

Annual Compliance Report 2017

Overview

The development of a strategic plan for the next three years has been a central focus of our work this year. We have prepared this plan in consultation with students, staff and parents with a focus on three areas: 1) student and teacher (people) achievement, 2) community and 3) the place in which we work.

As we consider our people, we have reviewed and continue to review our learning programs for our students, our plans for teachers' growth and development, and we are seeking more ways for parents to directly participate in their children's learning. In the last 50-100 years, schools and methods of instruction have been tinkered with but have not changed much. Yet the world we are preparing our students for has changed dramatically and is changing continually. It is worth posing the question; "What will the world look like when our current kindergarten students leave school in 2030?" I would challenge anyone to give an accurate answer, yet, that is the task we have ahead of us at Swan Christian College. In order to provide students with the best possible life preparation through teaching and learning opportunities, we need to consider best practice and ensure our teachers have the best possible training.

In recent years, schools have come to appreciate the need to build community both within school and with the wider community around us. In this electronic age where online communities increasingly are where people engage, we need to focus on finding opportunities to care for and enjoy each other's company face to face. It has long been thought that the communal environment in which we learn works best because of the opportunities learners are given to engage in the learning process together. While many learning models now seek to replicate this online (and our online school is part of our planning), improving the sense of belonging to a community is something we are focusing on.

Finally, we are reviewing the place in which we learn. The environment in which we work, teach and learn has a major impact on learning and we are conscious that this needs to be a constant focus in the College. During the next three years, we intend to focus on upgrading some of our changerooms and bathroom facilities, improving the surface of the courts and making significant progress in solving the traffic problems parents face when getting into and out of the College each day. Longer term planning will involve the preparation for building a purpose-built Middle School, to house our Year 7-9 students and ensuring an engaging and attractive learning environment.

While developing these plans, we took time to reflect on why we are here and how we wanted to be known. We concluded that we are a Christ-centered and student-centered school with a focus on

excellence, aiming to be a community fostering personal growth where all members seek excellence and know God. This is the Swan Christian College we believe we have been and want to continue to be. We have also commenced the process of developing specific enabling plans for our strategic plan and these will be published in 2018.

Highlights

Junior School Book Week

This year's theme for Book Week was 'Escape to Everywhere'.

On a lovely Friday morning at 9:30am, excited students gathered in the undercover area for the Grand Parade. The wonderful Junior School staff performed a play to the reading of the story 'Echidna Jim went for a Swim' by Phil Cummings. Mr Dietrich was a very prickly Echidna Jim who caused a great deal of havoc! The Grand Parade showcased the many and varied costumes. Thank you to all Junior School parents for helping the students to have such wonderful costumes.

Year 7 Peer Support

This year we introduced Peer Support into Year 7 with trained leaders from Years 9 and 10 supporting the younger students. Peer Support Australia has been providing training and support to improve the well-being of young people for several decades. Its primary aim is to nurture positive relationships. The peer led, skills based, experiential learning modules focus on orientation, relationships, optimism, resilience, anti-bullying and values.

Swanonline Captain

This year we had our first Year 12 Captain from Swanonline, Leonie Secker. Leonie said that this has been an amazing experience and she got to know many people because of it. This position has not only helped her develop her leadership and public speaking skills but has also provided her with the chance to help in the development of students in Swanonline.

Key Student Outcomes

Enrolments at Swan Christian College

Figures based on August 2017 Census figures

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

Junior, Middle and Senior School

KG	53
PP	47
Year 1	56
Year 2	53
Year 3	61
Year 4	61
Year 5	60
Year 6	87
Year 7	183
Year 8	169
Year 9	167
Year 10	175
Year 11	187
Year 12	175
Total	1534

Student Characteristics

	Male	Female	Total	SWD	DE	Indigenous DE	Indigenous	Students on Visas
KG	25	27	53					
PP	18	26	47				1	
Y1	27	29	56	1				
Y2	30	27	53	2			2	
Y3	26	31	61					
Y4	34	25	61	5				
Y5	48	40	60	1			1	
Y6	43	42	87	6			1	
Y7	98	85	183	1	2		3	2
Y8	87	82	169	2	6		3	
Y9	78	89	167	4	13	1	4	
Y10	80	95	175	4	14		2	2
Y11	83	104	187	4	15			4
Y12	97	78	175		8		2	
			1534					

Shaded area numbers are included in total student numbers

DE = Distance Education

SWD = Student with disability

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

Student Attendance

The average student attendance in 2017 was 93.02%

Year Group	Attendance %
Pre-Primary	93.10
Year 1	92.39
Year 2	95.68
Year 3	93.45
Year 4	92.26
Year 5	92.37
Year 6	92.97
Year 7	97.30
Year 8	95.05
Year 9	92.92
Year 10	90.36
Year 11	91.33
Year 12	90.08

** 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

After the first period of the day a text is sent to a nominated parent phone number. 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 at the end of the week.

Excessive Absences

Where absences are seen 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 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 number. If a reply to the SMS has not been received within an hour of being sent, parents are contacted by telephone. If parents cannot be contacted by telephone an email is sent at the end of the week.

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 back to the class.

NAPLAN 2017

The **Junior School** continues to perform above the National, State and similar school average scores in all areas and has remained above the National Average since 2011 but has made minimal growth in that time.

Area	Year	Swan Christian College Average Score	SCEA Schools Average Score	Similar Schools Average Score	State Average Score	National Average Score	Students at or above minimum standards
Numeracy	3	413	406	396	402	409	96%
	5	509	501	472	489	494	98%
Reading	3	452	427	416	420	431	95%
	5	518	511	485	499	506	96%
Writing	3	416	421	409	410	414	100%
	5	477	486	465	469	473	96%
Spelling	3	425	401	402	409	416	98%
	5	519	506	476	498	501	98%
Grammar & Punctuation	3	442	443	425	429	439	96%
	5	523	511	479	492	499	99%

Area	Year	2011 SCC Average Score	2017 SCC Average Score	Swan Growth Average Score	National Growth Average Score	State Growth Average Score
Numeracy	3	417	413			
	5	507	509	83	96	101
Reading	3	443	452			
	5	519	518	63	80	86
Writing	3	409	416			
	5	480	477	48	57	61
Spelling	3	425	425			
	5	488	519	79	92	98
Grammar & Punctuation	3	450	442			
	5	519	523	61	66	68

In the above chart the Student Growth from Year 3 to Year 5 in 2017 is compared to the WA average student growth.

Swan Junior School is behind the state in the level of growth from Year 3 to 5.

Raising the Average Growth to match or exceed the National Average Growth is a priority academic target in the Junior School to achieve by 2020.

We continue to perform satisfactorily in NAPLAN in **Middle School**.

Below is a summary of the findings and a few points of interest. For comparative purposes, the column 'similar schools' is most helpful in assessing our results. ACARA uses an algorithm to compare us to schools across Australia with similar demographics.

Area	Year	Swan Christian College Average Score	SCEA Schools Average Score	Similar Schools Average Score	State Average Score	National Average Score	Students at or above minimum standards
Numeracy	7	564	550	552	551	554	100%
	9	608	600	601	595	592	92%
Reading	7	556	543	536	539	545	90%
	9	603	595	590	583	581	96%
Writing	7	519	517	521	509	521	89%
	9	569	563	582	556	552	83%
Spelling	7	556	561	547	550	561	82%
	9	596	596	583	582	602	86%
Grammar & Punctuation	7	544	542	545	537	542	83%
	9	581	572	589	574	574	88%

Points of Interest

- Results across nearly all the domains continue to improve nationally, at state level and school level. This contradicts media reports and social media criticism about NAPLAN results.
- Our strongest growth areas are Reading and Numeracy in Year 9.
- Our weakest, and only, negative growth was Year 9 Grammar and Punctuation.
- Whilst we continue to align with results of similar schools in most areas, the speed of growth in similar schools is increasing faster than our speed of growth over time. We could have reached a plateau or even might be entering decline if our speed of growth does not pick up in the next few years.
- Students struggled to answer questions that required more than one answer and questions which asked students to consider multiple variables.
- Writing is our weakest area across the school, and nationally. Considerable work needs to be done across the curriculum to address this concern. In particular, the elements of developing logical paragraphs, using more Latin and Greek based vocabulary, and using a variety of complex sentence structures require improvement. Writing with these elements reflects more sophisticated thinking.
- On the other hand, our *growth* in Year 9 writing over the last six years has been very strong.

Consider these averages for writing over time:

	2011	2013	2015	2017
Average Writing Score	409	482	523	569
Below National average	Below National average	At National average	Above National average	Above National average

Six ways in which parents can support learning at the College

Parents can help support learning at school in many simple ways which do not require particular skills.

1. Frequent silent and sustained reading of fiction and non-fiction as a family is extremely important. Buy a cheap 'IKEA' bookcase and fill it with books from your own stock, second-hand shops and the local library! They are great places to visit together at all ages.
2. Encourage your son or daughter to complete detailed and thoughtful answers to questions for whatever subjects they are working on.
3. Encourage a general 'can do' attitude. Provide support but require students to complete work by themselves.
4. Insist on neat, clear and well-constructed writing (or setting out for Maths) at all times. Insist on capital letters, margins, dates, using a ruler, using spell check and similar tools.
5. Practise Times Tables and spelling at meal times or in the car, with spelling lists and tables around the home. Add in 13-25 Times Tables when all other Times Tables have been mastered.
6. In the main, Middle School students should complete about an hour of core subject homework a night, not including additional or recreational reading.

Year 12 Results Analysis

Swan Christian College celebrated the outstanding academic success of its students in 2017. We were very proud of our students and congratulate them on their academic achievements and excellent conduct.

As a leading coeducational school in Perth's eastern suburbs, the College is delighted by the achievements of its ATAR students, and those who gained nationally recognised qualifications under the Australian Qualifications Framework (AQF).

Some of the individual successes included an ATAR of 99.45, 98.45 and one of 97.9.

In 2017 the median ATAR achieved by Swan students was 81.85, with 18 students being inducted into the Excelsior Club having achieved a minimum ATAR of 90. This was an improvement of 1.85 ranking points on the previous year and equated well with the state mean of 77.5. Six students received a WACE Certificate of Distinction that requires students to achieve A grades across their courses and/or certificates, a testament to their commitment to their studies. In addition, 14 students received a Certificate of Merit. Seventy nine percent of students who applied for university entry received an offer for their first preference compared to the state average of 68%.

At 96.5% Swan Christian College's WACE attainment was again higher than the state average. The College's graduates received a total of 188 AQF qualifications with many students achieving multiple qualifications. The Class of 2017 made significant contributions to the life of the College through leadership, service, the arts and sport.

Year 11 and 12 pathways

Typically, students select one of the following Career Pathways:

- Vocational Education and Training
- University
- Employment

University

Students can select from 22 ATAR courses to obtain an ATAR for direct University entry. Including small variations from year to year, around 50% of all Year 12 students select the ATAR pathway.

In 2017, 72 students applied for direct entry to university. Eight three percent of applicants were offered their first preference for study in 2018. Students can also follow an alternative entry program; 4 students applied for university entry via this route in 2017.

Vocational Education and Training.

Year 11 and 12 students can select from 7 VET certificate courses across Year 11 and 12. Of these, 5 are offered at Certificate III level with Music and Outdoor Recreation offered at Certificate II level. 117 Certificates in this category were completed by Year 12 students in 2017.

These certificates are offered through partnerships between the College and Registered Training Organisations (RTO's).

The College further offers a school-based traineeship in Hospitality. This allows students to combine work and study. In a unique arrangement, employment hours are completed on site allowing both ATAR and non-ATAR students to enroll. In 2017, 37 students successfully completed the school-based traineeship.

Three pre-apprenticeships are offered through the Swan Trade Training Centre. Pre- apprenticeships in Electro technology, Construction and Light and Heavy sheet metalwork are on offer. Thirty four students completed Year 12 through the Trade Training Centre.

Post-Secondary Pathways

Number of students with an ATAR who applied	72
Median ATAR of the students who applied	82.65

	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1 st preference (includes students without an ATAR)	22	17	12	25	76
Number of students offered their 1 st preference	15	14	11	20	60
Number of students offered any of their preferences	18	19	11	24	72
Number of students who enrolled	14	12	9	19	54
Number of students who deferred	1	4	1	2	8

Staffing Information

Staff Professional Learning

Staff across the College have engaged in a range of professional learning activities provided internally and through external organisations.

One being the SCEA annual Better Education Conference which was held in June 2017. The guest speakers included Dave Faulkner and Aaron Tait from Education Changemakers and Dr Justine Toh along with several AISWA specialists.

We continue to ensure that staff are up to date with first aid training including Anaphylaxis training, and specialist training for water safety and outdoor education with a special focus this year on Child Protection.

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. New Staff Induction and Professional Development Sessions take place throughout the year covering topics that are relevant to teachers new to Christian Education.

Staff Demographic

Teaching Staff Characteristics

Type of Staff	Executive	Teaching Staff	Total
Male	5	50	55
Female	3	82	85
Indigenous	0	2	0
Total	8	132	140

Teacher Qualifications

Highest Qualification	Number of Teachers
Masters Degree	21
Bachelor/Degree	170
Diploma	103
Other	61

Operational Staff Characteristics

Type of Staff	Education Asst	Operational Staff	Total
Male	0	11	11
Female	18	34	52
Indigenous	0	0	0
Total			63

Parent, Student and Staff Surveys

Parent Satisfaction

(1 – Significantly below expectations, to 5 – Significantly above expectations)

Approach to Pastoral Care	3.63
Academic Program	3.67
Range of Extra-curricular activities	3.46
Sense of Community	3.53
Emphasis on Christian Education	3.73
School understands my child's needs	3.59
School enables my child to reach potential	3.62
I have a good understanding of my child's progress	3.67
School is a safe environment for my child	4.07
Teachers and staff are accessible	3.96
Staff are helpful and professional	4.00
Christian values clearly woven into all aspects of curriculum and school life	3.86
Staff are clear and consistent in their application of Behaviour Management Policies	3.64

Student Satisfaction

(1 – Strongly disagree to 5 Strongly agree)

I am interested in what I learn	3.39
I like to talk to my family about what I am learning at school	3.07
I like being at school	3.05
I receive useful feedback about my progress at school	3.15
My teachers support my learning in a way that works for me	3.36
My teachers demonstrate a Christian perspective	3.90

Staff Satisfaction

(1 – Strongly disagree to 5 Strongly agree)

Christian Ethos – Policies and application are consistent with a Christian Worldview	3.49
Christian Ethos – Senior Leadership live the values expected of a Christian Leader	3.52
Educational Growth and Improvement – Staff are motivated to do their best	3.72
Education Growth and Improvement – Staff are competent to make our school a success	4.18
Educational Growth and Improvement – School has a strong emphasis on delivering quality outcomes for students	4.10
Culture – People at my workplace treat each other with respect	3.87
Culture – My contribution to my workplace is valued	3.57
School Strategy – School vision, goals and performance are clearly communicated	3.59
Resources and Work Environment – Health and Safety policies and procedures are effective in creating a safe work environment	3.82
Reward and Recognition – I receive recognition for my workplace's leaders	3.29

Financial

Swan Christian College		
Student numbers	1502	
	\$ Swan CC	\$ Per student
Australian Government recurrent funding	12,433,155	8,278
State/Territory Government recurrent funding	4,859,470	3,235
Fees, charges and parent contributions	10,007,551	6,663
Other private sources	1,552,464	1,034
Total Gross Income	28,852,640	19,209