



SCHOOL PERFORMANCE REPORT

2024



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, part of AngliSchools (previously 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 78 different nationalities currently represented. Families have identified the following as places of birth:

Afghanistan, Algeria, Argentina, Australia, Austria, Azerbaijan, Bahrain, Bangladesh, Bosnia and Herzegovina, Botswana, Brazil, Brunei Darussalam, Cambodia, Canada, China, Colombia, Congo, Costa Rica, Croatia, England, Ethiopia, Fiji, Former Yugoslav Republic of Macedonia, France, Germany, Ghana, Hungary, India, Indonesia, Iran, Iraq, Ireland, Isle of Man, Italy, Japan, Kenya, Democratic People's Republic of Korea (North), Republic of Korea (South), Kuwait, Kyrgyz Republic, Liberia, Lithuania, Malaysia, Mauritius, Myanmar (Burma), Nepal, Netherlands, New Zealand, Nigeria, Northern Ireland, Norway, Pakistan, Philippines, Poland, Romania, Russia, Samoa, Saudi Arabia, Scotland, Singapore, South Africa, South Sudan, Sri Lanka, Sudan, Sweden, Switzerland, Tanzania, Thailand, Turkey, Uganda, United Arab Emirates, United Kingdom, United States of America, Venezuela, Vietnam, Wales, Zambia, Zimbabwe.

We are indeed extremely lucky to be able to share such rich and diverse cultures in our school.

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 93%.



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 \$2042.

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:

- AASCF Cheerleading Credentialing Education Level 1 & 2
- ACC Championship Working Group
- ADHD WA Teacher Program
- AISWA Child Protection and Mandatory Reporting Training
- AISWA Early Career Teachers Program
- AISWA Early Childhood Targeted Project: Cultural Responsiveness
- AISWA Incorporating Indigenous Perspectives into the Language Curriculum
- AISWA Leaders Conference
- AISWA Supporting EAL/D Learners in the Classroom
- AISWA Using AI to Reduce Teacher Workload Workshop
- Amplify Your Teaching
- Anglican Identity Day
- Anglican Schools Commission Aspiring Leaders Program
- Anglican Schools Commission Head of English Network Meeting
- Anglican Schools Commission Head of HASS Network Meeting
- Anglican Schools Commission Head of Languages Network Meeting
- Anglican Schools Commission Head of Mathematics Network Meeting
- Anglican Schools Commission Head of Music Network Meeting
- Anglican Schools Commission Head of Science Network Meeting
- Anglican Schools Commission Head of Teaching and Learning Network
- Anglican Schools Commission Head of Technology Network Meeting
- Anglican Schools Commission Head of The Arts Network Meeting
- Anglican Schools Commission Learning Enrichment Coordinators Meeting
- Anglican Schools Commission Masterclass in Generative AI
- Anglican Schools Commission Reconciliation Action Plan Committee Meetings
- Anglican Schools Commission Senior Leaders Retreat
- Anglican Schools Commission Senior Staff Meeting
- Anglican Schools Commission VET & Careers Network Meetings
- Anglican Schools Commission Wollaston Certificate for Anglican Leaders



- ASA Australia Connections Forum
- Australian Space Education Forum
- Career Connect WA
- Career Education Professional Development Day
- Careerlink Expo
- Careerlink Network
- Careerlink VETCO Meeting
- CEWA VET & Careers Network Meeting
- Collaborative and Proactive Solutions (Dr Green on Behaviour)
- Communication and Difficult Conversations
- Curtin University – Aussie Optimism Workshop
- Designing Powerful Journeys of Inquiry
- Diabetes in School - Level 1: Introductory Training
- Differentiation in the HASS Classroom
- Diocesan Domestic Violence Training Course
- DSF Introduction to Heggerty
- ETAWA Navigation of the V9 Year 7-10 English Curriculum
- Gatekeeper Suicide Prevention Training
- GAWA Annual Geography Teachers Conference
- Get Into Mining Day Trip
- Hazardous Chemical Training for Schools
- ICT in Schools Summit
- Indigenous Cultural Training with Brooke Prentis
- Janome Textiles Machine Skills
- JTW Sawmilling Workshop
- Keys 4 Life
- LawSense Dealing with Harmful Sexualised Behaviours Between Students
- LawSense School Employment Law
- Level One Philosophy in Schools
- Macqlit Literacy Intervention training
- Making Your Impact with Data Webinars - Dr Selena Fisk
- Mathematics Workshop - Years 7 to 10
- MAWA Maths Conference
- Maximising Feedback for Students
- McCrindle 2025 Trends of the Year
- MLTAWA State Conference
- Musical Futures - The Winters Jam
- MyLife Careers Expo
- NAPLAN Training Certificate
- NEAS Meetings
- New Metrics Partnership External Workshops For Leaders
- New Metrics Partnership Training for Teachers
- New Metrics Purposeful Inquiry Workshop
- New Metrics WA Melbourne Assessment Network Meeting
- New Ventures Worldwide Global Volunteering Experiences
- PE Essential Skills for Primary Teachers
- Pearson – ULB Academic Achievement Training
- Peggy Lego – Teaching Handwriting in the Classroom



- Promoting Integrity and AI Readiness in Secondary Education
- Responsive Teaching and Student Agency
- Running the Room with Tom Bennet
- School Psychologists Association of WA Annual Conference
- SCSA ATAR Dance Set Solo Workshop
- SCSA Careers and Employability Assessment Workshop
- SCSA Consensus Moderation Meetings
- SCSA Curriculum Advisory Committee Meeting
- SCSA HASS Familiarisation New Curriculum Workshop - Years 7-10
- SCSA HPE P-10 Curriculum Update
- SCSA Science Workshop - Years 7 to 10
- SCSA Secondary English Planning Day
- SCSA Special Education Supplementary Per Capita Information Session
- SCSA Teaching Year 11 & 12 ATAR Dance Workshop
- SCSA Technologies Workshop - Years 7 to 10
- SCSA WACE Refresher Course
- SCSA Year 12 Career and Enterprise Networking Meeting
- SCSA Year 12 Economics Assessment Workshop
- SCSA Year 12 General Human Biology Assessment Workshop
- SCSA Year 12 Modern History Assessment Workshop
- Scuba Diving Qualification
- Seasons for Life Training
- Shane Glasson Middle Leaders Workshop
- SportsDash Workshop
- St John's First Aid - Provide First Aid
- St John's First Aid - Refresher Training
- Statewide Services – Teaching Deaf and Hard of Hearing Workshop
- STAWA Future Science
- Surf Rescue Certificate
- SVACS Leadership Workshop
- SVACS New Staff Inductions
- TAE40122 - Cert IV Training & Assessment
- Teaching and Learning - Do Different Well
- Transformation and Innovation in Education
- Understanding PAT Perth Workshop
- WA Education Summit
- WAASA Chaplaincy PD
- WAASA Religious Educators Day
- WAATA 2024 Conference
- Wattle Cushion Applique Workshop
- WHS Delegate Training
- Youth Mental Health First Aid



WORKFORCE COMPOSITION

(from August 2024 Census Data)

	NUMBER	FTE
Teaching Staff		
Male	23	22.4
Female	70	64.3
Aboriginal & Torres Strait Islander	0	0
Administration Staff		
Male	15	11.8
Female	44	35.4
Aboriginal & Torres Strait Islander	0	0

STUDENT ATTENDANCE

Swan Valley Anglican Community School caters for students from Pre-Kindergarten to Year 12. In 2024 the total enrolment was 1,360 students. The enrolment comprised 690 students in the Primary School and 670 students in the Secondary School. The overall gender balance was 48.38% male, 51.47% female and 0.15% other students.

YEAR LEVEL	% ATTENDANCE
Pre-Kindergarten	92
Kindergarten	89
Pre-Primary	90
Year 1	91
Year 2	91
Year 3	93
Year 4	94
Year 5	93
Year 6	92
Year 7	94
Year 8	91
Year 9	90
Year 10	92
Year 11	90
Year 12	88
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 five days 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: 38/88, 43%			Year 5 LBOTE: 47/90, 52%		
	National	WA	SVACS	National	WA	SVACS
Reading	404	394	393	492	486	502
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Writing	416	411	415	486	480	503
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Spelling	401	398	393	490	487	505
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Grammar & Punctuation	409	402	396	498	495	507
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6
Numeracy	404	400	400	489	486	494
	Band 4	Band 4	Band 4	Band 6	Band 6	Band 6

SUBJECT	Year 7 LBOTE: 65/116, 56%			Year 9 LBOTE: 45/111, 41%		
	National	WA	SVACS	National	WA	SVACS
Reading	535	535	533	565	581	605
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Writing	540	540	547	574	586	610
	Band 7	Band 7	Band 7	Band 7	Band 8	Band 8
Spelling	540	544	550	567	573	587
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Grammar & Punctuation	537	537	539	555	568	591
	Band 7	Band 7	Band 7	Band 7	Band 7	Band 8
Numeracy	540	541	542	565	581	607
	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: 43%, Year 5: 52%, Year 7: 56%, Year 9: 41%.
- Of note, in Year 3 there was improvement in Reading (+22 points), Writing (+25 points), Spelling (+7 points), Grammar/Punctuation (+13 points) and Numeracy (+21 points) from the previous year. In Year 5 there was improvement in Reading (+9 points), Writing (+15 points), Spelling (+5 points), Grammar/Punctuation (+11 points) from the previous year. In Year 7 there was an improvement in Writing (+14 points), Spelling (+1 point) and Grammar/Punctuation (+2 points) from previous year. In Year 9 there was improvement in Reading (+6 points), Writing (+21 points), Spelling (+3 points) and Numeracy (+10 points) from the previous year.
- Our students scored higher than BOTH national and state averages in:
 - Year 5: Reading, Writing, Spelling, Grammar/Punctuation, Numeracy
 - Year 7: 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	88	93% (82 students)	7% (6 students)
	Year 5	90	100% (90 students)	0% (0 students)
	Year 7	116	95% (110 students)	5% (6 students)
	Year 9	111	98% (111 students)	2% (2 students)
Writing	Year 3	88	100% (88 students)	0% (0 students)
	Year 5	90	98% (88 students)	2% (2 students)
	Year 7	116	98% (114 students)	2% (2 students)
	Year 9	111	99% (110 students)	1% (1 students)
Spelling	Year 3	88	98% (86 students)	2% (2 students)
	Year 5	90	96% (86 students)	4% (4 students)
	Year 7	116	98% (114 students)	2% (2 students)
	Year 9	111	98% (109 students)	2% (2 students)
Grammar & Punctuation	Year 3	88	93% (82 students)	7% (6 students)
	Year 5	90	99% (89 students)	1% (1 student)
	Year 7	116	94% (109 students)	6% (7 students)
	Year 9	111	95% (105 students)	5% (6 students)
Numeracy	Year 3	88	97% (85 students)	3% (3 students)
	Year 5	90	99% (89 students)	1% (1 students)
	Year 7	116	94% (109 students)	7% (7 students)
	Year 9	111	99% (110 students)	1% (1 students)

NB: Percentages rounded to nearest whole number



SENIOR SECONDARY OUTCOMES

Student Retention

The Year 9 2021 cohort (Year 12 2024) comprised 106 students.
86 of these students graduated from SVACS at the end of 2024.
This represents a retention rate of 81%.

Total Year 12 Cohort 2024: 94 students

Year 12 Results

An impressive 98.94% 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:

- **Hrishikeshsinh Maharaul (96.7)**
- **David Jacobs (95.1)**
- **Grace Trainor (94.9)**
- **Ethan Dutailis (94.3)**
- **Mayank Sandhal (93.5)**
- **Finley Hearn (93.1)**
- **Declan Rajakaruna (90.8)**
- **Connor Brown (90.15)**

Of our 44 ATAR students, it is worth noting:

- **8 (18.18%) students gained an ATAR of between 90.00 – 99.95**
- **16 (36.36%) 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: Business & Financial Services; Information & Communications Technology

- Tara Jones

Certificate of Distinction

- Grace Trainor

Certificate of Merit

- Jackson Dean
- Ethan Dutailis
- Finley Hearn
- David Jacobs
- Hrishikeshsinh Maharaul
- Declan Rajakaruna
- Mayank Sandhal

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	18.18	33.93	8	18.18	33.93
80.00 – 89.95 Top 20%	8	18.18	24.86	16	36.36	58.79
70.00 – 79.95 Top 30%	10	22.72	17.09	26	59.08	75.88
60 – 69.95 Top 40%	4	9.09	11.03	30	68.17	86.91



- 18.18% students gained an ATAR of 90.00% or above
- 36.36% students gained an ATAR of 80.00% or above
- 59.08% students gained an ATAR of 70.00% or above
- 68.17% 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	59	62.76% of total cohort (94)

	Number of Certificates
AQF Cert 2	41
AQF Cert 3	24
AQF Cert 4	20

Certificates Achieved	Number of Students
Certificate 2 in Automotive Vocational Preparation	5
Certificate 2 in Cookery	1
Certificate 2 in Electrotechnology	1
Certificate 2 in Engineering Pathways	17
Certificate 2 in Furniture Making Pathways	7
Certificate 2 in Workplace Skills	10
Certificate 3 in Business	14
Certificate 3 in Information Technology	1
Certificate 3 in Music	9
Certificate 4 in Business	8
Certificate 4 in Community Services	6
Certificate 4 in Education Support	1
Certificate 4 in Preparation for Health and Nursing Studies	5

Endorsed Programs

	Number of Students	% of Enrolled
Enrolled in 1+ endorsed programs	94	100
Enrolled in 1+ endorsed programs who achieved a result	70	74.47

Number of unit equivalents achieved as endorsed programs by students: 78

It is also worth noting that of our 94 Year 12 students:

- 44 students (46.81%) completed 4 or more Year 12 ATAR courses
- 44 students (46.81%) completed a Certificate II or higher but less than 4 Year 12 ATAR courses
- 88 students (93.62%) completed 4 or more Year 12 ATAR courses or a Certificate II or higher



Post-School Destinations

Swan Valley Anglican Community School Year 12 2024 students who applied through the Tertiary Institutions Centre received offers for the 2025 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					
Audio Visual Studies			1		1
Communication & Media	1				1
Creative Arts				1	1
EDUCATION					
Teacher Education: Early Childhood		1			1
Teacher Education: Primary				1	1
Teacher Education: Secondary		1			1
Teacher Education		1			1
ENGINEERING & RELATED TECHNOLOGIES					
Engineering & Related Technologies				2	2
HEALTH					
General Nursing		3			3
Medical Studies	3				3
Occupational Therapy		2			2
Public Health		1			1
INFORMATION TECHNOLOGY					
Information Technology	1				1
MANAGEMENT & COMMERCE					
Business & Management	2				2
Business Management	1				1
Management & Commerce		2		3	5
NATURAL & PHYSICAL SCIENCES					
Biological Sciences				1	1
Medical Science		2		3	5
Natural & Physical Sciences				1	1
SOCIETY & CULTURE					
Economics				1	1
Law			1		1
Philosophy				1	1
Psychology	2				2
Social Work				1	1
Studies in Human Society	3				3
TOTAL	14	13	2	15	44



2024 WA University Application Statistics

SVACS Students	Curtin	ECU	Murdoch	UWA	Total
% of offered their 1 st preference	25	14	4	25	68
% of offered any of their preferences	32	27	4	34	98
STATE Students					
% of offered their 1 st preference					78
% of offered any of their preferences					96

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) organises community activities for all families to attend e.g. Mother’s Day Breakfast, Father’s Day Breakfast. Parents can also be members of 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.

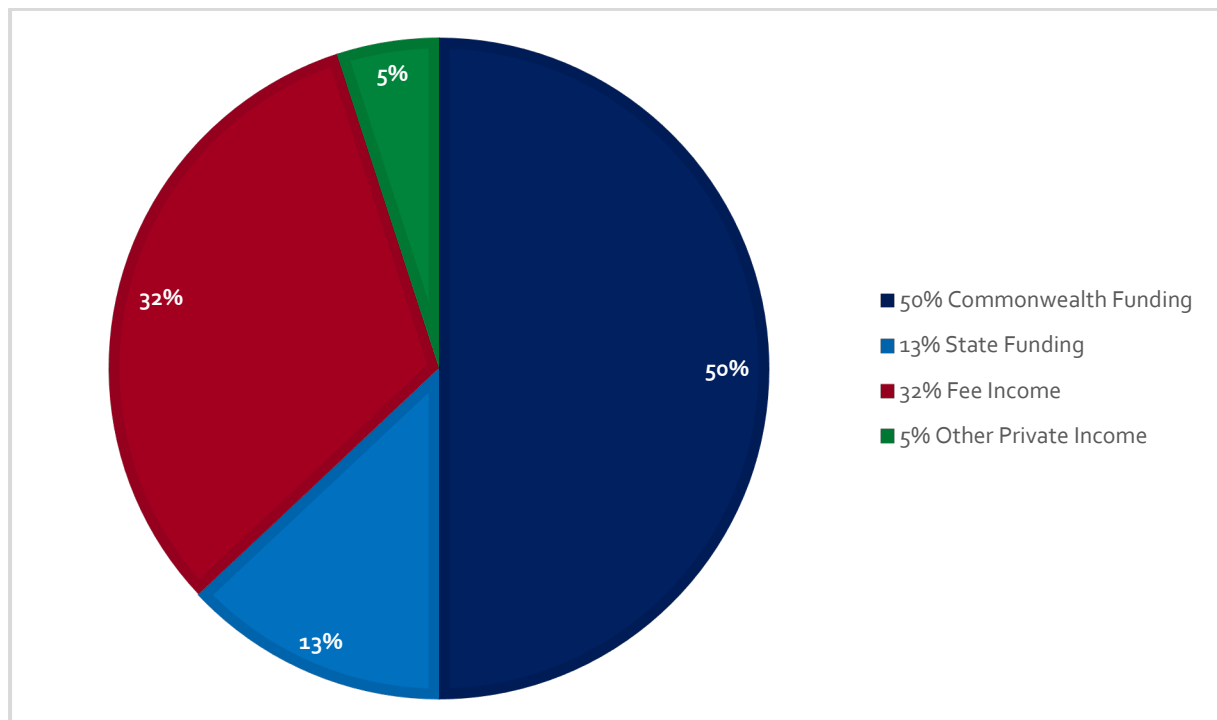
All staff (teaching and non-teaching) are involved in performance appraisal that enables expectations to be clarified, constructive feedback to be shared and professional learning needs to be identified. Staff are represented by the Executive Team, Senior Leadership Team, Heads of Department and Heads 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 2025



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

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