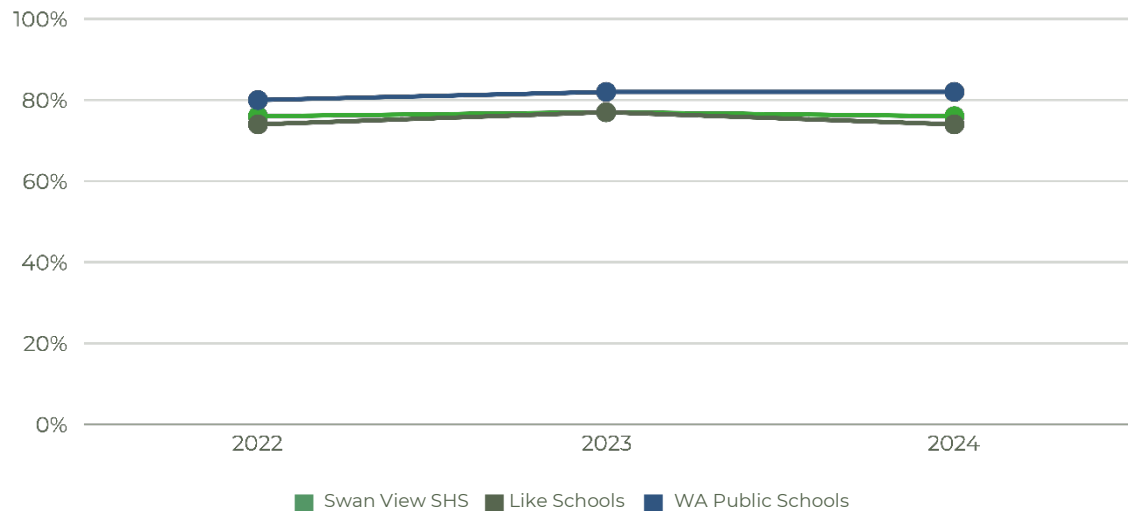
ATAR Subject Awards		
Drama	Hayden Carter	B
English	Kyle Hill-McNally	B
Geography	Shantè Regnault	A
Human Biology	Emily Carter	B
Mathematics Applications	Kyle Hill-McNally	B
Modern History	Shantè Regnault	A
Psychology	Emily Carter	A
Visual Arts	Lateisha McGowan	B
General Subject Awards		
Aboriginal and Intercultural Studies	Chloe Jones	A
Children, Family and Community	Emily Carter Chloe Jones	A
Drama	Jessika-Jane Newman Alana Sneddon	B
English	Chloe Jones Olivia Landers	A
Food, Science and Technology	Sharon Elvasharon	A
Health Studies	Dakota Cotter	A
Human Biology	Chloe Jones Olivia Landers	A
Materials, Design and Technology	Jack Milewicz	A
Mathematics Essentials	Carlos Garcia	A
Media Production and Analysis	Camden Anderson	B
Music	Hayden Linton	B
Outdoor Education	Shantè Regnault	A
Physical Education Studies	Sebastian Tolosa Riley King	A
Psychology	Hayden Linton	A
Visual Arts	Alanna Sneddon	B
Foundation Subject Awards		
English	Jessika-Jane Newman	A
Mathematics	Tina Narrier	A
Certificate Course Awards		
Certificate II in Community Services	Gabby McGilvray	
Certificate II in Creative Industries	Hayden Linton	
Certificate II in Engineering Pathways	Den Waieth Tenorio	
Certificate II in Sport & Recreation	Thomas Houghton	
Certificate II in Visual Arts	Camden Anderson	
Certificate II in Workplace Skills	Carlos Garcia	
Certificate III in Business	Lateisha McGowan	

Special Awards	
Excellence in Aboriginal Education	Kyle Hill-McNally
City of Swan Sports Award	Sebastian Tolosa Shantè Regnault
Shire of Mundaring Citizenship Award	Pornnapa Carvell
Responsible Citizenship Award	Hayden Linton
Technology Award	Amy Harapeet
Hon. Donna Faragher MLC Leadership and Service Award	Hayden Carter
Chaplain's Award	Kaitlyn Berry
Personal Growth Award	Ashlee Johnson
Kim Smith Memorial Award	Emily Slade
Hon. Samantha Rowe MLC Participation in the Arts Award	Sora Tinniswood
Australian Defence Force Long Tan Award	Shantè Regnault
Australian Defence Force Future Innovators	Niamh Donaldson
North Metropolitan Education Region Commitment to Excellence Medallion	Lacey Hewer
AMPOL Best All Rounder	Shantè Regnault
Vocational Studies Award –DUX	Kyle Harty
Principal's Award – DUX	Shantè Regnault



ATTENDANCE

Attendance Rates



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total	Like Schools	WA Public Schools
2022	81%	72%	72%	76%	74%	81%	76.1%	74%	80.4%
2023	80%	79%	71%	71%	83%	83%	77.2%	77%	82.5%
2024	84%	72%	74%	69%	77%	82%	76.4%	74%	82.2%

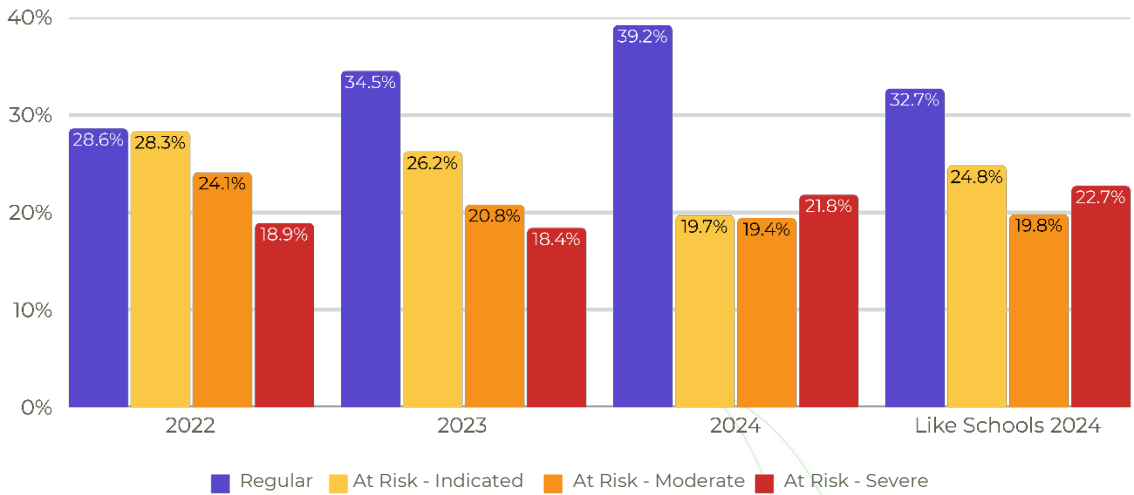
Source: Schools Online

The school's attendance rates continue to be above Like Schools, although they are still below WA Public Schools. The overall trend for attendance at Swan View Senior High School, Like Schools and WA Public Schools attendance rates has decreased over the past year, after a small increase in 2023. The assignment of a dedicated Attendance Officer during 2024 and the review and refinement of the School Attendance Policy and Procedures will assist in determining if there are specific barriers to attendance for each year group and assist in implementing solutions.

Student attendance rates are generally below the WA Public Schools average, except for Year 12, which is the same. Attendance rates have increased for students in Year 7 and Year

9 since 2022. However, they have decreased in Year 8, Year 10, Year 11 and Year 12 with Year 8 and Year 11 students showing the largest decrease from the previous year.

Attendance Profile



	Attendance Category			
	Regular >90%	At Risk		
		Indicated 80% to 90%	Moderate 60% to 80%	Severe <60%
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%
2024	39.2%	19.7%	19.4%	21.8%
Like Schools 2024	32.7%	24.8%	19.8%	22.7%

Source: Schools Online

Regular student attendance has continued to increase steadily and is the highest since 2021 following the COVID-19 pandemic. It is above Like Schools, but below WA Public Schools. The percentage of students in the At Risk - Indicated and Moderate categories has decreased, which can account for the increase in regular attendance. However, there has been an increase in the number of At Risk - Severe category, while it is still below the rate of Like Schools. This may be attributed to the decrease in alternative education options in the region as some students have in the past been referred to them when mainstream education was not suitable for them.

BEHAVIOUR AND ENGAGEMENT

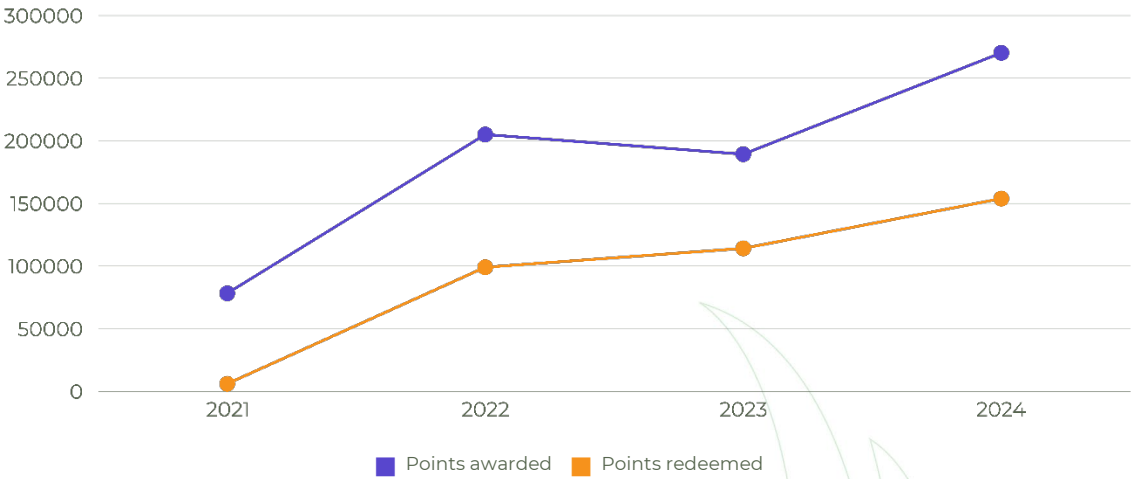


Pictured: Kevin Ing, Caitlin Henry

Positive Behaviour Support (PBS)

The PBS Program promotes positive behaviour school-wide, creating a safe, supportive learning environment. The DARE acronym (Diligent, Accountable, Respectful, Extraordinary) represents the school values, visible through logos and posters highlighting the fortnightly focus on each value.

PBiS Rewards points awarded and redeemed



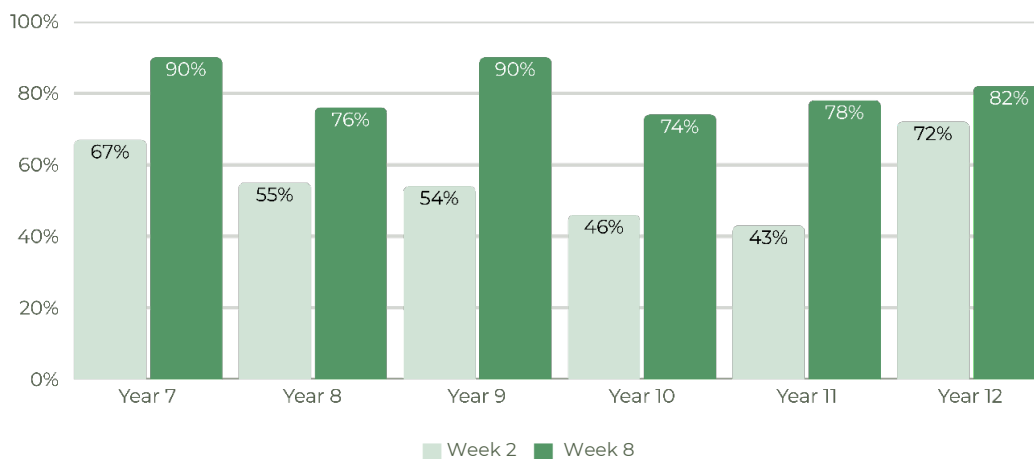
Source: PBiS Rewards

The overall trend from 2021 to 2024 shows a consistent increase in the total points awarded for positive student behaviours, with a significant rise in 2024. This suggests that our reward system is gaining traction and becoming more effective over time, with students increasingly motivated to engage in positive behaviours. We will continue to build on this success, monitor any fluctuations, and adapt our strategies to maintain or enhance this positive trend, including continuing DARE blitzes to reinforce our DARE values.

DARE Blitz

In Term 3, the PBS team trialled regular DARE Blitzes, where teachers recorded if a student displayed the targeted behaviour during a session. To assess the effectiveness of these Blitzes, they conducted one in Week 2 and another in Week 8 of Term 3 to check for any improvements.

Percentage of student displaying "Wearing our School Uniform with Pride"



	Week 2	Week 8
Year 7	67%	90%
Year 8	55%	76%
Year 9	54%	90%
Year 10	46%	74%
Year 11	43%	78%
Year 12	72%	82%

Source: Compass

By the end of the Term, there was an increase in the number of students in each cohort who were individually identified. The previous graph shows that 82% of the school wore the correct uniform throughout the Term. Additionally, 30% of the school consistently wore the correct uniform during each blitz and earned the sausage sizzle reward.

In 2025, DARE Blitzes will be held regularly to monitor and reward students who consistently display positive behaviours.

Student Wellbeing

Social-Emotional Wellbeing (SEW) Survey

The Social-Emotional Wellbeing Survey provides schools with information on the student population (whole school, specific year levels, targeted groups) so that schools can use the data to direct planning and problem-solving efforts.

SEW Score

The SEW score represents this group of students' position on the social-emotional wellbeing (SEW) scale, based on their responses to the survey. The "mean" score reflects the average level of social-emotional wellbeing for students at our school compared to all schools participating in the survey. A higher mean indicates better overall wellbeing.

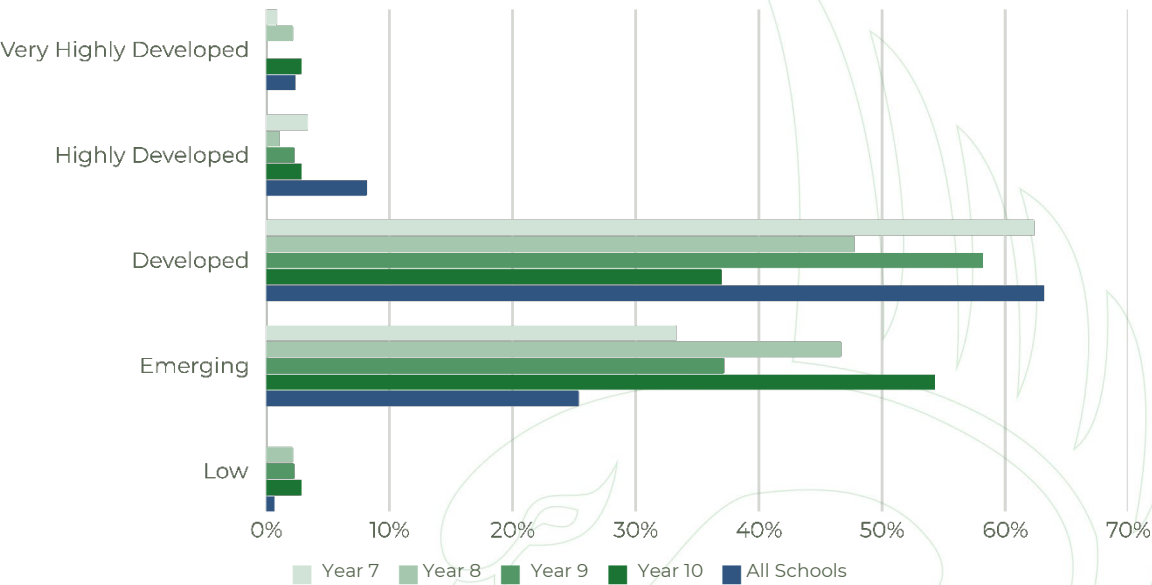
The standard deviation shows the variation in individual student scores. A higher standard deviation means greater variation in students' wellbeing, typically represented by a bell curve.

	School		All Schools	
	Mean	Standard Deviation	Mean	Standard Deviation
Year 7	110.0	8.1	114.9	9.6
Year 8	107.9	10.9	113.7	9.8
Year 9	108.4	7.7	112.1	9.3
Year 10	107.5	9.9	112.1	8.7

Source: Australian Council for Educational Research

Overall social-emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from our school and all schools, as distributed across each of the five developmental levels.



	Developmental Level				
	Very Highly Developed	Highly Developed	Developed	Emerging	Low
Year 7	0.9%	3.4%	62.4%	33.3%	0.0%
Year 8	2.2%	1.1%	47.8%	46.7%	2.2%
Year 9	0.0%	2.3%	58.1%	37.2%	2.3%
Year 10	2.9%	5.9%	37.1%	54.3%	2.9%
All Schools	2.4%	8.2%	63.2%	25.4%	0.7%

The percentage of students in each of the Emerging, Developed, Highly Developed and Very Highly Developed categories are lower than all-schools, while the percentage of Swan View Senior High School students in the Low category is significantly higher, suggesting that students at our school may experience more challenges with their social-emotional wellbeing compared to students at other schools. This indicates that our students would benefit from additional support, especially in addressing emotional and social challenges. By implementing targeted interventions and focusing on early support, we can better assist students in improving their social-emotional wellbeing and, in turn, enhance their academic success.

In 2024, a Student Wellbeing Coordinator was appointed with the purpose of developing an operational plan to support the wellbeing of students as they progressed through school. From analysis of the data for each year group, some of the interventions from external providers included:

- Year 7 RU Legal - Cyberbullying
- Year 8 Headspace - Bullying, Standing Strong
- Year 9 Healthy Relationships
- Year 10 Teen Mental Health First Aid
- Year 11 Self Care
- Year 12 Transition from High School

Several in-school activities were also held including Harmony Day, Bullying. No Way!, R U OK? Day and Do It for Dolly Day.

The establishment of a collaborative partnership with BeYou, the national mental health and wellbeing initiative for learning communities in Australia, led to discussion around establishing a Student Wellbeing Action Group and providing staff with professional development which addresses the core principles of the Australian Student Wellbeing Framework. This will be offered to staff in 2025.

Student Support Programs

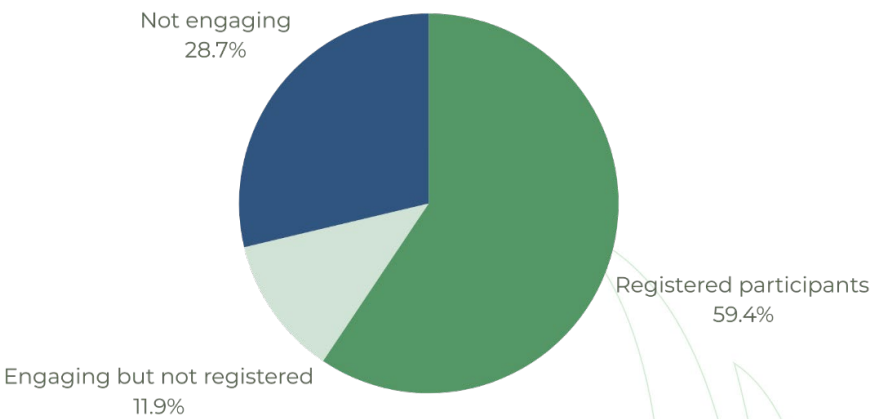
Swan View Clontarf Academy



clontarf
foundation

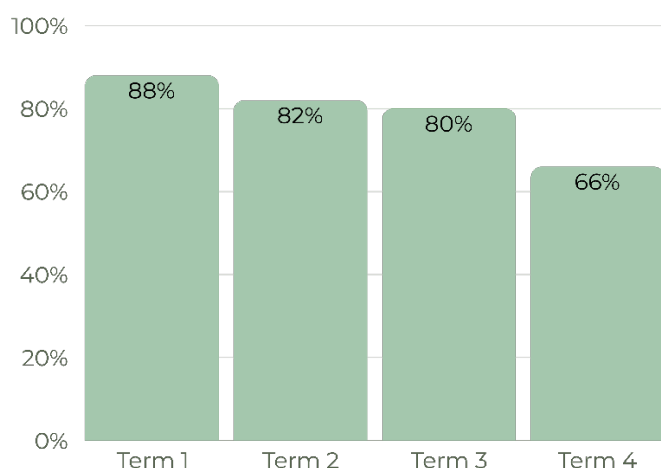
The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem, and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society.

Aboriginal and Torres Strait Islander participation in Clontarf



Swan View Clontarf Academy Awards Ceremony	
Cassius Turvey Solid Fella Award	Derek Clinch
Academic Award	Ben Borg
	Kyle Hill-McNally
Training Award	Jay Gavranich
	Jayden Chadwick
Leadership Award	Derek Clinch
	Raphael Pryor
Rising Star	Hamish Cavallaro
Citizenship Award	Riley Maxwell
Spirit Award	Juan Cross
Maali Medal	Anthony Hill

Clontarf students' overall attendance rate



Year 12s enrolled in University



Year 12s completed Certificate II or higher



Year 12s obtained their driver's licence

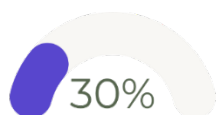
Swans Elevate



The Swans Elevate leadership and mentoring program has been running at Swan View Senior High School since 2019, evolving each year to meet student needs. In 2024, students focused on social emotional learning, including emotion regulation, conflict resolution, and personal exploration. They also deepened their connection with mentors, fostering a safe environment for exploring social and emotional growth.

Forty six Swans Elevate students engaged in a range of activities to improve social emotional wellbeing, physical health, interpersonal skills, mental health, and connection. The activities included:

- Goal Setting
- Teamwork
- Healthy eating
- Emotional Literacy
- Aspirations
- Zones of Regulation
- Overcoming challenges
- How to fail
- Communication



Improved their attendance



Achieved 90%+ attendance



Reduction in suspensions

Follow the Dream



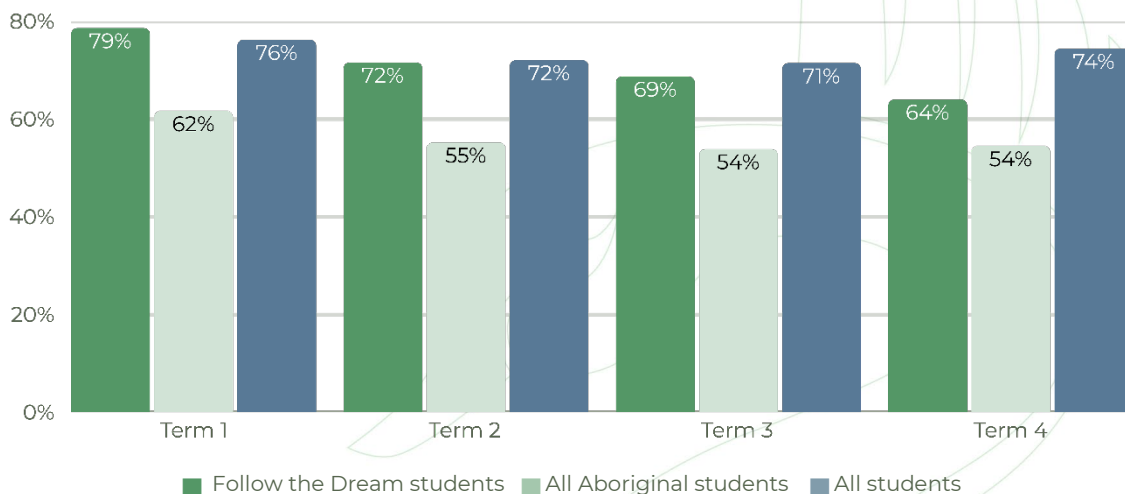
Polly Farmer
Follow the Dream

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 every student in the program. The program is voluntary and held after-school, with students choosing to focus on their education and pursue their goals.

	Swan View SHS		Eastern Hills SHS		Total
	Male	Female	Male	Female	
Year 7	15	22	4	3	44
Year 8	14	8	3	9	34
Year 9	6	10	0	5	21
Year 10	7	10	1	1	19
Year 11	3	4	4	1	12
Year 12	7	5	1	2	15
Total	52	59	13	21	145

Follow the Dream Student Attendance



	Term 1	Term 2	Term 3	Term 4	Whole Year
Follow the Dream Students	78.65%	71.62%	68.75%	64.05%	72.72%
All Aboriginal students	61.65%	55.23%	53.89%	54.49%	56.75%
All students	76.27%	72.08%	71.49%	74.47%	73.69%

Follow the Dream students consistently have higher attendance on average compared to all Aboriginal students.



Follow the Dream Awards Ceremony	
Attendance Award	Jema O'Neill Hamish Cavallaro Ethan McLennan Anthony Hill Savannah Hansen Aaliyah Addenbrooke Kyle Hill-McNally Ella Walters-Cohen Lateisha McGowan Raphael Pryor
Best Follow the Dream Program Participant	Ella Detloff Kyle Hill-McNally
Most Promising New Members	Maddisan Taylor
Leadership and Citizenship Award	Anthony Hill
Encouragement Award	Aaliyah Mogridge Aaliyah Talbot Garry Turnpenny Marie Turnpenny Maddisan Taylor Mystique Bolton
Academic Award	Aaliyah Talbot Hamish Cavallaro Ella Detloff Anothny Hill Anna-Leigh Smith Ethan McLennan Patrick Alley Aaliyah May Savannah Hansen Kyle Hill-McNally Lateisha McGowan
Academic Excellence	Ella Detloff Kyle Hill-McNally

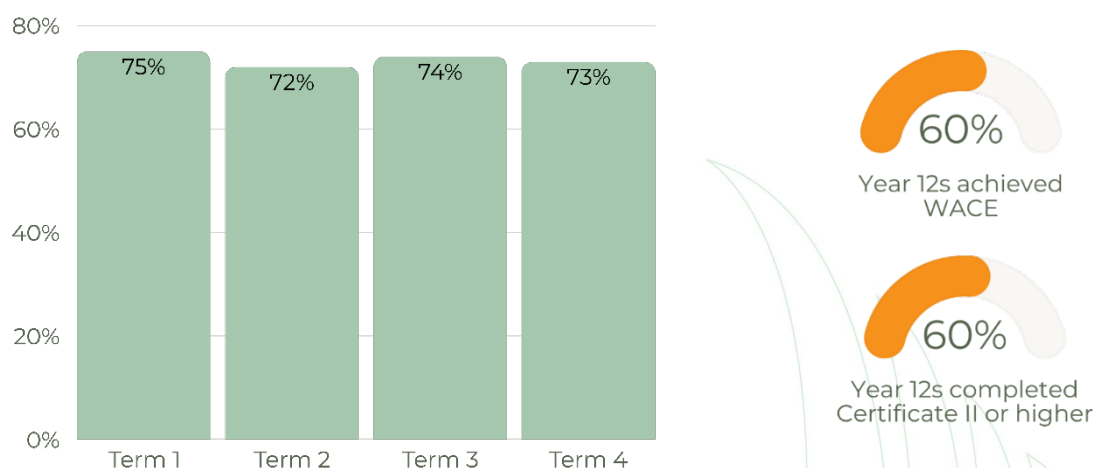
Swan View Stars Foundation



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.

Stars students' overall attendance rate



Swan View Stars Foundation Awards Ceremony

Academic Award	Chelsee Vella Lateisha McGowan
Attendance Award	Chelsee Vella Aaliyah Addenbrook
Rising Star	Jema O'Neil Ella Walters-Cohen
Star of the Year	Lilyana Gannaway Tina Narrier
Values Award	Respect: Maniah White Honesty: Zallyrah Hodder Commitment: Meriame Warra Pride: Tina Narrier

INCLUSIVE EDUCATION



Pictured: Brade Carew

In 2024, Swan View Senior High School continued to strengthen inclusive education across the whole school, integrating our Education Support Centre with some mainstream learning to ensure students receiving NCCD adjustments access, participate and progress on the same basis as their peers. Our work aligns with the Disability Standards for Education and the Department of Education's Disability Access and Inclusion Plan, with a strong emphasis on evidence-based adjustments, collaborative planning with families, and building student independence.

Key to our approach this year was upskilling staff: teachers and education assistants through targeted professional learning and coaching, so classroom practice is responsive to individual need and data-informed. We partnered closely with families to lift engagement, attendance and transition readiness, focusing on practical skills that promote autonomy and post-school pathways.

Support for students with a disability - The Hub

The Hub provides a supportive and inclusive environment for both mainstream and Education Support Centre students. It offers a space to manage emotions, discuss concerns, and access academic and personal support. Led by Mrs Corinne Henry and Mrs Brooke Scolt, the Hub is also a key resource for staff; sharing information to help them support students and promoting staff wellbeing through self-regulation strategies.

This space fosters a positive atmosphere for the whole school community. Parents/caregivers and teachers are encouraged to contact the Inclusive Education team to explore tailored support options. In 2024, Mrs Henry and Mrs Scolt provided support to students on 3,168 occasions. While data on staff support is currently limited, it will be tracked more closely in 2025.

Support for students with disability and their families

Swan View Senior High School utilise a variety of strategies to support students with disabilities, ensuring they receive the necessary accommodations and resources to thrive academically and socially.

- **Individualised Education Programs (IEPs)** outline specific goals, accommodations, and supports for students with disabilities or those requiring extra support.
- **NAPLAN** is a nation-wide standardised test for students in Years 3, 5, 7 and 9. Students can be provided with adjustments such as extended time, rest breaks and a modified layout should the require.
- **Supporting parents with Assessment Referrals:** We can assist parents/caregivers in obtaining assessments for conditions like Autism Spectrum Disorder (ASD), Intellectual Disability (ID), Attention Deficit Hyperactivity Disorder (ADHD) and Specific Learning Disorders (formally known as Dyslexia) by providing referrals to specialists, coordinating with healthcare providers and implementing strategies to support the student.

- **Progressive Achievement Tests (PAT)** testing is utilised for students in Year 7 and 8 to establish student progress. We will be testing the current year groups as they move through their schooling to help track students' progress in literacy, numeracy and social/emotional needs, allowing teachers to identify areas where additional support is needed.

Staff Training

Continuous professional development strengthens educators' skills, enabling them to provide the essential support needed for both academic achievement and social-emotional growth. Our staff is dedicated to remaining informed and equipped, ensuring that students with disabilities have the best opportunities to succeed and thrive in all areas of the curriculum.

Attention Deficit Hyperactivity Disorder

Teachers are committed to ongoing professional learning and development. During the year, staff participated in a presentation and workshop focused on strategies to support students with Attention Deficit Hyperactivity Disorder (ADHD). This session emphasised the importance of educators staying up-to-date with effective approaches for assisting students with disabilities, a critical factor in fostering inclusive learning environments and enhancing student outcomes.

Autism Awareness

Earlier this year, we marked Autism Awareness Month with a focus on promoting understanding and acceptance. Acknowledging that autism can be a sensitive topic for individuals who seek inclusion without being singled out, we approached the initiative with care and sensitivity. Staff received informative flyers, including links to webinars and professional training, to support their understanding of autism. Throughout April, staff participated in a 'Walk for Autism' to further raise awareness. As part of our ongoing commitment to autism awareness and inclusivity, we strive to foster a culture that celebrates the unique strengths and capabilities of all individuals, regardless of neurodiversity.

Student Wellbeing Afternoon – Mental Health Focus

In Term 2, we introduced a new initiative aimed at fostering mental health awareness and encouraging students to look out for each other. Our inaugural Wellbeing Afternoon in Week 8 focused on promoting student support through various activities, including sporting games, team challenges, nature activities, and a celebratory hotdog session. Students were encouraged to step out of their comfort zones and support one another in a safe, inclusive environment. The event was a success, with both students and staff engaging in new experiences and actively supporting each other. Special thanks to Miss

Tilly Varnavides for coordinating the event and to all staff and students who contributed to making it a positive and enjoyable experience.

External Services Support

For families with children who have a diagnosed disability and require therapy support, we provide services on school grounds to assist those who face difficulties accessing therapy at home or through external clinics. Parents/caregivers can request an Expression of Interest (EOI) form, which should be submitted alongside the student's professional disability report. While priority will be given to students in need of a Behaviour Practitioner, Psychologist, or those under the care of the Department of Communities: Child Protection, all EOI submissions will be reviewed, discussed, and carefully considered.

Social Skills Program

Invited students participated in our Social Skills Program, incorporating elements from Talkabout for Teens and Social Thinking and Me. These programs aimed to improve students' ability to navigate social situations by developing assertiveness and understanding social "hidden rules". Through structured lessons, role-playing, discussions, and interactive activities, students enhanced their communication skills and gained a deeper understanding of social dynamics in a supportive environment.

The program helped nine students with learning disabilities build confidence in their social abilities, equipping them with valuable skills for both academic and personal growth. Its success lies in providing a safe space for students to learn and grow socially.

Education Support Centre

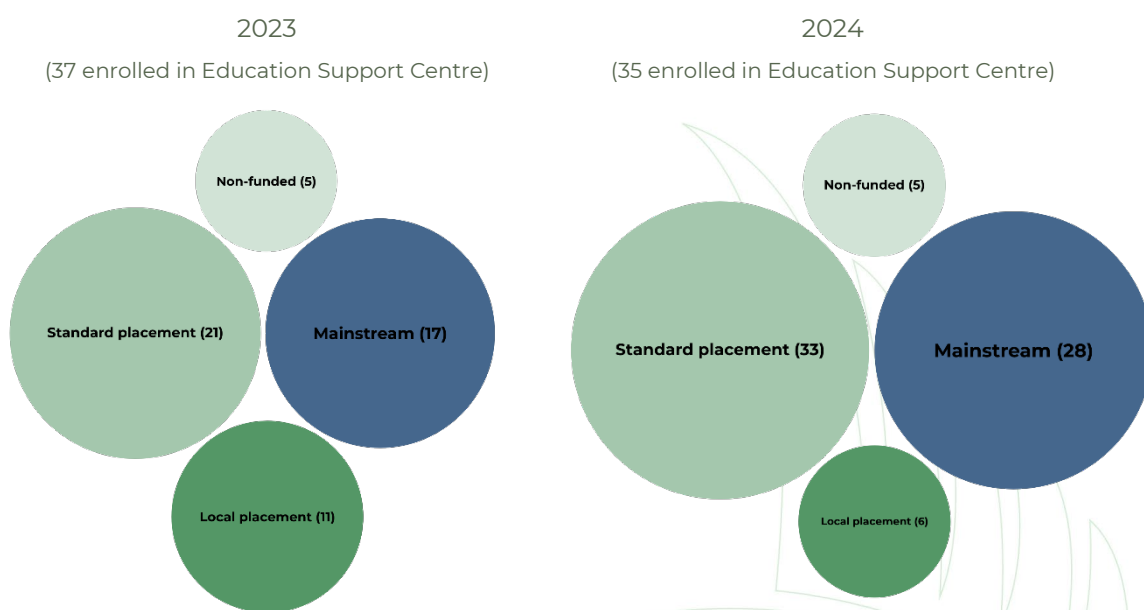
The Education Support Centre, located within the main campus of Swan View Senior High School, serves as a specialised educational facility designed to meet the needs of students with mild to moderate learning challenges, including cognitive, physical, sensory, and behavioural difficulties. In close collaboration with the High School, the Centre plays a pivotal role in fostering an inclusive environment across the school, supporting students in reaching their full potential.

Our programs are grounded in the Western Australian Curriculum, where applicable, and are carefully adapted through carefully designed programs and targeted interventions to address the unique needs of each student. A primary focus of the Centre is to nurture students' independence, with an emphasis on preparing them for successful post-school pathways. These pathways include social activities, employment, volunteering, independence, and further study, ensuring students are equipped with the skills and confidence to thrive beyond school.

Transition Planning for incoming students

We made significant progress in strengthening transition pathways for students progressing into secondary settings, with a particular focus on increasing student numbers in mainstream education for students with disabilities. A key priority was fostering close collaboration with partner primary schools to ensure a seamless and supportive transition experience for both students and their families. This effort involved early planning, case meetings, and familiarisation visits, all designed to provide students with the essential support as they moved into the next phase of their education. These initiatives reflect our ongoing commitment to creating inclusive, supportive environments that facilitate student success at every stage.

Enrolments



Staff Growth and Contributions

Over the past year, our professional staff has continued to grow, further enhancing the quality of support we provide to students with disabilities. Our Education Assistants play a vital role, working not only within the Centre but also across mainstream classrooms, ensuring that students receive the necessary support to thrive in a variety of settings.

In addition to the dedicated Education Assistants, we welcomed a Health and Physical Education (HPE) teacher to the team, further strengthening our offerings and enriching the students' learning experiences. This addition has been invaluable in providing a well-rounded educational experience for our students.

Our staff, whether part-time or full-time, consistently go above and beyond to support the academic, social, and emotional needs of our students. Their commitment and collaborative approach create a positive and inclusive environment that empowers students to succeed and reach their full potential.

	Teaching Staff		Allied Professional Staff		Students
	Full time	Part time	Full time	Part time	
Term 4 2023	5	2	14	8	37 in ESC 12 in mainstream
Term 1 2024	4	3	16	7	38 in ESC 27 in mainstream
Term 4 2024	5	2	14	5	35 in ESC 24 in mainstream

Academic and Personal Growth Focus

At our Centre, we place a strong emphasis on Literacy, Numeracy, and Social Emotional Development, ensuring that all students receive the targeted support they need to succeed in these critical areas. Through explicit instruction, structured intervention programs, and ongoing data-driven assessments, our dedicated teaching staff maximises learning opportunities for neurodiverse students, fostering their academic and personal growth.

To support numeracy development, teachers use Essential Assessment to identify and address gaps in student knowledge, ensuring targeted skill development in mathematics. Staff have been effectively integrating the JEMM framework into their classrooms to enhance student learning. By applying JEMM strategies, teachers can personalise their approach to meet the diverse needs of students, creating a more inclusive and engaging learning environment. In literacy, staff conduct comprehensive assessments to evaluate students' strengths and areas for improvement. Additionally, we implement Direct Instruction Literacy programs, alongside Mini and MacqLit, to further improve literacy outcomes for our students.

In addition to core academic subjects, our teachers deliver engaging lessons in Humanities and Social Sciences (HASS), aligned with high school studies for lower school students. Upper School students focus on workplace learning, developing independent skills to navigate and access services within the community.

Recognising that neurodivergent students excel when learning is hands-on, we incorporate practical activities that allow students to demonstrate the skills they acquire in the classroom. Mainstream teachers also had the privilege of working with our students through option classes such as Home Economics, Drama, Technology, Media, and Art, providing diverse learning experiences that enrich their education.

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	Community Awareness
Mathematics	ASDAN - Toward Independence	Protective Behaviours
Health	Keys 4 Life	E-Safety
Physical Education		

Upper School – Workplace Learning Programs and Experiences

In 2024, Upper School students at the Education Support Centre had the opportunity to participate in a range of programs designed to equip them with the skills needed for future employment and personal success. Among these was the Workplace Learning program, which focuses on developing work readiness and providing students with the potential to gain paid employment.

The Workplace Learning program helps students identify career pathways that align with their interests and strengths while developing essential workplace skills. Focused on career exploration, the program emphasises soft skills such as communication, teamwork, and organisation, integral to workplace success.

Aligned with the ASDAN Workright curriculum, the program prepares students for the workforce. Upon completion, students move on to the ADWPL (Australian Disability Work Placement Learning) program. Both programs are recognised on students' Western Australian Statement of Student Achievement, enhancing their qualifications and career prospects.

In addition to classroom learning, students engage in weekly practical work experiences, applying their skills in real-world settings under staff supervision. This hands-on experience is vital for career development and workplace readiness.

This year, 11 students successfully completed practical work placements, demonstrating dedication and enthusiasm as they build the foundation for future career success.

Completed Work Placements	
Year 10	Sharnee Colley Angel Hart Lacey Hassner Jakob Houghton Dean Lawson Junior Williams
Year 11	Thomas Brooks Brade Carew Kerensa-Lily Perrella
Year 12	Ashlee Johnson Faye Carty

Introduction of Health and Physical Education Teacher

We proudly introduced a dedicated Physical Education and Health teacher to the Education Support Centre, an initiative that had been in the planning stages for quite some time. The goal was to find an educator who could effectively deliver tailored programs that would engage our students, considering their unique learning needs and behavioural considerations.

After careful selection, we were fortunate to welcome a teacher who not only understood the specific needs of our students but also brought a creative and dynamic approach to physical education and health. The teacher's ability to design programs with engaging and unconventional activities ensured that students were actively involved and motivated, transforming the physical education experience into one that was both enjoyable and impactful. This addition to the Centre has had a meaningful impact on our students' learning journey, and we look forward to the continued success of this program in the future.

School Bus Service Team (Perth Transport Authority)

We are fortunate to have the support of the Perth Transport Authority since 2021, which provides a dependable bus service that safely transports eligible students to and from school each day. This service is invaluable to our families, and we greatly appreciate its contribution to our school community. In 2024, there were 14 students who accessed this service.

Student Leadership Program

The Student Leadership Program has successfully completed its inaugural year at the Centre, with impressive outcomes. Students elect a peer from each year level to form the Student Leadership Team. In Semester Two, the student leaders concentrated on

enhancing the overall student experience, with a particular focus on improving break times. Building on the success of this first year, plans are already underway to further strengthen and expand the program in the future.

As the current student leaders transition, we look forward to welcoming the new team for Semester One, 2025, to continue the valuable work initiated this year.

2024 Student Leadership	
Year 7	Grace Davey
Year 8	Derek Clinch
Year 9	Seth Brown
Year 10	Jake Houghton
Year 11	Thomas Brooks
Year 12	Ashlee Johnson

ASDAN Program Overview

This year, all five classes participated in various ASDAN programs, which are designed to engage students through practical, accessible courses that promote personal, social, and work-related skills. These programs aim to inspire students to pursue further training and employment opportunities, empowering them to take control of their futures.

In 2024, 23 students completed an ASDAN qualification and received certificates at our ESC Final Assembly. This marks a significant increase in participation and achievement from previous years: six students in 2021, 10 in 2022, and 16 in 2023. We are excited to see this growth continue, offering more programs each year.

Senior School students' ASDAN qualifications are also now recognised on their Western Australian Statement of Student Achievement (WASSA), which will be awarded at their Year 12 Graduation. We commend the students who achieved ASDAN qualifications this year for their hard work and dedication.

2024 ASDAN Qualifications	
Year 7	Duane Tittums - New Horizons Gold Award Grace Davey - New Horizons Gold Award Johnnothan Wilson - New Horizons Gold Award Lisa Cordwell - New Horizons Gold Award Scarlett Dimmock - New Horizons Gold Award Margaret Hayton - New Horizons Silver Award Bentley Slater - New Horizons Silver Award
Year 8	Braydon Sneddon - Transition Challenge Silver Award Derek Clinch - Transition Challenge Silver Award Ian Kemenade - Transition Challenge Silver Award

	<p>Nevaeh Smith - Transition Challenge Silver Award</p> <p>Olivia Casey - Transition Challenge Silver Award</p>
Year 9	<p>Seth Brown - Key Steps Certificate 1</p> <p>Ethan Smart - Key Steps Certificate 1</p> <p>TJ White - Towards Independence - Independent Living: Progression</p>
Year 10	<p>Angel Hart - Towards Independence - Independent Living: Progression</p> <p>Lacey Hassner – Workright: All Modules</p> <p>Jakob Houghton – Workright: All Modules</p> <p>Dean Lawson - Towards Independence - Independent Living: Progression</p> <p>Sharnee Colley - Towards Independence - Independent Living: Progression</p>
Year 11	<p>Thomas Brooks - Workright: All Modules</p> <p>Brade Carew - Workright: All Modules</p> <p>Kerensa-Lily Perrella - Workright: All Modules</p>
Year 12	<p>Ashlee Johnson - Workright: All Modules</p> <p>Faye Carty - Workright: Unit 4</p>



COMMUNITY SATISFACTION

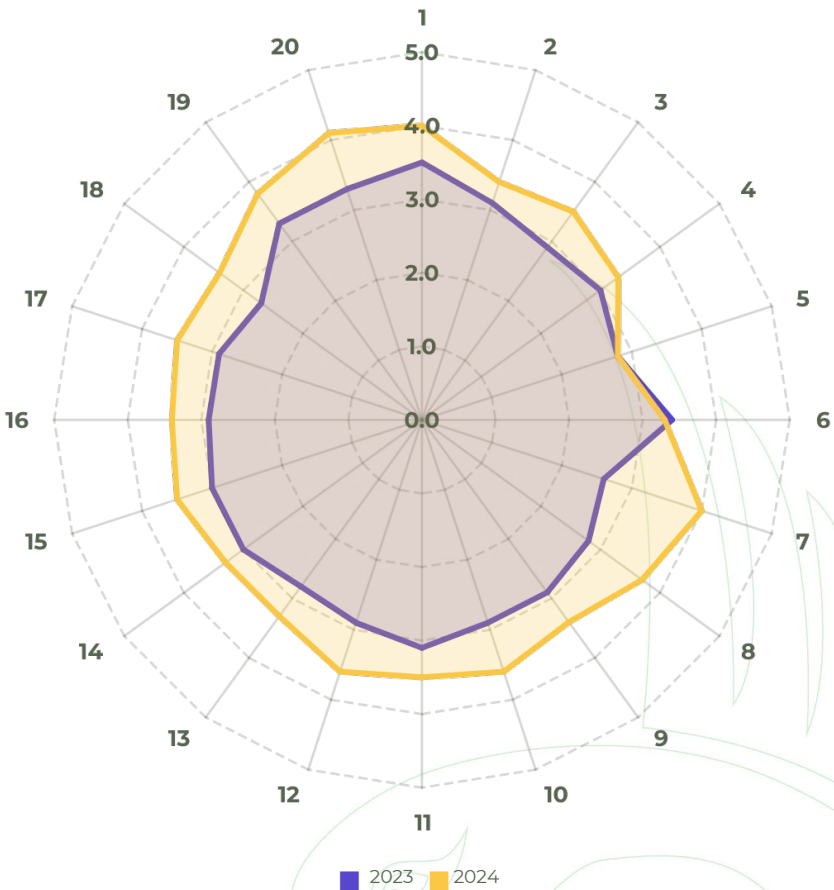


Pictured: Ms Shaina Farrell

In 2024, there was no update from the Department of Education on a replacement platform for School Survey in order to conduct satisfaction surveys. As a result, the school purchased the Insights module from Compass in late 2024 to gather feedback on parent satisfaction but received limited responses, only 24 compared to 88 in 2023.

In 2025, the school will use the Insights module to survey parents, students, and teachers.

Parent Satisfaction



#	Question	2023	2024	%+/-
1	Teachers at this school expect my child to do their best.	3.5	4.0	+14%
2	Teachers at this school treat students fairly.	3.1	3.4	+10%
3	Teachers at this school provide my child with useful feedback about their school work.	2.9	3.5	+21%
4	My child feels safe at this school.	3.0	3.3	+10%
5	Student behaviour is well managed at this school.	2.8	2.8	-
6	My child likes being at this school.	3.4	3.3	-3%
7	I can talk to my child's teachers about my concerns.	2.6	4.0	+54%
8	This school is well maintained.	2.8	3.7	+32%
9	This school looks for ways to improve.	2.9	3.4	+17%
10	Teachers at this school motivate my child to learn.	2.9	3.6	+24%

11	The school takes parent's opinions seriously.	3.1	3.5	+13%
12	My child is making good progress at this school.	2.9	3.6	+24%
13	This school is well led.	2.8	3.3	+18%
14	My child's learning needs are being met at this school.	3.0	3.3	+10%
15	This school works with me to support my child's learning.	3.0	3.5	+17%
16	This school has a strong relationship with the local community.	2.9	3.4	+17%
17	I would recommend this school to others.	2.9	3.5	+21%
18	I am satisfied with the overall standard of education achieved at this school.	2.7	3.4	+26%
19	Teachers at this school care about my child.	3.3	3.8	+15%
20	My child's teachers are good teachers.	3.3	4.1	+24%

The disparity in response numbers between 2023 and 2024 may affect the reliability of the results. The smaller sample size in 2024 may lead to less reliable and less representative data, increasing the risk of sampling bias. As a result, the 2024 results should be interpreted with caution. Key takeaways:

- Students feel safer in 2024 compared to 2023.
- We must continue to focus on managing student behaviour.
- Satisfaction with the school's maintenance has improved.
- Parents are more involved with their children's education.
- Parents are more satisfied with their child's education.
- Parents are more likely to recommend the school to others.
- The school's relationship with the local community has strengthened.

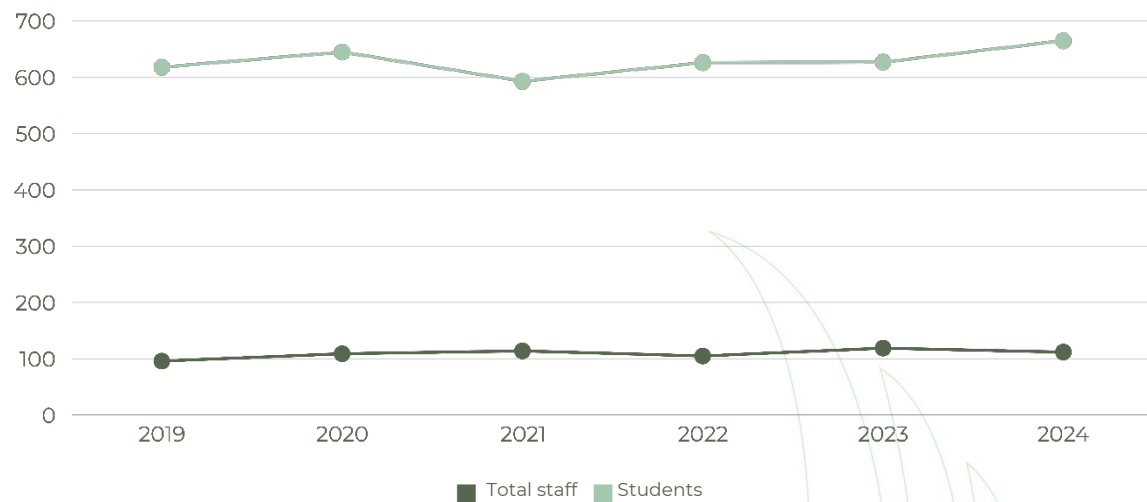


WORKFORCE

The staff at Swan View Senior High School are the school's most important asset. We aim to create a positive learning environment that helps provide the best working conditions. All staff members work together to build a caring and supportive school community. They adapt to changes in education to make sure all students develop as confident learners who are resilient, respectful community members.

Staffing

Students and Staff numbers



Year	Students	Teaching staff	Allied Professional Staff	Total Staff
2019	618	51	45	96
2020	645	58	51	109
2021	593	62	52	114
2022	626	54	51	105
2023	627	61	58	119
2024	665	61	51	112

The school has seen growth in both student enrolment and staffing, with a significant rise in total staff over the years, helping to create a more supportive and well-resourced environment for students. In 2024, the number of Allied Professional Staff reduced.

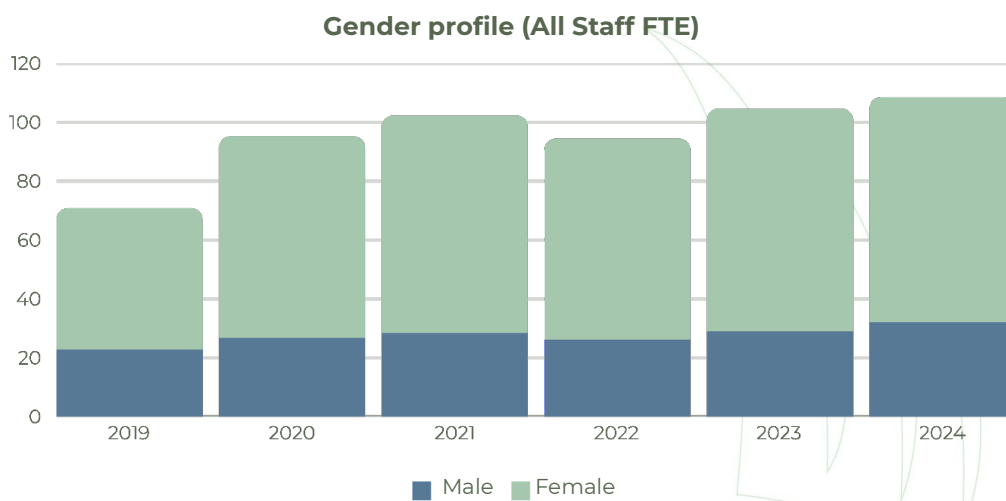
Staff Composition

	Number	FTE	Aboriginal/TSI
Principals	1	1.0	0
Deputy Principals	3	2.0	0
Heads of Learning Areas	5	5.0	0
Program Coordinators	4	3.6	0
Total Administration Staff	13	11.6	0
Other Teaching Staff	48	42.9	1

Total Teaching Staff	48	42.9	1
Clerical/Administrative	23	21.7	1
Gardening/Maintenance	2	2.0	0
Other Allied Professionals	26	21.2	0
Total Allied Professionals	51	44.9	1
Total	112	99.4	2

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

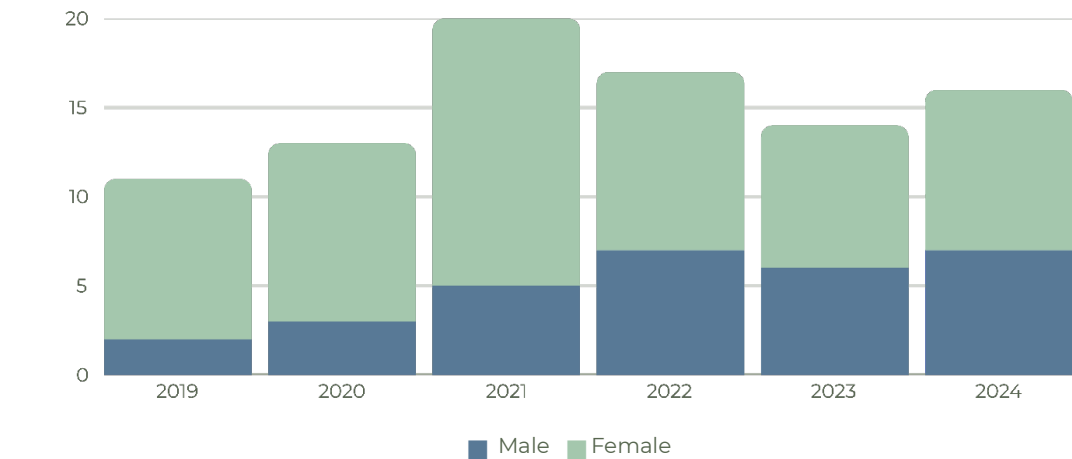
Workforce Profile



Year	Male	Female
2019	22.85	48.07
2020	26.82	68.45
2021	28.4	73.93
2022	26.1	68.4
2023	29.0	75.7
2024	32.2	76.4

The percentage of female staff has consistently increased, while the percentage of male staff has also increased, but at a slower rate.

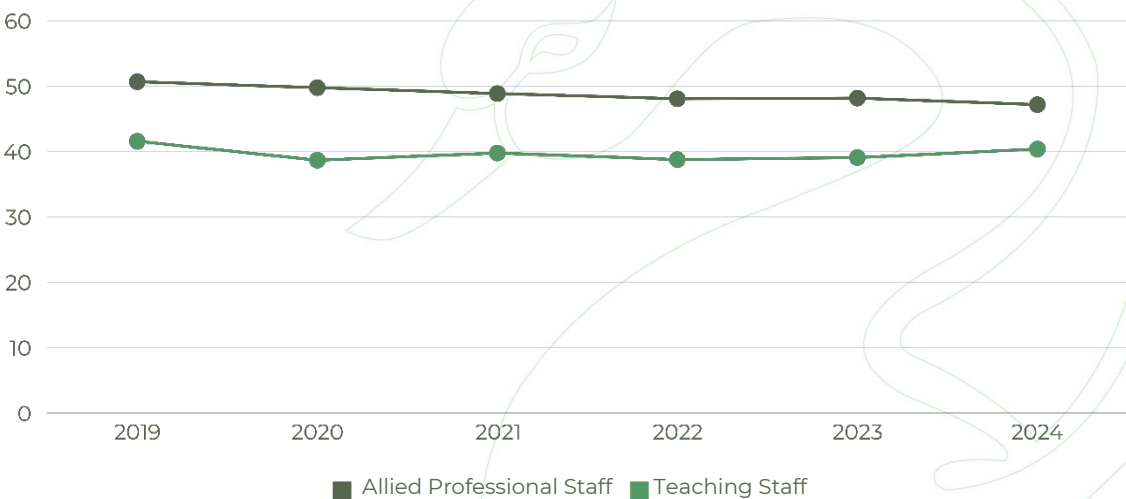
Gender profile (Senior Leadership Team staff)



Year	Male	Female
2019	2	9
2020	3	10
2021	5	15
2022	7	10
2023	6	8
2024	7	9

The Senior Leadership Team has seen a gradual increase in male representation while maintaining a dominant female presence. We continue to have high female representation in our Senior Leadership Team where Women in Leadership is 60%, which is equivalent to the national average in Education and Training of 59% (Australian Government Workplace Gender Equality Agency).

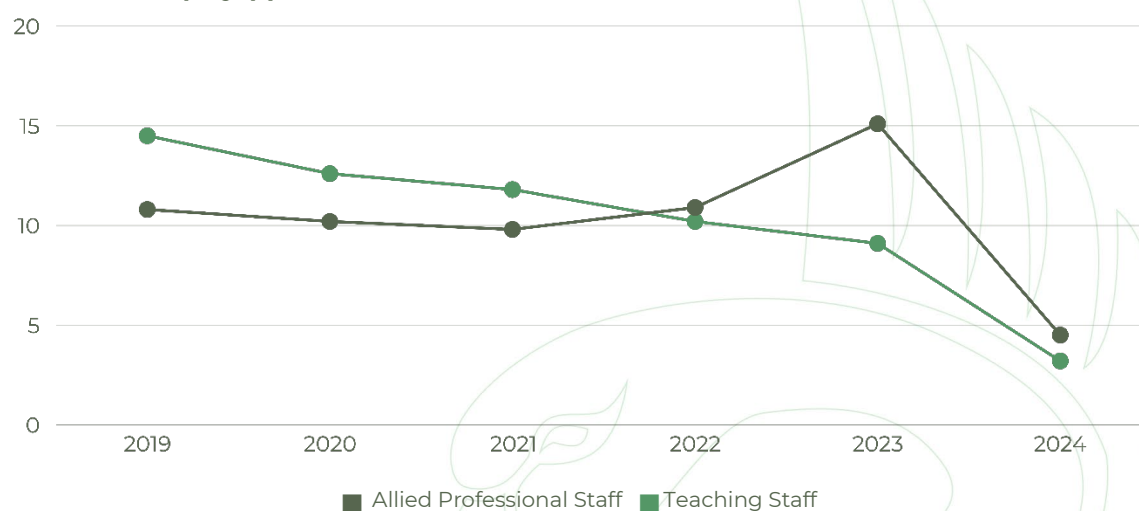
Age of Staff



Year	Teaching Staff	Allied Professional Staff
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
2024	40.40	47.20

The school has seen a slight shift toward younger teaching staff over the years, with the average age of both teaching and allied professional staff decreasing. However, allied professional staff still have a significantly older average age. The school may need to plan for future retirements and ensure that both younger and older staff members are supported through professional development, succession planning, and knowledge-sharing initiatives. Maintaining a balance of experienced and newer staff will ensure a dynamic and sustainable staffing profile moving forward.

Leave taken (days) per FTE






Year	Teaching Staff	Allied Professional Staff
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
2024	3.2	4.5

The data on leave taken by teaching and allied professional staff reveals a generally decreasing trend for teaching staff and a fluctuating but downward trend for allied professional staff. The decline in leave for teaching staff is notable but warrants consideration to ensure that staff are not under pressure to work when they should be taking necessary time off. Both groups of staff would benefit from support systems to manage health and wellbeing, ensuring sustainable and effective staffing over the long term.

Acknowledgement of Service

The School values staff commitment to improving student outcomes. Staff are awarded lapel pins for reaching one of the three milestones: Bronze (5 years), Silver (10 years), and Gold (20 years). Staff receive their pins on the final day of each year to honour their service.

Pins awarded in 2024

		
Lucas Bennett	Kerri Coops	Denise Cunningham
Renee Bowell	Jonathan Francois	
Taree Cooke	Paul Judge	
Christine Davey	Aree Latham	
Tom Evans	Pablita Menchavez	
Helen Hawley		
Stephanie Klimczyk		
Julie Matthews		
Graham Malynn		
Pauline Manser		
Sophie Mathers		
Brooke Muhic		
Viv Penrose		
Jyoti Sharma		
Anna Taylor		
Danielle Thiel		
Suwan Turner		
Jemma Whelan		

Professional Development

Focusing on performance and development aims to enhance the skills of good teachers and elevate great teachers to excellence. Research shows that the quality of teaching is the most important factor in student achievement.

School Development Days

Date	Topics
Monday 29 January 2024	<ul style="list-style-type: none"> • Compass • Learning Area time • Personal preparation time • Finance and Assets • 2023 Data Analysis • Inclusive Education
Tuesday 30 January 2024	<ul style="list-style-type: none"> • Learning Area time • Personal preparation time • Relief procedures • Student Services • Emergency procedures • Positive Behaviour Support (PBS) • <i>Koorā Waangkininy Boodjar</i>
Monday 15 April 2024	<ul style="list-style-type: none"> • Compass • Learning Area time • Responding and Managing Young People in Crisis
Monday 15 July 2024	<ul style="list-style-type: none"> • PBS • Curriculum support time • Postvention planning • Team Teach
Monday 7 October 2024	<ul style="list-style-type: none"> • School of Special Educational Needs: Disability (SSEN:D) • Learning Area Operational Plans • Student Services procedures • Teaching and Learning update • PBS • Learning Area time • Graduate teacher mentor meetings
Friday 13 December 2024	<ul style="list-style-type: none"> • Learning Area time

Staff Meetings

Date	Topics
Monday 19 February 2024	<ul style="list-style-type: none"> • PBS • Learning Environment <ul style="list-style-type: none"> • Compass chronicle entries • Uniform process • Inclusive Learning • Teaching and Learning <ul style="list-style-type: none"> • Daily review • Start of year setup • Vision statement
Monday 18 March 2024	<ul style="list-style-type: none"> • PBS • Inclusive Learning • Compass <ul style="list-style-type: none"> • Chronicle entries

	<ul style="list-style-type: none"> • Wellbeing referrals • Attendance • Consistent classroom practices
Monday 6 May 2024	<ul style="list-style-type: none"> • PBS • Student Services • Teaching and Learning practices • School Review
Monday 10 June 2024	<ul style="list-style-type: none"> • School Review
Monday 5 August 2024	<ul style="list-style-type: none"> • PBS • Events <ul style="list-style-type: none"> • Colour Run • Athletics Carnival • AJ Betts Workshop • Scholastic Book Fair • Diamond planners • Daily review
Monday 2 September 2024	<ul style="list-style-type: none"> • Keeping Our Workplace Safe (KOWS)
Monday 28 October 2024	<ul style="list-style-type: none"> • PBS • Program Kaartdijin (Compass) • Senior Teacher • Classroom Management Strategies (CMS) and Instructional Classroom
Monday 25 November 2024	<ul style="list-style-type: none"> • PBS • Wellbeing • Attention Deficit Hyperactivity Disorder (ADHD) • Program Kaartdijin (Compass)

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	
Public Relations	Mrs Sally Bradley
SIDE and Enrolments	Mrs Janet Criddle
Human Resources Coordinator	Mrs Vivien Colquhoun
Student Accounts	Mrs Denise Cunningham
Reception	Mrs Carmen Notte (Semester 1)
Reception and Enrolments	Ms Clare Passmore
Marketing, Assets and Records Management	Ms Lauren Haese
VET	Ms Katie James
Workplace Learning	Ms Samantha Rinaldi
Business Support Officer	Ms Andi Warwick
School Officer	Ms Lita Holmes
The Arts	
Head of Learning Area	Ms Kate Rogers
ACE Coordinator	Ms Zoe Baldock
	Mr Bailey Hester
	Mr Paul Judge
	Ms Tahnee Thompson
	Ms Jemma Whelan
English	
Head of Learning Area - English	Ms Shaina Farrell
	Mr Lucas Bennett
	Mrs Annalise Hayman
	Ms Miriam Melis
	Ms Samantha Schofield
Health & Physical Education	
Head of Learning Area	Mr Steve Bezzant
	Mr James Ewing
	Mr Michael Garfield
	Ms Stephanie Klimczyk
Duke of Edinburgh Award Coordinator	Ms Constance McIntosh
SRC Coordinator	Mr Caelan Toki
	Mr Tim Wallis
PBS Coordinator	Mr Michael Zampogna

Humanities	
Head of Learning Area - Humanities	Mr Robert Vernon
	Mr Peter Crayden
	Ms Macenzie Hall (Semester 1)
	Ms Miriam Ifould
	Mrs Caroline Marriette (Semester 1)
	Mr Simon Marriette (Semester 1)
	Mr Yorke Ponnar
	Mr Aaron Sherlock (Semester 2)
Languages - Japanese	Mr Paul Townsend
	Ms Sharna Trigg
Mathematics & Science	
Head of Learning Area	Mrs Justine McCann
Teacher in Charge – Science	Ms Jessica Beaumont
	Mr Chris Bekker
	Mr Toc Foale
Laboratory Technician	Mrs Julie Matthews
	Ms Bic Nguyen
	Mr Rhys Papas
	Mr Robert Pinnock
	Mrs Premita Seegoolam
	Mr Navdeep Singh
	Ms Jyoti Sharma
Technologies	
Head of Learning Area	Mr John Vidler
	Ms Elodie Frichot (Semester 2)
Technical Assistant	Mr Ray Higgott
Home Economics Assistant	Mrs Sharee Innes
	Mr Johnny Ripley
	Mr Geoffrey Serafini
	Ms Maddi Sparks
	Mrs Anna Taylor
	Ms Ruby-Jane Walkden
Education Support Centre	
School Officer	Ms Taree Cooke
	Mr Thomas Evans
	Ms Ashleigh Ezard
	Ms Hayley Forrest
	Mr Glen Lush
	Mr Kyle Morgan
	Ms Sharee Paidra
	Mrs Emily Savill-Holmes
Learning Support Coordinator	Mrs Brooke Scolt

Education Assistants	
Lead Education Assistant	Mrs Corinne Henry
	Ms Wendy Bell
	Ms Tracey Bennett
	Ms Sophia Briggs (Semester 2)
	Ms Rebekah Clark
	Ms Kerri Coops
	Mrs Anna Cotter
	Ms Millie Dixon (Semester 2)
	Ms Johanna Gebbie (Semester 2)
	Ms Wendy Gibson
	Mrs Belinda Grose
	Ms Pallavi Gupta (Semester 2)
	Ms Lorraine Harman
	Ms Christena Kelly
	Mr Graham Malynn
	Ms Georgina Materne
	Ms Anthea Mills
	Ms Ashleigh Moran
	Mrs Shirley Muir
	Ms Jessica Stretton (Semester 1)
	Ms Danielle Thiel
	Mrs Robyn Walters
	Mrs Penny Watkins
	Mr Richard Watson
Student Services	
Program Coordinator – Student Services (Lower School)	Mr Nathan Trengove (Semester 1)
Program Coordinator – Student Services	Mr Simon Marriette (Semester 2)
Student Support Coordinator (Upper School)	Mrs Sophia Mathers
Student Support Coordinator (Lower School)	Ms Pauline Manser
Student Support Officer (Year 7)	Mrs Christine Davey
Student Support Officer (Year 8)	Mr Aaron Kumar (Semester 2)
Student Support Officer (Year 9)	Mrs Tracey Warwick
Student Support Officer (Year 10)	Mrs Fleur Fletcher
Triage	Mrs Nicki Malynn
School Psychologist	Mr Mitchell Powell
School Nurse	Mrs Lyndsay-Sue Gannaway
Absentees	Ms Nicola Hoglin
School Chaplain	Mr Jon Jon Ramirez
Attendance Officer	Mrs Brooke Exell
School Officer	Mrs Carmen Notte (Semester 2)

Follow the Dream	
Program Coordinator	Ms Gaynor Manning
	Ms Iswari Jarratt
Swan View Clontarf Academy	
Director	Mr Kevin Bruce
	Mr Jarrod Chipperfield (Semester 2)
	Mr Kyle Hamersley (Semester 2)
	Mr Johnathon Marsh (Semester 1)
	Mr Cody Ninnette (Semester 1)
Swan View Stars Foundation	
Program Manager	Ms Kellie Tucker
	Mrs Vicki Atkins
	Ms Danielle Haese
Cleaning	
Cleaner in Charge	Mr Sargon Darmo
	Mr Kazimierz Knitter
	Mrs Aree Latham
	Ms Angela Magee
	Ms Pablita Menchavez
	Ms Chawee Phanchan
	Ms Mellena Tenorio
	Mrs Suwan Turner
Grounds and Utilities	
Head Gardener	Mrs Brooke Muhic
	Mr Tim Pearson-Goodacre
Information Technology	
Network Administrator	Mr Jonathan Francois
Technical Support Officer	Mr Angus Roach



FUNDING ACCOUNTABILITY

School Revitalisation

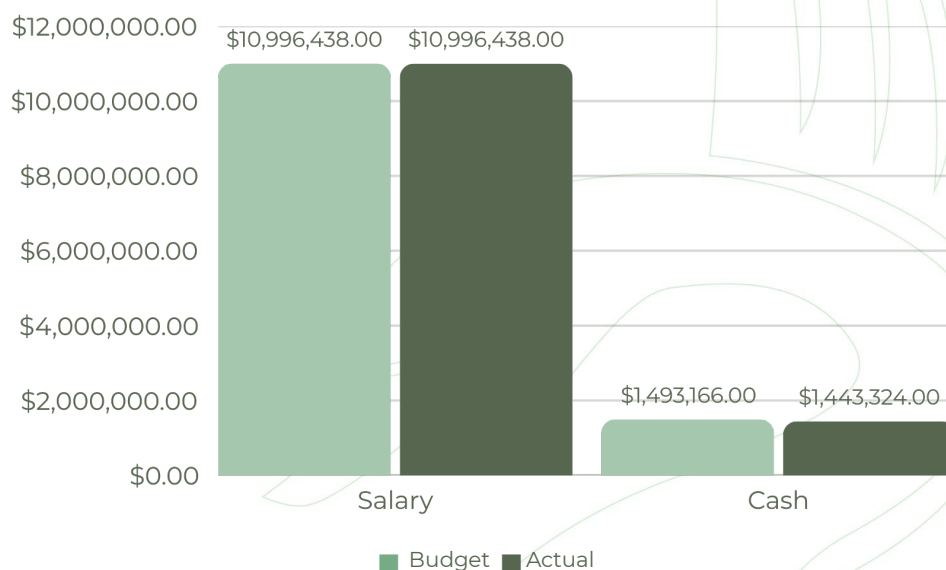
The School has embarked on significant upgrades to ageing infrastructure improving students and staff access to high quality facilities in teaching and learning. The Department of Education's recently completed Building Condition Assessment program was used to identify priority defects. Works involving upgrades or maintenance to reduce ongoing costs and prevent blow out costing from major breakdowns and structural failures were also given high priority. The School has made the decision to prioritise aesthetic improvements.

Some of the many projects completed in 2024 include:

- Revitalised classrooms, including painting and furniture replacement.
- Refurbishment of the Science preparation laboratory.
- Refurbishment of the Conference room.
- Increased recreational areas for students, including lawns and shade trees.
- Installation of waterwise irrigation to the front lawn.
- New photocopiers across the school.
- LED lighting across the school.
- A new Tier three server, ensuring efficient ICT usage across the school.
- Over 100 new computers, a majority allocated for student use.

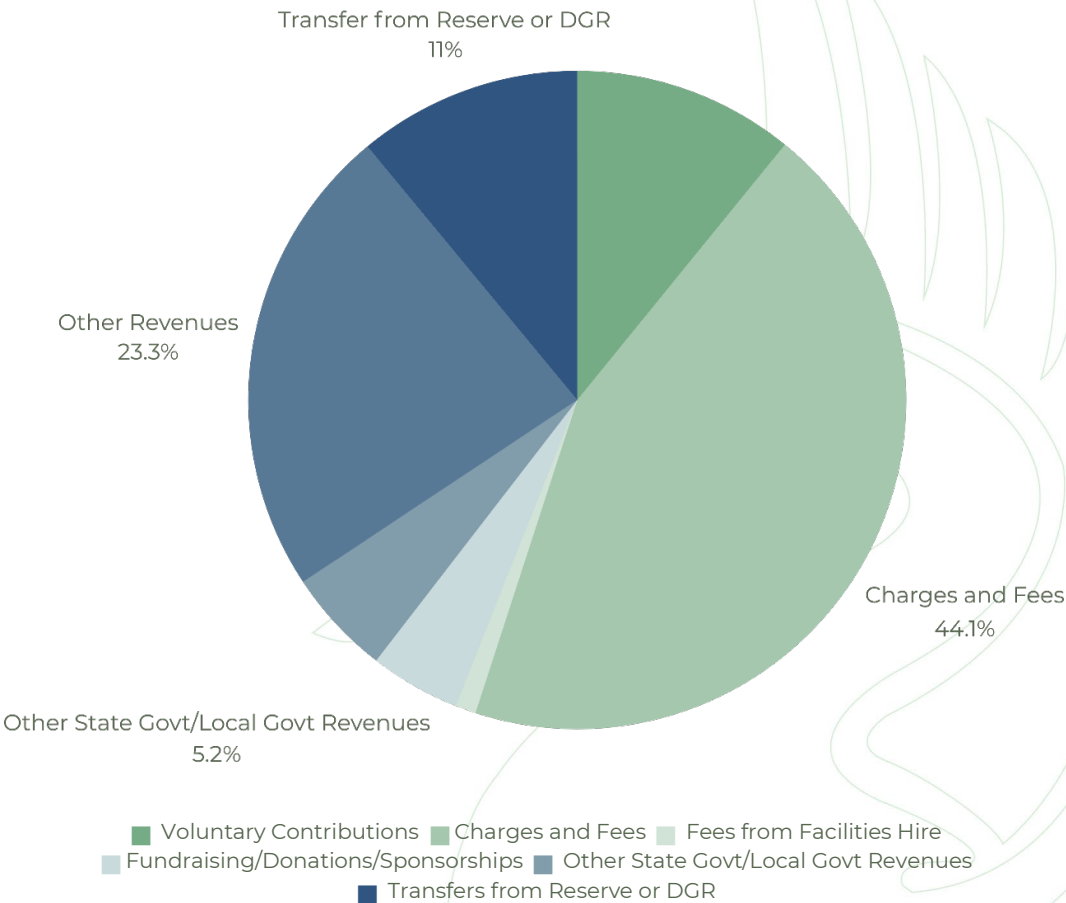
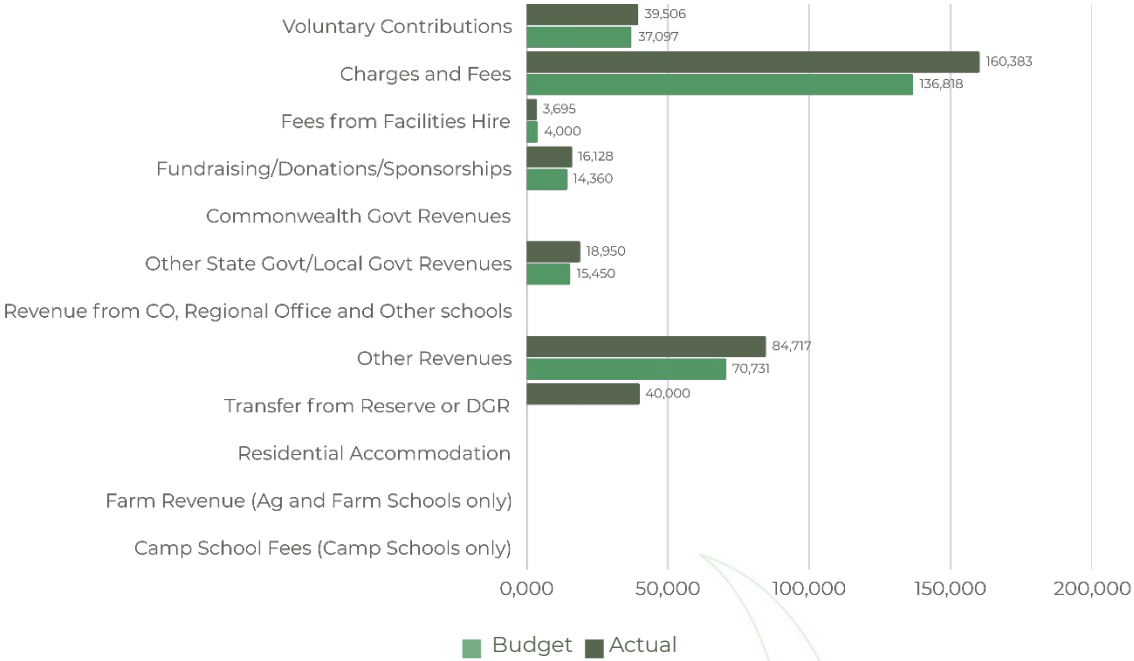
Financial Summary

Goods and Services versus Salary Expenditure



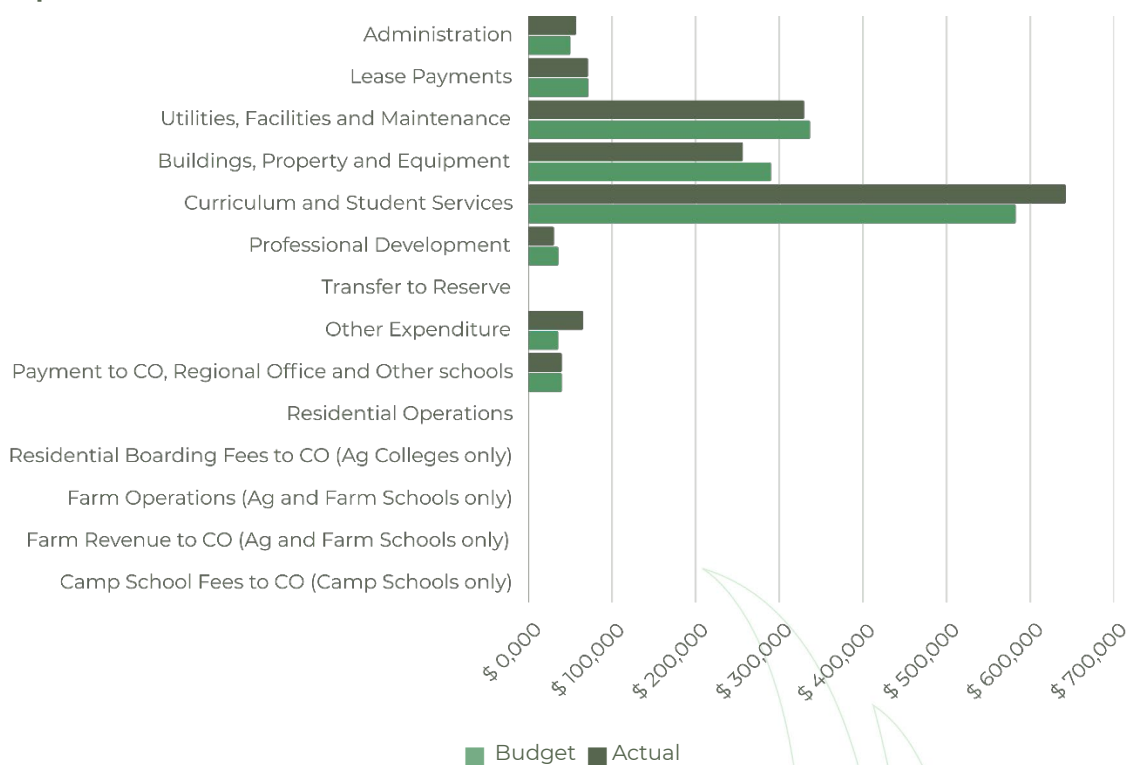
Category	Budget	Actual
Salary	\$ 10,996,438	\$ 10,996,438
Cash	\$ 1,493,166	\$ 1,443,324

Income



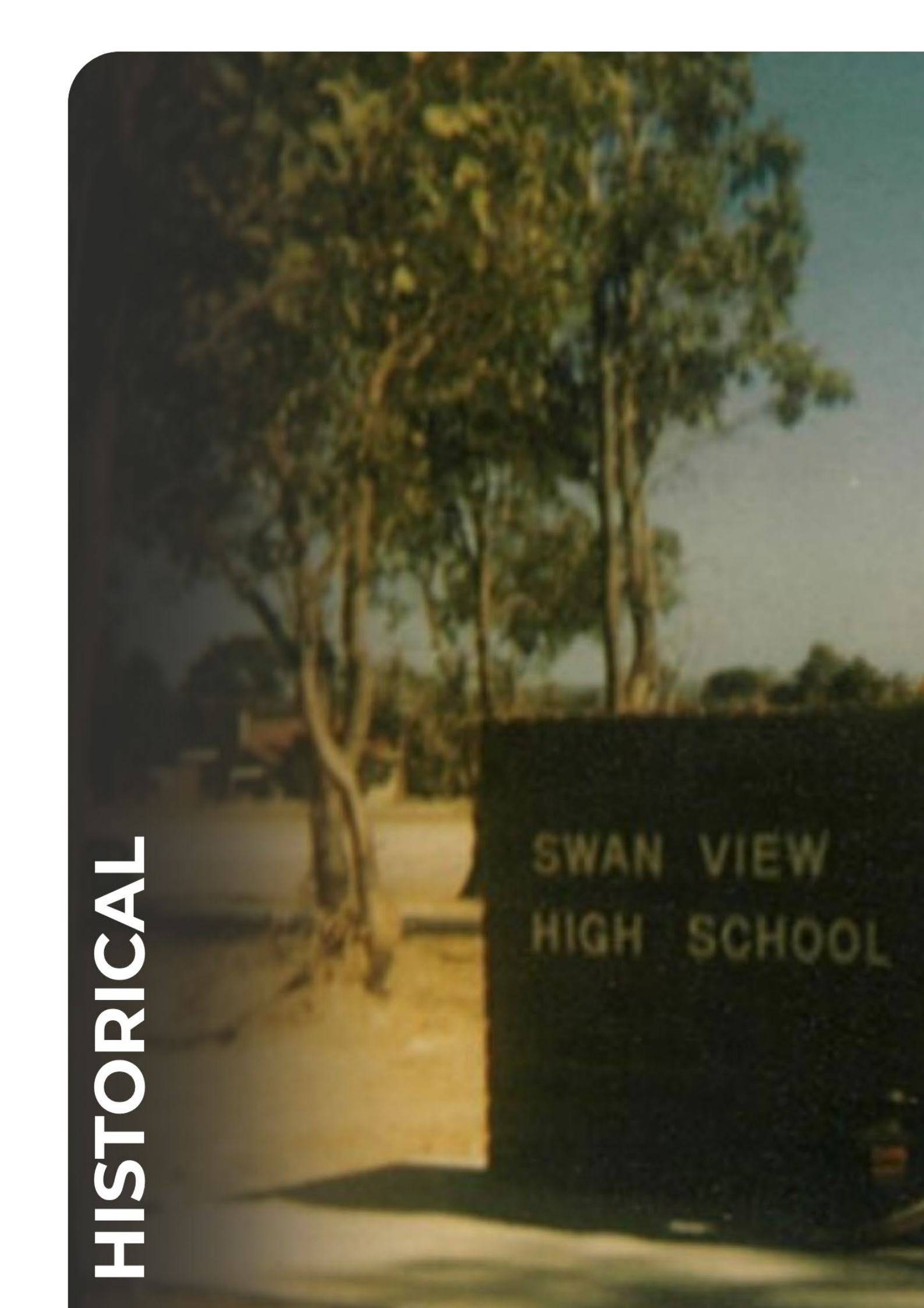
Category	Budget	Actual
Carry Forward (Cash)	\$ 214,234	\$ 214,234
Carry Forward (Salary)	\$ 58,989	\$ 58,989
Student Centred Funding		
Per Student	\$ 7,204,340	\$ 7,204,340
School and Student Characteristics	\$ 3,316,849	\$ 3,316,849
Disability Adjustments	\$ 141,214	\$ 141,214
Targeted Initiatives	\$ 954,128	\$ 954,128
Operational Response Allocation	\$ 376,466	\$ 376,466
Total Funds:	\$ 11,992,997	\$ 11,992,997
Transfers and Adjustments		
Regional Allocation	\$ 207,000	\$ 207,000
School Transfers – Salary	\$ (892,717)	\$ (892,717)
School Transfers - Cash	\$ 737,852	\$ 737,852
Department Adjustments	\$ (35,786)	\$ (35,786)
Total Funds:	\$ 16,349	\$ 16,349
Locally Raised Funds (Revenue)		
Voluntary Contributions	\$ 37,097	\$ 39,506
Charges and Fees	\$ 136,818	\$ 160,383
Fees from Facilities Hire	\$ 4,000	\$ 3,695
Fundraising/Donations/Sponsorships	\$ 14,360	\$ 16,128
Commonwealth Govt Revenues	\$ 0	\$
Other State Govt/Local Govt Revenues	\$ 15,450	\$ 18,950
Revenue from CO, Regional Office and Other schools	\$ 0	\$ 0
Other Revenues	\$ 70,731	\$ 84,717
Transfer from Reserve or DGR	\$ 0	\$ 40,000
Residential Accommodation	\$ 0	\$ 0
Farm Revenue (Ag and Farm Schools only)	\$ 0	\$ 0
Camp School Fees (Camp Schools only)	\$ 0	\$ 0
Total Funds:	\$ 278,456	\$ 363,379
Total	\$ 12,561,025	\$ 12,645,948

Expenditure



Category	Budget	Actual
Salaries		
Appointed Staff	\$ 9,947,590	\$ 9,947,590
New Appointments	\$ 0	\$ 0
Casual Payments	\$ 928,194	\$ 928,194
Other Salary Expenditure	\$ 120,654	\$ 120,654
Total Funds:	\$ 10,996,438	\$ 10,996,438
Goods and Services (Cash Expenditure)		
Administration	\$ 57,280	\$ 50,395
Lease Payments	\$ 71,337	\$ 71,786
Utilities, Facilities and Maintenance	\$ 329,559	\$ 336,768
Buildings, Property and Equipment	\$ 256,361	\$ 290,075
Curriculum and Student Services	\$ 642,325	\$ 582,476
Professional Development	\$ 30,725	\$ 36,003
Transfer to Reserve	\$ 0	\$ 0
Other Expenditure	\$ 65,579	\$ 35,822
Payment to CO, Regional Office and Other schools	\$ 40,000	\$ 40,000
Residential Operations	\$ 0	\$ 0
Residential Boarding Fees to CO (Ag Colleges only)	\$ 0	\$ 0
Farm Operations (Ag and Farm Schools only)	\$ 0	\$ 0
Farm Revenue to CO (Ag and Farm Schools only)	\$ 0	\$ 0
Camp School Fees to CO (Camp Schools only)	\$ 0	\$ 0
Total Funds:	\$ 1,493,166	\$ 1,443,325
Total	\$ 12,489,604	\$ 12,439,763

HISTORICAL

A vintage, slightly faded color photograph. In the foreground, a dark, rectangular sign with white lettering reads "SWAN VIEW HIGH SCHOOL". To the left of the sign, a large, mature tree with dense green foliage stands in front of a light-colored building. The background shows a clear blue sky and some distant trees. The overall tone is historical and nostalgic.

SWAN VIEW
HIGH SCHOOL

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
	Adrian C. Colley BA Dip.Ed.	John L. Solosy BA Dip.Ed.
Senior Leadership Team	Grazyna Critch	Rhonwen L. Thomas
Eric J. McAleer Dip.Ed. MA	James W. Crouchley	Graham T. Hawkes
Terrence E. March B.Sc B.Ed	Prisonio Dias BA PhD	Support Staff
Kathleen M. Pepall	Robyn L. Douglas Dip.Tch.	Phyllis J. Chadwick
Kenneth J. Ross A.App.Sc. Physics	Ruth L. Howie B.Sc.	Rose McAullay
Bettie L. Roberts B.Ed.	Joseph S. Hrabar	Sandra Pressman

Students		
David Aquilina	Craig Buchanan	Paul Coombes
Paul Aquilina	Deborah Buck	Faye Cooper
Terry Atkins	Michael Buckley	Jackie Copley
Michelle Bagley	Theresa Buckley	Karen Corkhill
Steven Ball	Carolyn Buisman	Wayne Counsel
Susan Barnacle	Jennifer Bull	Timothy Cousins
Anthony Barrett	Beth Burns	Justin Cox
Wayne Barry	Gerard Burt	Caryn Craig
Mark Bascoumbe	Ricky Buxton	Donna Creed
Donna Baumgarten	Timothy Buxton	Michelle Crowe
William Bayley	Ainsley Calladine	Robert Crowe
Philip Beales	Christopher Canute	Craig Curtis
Leslie Beatty	Bruce Caporn	Jenice Daly
Tina Beeching	Anthony Casellas	Jeffrey Dawson
Jacqueline Bell	Tony Celima	Murray Day
Jenny Berich	Gary Chapman	Mark Denham
Phillip Bermingham	Silvana Cherubino	Joanne Derrick
Mena Beugelaar	John Chisolm	Bruce Devereux
Alan Blackford	Glenda Christensen	Craig Dickman
Shane Bland	Paul Clark	Terrence Domney
Amanda Blight	Mark Clifton	Michael Douglas
Mark Bond	Heather Coccetti	Dennis Dow
Dennis Bowers	Rachael Coe	Andrew Duffy
Hazel Bradley	Stephanie Colbert	Joanne Dunne
Kevin Brandis	Russell Cole	Cheryl Duplex
Michelle Brandwood	Shauna Cole	Malcolm Durrant
John Brimmer	Caryn Collins	Warren Easter
Penelope Bryce	Neil Coney	Warren Edmonds

Naomi Edmunds	Wendy Hezfeld	Leanne Leaney
Janette Eggleston	Karen Hewett	Gavin Leeder
Brian Elder	Angela Heymans	Victoria Linton
Mandy Elliott	Gregory Higgins	Neil Littely
Susan Ende	Sharon Higgs	Andrew Lobb
Peter Everett	Cathy Hill	Malcolm Lockyer
Craig Fawell	Maureen Hill	Christopher Lynn
Tracey Fellows	Wayne Hill	Kevin Lynn
Wayne Ferrell	Andrew Hillis	Paula Manning
Michael Fitzpatrick	Joy Hillman	Adrian Mansfield
Eric Francis	Denise Hills	Paul Mansfield
Roger Fris	Clinton Hodge	Sandra Manzoney
Murray Fuller	Ann Houlihan	Steven Manzoney
Derek Gale	Patrick Houlihan	Sheralee March
Joan Gardner	Gavan Howarth	Wayne March
Holly Gartrell	Kevin Hughes	Anthony Markham
Ian Gaynor	Glenn Illich	Rhonda Martin
Dzintra Gersmanis	Anne Irvine	Maria Martino
Tracey Gibbons	Charmaine Irwin	Jacqueline Matthews
Cathryn Gill	Christine Ithier	David McAllan
Paula Glendenning	Mark Johnson	Brian McDonald
Amanda Glover	Sharon Johnston	Karen McEwan
Eric Goder	Christopher Jones	Phillip McGhie
Fiona Gordon	Fiona Jones	Trevor McGlew
Sue Grafham	Gary Jones	Jeanne McIntosh
Sharon Greenshields	Scott Jones	Margaret McIntosh
Amanda Hackett	Julie Jonker	Kathleen Middleton
Lois Haggarty	Martin Jordan	Shane Miller
Sandra Hampson	Paul Joyce	Sonja Miller
Tracey Hampson	Scott Keable	Denise Mills
Warren Hannagan	John Kelleher	Sarah Mills
Chris Hansen	Mark Kendle	Gary Mitchell
Rolf Hansen	Tracey Kickett	James Mitchell
Lorna Harold	Dale Kilgannon	Peter Mitchell
Alan Harris	Raymond Kilpatrick	Judith Moir
Robert Hart	Julie King	Nigel Morgan
Susan Hart	Susan King	Victoria Morrow
Colleen Harvey	George Kitts	Lisa Mulder
Neil Harvey	Pamela Kitts	Gayna Mumme
Warren Hawkins	Susan Lake	Peter Murray
Patricia Hayes	Kieran Latham	Shayne Nedselsky
Laurence Haynes	Jasmin Lavell	Shirley Netherway
Bevan Hearne	Louise Lavtas	Brett Nicholls
Murray Hegney	Peter Lawson	Alison Nicholson
Wayne Herbert	Andrew Leach	Morag Nicholson

Anne Nolan	Marta Renzullo	Victoria Tate
John Norman	Angus Richards	Shane Taylor
Phillip Normandale	Nicholas Riggs	Stacey Templeman
Fiona Noske	Suzanne Riggs	Janelle Thomas
Lorraine O'Donnell	Brian Risbey	Judith Thorn
Linda Offen	Trevor Rivers	Sara Trown
Brian Oldham	Tracy Robertson	Leesa Troy
Anita Olson	Gillian Robins	Debra Tuson
Ashley Oobagooma	Joanne Robinson	Susan Ugle
Peter Otway	Lisa Rossiter	Garry Vanderlaan
Mark Owen	Yvonne Russell	Anthony Ventresca
Karen Palmer	Dianne Sanford	Annette Vonk
Ronald Palmer	Janine Sara	Phillip Walker
Jody Parkes	Timothy Schmidt	Tracey Wallace
Kevin Passmore	Debbie Scoffern	Paul Walsh
Corina Pavlinovich	Ian Scott	Angela Walters
Colin Payne	Rodney Scott	Tony Webb
William Pekaar	Wayne Scott	Shane Wedlake
Marisa Perich	Allan Scroop	Darren-Lee Weinbrecht
Yvonne Perich	Tanya Segec	Laura Westmacott
Wendy Peters	Kim Shanahan	Caroline Weston
Susan Pettit	Deborah Sheppard	Sean Weston
Julian Pieri	Graeme Sims	Jane Whitting
Marisa Pieri	Gregory Sims	Julie Williams
Pauline Pietrzyk	Bryce Sinclair	Dean Willmott
Nigel Pilbeam	Justine Skeet	Susan Willmott
Helen Pollard	Gwendalyn Skipper	Amanda Winterburn
Wayne Polmear	Erica Smith	Yolanta Woldendorp
Carol Price	Kathryn Smith	David Wood
Melanie Price	Michael Smith	Michael Wood
Ivy Poore	Julie Soulsby	Julie Wood
Rex Pritchard	Mark Spargo	Ronald Woods
Carol Prosenyak	Anthony Sparks	Michelle Woodcock
Eric Prosenyak	Shaun Speak	Lorelle Wright
Robert Puren	Lance Stannard	Tony Wroblewski
Irena Purvinskis	Faye Steer	Allan Zahra
Lidija Purvinskis	David Stribley	
Anthony Quilty	Julie Ann Sturgeon	
Boris Radalj	Jerome Sutton	
Wilma Radalj	Shaun Sutton	
Patricia Rathbone	Carla Swanson	
Ranjit Ray	Suzanne Sweeney	
Michelle Raynor	Antoinette Szumilak	
Mark Read	Robert Szumilak	
Shelley Reindl	Shayne Talbot	

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		
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 – 2024		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

Swan View Senior High School

	Head Boy	Head Girl		Head Boy	Head Girl
1985	Nigel Carter	Samantha Jolly	2013	Tristan Palmer	Jessica Faulkner-English
1986	Nigel Carter		2014	Liam Kavcic	Mandi Caines
1987	James Waugh	Peter Dixon	2015	Liam Thomas	Shanali Alles
1988	Patti Parks	Bevan Mauger	2016	Jake Wookey	Tenae Rivers
1989	David Kok	Amanda Pearce	2017	Joshua Martin	Jessica Barnes
1990	David Coall	Dianne Harper	2018	Caelan Toki	Emily Hodgson
1991	Adam Timms	Erren Edwards	2019	Liam McCracken	Kathrine Ilarina
1992	Shaun Lovelock	Melissa Cox	2020	Deklan Burns	Lhiyaizza Ramirez
1993	David McKibbin	Amanda Ball	2021	Liam Martindill & Joshua Raphael	Kaitlin Hodgson
1994	Michael Radi	Erin Evans	2022	Oscar Jordan	Elleanne McLennan
1995	Brad Conway	Ngaire Leaver	2023	Dylan Arjoon-Cloghan	Angela Risteska
1996	Jarrad Mohr	Danika Loomes	2024	Hayden Carter	Shanté Regnault
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 Douth			
2009	Ryan James	Natalie Elliot			
2010	Daniel Mills	Olivia Middleton			
2011	Julio Machado	Danielle Courtney			
2012	Aoife Walsh				

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	Den Waieth Tenorio
		Charlotte Abbott	Martha Gareke	Jessica Rotaru	Emily Slade
2024	Captain	Eric Arjoon-Cloghan	Karlance Humes	Raphael Pryor	Den Waieth Tenorio
		Charlotte Abbott	Lacey Hewer	Jessica Rotaru	Emily Slade
	Vice Captain	Lucas Bergin	Jameson Hewer		Robert Toto
		Candice Bragg	Cadence Headley	Aaliyah May	Ebony Shepherd

Dux

Swan View High School

	Dux
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 Sanieel	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
2024	Shanté Regnault	Kye Harty



We develop our students as confident learners who are resilient, respectful community members.



An Independent Public School

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Learning *for* Living

svshs.wa.edu.au

