



SCHOOL PERFORMANCE REPORT

2022



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:

Argentina, Australia, Armenia, Bangladesh, Bosnia, Botswana, Brazil, Burma, China, Colombia, Costa Rica, Croatia, Ethiopia, France, Germany, Ghana, Greece, Hungary, India, Indonesia, Iran, Ireland, Italy, Japan, Kenya, Korea, Liberia, Macedonia, Malaysia, Mauritius, Nepal, Netherlands, New Zealand, Nigeria, Philippines, Poland, Portugal, Romania, Russia, Scotland, Serbia, Singapore, South Africa, South Sudan, Sri Lanka, Sudan, Switzerland, Thailand, Uganda, United Kingdom, Venezuela, Vietnam, Wales, Yugoslavia, 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 (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 2022 was 89%.

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 \$1800.00.

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 2022 due to the COVID-19 Pandemic.

Professional learning activities for teaching staff included:

- AISWA 2022 Graduate to Proficient
- AISWA 2022 Middle Leaders Program
- Ables WA Training - Level B Accreditation
- Association of Independent Schools WA Head of Department Maths Network Meeting
- Association of Independent Schools WA VET Coordinators Network Meeting
- Association of Independent Schools WA Youth Mental Health First Aid
- Anglican Schools Commission Aspiring Leaders
- Anglican Schools Commission Coordinators Meetings
- Anglican Schools Commission Head of English Meeting
- Anglican Schools Commission Heads of HASS Network Meeting
- Anglican Schools Commission Heads of Technology Meeting
- Anglican Schools Commission HOD Music Network Meeting
- Anglican Schools Commission Master Classes
- Anglican Schools Commission VET Careers Coordinators Network Meetings
- Anglican Schools Commission VET Reporting Tool training
- Anglican Schools Commission Senior Leaders Meetings
- Anglican Schools Commission Reconciliation Action Plan Working Group
- Audio Visual Training
- Bush Blitz Teach Live
- Career Connect WA
- CareerLink Meeting
- CareerLink Trainer Day
- Certified Educator Program for Indigital School
- Children, Family and Community Seminar
- Challenging the Brightest Students Across the Curriculum
- Children, Family & Community Conference
- Community Surf Rescue
- Connections Conference - Religious Educators in Anglican Schools
- Di Vinci Decathlon Competition training
- Documentation in Inquiry Classrooms
- Drama Network Day



- Educating the Gifted & Talented – Growing Up Greatness
- Educators & Influencers Day
- English & Literature Teachers Conference
- English Foundation & English General Network Day
- Essay Writing Skills
- Food Science & Technology Conference
- Foundation English - Audit Review
- GAWA Geography Teachers Conference
- Geography Plans the Future Conference
- Health & Safety Representative Training
- Innovation in Education Festival
- Keys4Life
- Learner Profile Workshop
- Life in Lights: CareerLink student final performance WAAPA course
- Linocut Upskilling Workshop
- Literature Networking Day
- Mandatory Reporting PD
- Many Languages - One Methodology
- MAWA Conference
- Mental Health & Wellbeing Leadership Workshop
- Mental Health & Wellbeing PD
- Mental Health First Aid
- Murdoch Careers Masterclass
- NAATA 2022 Conference
- NAPLAN Training - Test Administrator
- New Staff Induction
- New Staff Induction PD - Daily Life @ SVACS
- Optus Food Workshop
- Physical Education Geek Workshop
- Positive School Conference
- Protective Behaviours Workshop
- Quirky Birds with Beth Harcourt
- Scaffolding Adolescent Literacy
- SCSA Workshop for new Syllabus
- Secondary Arts Teacher Network
- Secondary English Network Day
- Secondary English Networking Meeting
- South Metro TAFE 2022 VETDSS School Forum
- SPAWA Annual Conference
- Staff Wellbeing Blooming Minds
- St John's First Aid Training in an education setting
- Supporting Children & Adolescents with PDA
- Surf Rescue Bronze Requalification
- Syllabus Delivery Audit Reviewer - Training Workshop
- Talk for Reading
- Teachers Big Day Out
- Teaching during disruption symposium - HTAWA
- Teaching Year 11 ATAR Geography Course

- The PE Geek Workshop
- Transition and Support Meeting for New Students – Primary into Secondary
- Universal Design for Learning & IPAA - Inclusive Frameworks
- Using Digital Technology in the Language Classroom
- UWA Careers Advisors & Teachers PD
- UWA School Engagement
- VET Coordinators Network Meeting
- VET Engineering, Electrical & Automotive Training (UEEA)
- VET Music Moderation Meeting
- WA Education Summit
- WAASA Induction Day for Staff New to Anglican Schools
- WAASA Religious Educators Meeting
- Wellbeing Planning Meeting 2023
- World Home Economics Day
- Year 12 Geography ATAR Workshop
- Youth Mental Health First Aid
- Youth Mental Health First Aid Refresher
- Zart Conference - Inspiring Online event for Art Educators

WORKFORCE COMPOSITION

(from August 2022 Census Data)

	NUMBER	FTE
Teaching Staff		
Male	21	21
Female	64	59.5
Aboriginal & Torres Strait Islander	0	0
Administration Staff		
Male	10	9
Female	29	27.2
Aboriginal & Torres Strait Islander	0	0

STUDENT ATTENDANCE

Swan Valley Anglican Community School caters for students from Pre-Kindergarten to Year 12. In 2022 the total enrolment was 1,288 students. The enrolment comprised 676 students in the Primary School and 612 students in the Secondary School. The overall gender balance was 51% male and 49% female students.

YEAR LEVEL	% ATTENDANCE
Pre-Kindergarten	86
Kindergarten	87
Pre-Primary	85
Year 1	89
Year 2	89
Year 3	91
Year 4	89
Year 5	89
Year 6	89
Year 7	91
Year 8	89
Year 9	89
Year 10	88
Year 11	90
Year 12	90
Average	89

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.

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 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			Year 5		
	National	WA	SVACS	National	WA	SVACS
Reading	439	428	435	510	505	507
	Band 5	Band 5	Band 5	Band 6	Band 6	Band 6
Writing	423	419	431	485	480	480
	Band 4	Band 4	Band 5	Band 6	Band 6	Band 6
Spelling	418	414	417	505	505	499
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Grammar & Punctuation	433	424	430	499	496	483
	Band 5	Band 4	Band 5	Band 6	Band 6	Band 6
Numeracy	400	395	392	489	487	484
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6

SUBJECT	Year 7			Year 9		
	National	WA	SVACS	National	WA	SVACS
Reading	543	541	550	578	586	599
	Band 7	Band 7	Band 7	Band 7	Band 8	Band 8
Writing	531	527	544	561	565	572
	Band 7	Band 6	Band 7	Band 7	Band 7	Band 7
Spelling	548	549	566	577	581	590
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Grammar & Punctuation	534	532	556	574	580	604
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Numeracy	547	549	568	585	595	607
	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 proud of our results, particularly given the number of students who do not have English as their first language: Year 3: 47%, Year 5: 39%, Year 7: 37%, Year 9: 32%.
- Of note, in Year 3 there was significant improvement in Reading (+18 points) from the previous year. In Year 7 there was significant improvement in Reading (+11 points) and Grammar/Punctuation (+9 points) from the previous year. In Year 9 there was significant improvement in Grammar/Punctuation (+9 points) and Numeracy (+14 points) from the previous year.
- Our students scored higher than BOTH national and state averages in:
 - Year 3: Writing
 - Year 7: Reading, Writing, Spelling, Grammar/Punctuation, 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	85	99% (84 students)	1% (1 students)
	Year 5	75	97% (73 students)	3% (2 students)
	Year 7	129	98% (126 students)	2% (3 students)
	Year 9	96	100% (96 students)	0
Writing	Year 3	85	100% (85 students)	0
	Year 5	75	97% (73 students)	3% (2 students)
	Year 7	129	95% (123 students)	5% (6 students)
	Year 9	96	96% (92 students)	4% (4 students)
Spelling	Year 3	85	99% (84 students)	1% (1 students)
	Year 5	75	97% (73 students)	3% (2 students)
	Year 7	129	98% (126 students)	2% (3 students)
	Year 9	96	97% (93 students)	3% (3 students)
Grammar & Punctuation	Year 3	85	98% (83 students)	2% (2 students)
	Year 5	75	99% (74 students)	1% (1 students)
	Year 7	129	96% (124 students)	4% (5 students)
	Year 9	96	98% (94 students)	2% (2 students)
Numeracy	Year 3	85	100% (85 students)	0
	Year 5	75	99% (74 students)	1% (1 students)
	Year 7	129	98% (126 students)	2% (3 students)
	Year 9	96	99% (95 students)	1% (1 students)

NB: Percentages rounded to nearest whole number



SENIOR SECONDARY OUTCOMES

Student Retention

The Year 9 2019 cohort (Year 12 2022) comprised 105 students. 82 of these students graduated from SVACS at the end of 2022. This represents a retention rate of 78%.

Total Year 12 Cohort 2022: 87 students

Year 12 Results

Our Year 12 ATAR students performed very well, achieving a median ATAR score of 81.98. This is a great testament to the dedication and commitment of our students and staff.

An impressive 97.67% 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:

- Louise Van der Vyver (99.55)
- Lilli-Ann Skidmore (96.40)
- Ahmed Rashed (95.80)
- Alistair Ferguson (95.00)
- Frances Carruthers (93.55)
- Declan Martin (92.55)
- Lucy Porter (91.80)
- Namasvi Patel (90.30)

Louise Van der Vyver deserves extra acknowledgement for her exceptional performance in achieving the school's highest ever ATAR score of 99.55.

Of our 38 ATAR students, it is worth noting:

- 8 (21.05%) students gained an ATAR of between 90.00 – 99.95
- 15 (39.47%) students gained an ATAR of between 80.00 – 89.99
- 5 (13.16%) students gained an ATAR of between 70.00 – 79.99



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.

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

Subject Certificate of Excellence: Human Biology

- Louise Van der Vyver

Certificate of Distinction

- Lilli-Ann Skidmore
- Louise Van der Vyver

Certificate of Merit

- Frances Carruthers
- Alistair Ferguson
- Max Harris
- Carl Javier
- Declan Martin
- Jaimee Polain
- Ahmed Rashed

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	8	21.05	32.39	8	21.05	32.39
80.00 – 89.95 Top 20%	15	39.47	25.36	23	60.53	57.75
70.00 – 79.95 Top 30%	5	13.16	17.49	28	73.69	75.24
60 – 69.95 Top 40%	5	13.16	11.41	33	86.84	86.65

- 21.05% students gained an ATAR of 90.00% or above
- 60.53% students gained an ATAR of 80.00% or above
- 73.69% students gained an ATAR of 70.00% or above
- 86.84% students gained an ATAR of 60.00% or above

Vocational Education & Training (VET)

Total Certificates Achieved: 77

	Number of Students	% of Total Cohort
Participation in VET in Year 12	51	59.30% of total cohort (86)

	Number of Certificates
AQF Cert 2	46
AQF Cert 3	23
AQF Cert 4	8

Certificates Achieved	Number of Students
Certificate 2 in Automotive Vocational Preparation	5
Certificate 2 in Electrotechnology (Career Start)	4
Certificate 2 in Engineering Pathways	15
Certificate 2 in Furniture Making Pathways	10
Certificate 2 in Government	1
Certificate 2 in Hospitality	9
Certificate 2 in Retail Cosmetics	2
Certificate 3 in Business	18
Certificate 3 in Dance	1
Certificate 3 in Music	2
Certificate 3 in Screen and Media	1
Certificate 4 in Business	5
Certificate 4 in Education Support	1
Certificate 4 in Live Production and Technical Services	1
Certificate 4 in Preparation for Health and Nursing Studies	1

Endorsed Programs

	Number of Students	% of Enrolled
Enrolled in 1+ endorsed programs	86	100
Enrolled in 1+ endorsed programs who achieved a result	28	32.56

Number of unit equivalents achieved as endorsed programs by students: 19

It is also worth noting that of our 86 Year 12 students:

- 38 students (44.19%) completed 4 or more Year 12 ATAR courses
- 45 students (52.33%) completed a Certificate II or higher but less than 4 Year 12 ATAR courses
- 83 students (96.51%) completed 4 or more Year 12 ATAR courses or a Certificate II or higher



Post-School Destinations

Swan Valley Anglican Community School Year 12 2022 students who applied through the Tertiary Institutions Centre received offers for the 2023 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
CREATIVE ARTS					
Creative Arts				1	1
EDUCATION					
Teacher Education: Early Childhood		1			1
Teacher Education		1			1
ENGINEERING & RELATED TECHNOLOGIES					
Engineering & Related Technologies	1	1		4	6
HEALTH					
Human Movement		1			1
Midwifery		1			1
Nursing		1			1
Occupational Therapy	2				2
Physiotherapy	1				1
Public Health				1	1
INFORMATION TECHNOLOGY					
Computer Science	1				1
Information Technology			1		1
MANAGEMENT & COMMERCE					
Business & Management	1				1
Management & Commerce				1	1
NATURAL & PHYSICAL SCIENCES					
Biological Sciences	1				1
Natural & Physical Sciences			1	1	2
Medical Science				5	5
SOCIETY & CULTURE					
Human Welfare Studies & Services		2			2
Psychology	4				4
Studies in Human Society	3				3
MIXED FIELD PROGRAMS					
Learning Skills Programs		2			2
TOTAL	14	10	2	13	39

2022 WA University Application Statistics

SVACS Students	Curtin	ECU	Murdoch	UWA	Total
% of offered their 1 st preference	21	16	0	21	58
% of offered any of their preferences	37	24	5	32	97
STATE Students					
% of offered their 1 st preference					74
% of offered any of their preferences					94

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.

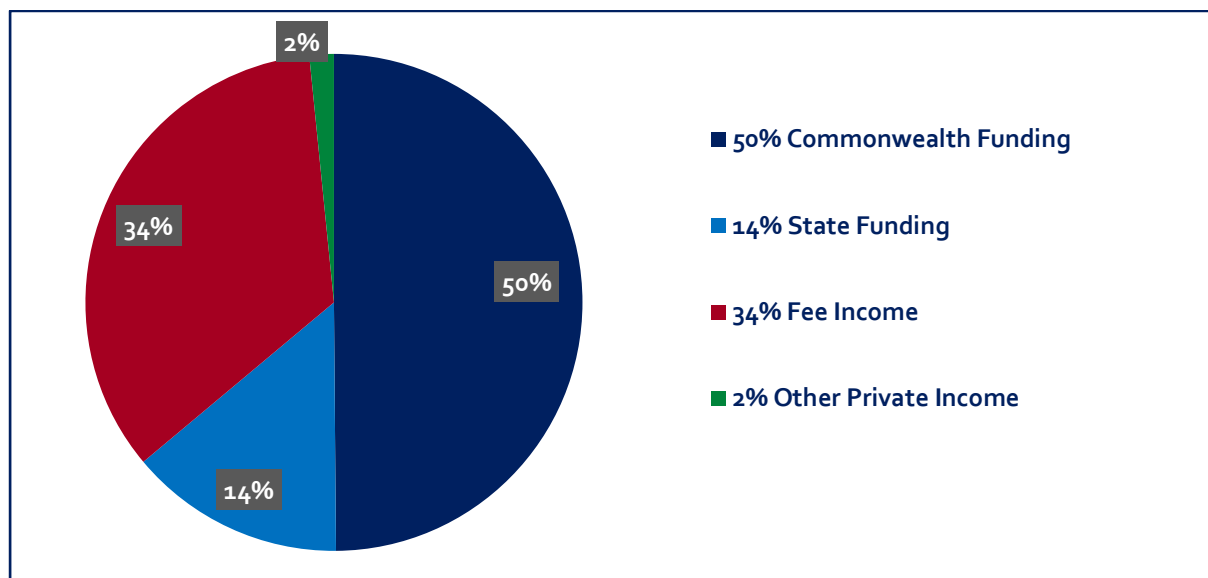
All staff (teaching and non-teaching) are involved in performance management that enables expectations to be clarified, constructive feedback to be shared and professional learning needs to be identified. Staff are represented by the Executive Team, Senior Leadership Team, Heads of Department and Heads 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 2023



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A School of the Anglican Schools Commission Inc.