

Annual Compliance Report 2016

Overview

Swan Christian College is the oldest and largest school within the Swan Christian Education Association. The College is a school where children are valued in all they do and in every aspect of their intellectual, cultural, sporting and spiritual lives. Great emphasis is placed upon teaching and learning to help students explore their intellectual horizons and achieve their academic potential. The College is also known for its Swan Trade Training Centre and Swanonline, its online school.

Swan Christian College is an educational community consisting of College staff, parents and children working together with the common aspiration of identifying and developing each child's God given gifts and abilities to enable them to make a full and valuable contribution to the world in which they live.

A recent reminder was timely to consider in the context of all that happens at Swan Christian College; "In keeping with the biblical goal of spiritual growth and greater levels of maturity, we often find in Scripture the call to abound or excel in Christian character, especially in the various ways we can express love to one another. Spiritual maturity is a quest for character for which there will be little progress without the pursuit of excellence".

We are currently embarked on a journey, collectively and individually, to determine what we should do if we wish to become an institution with a "growth mind-set" where all are encouraged to strive to be the best they can be and aim for excellence in whatever they are doing.

To this end, the College is working to develop a Strategic Plan that will set the parameters for the next 3 years and provide a framework that will guide all that we do. The leadership team has been working on this for about 6 months and will shortly go into a consultation stage with staff, students and parents before seeking to publish towards the end of 2017.

This framework will also guide the School Improvement Plan, providing a framework for measuring our growth and improvement.

It was pleasing to see our ATAR results on par with the state mean in 2016. This has not been achieved for some time and students and teachers are to be commended on their work and this achievement.

Highlights

STEM in the Valley

The inaugural STEM in the Valley showcase and challenge day was held at the College with over 300 Year 4-10 students attending from 20 schools around Perth. The event was an opportunity to showcase the students' work in the STEM space and have them participate in two team-based challenges – one to construct the tallest possible tower from 1 000 pop sticks and in the afternoon the Junior School students attempted to construct an artificial limb from household materials while the Secondary School students were charged with the task of designing a flood proof house structure.

Lego League Club

In Term 3 and 4 we started our First Lego League Club. The club enables students in Years 6 to 9 to compete in a competition using Lego, coding and robotics. This competition runs in schools around the world and there are 32 600 teams made up of 350,000+ students from nearly 80 countries. Students learn about a modern problem in science and engineering and develop solutions. The competition is designed to encourage and develop imaginative thinking and teamwork. Students are guided by teachers to research real-world problems and challenged to develop creative solutions for the problems they identify.

2016 was our first year participating in this competition and all the students and staff involved in the club found it fun, challenging and rewarding. Being able to see the hard work students have put in in their first competition is wonderful. We look forward to the next competition and improving our performance even more.

Key Student Outcomes

Enrolments at Swan Christian College

Figures based on August 2016 Census figures

We have four main entry points into the College, Kindergarten, Year 6, Year 7 and Year 11.

Junior, Middle and Senior School

| <u>Year Group</u> | <u>Total</u> | <u>Average Class Size</u> |
|-------------------|--------------|---------------------------|
| KG | 53 | 18 |
| PP | 47 | 23 |
| Year 1 | 56 | 28 |
| Year 2 | 53 | 26 |
| Year 3 | 61 | 30 |
| Year 4 | 61 | 30 |
| Year 5 | 60 | 30 |
| Year 6 | 87 | 29 |
| Year 7 | 173 | 30 |
| Year 8 | 169 | 30 |
| Year 9 | 159 | 30 |
| Year 10 | 188 | 30 |
| Year 11 | 181 | 30 |
| Year 12 | 182 | 30 |
| TOTAL | 1530 | |

Student Characteristics

| | Male | Female | Total | SWD | DE | Indigenous DE | Indigenous | Students on Visas |
|------------|------|--------|-------------|-----|----|---------------|------------|-------------------|
| KG | 24 | 29 | 53 | | | | 1 | 2 |
| PP | 22 | 25 | 47 | | | | | 1 |
| Y1 | 28 | 28 | 56 | 1 | | | | 2 |
| Y2 | 27 | 26 | 53 | 2 | | | 2 | 3 |
| Y3 | 36 | 25 | 61 | | | | 1 | 1 |
| Y4 | 27 | 34 | 61 | 5 | | | 1 | 4 |
| Y5 | 31 | 29 | 60 | 1 | | | | 1 |
| Y6 | 45 | 42 | 87 | 6 | | | 1 | 3 |
| Y7 | 93 | 80 | 173 | 3 | | | 2 | 5 |
| Y8 | 83 | 86 | 169 | 5 | | | 3 | 12 |
| Y9 | 79 | 80 | 159 | 2 | | | 2 | 5 |
| Y10 | 77 | 111 | 188 | 4 | | | | 9 |
| Y11 | 101 | 80 | 181 | 1 | | | 2 | 2 |
| Y12 | 92 | 90 | 182 | 2 | 9 | | 2 | 4 |
| | | | 1530 | | | | | |
| | | | | | | | | |

DE = Distance Education

SWD = Student with disability

A 'Student on Visa' is any student who holds (or is dependent on a person who hold) a permanent, bridging or temporary visa; this includes NZ citizens.

Student Attendance

The average student attendance in 2016 was 93.34%

| Year Group | Year Group % |
|------------|--------------|
| PP | 92.73 |
| Year 1 | 94.15 |
| Year 2 | 91.86 |
| Year 3 | 94.35 |
| Year 4 | 92.65 |
| Year 5 | 94.17 |
| Year 6 | 94.12 |
| Year 7 | 93.68 |
| Year 8 | 93.70 |
| Year 9 | 92.62 |
| Year 10 | 92.55 |
| Year 11 | 93.50 |

* These figures include STTC and Swanonline students.

Junior School Absentee Process

Students who are away from school are expected to return with a note explaining their absence. Parent phone calls are also taken as notification of the child's absence. Where a parent hasn't notified the College of an absence an SMS is sent to a parent nominated mobile number at the beginning of the day.

Unexplained Absences

The teacher writes in the student's diary asking for an explanatory note from the parents. If a note is not forthcoming, the teacher telephones and speaks with the parent.

Excessive Absences

Where absences are noticed to be continuing or excessive for a student, a review note is available for staff to forward to the Key Teacher and Deputy Head of Junior School. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview. The interview will seek to establish circumstances for the absences and seek to put in place support structures and strategies to encourage greater participation in attending.

At this stage the parent and child may be referred to the chaplain or the psychologist for further support. Referrals to outside support services may be offered to the family at this point.

Attendance will be monitored and reported on regularly to the relevant Head of Sub-School. Documentation of the problem must be included in the student information file or on TASS.

Middle and Senior School Absentee Procedure

TASS Attendance System

In order to improve the quality of absence recording, all teachers are required to implement the following in all cases:

- Use TASS to record absence in all classes.
- Check attendance by calling names or positively checking faces one by one from the class list.
- Check attendance within the first five minutes of the commencement of PC class and of all learning periods.
- SMS sent to parent nominated mobile number notifying of student absence at the beginning of the day.

Early Leave

Students must notify Student Services if they need to leave school early on a given day. If they are leaving the College early, the teacher, upon receipt of a note from a parent/guardian, should remind the student that they must present to Student Services before they leave the College to be signed out. All notes are then sent to Student Services for recording.

Late Arrivals

Students who arrive at school after Pastoral Care are required to sign in at Student Services and will be issued a late note. Students who arrive late to class from a previous lesson must have a note from their previous teacher.

For either instance, when a student arrives late their status is changed in the attendance system from absent to late.

Unexplained Absences

After the first period of the day a text is sent to a nominated parent phone, if a reply to the SMS has not been received within an hour of it being sent, parents are contacted by telephone. If parents cannot be contacted by telephone an email is sent a week later.

Excessive Absences

For students where absences are noticed to be continuing or excessive, the Pastoral Care Teacher contacts either the Head of House or Deputy Head of Sub-School. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview. The interview will seek to establish circumstances for the absences and seek to put in place support structures and strategies to encourage greater participation in attending.

At this stage the parent and child may be referred to the chaplain or the psychologist for further support. Referrals to outside support services may be offered to the family at this point.

Attendance will be monitored and reported on regularly to the relevant Head of Sub-school. Documentation of the problem must be included in the student information file or on TASS.

In extreme cases absentees can be reported for further action to the District Participation Officer. Strategies for support can be further developed with their support and intervention. This will be the final step to the program for integration of the child to the class.

NAPLAN 2016

NAPLAN tests give us a snapshot view of a child and a College's performance on a certain day, as part of the ongoing learning process. Our schools do not teach to the test, but we do regard NAPLAN as a useful external benchmark to help us identify strengths and gaps in individual student learning as well as tracking whole school performance.

There will always be variation between years due to cohort effects (i.e. some cohorts are stronger than others) but you can identify whole school and system-wide trends through such comparisons (e.g. it is highly unlikely that any school will have four strong cohorts or four weak cohorts in the same assessment period). Despite cohort-specific variability our aim is to demonstrate a general trend of improvement across the College.

An overall summary is provided for the College, followed by an identification of particular strengths and areas for improvement. The overview includes a comparison with the National Minimum Average as well as comparison charts for the school from year to year and comparison charts on each cohort compared with themselves two years ago in relation to the national average. This enables us to track both achievement and progress.

Summary

% below, at and above National minimum average

| | Year 3 | | Year 5 | | Year 7 | | Year 9 | |
|---------|--------|------|--------|-----|--------|-----|--------|-----|
| Reading | Above | 93% | Above | 90% | Above | 89% | Above | 90% |
| | At | 5% | At | 8% | At | 7% | At | 8% |
| | Below | 2% | Below | 2% | Below | 4% | Below | 2% |
| Writing | Above | 100% | Above | 86% | Above | 76% | Above | 72% |
| | At | 0% | At | 12% | At | 19% | At | 20% |

| | | | | |
|-----------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | Below 0% | Below 2% | Below 5% | Below 8% |
| Spelling | Above 96% At 2% Below 2% | Above 88% At 10% Below 2% | Above 91% At 6% Below 3% | Above 81% At 14% Below 5% |
| Grammar & Punctuation | Above 95% At 5% Below 0% | Above 92% At 8% Below 0% | Above 83% At 15% Below 2% | Above 76% At 18% Below 6% |
| Numeracy | Above 91% At 7% Below 2% | Above 92% At 8% Below 0% | Above 92% At 7% Below 1% | Above 89% At 11% Below 0% |

School Progress

| | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------------|---|---|--|--|
| Reading | Above national avg Decrease from Year 3 in 2015 | Above national avg Decrease from Year 5 in 2015 | Above national avg Increase from Year 7 2015 (+3) | Above national avg Increase from Year 9 in 2015(+1) |
| Writing | Above national avg Increase from Year 3 in 2015 | Above national avg (+2)Decrease from Year 5 in 2015 | Above national avg Decrease from Year 7 2015 (-3) | Above national avg Decrease from Year 9 in 2015 |
| Spelling | Above national avg Decrease from Year 3 in 2015 | Above national avg Decrease from Year 5 in 2015 | Above national avg Decrease from Year 7 in 2015 (-2) | Above national avg Increase from Year 9 in 2015 |
| Grammar & Punctuation | Above national avg Decrease from Year 3 in 2015 | Above national avg Increase from Year 5 in 2015 | Above national avg Same from 2015 | Above national avg Decrease from Year 9 in 2015 (-3) |
| Numeracy | Above national avg (+1) Decrease from Year 3 in 2015 | Above national avg (+3) Decrease from Year 5 in 2015 | Above national avg Increase from Year 7 in 2015 | Above national avg Increase from Year 9 in 2015 |

Cohort Progress

| | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------------|--------|---|---|--|
| Reading | - | Decrease from yr 3 compared with national | Decrease from yr 5 compared with national | Increase from yr 7 compared with national |
| Writing | - | Significant decrease from yr 3 compared with national | Decrease from yr 3 compared with national | Increase from yr 7 compared with national |
| Spelling | - | Decrease from yr 3 compared with national | Decrease from year 5 compared with national | Increase from year 7 against national |
| Grammar & Punctuation | - | Increase from yr 3 compared with national | Significant decrease from year 5 compared with national | Increase from yr 7 compared with national |
| Numeracy | - | Slight increase from yr 3 compared with national | Decrease from yr 5 compared with national | Increase from yr 7 compared with national |

Year 12 Results Analysis

The 2016 results indicated a positive trend in particular Year 12 results for both ATAR and non-ATAR students.

In 2016, the median ATAR achieved by Swan students was 80.05, an increase of 5.2 ranking points on 2015. Again 75% of all university applicants received an offer for their first preference, with all applicants being offered a place. 12 Students achieved an ATAR of 90 or higher.

Five students received a certificate of Distinction (maintaining an A grade across Year 11 and 12) and a further 25 received a certificate of Merit. IN total, 209 AQF qualifications were completed by the Year 12 students, with 151 of those being at Certificate III level or higher.

Certificates of Distinction

Awarded to 5 students who achieved at least 19 A grades across Year 11 and 12.

Certificates of Merit

Awarded to 23 students who maintained the equivalent of a B+ grade across Year 11 and 12.

Excelsior Inductees

| | | |
|----------------|----------------|------------------|
| Elise Campbell | Julia Newton | Shaniece Chapman |
| Mikaela Watson | Ethan Baxter | Dylan Travers |
| Flynn Voight | Conrad Elliss | Eli Foster |
| Shannon McEwan | Wessel Van Wyk | Kodie Eva Mirco |

High Performing Courses

| | |
|-------------------|-----------------------------|
| Physics | Chemistry |
| Modern History | Biology |
| Human Biology | Geography |
| Drama | Media Production & Analysis |
| Math Applications | |

VET Certificates

Certificate II: 58

Certificate III: 150

Certificate IV: 1

Post-Secondary Pathways

| | |
|---|-------|
| Number of students with an ATAR who applied | 68 |
| Median ATAR of the students who applied | 80.90 |

| | Curtin | ECU | Murdoch | UWA | Total |
|---|--------|-----|---------|-----|-------|
| Number of students with a 1 st preference (includes students without an ATAR) | 39 | 20 | 4 | 11 | 74 |
| Number of students offered their 1 st preference | 23 | 16 | 3 | 8 | 50 |
| Number of students offered any of their preferences | 30 | 24 | 3 | 11 | 68 |
| Number of students who have enrolled | 24 | 13 | 2 | 7 | 46 |
| Number of students who have deferred | 3 | 4 | 1 | 2 | 10 |

Trends

- School ranking improved 24 places
- Median ATAR continued to improve
- Decrease in ATAR students completing a VET certificate in Year 12
- Increase in Non-ATAR students achieving at B grade level or higher
- Increase in proportion of Students in 80+ ATAR range

Staffing Information

Staff Professional Development

Our staff has access to significant professional learning both in house and by accessing professional learning from external bodies.

One being our annual Better Education Conference which was held in June 2016. The guest speakers included James Nottingham, from Challenge Learning in the UK, joined by a lineup of high calibre speakers including Greg Whitby; Executive Director of Catholic schools in the Dioceses of Parramatta, Kylie Bice; from Growing up Greatness, specialising in educating diverse student groups, Wendy Gorman; Coordinator of Early Childhood at AISWA and Michael Raiter; Director of the Centre for Biblical Preaching in Melbourne.

We continue to ensure that staff are up to date with first aid training including Anaphylaxis training, and specialist training for surf rescue, water safety and outdoor education.

Teachers continue to be coached and mentored to improve teaching. This includes training in teacher peer observation and feedback targeting areas that will improve the College as a whole.

Each year, teachers new to the College began the year with special induction days. New Staff Induction Professional Development Sessions take place throughout the year covering topics that are relevant to teachers new to Christian Education.

Staff Demographic

Teaching Staff

| Type of Staff | Executive | Teaching Staff | Total |
|---------------|-----------|----------------|------------|
| Male | 4 | 51 | 55 |
| Female | 3 | 75 | 78 |
| Indigenous | 0 | 2 | 0 |
| Total | 7 | 126 | 133 |

Teacher Qualifications

| Highest Qualification | Number of Teachers |
|---------------------------------|--------------------|
| Masters | 16 |
| Bachelor of Degree | 154 |
| Diploma | 89 |
| Other | 46 |
| Total number of Teachers | 126 |

Operational Staff

| Type of Staff | Education Asst | Operational Staff | Total |
|---------------|----------------|-------------------|-------|
| Male | 0 | 5 | 5 |
| Female | 15 | 36 | 51 |
| Indigenous | 0 | 0 | 0 |
| Total | | | 56 |

Extract from Parent, Student and Staff Survey Report

The Swan Christian Education Association (SCEA) is committed to listening to the views and expectations from key stakeholders and commissioned MMG to conduct independent parent, student and staff surveys to provide performance feedback on a wide range of related education topics.

As part of the College's continuous review and improvement process, SCEA commissioned parent, student and staff satisfaction reviews, covering all key aspects of education.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

We surveyed 499 parents, 773 students and 134 staff participated in the surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, sport, communications, reputation and facilities.

Years K-12 Parents

A selection of the parent Years K-12 top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 78% of parents' expectations were met or exceeded in relation to quality of teaching
- 85% of parents' expectations were met or exceeded in relation to focus on student welfare
- 78% of parents' expectations were met or exceeded in relation to good education at reasonable expense
- 89% of parents' expectations were met or exceeded in relation to the College's values
- 93% of parents' expectations were met or exceeded in relation to range of subject choices.

Years 7-12 Students

A selection of the Years 7-12 student top level findings are detailed below ranked in order of the importance the parents placed on reasons for choosing a school:

- 73% of students' expectations were met or exceeded in relation to the focus on quality of teaching
- 68% of students' expectations were met or exceeded in relation to focus on student welfare
- 80% of students' expectations were met or exceeded in relation to the College's values
- 76% of students' expectations were met or exceeded in relation to the range of subject choices
- 86% of students' expectations were met or exceeded in relation to the academic standards.

Staff

A selection of the staff top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 95% of staff expectations were met or exceeded in relation to quality of teaching
- 92% of staff expectations were met or exceeded in relation to focus on student welfare
- 91% of staff expectations were met or exceeded in relation to good education at reasonable expense
- 84% of staff expectations were met or exceeded in relation to the College's values
- 99% of staff expectations were met or exceeded in relation to range of subject choices.

Parents, students and staff were asked to provide open responses to the most valued aspects of Swan Christian College. The most frequently nominated aspects are:

| Swan Christian College Junior School Parents Top 5 | Swan Christian College Senior School Students | Swan Christian College Non-Teaching Staff Top 5 |
|--|--|---|
| The excellent staff | Friendships made | Support of colleagues |
| Christian education | Strong overall education | The Christian Ethos |
| The high standard of education and teachers | Great teachers | Staff collaboration |
| The staff and the facilities | Safe and caring environment | Friendly atmosphere amongst staff |
| Open interaction between parents, teachers and students | Sports program | Great relationships with other staff |
| Swan Christian College Senior School Parents Top 5 | | Swan Christian College Teaching Staff Top 5 |
| Great teachers | | Support of colleagues |
| Christian values | | The Christian ethos |
| Safe and caring environment | | Well balanced work load |
| Friendships made | | Dedication of members of staff |

Senior School Parent Quotes on what they value about Swan Christian College:

The positive influence on our children as a whole, ie: academically, socially and morally. Also, some valued friendships have resulted.

I value that we do have many Christian teachers who both teach and pray for our students. I have children who have previously attended that have left with a very strong Christian friend group and have also led non-believers to the Lord. That is an amazing opportunity to have. I value the opportunity for students to attend mission trips and to support the building and running of the school in Zambia.

I believe my boys have had the best opportunity within the trade centre to leave school with qualifications and pride in themselves, hope for their futures and at least a strong sense of their spirituality, even if not fully committed to the Christian faith, at least good seeds have been sown. It is a fantastic facility that has equipped our children to become successful members of the community through the guidance of some very dedicated and caring teachers/staff. I am especially thankful for the provision of the School Psychologist and Counsellors who have assisted our family

and children through a very difficult mental illness. It is indicative of a school that has great compassion and understanding, and for this they should be commended. Christian values, relationships and academic improvement.

The smile on my child's face when teachers praise her for her efforts, give great feedback and ask her in general "are you ok" I like the personal touch of this school, not one kid is forgotten. SCC is a very honest school that has definite policies and procedures and is very consistent. The senior staff are very understanding, knowledgeable, and obliging. There is emphasis on making sure students understand that different pathways are available to them after SCC.

Senior School Student Quotes on what they value about Swan Christian College:

My education, and reputation for getting work because employers value the Swan Christian reputation.

I value the education and some of the teachers I have had over the years I have spent here, as a few of them have left their mark that I will not soon forget.

I value getting a good education and having good friends and good teacher student relationships. I enjoy spending time with the friendly and well-mannered people at the school. I enjoy being here and learning more in a comfortable environment. I feel welcomed and think this is a place where people can feel they belong to, this is why I love the school.

Relationships with teachers, you spend a lot of time with them and their job is to help you and to help and encourage you to learn and develop.

I am getting a very good education from going to this school which will present me with more opportunities once I'm finished school.

The awesome memories I have made with my mates and some of the teachers, and taking part in some of the awesome sporting activities that the school runs. The lessons and tips they have given me for heading into the adult world.

Getting to know not only teachers, but all the fantastic students and classmates better. Especially in Yr12 I've gotten to know my teachers as people, and they have inspired me to seek meaning and purpose in life, and that there is more to life than there seems.

Staff Quotes on what they value about Swan Christian College:

I enjoy my role and I'm dedicated to serving the College community. I think we have a really strong team and although this year has been difficult we have been able to support one another. Love the fact that we can freely pray together in the workplace.

I appreciate the opportunity to interact with people with similar morals and beliefs. I like the fact that top management are approachable and helpful. The vast majority of students are a pleasure to teach and interact with in co-curricular activities. My overall experience as both a teacher and a parent has been pleasant so far.

The fact that it is a Christian School and that it upholds Christian values with integrity. I also love that the staff are friendly and there is a real sense of community. I feel supported by staff members and people that I can count on.

The students and teachers. Most of the teaching staff are very good at their job and interact with students well. I have taught many students since I have been here, and I still see some from time to time.

The opportunity to witness God's love and Christ's sacrifice to the students.

I value our influence in the community, to be a 'light' on the hill to the families were support. We need to be all that we say we are in a true reflection of Christ both in word and practice.

There is an incredible potential available at the College. I believe that I am in a position to assist and influence these changes within the College. Colleagues are very acceptant and supportive. The staff in general are very friendly, care about the students, care about each other, and many of them care about the gospel. It is a great environment to work in.

The Christian ethos of the school and working with some wonderful brothers and sisters in Christ.

Financial

Swan Christian College

| | Combined Schools* | |
|--|-------------------|---------------|
| | | |
| Full-time equivalent enrollments relating to recurrent income | 1,483 | |
| | Total | Per Student |
| Australian Government recurrent funding | 11,671,583 | 7,870 |
| State/territory government recurrent funding | 4,770,532 | 3,217 |
| Fees, charges and parent contributions | 9,499,698 | 6,406 |
| Other private sources | 1,183,316 | 798 |
| Total gross income | 27,125,129 | 18,291 |
| (excluding income from government capital grants) | | |
| Less deductions | 618,391 | 417 |
| Total net recurrent income | 26,506,738 | 17,874 |
| Note: * | | |
| The figures above incorporate both Swan Christian Junior and Swan Christian Senior schools. In 2016 both schools were combined for funding purposes. Prior to 2016 each school was funded seperately, and reported seperately. | | |