



SCHOOL PERFORMANCE REPORT

2021



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

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 Purpose

- By building and enhancing relationships, we nurture each student to enable them to develop their potential within a safe, caring and inclusive community

Our Values

- **Commitment:** being inspired to discover, acknowledge and develop self-worth, individual skills and talents in the pursuit of personal excellence
- **Integrity:** being honest in our relationships with others and true to ourselves
- **Compassion:** respect for the dignity, beliefs and worth of others and the building of collaborative and supportive relationships
- **Service:** acting on our belief in the fundamental importance of community responsibility for the welfare and wellbeing of everyone
- **Faith:** the nurturing of a meaningful relationship with God in Christ

Our 2016 – 2022 Strategic Plan can be accessed on the school's website [SVACS Strategic Plan](#)

Swan Valley Anglican Community School (SVACS) is a PK-12 co-educational, independent school of the Anglican Schools Commission, within the Diocese of Perth. The school is located in the growing suburb of Aveley, in the beautiful Swan Valley. It was established in 2006 to provide a high-quality holistic education within an Anglican Community School environment to both primary and secondary school students of the Swan Valley and its surrounds.

At SVACS we aim for our students to become critical and compassionate thinkers who are able to communicate and engage in an informed and active manner in local and world affairs.

We provide excellence in education, stressing high academic standards and the development of individual potential in a dynamic, caring environment. The following areas are emphasised:

- Pursuit of personal excellence
- Excellence in teaching and learning
- High achievement in traditional academic subjects and relevant vocational educational offerings
- Individual care of students in a safe school environment
- High behavioural standards and expectations
- The development of high ethical standards and self-discipline
- The development of individual student potential and leadership
- A holistic education

Students are engaged in an education that prepares them to become active and contributing members of the community and potential future leaders of that community. The school nurtures students so that they will seek to accept responsibility, demonstrate commitment and initiative, be self-disciplined and show sensitivity to the needs of others.

We aim to stimulate in students an intellectual curiosity, the capacity to tackle and solve problems, the ability to think creatively and logically, and the ability to work with others.

Swan Valley Anglican Community School, being an Anglican educational community, values and promotes the following:

- An informed and considered understanding of the spiritual and moral basis of life
- The balanced and holistic development of the individual's intellectual, emotional, physical, cultural and spiritual potential
- An appreciation that all children can and want to learn and grow
- The development of citizens who are both responsible and critically aware, and as such are engaged in serving their community
- A culture of enquiry and the development of essential skills for life-long learning
- The pursuit of learning and excellence by all students and staff

We aim to engender in our students a clear identity and a strong sense of belonging, confidence, interdependence and faith. Through a comprehensive and rigorous curriculum, the individual talents of students are developed to their fullest potential.

The school incorporates a wide range of co-curricular activities which enrich our students' learning. These activities extend our students so that they can achieve their best in a variety of aspects of school life as well as contributing to the wider community.

We aim to constantly build strong relationships within our community through good communication, clear expectations, integrity, and valuing the opinions of all members of the community. The integral partnership of the school, parents and the students working together is essential to the attainment of success.

We have a very diverse and inclusive school community, with 54 different nationalities currently represented. Parents have identified the following as their places of birth:

Argentina, Australia, Bangladesh, Bosnia, Botswana, Brazil, Burma, Canada, Chile, China, Colombia, Denmark, Ecuador, Ethiopia, France, German, Ghana, Greece, India, Iran, Ireland, Italy, Kenya, Macedonia, Malaysia, Mauritius, Netherlands, New Zealand, Nigeria, Norway, Peru, Philippines, Polish, Romania, Russia, Saudi Arabia, Serbia, Seychelles, Singapore, South Africa, Spain, Sri Lanka, Sudan, Switzerland, Tanzania, Thailand, Uganda, United Arab Emirates, United Kingdom, United States of America, Venezuela, Vietnam, 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 95%.

This includes staff absences from the school due to sick or personal leave (including COVID related). 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 2021 was 98%.

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 \$865. This was less than in previous years due to the COVID-19 pandemic, during which many activities were cancelled.

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.

It should be noted that there were fewer professional development opportunities available for staff during 2021 due to the COVID-19 Pandemic.

Professional learning activities for teaching staff included:

- Access Plus – AUSLAN
- AIET VET Information & Professional Development Day
- Anglican Diocese of Perth - Clergy and Child
- Anglican Schools Australia - Annual Conference
- Anglican Schools Commission WA - Aspiring Leaders Network
- Anglican Schools Commission WA - Coordinators
- Anglican Schools Commission WA - Education Support Network
- Anglican Schools Commission WA - HASS Master Class
- Anglican Schools Commission WA - Heads of Arts & Technologies
- Anglican Schools Commission WA - Heads of HASS
- Anglican Schools Commission WA - Heads of Health and Physical Education
- Anglican Schools Commission WA - Heads of The Arts & Technologies
- Anglican Schools Commission WA - HOD Music Network
- Anglican Schools Commission WA - VET Coordinators
- Anglican Schools Commission WA - Support Network NCCD
- Anglican Schools Commission WA - VET Committee
- Appropriating Animals Painting Workshop
- Associated & Catholic Colleges of WA - Sport Coordinator Orientation
- Association of Heads of Independent Schools Australia - COVID 19 and Beyond: What Comes Next?
- Association of Heads of Independent Schools Australia - Dealing with Staff Misconduct
- Association of Heads of Independent Schools Australia - Forum on Consent
- Association of Heads of Independent Schools Australia - Managing Risk in Recruitment
- Association of Heads of Independent Schools Australia - Transgender Awareness
- Association of Heads of Independent Schools Australia -Workplace Relations
- Association of Independent Schools WA - 2021 Graduate to Proficient Course
- Association of Independent Schools WA - AISWA Inclusive Education Funding
- Association of Independent Schools WA - Career & Enterprise Network
- Association of Independent Schools WA - Child Protection: Mandatory Reporting
- Association of Independent Schools WA - Differentiation for Students with Disability
- Association of Independent Schools WA - Embedding Aboriginal History & Cultures in the Classroom
- Association of Independent Schools WA - English Literature Network
- Association of Independent Schools WA - How to Strategise in Changing Times
- Association of Independent Schools WA - Implementation of the 7-10 Languages Curriculum
- Association of Independent Schools WA - Independent Schools Australia
- Association of Independent Schools WA - Literature Network
- Association of Independent Schools WA - Mandatory Vaccines
- Association of Independent Schools WA - NCCD Data Information

- Association of Independent Schools WA - Legal Seminar: Note Taking
- Association of Independent Schools WA - School Marketing
- Association of Independent Schools WA - School Registration
- Association of Independent Schools WA - Vocation Education Training Coordinators
- Association of Independent Schools WA - Women in Educational Leadership
- Australian Institute of Food Science and Technology 'Food for Thought'
- Building Purposeful, Powerful Projects
- Career Connect Seminar
- Careerlink Trainer Day
- Careerlink VET Coordinators
- Curtin 2021 English & Literature Teacher's Conference
- Disability Program
- Early Years OnEntry Training
- Edith Cowan University - ACHPER– State Health & Physical Education Conference
- Edith Cowan University - Careerlink Induction Excursion
- Edith Cowan University - DATTA State Conference
- Edith Cowan University, Helen Egeberg - Behaviour Management
- Edith Cowan University, Nigel Andrews - Indigenous Cultural Awareness Training
- Essentials for Emergency Nursing: Workshop for First Aiders
- Fremantle College - VET Moderation
- Fremantle Education Centre - Cert IV Business Expo
- Future Problem Solving Mentor Session
- Geography Course - Years 11 and 12 Refresher & Curriculum Focus
- Guided Reading & Comprehension Strategies
- HASS WA Geography - Years 7-10 Curriculum Refresher
- Jeff Thorne – Leadership Workshop
- Jeff Thorne – Strategic Plan Focus Group Workshop
- Jenny Edgar - Indicators of Language Disorders & Support in Early Years
- Kathy Walker Inquiry Approach
- KODDO Primary School Conference
- Languages Consultation Workshop
- Laser Cutting
- LawSense - School Law WA
- LawSense - Transgender and Gender Fluidity
- Let's Code
- Mathematics Association of WA Annual Conference
- National Psychology Exam
- NM TAFE Disability Programs
- OT4Kidz - Occupational Therapy Indicators & Support in Early Years
- Printmaking with Bina Butcher - Art Education
- Reluctant to Engaged Writers
- Research Education Conference
- School Curriculum and Standards Authority - Addressing the Barriers to Learning in Education (ABLE)
- School Curriculum and Standards Authority - Australian Curriculum Review Consultation
- School Curriculum and Standards Authority - Children Family & Community Task Review
- School Curriculum and Standards Authority - Consensus Moderation

- School Curriculum and Standards Authority - Curriculum Review
- School Curriculum and Standards Authority - Drama Network
- School Curriculum and Standards Authority - English Consultation
- School Curriculum and Standards Authority - Geography Year 11 ATAR Assessment
- School Curriculum and Standards Authority - Home Economics & Food Technology Network
- School Curriculum and Standards Authority - Humanities & Social Sciences Consultation
- School Curriculum and Standards Authority - Key Messages for Teaching & Assessing Mathematics in Years 11 and 12
- School Curriculum and Standards Authority - Literature Networking
- School Curriculum and Standards Authority - Mathematics Consultation
- School Curriculum and Standards Authority - OED CAC
- School Curriculum and Standards Authority - Online Languages Enrolments Demonstration
- School Curriculum and Standards Authority - Primary Consultation
- School Curriculum and Standards Authority - Reluctant to Engaged Writers
- School Curriculum and Standards Authority - Roadshow Briefing
- School Curriculum and Standards Authority - Science Year 10 Consultation
- School Curriculum and Standards Authority - Supporting Student Success in the Secondary Classroom
- School Curriculum and Standards Authority - Technologies Years P-6 Consultation
- School Curriculum and Standards Authority - VET Delivery & Assessment Review
- School Curriculum and Standards Authority - Year 12 ATAR Course Examinations (COVID 19)
- School Psychologists Association of WA - Annual Conference
- SEQTA Analyse Training
- Sharing Best Practice Professional Development
- Staff Code of Conduct
- Student Enrichment Support Training
- TAFE – 2021 VETDSS Schools Forum
- TAFE – Furniture Making Pathway Cert II Upskilling
- Teacher Workshop Series
- Technologies Consultation Workshop
- The Arts Consultation Workshop
- The Literacy Centre, Fremantle – Celebrate Reading National Conference
- The Science Behind Reading
- VET Certificate III in Business
- VET Documentation for Industry Currency
- WA School Library Conference
- Well-Sense Mental Health Training - Refresher Youth Mental Health First Aid
- Western Australian Anglican Schools Association - Chaplains Meeting
- Western Australian Anglican Schools Association - Induction Day for Staff New to Anglican Schools
- Western Australian Anglican Schools Association - Religious Educators Professional Learning

WORKFORCE COMPOSITION

(from August 2021 Census Data)

	NUMBER	FTE
Teaching Staff		
Male	20	20
Female	72	66
Aboriginal & Torres Strait Islander	0	0
Administration Staff		
Male	7	6
Female	40	34
Aboriginal & Torres Strait Islander	0	0

STUDENT ATTENDANCE

Swan Valley Anglican Community School caters for students from Pre-Kindergarten to Year 12. In 2021 the total enrolment was 1,236 students.

The enrolment comprised 638 students in the Primary School and 698 students in the Secondary School. The overall gender balance was 50% male and 50% female students.

YEAR LEVEL	% ATTENDANCE
Pre-Kindergarten	83
Kindergarten	90
Pre-Primary	88
Year 1	94
Year 2	94
Year 3	94
Year 4	94
Year 5	94
Year 6	94
Year 7	93
Year 8	90
Year 9	91
Year 10	93
Year 11	86
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.
- On the day the student returns to school a letter explaining in detail the reason he/she has been away from school, the dates and/or the number of days he/she has been absent, is to be provided.
- 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.

Students who arrive late to school in the morning are asked by the classroom teacher to report to Student Services. Students who consistently arrive late to school are asked to meet with the relevant House Leader (Secondary School) and/or the Associate Principal to discuss the absences.

NAPLAN RESULTS (National Assessment Program – Literacy & Numeracy)

Overall School NAPLAN Results

SUBJECT	Year 3			Year 5		
	National	WA	SVACS	National	WA	SVACS
Reading	437	426	417	512	505	505
	Band 5	Band 5	Band 4	Band 6	Band 6	Band 6
Writing	425	426	425	480	481	473
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 5
Spelling	421	410	440	505	503	496
	Band 4	Band 4	Band 5	Band 6	Band 6	Band 6
Grammar & Punctuation	433	421	436	503	497	498
	Band 5	Band 4	Band 5	Band 6	Band 6	Band 6
Numeracy	403	395	393	495	489	488
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6

SUBJECT	Year 7			Year 9		
	National	WA	SVACS	National	WA	SVACS
Reading	542	538	561	578	587	599
	Band 7	Band 7	Band 7	Band 7	Band 8	Band 8
Writing	522	527	533	551	564	574
	Band 6	Band 6	Band 7	Band 7	Band 7	Band 7
Spelling	549	547	572	580	583	594
	Band 7	Band 7	Band 7	Band 7	Band 8	Band 8
Grammar & Punctuation	533	530	547	571	576	595
	Band 7	Band 6	Band 7	Band 7	Band 7	Band 8
Numeracy	551	549	562	588	596	593
	Band 7	Band 7	Band 7	Band 8	Band 8	Band 8

- Swan Valley Anglican Community School students continue to perform well compared to the national and state student averages.
- We are particularly proud of our results, given the number of students who do not have English as their first language: Year 3: 48%, Year 5: 37%, Year 7: 43%, Year 9: 28%.
- Of note, in Year 3 there was significant improvement in Spelling (+14 points) from the previous year. In Year 7 there was significant improvement in Reading (+19 points), Writing (+18 points), Spelling (+13 points) and Numeracy (+14 points) from the previous year.
- Our students scored higher than **BOTH** national and state averages in:
 - Year 3: Spelling, Grammar/Punctuation
 - Year 7: Reading, Writing, Spelling, Grammar/Punctuation, Numeracy
 - Year 9: Reading, Writing, Spelling, Grammar/Punctuation



NAPLAN National Benchmarks

STRAND	YEAR LEVEL	TOTAL STUDENTS	AT OR ABOVE MINIMUM STANDARD	BELOW MINIMUM STANDARD
Reading	Year 3	67	96% (64 students)	4% (3 students)
	Year 5	100	93% (93 students)	7% (7 students)
	Year 7	118	99% (117 students)	1% (1 student)
	Year 9	106	100% (106 students)	0
Writing	Year 3	67	100% (67 students)	0
	Year 5	100	96% (96 students)	4% (4 students)
	Year 7	118	98% (116 students)	2% (2 students)
	Year 9	106	97% (103 students)	3% (3 students)
Spelling	Year 3	67	100% (67 students)	0
	Year 5	100	94% (94 students)	6% (6 students)
	Year 7	118	99% (117 students)	1% (1 student)
	Year 9	106	99% (105 students)	1% (1 student)
Grammar & Punctuation	Year 3	67	100% (67 students)	0
	Year 5	100	96% (96 students)	4% (4 students)
	Year 7	118	96% (113 students)	4% (5 students)
	Year 9	106	96% (102 students)	4% (4 students)
Numeracy	Year 3	67	99% (66 students)	1% (1 student)
	Year 5	100	96% (96 students)	4% (4 students)
	Year 7	118	98% (116 students)	2% (2 students)
	Year 9	106	100% (106 students)	0

NB: Percentages rounded to nearest whole number

SENIOR SECONDARY OUTCOMES

Student Retention

The Year 9 2018 cohort (Year 12 2021) comprised 95 students. 82 of these students graduated from SVACS at the end of 2021. This represents a retention rate of 86%.

Total Year 12 Cohort 2021: 82 students

Year 12 Results

Our Year 12 ATAR students performed very well, achieving a median ATAR score of 79.50. This is a great testament to the dedication and commitment of our students and staff.

An impressive **98.78% 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:

- **Mitchell Otley** (98.45)
- **Sharvesh Rajendran** (95.55)
- **Jasmine Bekkers** (94.65)
- **Logic Dhiya** (91.25)
- **Tristan Smith** (90.90)
- **Gemma Evans** (90.70)
- **Emily Gilyead** (90.40)

Of our 37 ATAR students, it is worth noting:

- **7 (18.92%) students gained an ATAR of between 90.00 – 99.95**
- **11 (29.73%) students gained an ATAR of between 80.00 – 89.99**
- **10 (27.03%) students gained an ATAR of between 70.00 – 79.99**

WA School Curriculum and Standards Authority Exhibition and Award Winners List:

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

Certificate of Distinction

- Mitchell Otley

Certificate of Merit

- Tayla Baylis
- Gemma Evans
- Emily Gilyead
- Harry Hyams
- Tatenda Jachi
- Sharvesh Rajendran
- Sian Smith
- Lillee Wearing

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	18.92	29.35	7	17.07	29.35
80.00 – 89.95 Top 20%	11	29.73	26.09.98	18	48.65	55.44
70.00 – 79.95 Top 30%	10	27.03	18.40	28	75.68	73.84
60.00 – 69.95 Top 40%	6	16.22	12.07	34	91.89	85.91

- 17.07% students gained an ATAR of 90.00 or above
- 48.65% students gained an ATAR of 80.00 or above
- 75.68% students gained an ATAR of 70.00 or above
- 91.89% students gained an ATAR of 60.00 or above

Course Leader in the Following Subjects:

(Course leaders are schools with the highest performing students in Year 12 ATAR courses in WA)

- **Outdoor Education**

Only 6 schools in the state (out of a possible 15 schools teaching Outdoor Education) were given this accolade.

Vocational Education & Training (VET)

Total Certificates Achieved: 72

	Number of Students	% of Total Cohort
Participation in VET in Year 12	52	63.41% of total cohort (82)

	Number of Certificates
AQF Cert 2	38
AQF Cert 3	28
AQF Cert 4	6

Certificates Achieved	Number of Students
Certificate 2 in Automotive Vocational Preparation	1
Certificate 2 in Electrotechnology (Career Start)	1
Certificate 2 in Engineering Pathways	17
Certificate 2 in Furniture Making Pathways	7
Certificate 2 in Hospitality	12
Certificate 3 in Business	23
Certificate 3 in Health Services Assistance	1
Certificate 3 in Music Industry	4
Certificate 4 in Business	4
Certificate 4 in Education Support	1
Certificate 4 in Preparation for Health and Nursing	1

Endorsed Programs

	Number of Students	% of Enrolled
Enrolled in 1+ endorsed programs	82	100
Enrolled in 1+ endorsed programs who achieved a result	22	26.83

Number of unit equivalents achieved as endorsed programs by students: 10

It is also worth noting that of our 82 Year 12 students:

- 37 students (45.12%) completed 4 or more Year 12 ATAR courses
- 44 students (53.66%) completed a Certificate II or higher but less than 4 Year 12 ATAR courses
- 81 students (98.78%) completed 4 or more Year 12 ATAR courses or a Certificate II or higher

Post-School Destinations

Swan Valley Anglican Community School Year 12 2021 students who applied through the Tertiary Institutions Centre received offers for the 2022 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
AGRICULTRE ENVIRONMENTAL RELATED					
Environmental Studies				1	1
ARCHITECTURE & BUILDING					
Architecture	1				1
CREATIVE ARTS					
Communication & Media Studies		1			1
Graphic & Design Studies		1	1		2
Journalism	1				1
EDUCATION					
Teacher Education: Early Childhood		1			1
Teacher Education: Primary		2			2
Teacher Education		1			1
ENGINEERING & RELATED TECHNOLOGIES					
Mechanical Engineering	1	1			2
HEALTH					
Health				1	1
Medical Studies	1				1
Occupational Therapy	2	1			3
Physiotherapy	1				1
Speech Pathology	1				1
INFORMATION TECHNOLOGY					
Computer Science	1	1		1	3
NATURAL & PHYSICAL SCIENCES					
Biochemistry & Cell Biology	1				1
Biological Sciences	1			2	3
Geology	4				4
Natural & Physical Sciences	2				2
Medical Science	1			1	2
SOCIETY & CULTURE					
Criminology			2		2
Psychology	1				1
Security Services			1		1
Society & Culture		1			1
Studies in Human Society	2				2
MIXED FIELD PROGRAMS					
Learning Skills Programs		2			2
TOTAL	21	12	4	6	43

2021 WA University Application Statistics

SVACS Students	Curtin	ECU	Murdoch	UWA	Total
% of offered their 1 st preference	33	20	5	8	65
% of offered any of their preferences	48	28	8	13	95
STATE Students					
% of offered their 1 st preference					66
% of offered any of their preferences					91

SATISFACTION LEVELS

SVACS receives a lot of positive feedback about the education that our students receive. This comes verbally and through correspondence from parents, students and staff members. 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/ren. 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.

The SVACS Parents and Friends Association meets regularly and is a forum for parents to meet and become involved in supporting the school. Parents are also represented on the School Council.

Students are represented by the Student Leaders. 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.

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 SVACS 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 and Heads of Department who are all readily available for individual meetings. The Principal has an open-door policy.

Staff meetings provide open forums for discussion and are held on a regular basis. The SVACS Council meets regularly to set policy and the strategic direction for the school. The Council also monitors community satisfaction.

SVACS 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 current Strategic Plan 2016-2022.

In 2018, SVACS undertook an extensive online community satisfaction survey over three weeks:

- Parents and Guardians were invited to complete one survey per family.
- 289 responses were received.
- There were 54 questions, including one open-ended question for “any other comments”.
- The typical time spent completing the survey was 8 min 53 secs.
- The average completion rate was 87%.

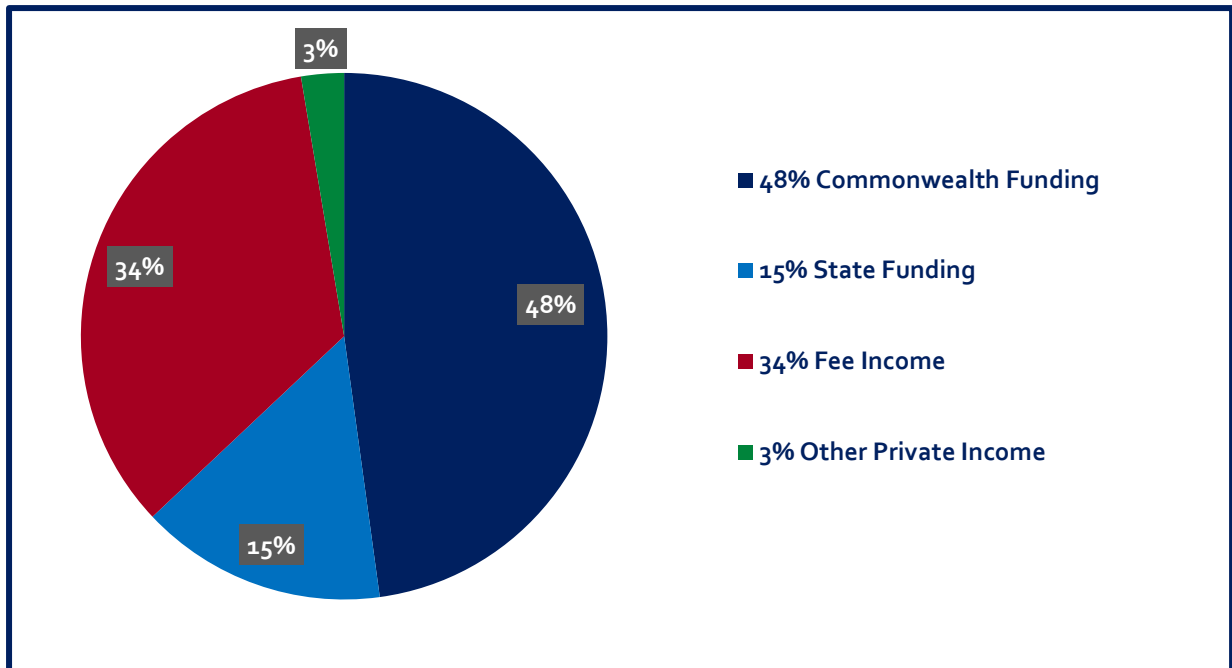
The analysed data demonstrated a high level of satisfaction with the school. Particularly high responses (STRONGLY AGREE weighted average) were achieved for the following:

- My child likes being at SVACS
- I would recommend SVACS to other families
- Teachers expect my child to do his/her best
- SVACS provides a safe environment in which to learn
- Students at SVACS have pride in their school
- SVACS staff are professional in manner and presentation
- SVACS values cultural diversity
- Teachers are knowledgeable about their subject matter
- Teachers are positive and enthusiastic about their teaching
- Teachers create interesting and challenging activities for their students
- SVACS provides opportunities for students to participate in co-curricular activities
- I feel well informed about the activities of SVACS and its students
- I have access to my child’s teachers when I feel the need to contact them
- Teaching staff are welcoming and approachable
- Administration staff are welcoming and approachable
- The newsletter is informative and representative of the school culture and its activities

Another extensive online community satisfaction survey will be conducted again in 2022 as the school community works on the new Strategic Plan 2023-2027.

Many parents at interview seeking enrolment generally cite that they have been attracted to SVACS 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.

SOURCES OF FUNDING



Melissa Powell
Principal
30 June 2022



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

Swanleigh Parade, Aveley WA 6069

Locked Bag 2, Ellenbrook WA 6069

Telephone: (08) 9297 9506

Facsimile: (08) 9296 9470

General Email: school@svacs.wa.edu.au

Website: www.svacs.wa.edu.au

A School of the Anglican Schools Commission Inc.