



SCHOOL PERFORMANCE REPORT

2023



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL



OVERVIEW

In order to comply with the federal legislation of the Australian Education Act (2013) and the Australian Education Regulation (2013), all schools are required to make available School Performance Reports on an annual basis to parents and prospective parents on request. The material is made available annually and within six months of the end of the previous school year.

The information provides a statistical overview of some of the major elements of the school's daily operations. However, such information does not provide a full and accurate summary of the various activities and achievements of our staff and students. For more information about our school, please visit our website: www.svacs.wa.edu.au, our facebook page: www.facebook.com/SwanValleyACS/ or Instagram: www.instagram.com/swanvalley_acs/.

We welcome visitors to the school at all times and invite you to contact our Registrar on (08) 9297 9506 to arrange a visit.

CONTEXTUAL INFORMATION

Our Foundation

Swan Valley Anglican Community School is a Pre-Kindergarten to Year 12 independent, co-educational school of the Anglican Schools Commission.

Our Anglican Identity is the guiding pillar for all that we do.

Our Mission

To inspire our students to be the best they can be, whatever pathway they choose.

Our Vision

Our students will have integrity and be aspirational, accountable, courageous and community-minded. They will make a positive contribution to humanity.

Our Values

- Commitment
- Compassion
- Excellence
- Inclusion
- Resilience
- Respect

Our Motto

Walk in the Truth

Our Mantra

Learners Today, Leaders Tomorrow



Our Learner Profile

- In an ever-changing world, we strive to develop aspirational and accountable young people within a culturally aware environment.
- Each child is known and inspired to approach learning in ways that promote curiosity, creativity, collaboration and independence.
- Each child will pursue a learning journey in which individual perspective and voice is valued.
- Our students will be:
 - ✓ Accountable
 - ✓ Aspirational
 - ✓ Collaborative
 - ✓ Creative
 - ✓ Critical Thinkers
 - ✓ Inclusive
 - ✓ Reflective
 - ✓ Resilient

Our Community

We have a very diverse and inclusive school community, with 56 different nationalities currently represented. Parents have identified the following as their places of birth:

Afghanistan, Argentina, Australia, Austria, Bosnia and Herzegovina, Botswana, Brazil, China, Colombia, Congo, Costa Rica, Croatia, England, Ethiopia, Fiji, France, Germany, Ghana, Hungary, India, Indonesia, Iran, Ireland, Isle of Man, Italy, Kenya, Korea, Malaysia, Mauritius, Nepal, Netherlands, New Zealand, Nigeria, Northern Ireland, Pakistan, Philippines, Poland, Romania, Saudi Arabia, Scotland, Singapore, South Africa, South Sudan, Sri Lanka, Sudan, Switzerland, Tanzania, Thailand, Uganda, United Kingdom, United States of America, Venezuela, Vietnam, Wales, Zambia, Zimbabwe.

We are indeed extremely lucky to be able to share in such rich and diverse cultural heritages, which no doubt will become even more varied as the school continues to grow and develop.

TEACHER STANDARDS & QUALIFICATIONS

Staff Attendance

The average daily attendance for teaching staff was 94%.

This includes staff absences from the school due to sick or personal leave. It does not include occasions where staff have been off campus due to activities which are part of normal school activity such as camps, excursions, professional development, or other activities that are part of normal school activity.

Staff Retention

The retention rate (permanent teaching staff) from January to December 2023 was 84%.

Teacher Qualifications

All teaching staff in the school are registered members of the Teacher Registration Board of Western Australia and are qualified to teach in schools in Western Australia. A list of all staff and their respective qualifications is printed each year in the school yearbook, *The Vine*.

Staff Professional Learning

All staff have the opportunity to undertake professional learning. All teaching staff undertook professional learning, either externally (state, national and international) or on campus.

The cost of providing professional development can include registration, travel, accommodation and teacher relief where appropriate.

The average expenditure per teacher for professional development was \$1068.

Twelve Pupil-Free Staff Professional Development Days took place before and after school terms. These provided opportunities for all teaching and non-teaching staff to be involved in professional development activities together for an extended period of time.

Professional learning activities for teaching staff included:

- Aboriginal Cultural Awareness
- ACC Sports Coordinator Network
- ACHPER WA HPE State Conference (2 day)
- ADHD & School Seminar
- AISWA Child Protection: Curriculum Training
- AISWA Child Protection: Mandatory Reporting
- AMC Strategic Plan and Professional Development Seminar
- An Introduction to Artificial Intelligence
- Anglican Identity Day
- Anglican Schools Commission Aspiring Leaders
- Anglican Schools Commission CHATGPT Working Group
- Anglican Schools Commission Coordinators Network
- Anglican Schools Commission Education Support Network
- Anglican Schools Commission Head of Department Music Network
- Anglican Schools Commission Head of Department Science Network
- Anglican Schools Commission Heads of English Network
- Anglican Schools Commission Heads of HASS Network
- Anglican Schools Commission Heads of Languages Network
- Anglican Schools Commission Heads of Mathematics Network
- Anglican Schools Commission Masterclass Math Teachers
- Anglican Schools Commission Pastoral Care Network
- Anglican Schools Commission Pursuing Excellence Seminar
- Anglican Schools Commission Vet & Careers
- Anglicare Winter Appeal
- Association of Independent Schools WA EALD
- Australian Institute of Food Science and Technology New Product Development Workshop
- Better Conversations with Boys
- Biology Consensus Moderation
- Career Connect WA Seminar
- Careerlink Expo
- Careerlink Network
- Careerlink Trainer Seminar
- Children Family and the Community Seminar
- Children, Family & Community General Professional Learning Conference



- Dealing with Difficult Parents
- Drama Network
- Early Childhood Play Matters
- Educators & Influences Seminar
- Emerging Trends in Career Development
- E-Summit Exploring the Educators Entrepreneurial Ecosystem
- ETAWA State Conference
- EYLF V2.0 for Leaders
- EYLF V2.0 Fundamentals
- Food Safety Workshop
- Food Science & Technology Seminar
- Frantic Assembly Masterclass
- Future Science
- GAWA 2023 Secondary Conference
- GAWA Connecting Geography Teachers & Resources
- GDHR Symposium 2023
- Gifted and Talented Workshop
- Handwriting in the Classroom Lili Peeps
- HASS, Science and Beyond PBL Workshop
- Health Conference 2023
- Home Economics and Food Technology Workshop
- Home Economics North Coast Cluster Network
- HTAWA Conference
- HTAWA History Popup
- IE Funding Update
- Implementing Copyright Arrangements
- Improving Student Performance
- Italian Consensus Moderation
- Italian Small Group Moderation Network
- Keys4Life
- LanguageLift
- Lawsense - School Enrolment Seminar
- Leadership Workshop
- Learning to Code
- Literature ATAR and English ATAR Network Workshop
- Managing Career Uncertainty & Anxiety
- Meeting WACE Requirements
- Modern History Syllabus Review
- MPA Skills Vet Coordinator and Career Practitioner
- Music Ednet Daytime 2023
- NDSS Level 2 Diabetes Training
- New Metrics Immersion
- New Metrics Seminar
- New Staff Induction
- North Metro TAFE Campus Tour & Course Information
- North Metro TAFE Course Provisions
- Our Futures Vaping Program Implementation
- Primary Visual Arts Workshop

- Religious Educators Network and PD Workshop
- Reportable Conduct Scheme
- Represent the Business and Finance Services
- Restorative Classrooms, Strong Classrooms
- Revitalising the Languages Curriculum
- Scaffolding Adolescent Literacy
- School Psychologists Association of WA Annual Conference
- Schoolwide Practices for EAL/D students
- St John's First Aid - Provide First Aid
- St John's First Aid Training - CPR Refresher
- Stanley College Networking Workshop
- Suicide Prevention Secondary
- The Shergold Report Webinar
- Tour of VET Training Courses
- Unpacking & Teaching Year 12 Geography
- VET Coordinators and Career Educator Network
- VETCO
- View Virtual Work Experience Curriculum Maps
- WA Education Summit
- WAASA Induction Day for Staff New to Anglican Schools
- WAASA Religious Educators Day
- WAOSA ANCOS Level 1 Course
- Year 11 ATAR Modern History Assessment Workshop
- Year 12 ATAR Health Studies Moderation
- Year 7-10 English CAC Workshop
- Year 7-10 HASS CAC Workshop
- Year 7-10 HASS HOLA Reporting Workshop
- Youth Mental Health First Aid
- Youth Mental Health First Aid Refresher

WORKFORCE COMPOSITION

(from August 2023 Census Data)

	NUMBER	FTE
Teaching Staff		
Male	22	22
Female	68	63.5
Aboriginal & Torres Strait Islander	0	0
Administration Staff		
Male	11	10.2
Female	39	34.7
Aboriginal & Torres Strait Islander	0	0



STUDENT ATTENDANCE

Swan Valley Anglican Community School caters for students from Pre-Kindergarten to Year 12. In 2023 the total enrolment was 1,336 students. The enrolment comprised 673 students in the Primary School and 663 students in the Secondary School. The overall gender balance was 50.75% male, 49.10% female and 0.15% other students.

YEAR LEVEL	% ATTENDANCE
Pre-Kindergarten	91
Kindergarten	91
Pre-Primary	91
Year 1	91
Year 2	92
Year 3	93
Year 4	91
Year 5	92
Year 6	92
Year 7	91
Year 8	91
Year 9	91
Year 10	90
Year 11	92
Year 12	91
Average	91

Procedures for Managing Attendance

Staff Responsibilities:

- Staff responsible for the administration of the first lesson of the school day record student absences in SEQTA (the school's Learning Management System).
- The Administrative Assistant for Student Services then checks the recorded absentees against notes and phone calls received from parents, information from the Music Department, Outdoor Education Camp lists, Excursion lists etc. The Administrative Assistant then sends an SMS message to parents of any student whose absence is unexplained. If no response is received after 30 minutes the Administrative Assistant contacts parents.
- Absences are recorded in SEQTA. This is completed as soon as possible each day.
- All classroom teachers are required to maintain a record of absentees for all lessons throughout the year.

Parent Responsibilities:

- If a student is to be away from school for the day, parents contact Student Services by telephone or email before 9.00am that morning.
- When a student is requesting leave for more than one day from school (other than for sickness), then such permission must be sought from the Principal in writing.

All students who arrive late to school in the morning are asked by the classroom teacher to report to Student Services. Students in Secondary who consistently arrive late to school are asked to meet with the relevant Head of Year (Secondary School) and/or either the Head of Secondary (Pastoral Care) or the Deputy Head of Secondary (Pastoral Care) to discuss the absences.

NAPLAN RESULTS (National Assessment Program – Literacy & Numeracy)

Overall School NAPLAN Results

SUBJECT	Year 3 LBOTE: 28/61, 46%			Year 5 LBOTE: 47/82, 57%		
	National	WA	SVACS	National	WA	SVACS
Reading	404	394	371	496	490	493
	Band 4	Band 4	Band 3	Band 6	Band 6	Band 6
Writing	417	411	390	483	478	488
	Band 4	Band 4	Band 4	Band 6	Band 5	Band 6
Spelling	404	399	386	490	488	500
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Grammar & Punctuation	409	400	383	496	491	496
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Numeracy	406	401	379	488	484	500
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6

SUBJECT	Year 7 LBOTE: 68/154, 44%			Year 9 LBOTE: 51/115, 44%		
	National	WA	SVACS	National	WA	SVACS
Reading	536	534	542	565	575	599
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Writing	534	531	533	567	573	589
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Spelling	539	542	549	568	572	584
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Grammar & Punctuation	539	536	537	556	563	591
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Numeracy	538	539	551	568	581	597
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8

- Swan Valley Anglican Community School students continue to perform well compared to the national and state student averages in Years 5, 7 and 9.
- We are proud of our results, particularly given the number of students who have a language background other than English (LBOTE): Year 3: 46%, Year 5: 57%, Year 7: 44%, Year 9: 44%.
- Of note, in Year 5 there was improvement in Writing (+8 points), Spelling (+1 point), Grammar/Punctuation (+13 points) and Numeracy (+16 points) from the previous year. In Year 9 there was improvement in Writing (+17 points) from the previous year.
- Our students scored higher than BOTH national and state averages in:
 - Year 5: Writing, Spelling, Numeracy
 - Year 7: Reading, Spelling, Numeracy
 - Year 9: Reading, Writing, Spelling, Grammar/Punctuation, Numeracy



NAPLAN National Benchmarks

STRAND	YEAR LEVEL	TOTAL STUDENTS	AT OR ABOVE MINIMUM STANDARD	BELOW MINIMUM STANDARD
Reading	Year 3	61	87% (53 students)	13% (8 students)
	Year 5	82	94% (77 students)	6% (5 students)
	Year 7	154	95% (146 students)	5% (8 students)
	Year 9	115	97% (111 students)	3% (4 students)
Writing	Year 3	61	97% (59 students)	3% (2 students)
	Year 5	82	95% (78 students)	5% (4 students)
	Year 7	154	98% (151 students)	2% (3 students)
	Year 9	115	97% (112 students)	3% (3 students)
Spelling	Year 3	61	93% (57 students)	7% (4 students)
	Year 5	82	99% (81 students)	1% (1 students)
	Year 7	154	97% (149 students)	3% (5 students)
	Year 9	115	97% (112 students)	3% (3 students)
Grammar & Punctuation	Year 3	61	95% (58 students)	5% (3 students)
	Year 5	82	99% (81 students)	1% (1 students)
	Year 7	154	95% (146 students)	5% (8 students)
	Year 9	115	96% (110 students)	4% (5 students)
Numeracy	Year 3	61	95% (58 students)	5% (3 students)
	Year 5	82	95% (78 students)	5% (4 students)
	Year 7	154	97% (149 students)	3% (5 students)
	Year 9	115	97% (112 students)	3% (3 students)

NB: Percentages rounded to nearest whole number



SENIOR SECONDARY OUTCOMES

Student Retention

The Year 9 2020 cohort (Year 12 2023) comprised 85 students. 64 of these students graduated from SVACS at the end of 2023. This represents a retention rate of 75%.

Total Year 12 Cohort 2023: 83 students

Year 12 Results

An impressive 97.59% of our students met the requirements for graduation and received the Western Australian Certificate of Education (WACE) from the School Curriculum and Standards Authority.

The following students deserve special recognition for their outstanding ATAR scores:

- George Smith (98.20)
- Charmaine Van der Vyver (98.20)
- Hannah Bassola (94.20)
- Oore Obisesan (93.05)
- Caleb Sim (93.05)
- Nethaka Godawitharana (92.30)
- Sarvika Rajendran (92.00)

Of our 36 ATAR students, it is worth noting:

- 7 (19.44%) students gained an ATAR of between 90.00 – 99.95
- 14 (38.88%) students gained an ATAR of between 80.00 – 99.95

WA School Curriculum and Standards Authority Exhibition and Award Winners List

A Subject Certificate of Excellence is awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination based on the examination score.

VET Certificates of Excellence are awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in a specific industry area. The maximum number of certificates awarded is:

- 0.5 per cent of the number of Year 12 students who have completed a Certificate II or higher in the industry area in the year of the award, or
- a maximum of two (for training package industry areas that have fewer than 400 students completing a Certificate II or higher).

A Certificate of Merit or a Certificate of Distinction is awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulate:

- 150–189 points = a Certificate of Merit
- 190–200 points = a Certificate of Distinction

VET Certificate of Excellence: Creative Industries

- Thomas Davies

Certificate of Distinction

- Charmaine Van der Vyver

Certificate of Merit

- Jesse Adams
- Hannah Bassola
- Jamie Elezovich
- Nethaka Godawitharana
- Mohini Hirani
- Eloise Needs
- Caleb Sim
- George Smith
- Zoe Toutikian

ATAR Results:

ATAR RANGE	SVACS # of ATAR Candidates	SVACS % of ATAR Candidates	STATE % of ATAR Candidates	SVACS # of ATAR Candidates Cumulative	SVACS % of ATAR Candidates Cumulative	STATE % of ATAR Candidates Cumulative
90.00 – 99.95 Top 10% of all students in WA	7	19.44	33.66	7	19.44	33.66
80.00 – 89.95 Top 20%	7	19.44	24.90	14	38.89	58.56
70.00 – 79.95 Top 30%	10	27.78	17.12	24	66.67	75.67
60 – 69.95 Top 40%	2	5.56	11.18	26	72.22	86.85



- 19.44% students gained an ATAR of 90.00% or above
- 38.89% students gained an ATAR of 80.00% or above
- 66.67% students gained an ATAR of 70.00% or above
- 72.22% students gained an ATAR of 60.00% or above

Vocational Education & Training (VET)

Total Certificates Achieved: 69

	Number of Students	% of Total Cohort
Participation in VET in Year 12	49	59.04% of total cohort (83)

	Number of Certificates
AQF Cert 2	26
AQF Cert 3	22
AQF Cert 4	21

Certificates Achieved	Number of Students
Certificate 2 in Data and Voice Communications	3
Certificate 2 in Engineering Pathways	5
Certificate 2 in Furniture Making Pathways	9
Certificate 2 in Hospitality	9
Certificate 3 in Business	19
Certificate 3 in Make-Up	1
Certificate 3 in Business	2
Certificate 4 in Business	8
Certificate 4 in Community Services	1
Certificate 4 in Education Support	1
Certificate 4 in Live Production and Technical Services	1
Certificate 4 in Preparation for Health and Nursing Studies	10

Endorsed Programs

	Number of Students	% of Enrolled
Enrolled in 1+ endorsed programs	82	98.80
Enrolled in 1+ endorsed programs who achieved a result	58	70.73

Number of unit equivalents achieved as endorsed programs by students: 52

It is also worth noting that of our 83 Year 12 students:

- 36 students (43.37%) completed 4 or more Year 12 ATAR courses
- 44 students (53.01%) completed a Certificate II or higher but less than 4 Year 12 ATAR courses
- 80 students (96.39%) completed 4 or more Year 12 ATAR courses or a Certificate II or higher



Post-School Destinations

Swan Valley Anglican Community School Year 12 2023 students who applied through the Tertiary Institutions Centre received offers for the 2024 university courses below in Western Australia.

NB: This does not include students who gained direct entry.

	CURTIN UNIVERSITY	EDITH COWAN UNIVERSITY	MURDOCH UNIVERSITY	UNIVERSITY OF WESTERN AUSTRALIA	TOTAL
ARCHITECTURE & BUILDING					
Architecture	1				1
CREATIVE ARTS					
Communication & Media	1				1
Graphic Design & Design	1				1
EDUCATION					
Teacher Education: Early Childhood		1			1
Teacher Education: Primary		1			1
ENGINEERING & RELATED TECHNOLOGIES					
Chemical Engineering	1				1
Electrical Engineering	1				1
Engineering & Related Technologies	4			1	5
Materials Engineering	1				1
HEALTH					
Human Movement		1			1
Midwifery		1			1
Nursing	1	1	1		3
Occupational Therapy	2	1			3
Paramedical		1			1
Public Health		1			1
Speech Pathology		1			1
INFORMATION TECHNOLOGY					
Computer Science		1			1
MANAGEMENT & COMMERCE					
Business & Management		1		1	2
NATURAL & PHYSICAL SCIENCES					
Natural & Physical Sciences	2		2	1	5
Medical Science			1		1
SOCIETY & CULTURE					
Criminology			2		2
Security Services			1		1
Studies in Human Society	8				8
MIXED FIELD PROGRAMS					
Learning Skills Programs		4	1		5
TOTAL	23	15	8	3	49

2023 WA University Application Statistics

SVACS Students	Curtin	ECU	Murdoch	UWA	Total
% of offered their 1 st preference	40	19	8	4	72
% of offered any of their preferences	47	30	13	6	96
STATE Students					
% of offered their 1 st preference					78
% of offered any of their preferences					95

SCHOOL COMMUNITY FEEDBACK

Swan Valley Anglican Community School receives a lot of positive feedback about the education that our students receive. This comes verbally and through correspondence from parents/carers, students and staff. The school believes that the level of satisfaction is reflected in the continuing growth of our student population.

We provide numerous opportunities for parents to be engaged with the school's programs and to gain feedback about the progress of their child. Parents are encouraged to approach the school at any time. Parent Information Evenings, Parent Teacher Student Interviews and Semester Reports all provide detailed feedback about courses, assessments and individual student achievements. Parents receive communication about their child's progress via the school's Learning Management System SEQTA.

Parents can also read about school activities via our online newsletters, website, Facebook and Instagram.

Friends of SVACS (formerly SVACS Parents and Friends Association) is a forum for parents to meet and become involved in supporting the school. Parents are also represented on the School Council.

Primary and Secondary students are represented by the Student Leaders on the Student Representative Council. Members are encouraged to raise issues that affect the student body, to respect the views of others, and to implement student initiatives.

The school has a strong pastoral care program. All students in Secondary School have a Pastoral Care Group teacher, with whom they meet daily. This is a good forum for students to raise any issues that they feel need attention.

Two full-time School Psychologists are available for students.

The nature of our close-knit community is such that our students feel safe and secure. They are readily able to develop supportive relationships with staff and other students. The positive school tone is also evident from the students' school spirit, their enthusiasm to be involved in school life and to become actively involved in co-curricular activities.

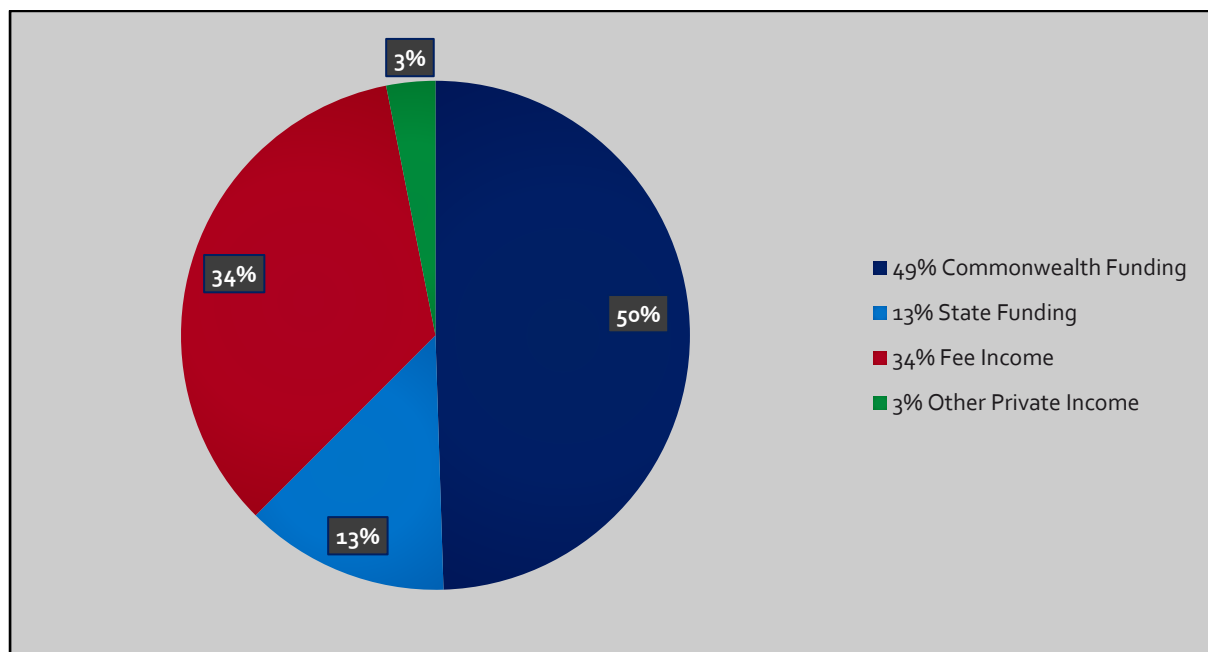
All staff (teaching and non-teaching) are involved in performance management that enables expectations to be clarified, constructive feedback to be shared and professional learning needs to be identified. Staff are represented by the Executive Team, Senior Leadership Team, Heads of Department and Heads of Year, who are all readily available for individual meetings. A Human Resources Coordinator is also available for staff. The Principal has an open-door policy.

Staff meetings provide open forums for discussion and are held on a regular basis. The School Council meets twice a term (eight times per year) to set policy and the strategic direction for the school. The Council also monitors community satisfaction.

Many parents at interview seeking enrolment generally cite that they have been attracted to the school because of our high standing within the broader community. The school has developed a strong reputation for sensible discipline, sound and consistent pastoral care and excellent levels of academic achievement.

The school surveys its staff, parents and students when specific feedback is required. The results of these surveys have been overwhelmingly positive and have also been used to inform our Strategic Plans, including our current Strategic Plan 2023-2027.

SOURCES OF FUNDING



Melissa Powell
Principal
30 June 2024



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ANGLICAN COMMUNITY SCHOOL

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A School of the Anglican Schools Commission Inc.