



Swan Christian College
WISDOM IS OF GOD

Annual Report 2021



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Our School

Our Vision

To provide excellent innovative educational leadership and continue to be a school of first choice for students, parents, and educators.

Our Mission

Empowering and equipping children and young people to flourish in life by welcoming them into our College that is shaped by Christian faith and values and creating an environment where all within the community can truly belong, learn, and thrive.

Our Values

Swan Christian College seeks to teach and uphold Christian values with a particular focus on:

Spirituality

To seek to know and be known by God.

Integrity

To be experienced as honest and fair.

Respect

To be acclaimed for kind treatment of all.

Excellence

To aim to be the best we can be.

Our Key Biblical Text

Jesus said “I have come that you might have life in all of its fullness.” - John 10:10



Principal's Report

'but those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' - Isaiah 40:31

2021 marked the 40th anniversary of the establishment of Midland Christian School, the predecessor to Swan Christian College Junior School. The fruit of the faithfulness and sacrifices of the foundation families can be seen today as you walk around our campus. We continue to honour their legacy by ensuring that each child knows they are made in the image of God.

Our school community was again directly impacted by bushfires, this time the Wooroloo fires with some families and staff losing their homes. We were able to support families and members of the wider community affected through the Swan Community Outreach Program. College families received support in the way of food hampers, school uniforms, textbooks as well as sourcing alternate accommodation.

COVID-19 also impacted the start of the new academic year. This highlighted the need for the College to remain agile. The College approached the year with a desire to ensure students had the opportunity to engage in a rich curricular and cocurricular program whilst meeting government COVID mandate requirements.

As an example, traditionally students in Year 6s would travel to Canberra via Sydney for Year 6 Camp, however, due to the state's closed border they instead flew to Broome. The Broome camp was highly successful and educational objectives were achieved through a range of very different experiences than they would have otherwise participated in.

The College also elected to hold the annual Celebration Evening in the Swan Centre rather than the Perth Concert Hall as has been our custom. It was refreshing to be able to come together as a community to celebrate student achievements and to be entertained by student performances. The College also took the opportunity to farewell outgoing Principal Mr Adrian Scott and recognised his contribution to Swan Christian College over the past 6 years.

The class of 2021 achieved some truly outstanding results. Significantly, all graduating Year 12 students met the requirements of the Western Australian Certificate of Education. Additionally, 14 students were admitted to the Excelsior Club having achieved an ATAR of 90 or higher, including 2 Swanonline students. Eight of our VET students were welcomed into the Bene Factum Club having successfully completed three or more certificate courses a testament to their tenacity and work ethic.

In 2021 the College enjoyed growth in enrolments and met its operating efficiency and salary as percentage of income key performance indicators.

At the executive leadership level there were some significant changes. The first was the commencement of Dr Ray Bartell as Business Manager and secondly, the appointment of Dr Darnelle Pretorius as College Principal, we look forward to Darnelle writing the next chapter of Swan's story.

Mr Terry Eason
Acting Principal

Our Students

Enrolments at Swan Christian College
 Figures based on August 2021 Census figures
 We have 4 main entry points into the College:
 Kindergarten, Year 5, Year 7, and Year 11.

Student Characteristics

	Male	Female	Total	SWD	DE	Indigenous DE	Indigenous	Students on Visas
KG	34	24	58	1	0	0	1	0
PP	23	20	43	1	0	0	1	1
Y1	20	26	46		0	0	1	1
Y2	30	23	53	2	0	0	1	2
Y3	36	23	59	1	0	0	0	0
Y4	26	35	61	3	0	0	1	1
Y5	44	36	80		0	0	2	0
Y6	41	40	81	2	0	0	2	0
Y7	76	73	149	6	10	0	4	1
Y8	75	90	165	9	11	0	4	4
Y9	95	96	191	6	27	0	4	5
Y10	88	95	183	6	22	0	4	4
Y11	87	95	182	4	22	0	4	0
Y12	74	82	156	3	18	0	3	1
			1507	44	110		32	19

Shaded area numbers are included in total student numbers

DE = Distance Education. SWD = Students 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 2021 was 89.55%

Year Group	Attendance %
Pre-Primary	83.34
Year 1	90.32
Year 2	91.13
Year 3	89.78
Year 4	91.53
Year 5	89.12
Year 6	90.27
Year 7	91.23
Year 8	91.62
Year 9	88.57
Year 10	89.86
Year 11	88.26
Year 12	89.09

*These figures include Swan Trade Training Centre and Swanonline students.

Absentee Procedure

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

- Use school-based software 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 the school day and after lunch in Junior and School and within the first 5 minutes of each period in the Senior School.
- Online message (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, parents report to Student Services to collect their child. Student Services will organise for the student to be retrieved from class. Out of courtesy, it would be appropriate for the parent or student to notify the teacher that they will be leaving class early.

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 is not received, parents and emergency contacts are telephoned.

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 Year Group Coordinator or 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, including being 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.

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.

COVID-19 Leave

Systems were put in place for student absences relating to COVID-19. Student Services listed leave as COVID leave and parents were asked to email our covid@swan.wa.edu.au email address.



Our Staff

Executive Staff

The 2021 College executive team consist of:

- Mr Adrian Scott, Principal
- Mr Terry Eason, Deputy Principal
- Dr Ray Bartell, Business Manager
- Mr Simon Bergin, Head of Wellbeing
- Mrs Christine Crump, Head of Pedagogy
- Mr Gerhard May, Head of Academic Studies
- Ms Marion Poynton, Head of Swanonline
- Mr Scott Puzey, Head of Junior School
- Miss Estelle Palmer, Deputy Head of Junior School

Teaching Staff Characteristics

Type of Staff	Executive	Teaching Staff	Total
Male	6	52	58
Female	3	76	79
Indigenous	0	3	3
Total			137

Teacher Qualifications

Highest Qualification	Number of Teachers
PhD/EdD	2
Master	25
Bachelor	162
Diploma	85
Other	64

Operational Staff Characteristics

Type of Staff	Education Assistant	Operational Staff	Total
Male	0	7	7
Female	20	40	60
Indigenous	0	0	0
Total			67

Our Care

Swan Christian College works diligently to create a safe and nurturing environment that provides students the opportunity to flourish. All staff members provide pastoral care and ensure the provision of proactive and reactive support measures address the holistic wellbeing of each student.

Understanding our place in creation cannot be achieved without acknowledging that we are beings created in God's image. The most essential question a person can seek to answer is therefore not 'who am I?' or 'what am I?', but 'whose am I?'.

The Bible affirms each of the following elements in our understanding of humanity, which together form the basis of all wellbeing programs at Swan Christian College.

We understand people to be:

- **Physical** – we have physical bodies that need nurturing, strengthening, and training.
- **Emotional** – we are psychological beings with high levels of self-awareness. Our emotional experiences are just as real as our physical ones.
- **Social** – we are members of social networks of varying complexity and require positive, encouraging, and supportive relationships.
- **Mental** – we have the faculties and intellectual capacity for growth and creativity.
- **Spiritual** – we have a fundamental need for relationship with God, the source of true life.

Our goal is that every student will have at least one adult at the College that they can connect to and build a positive relationship with, so that if things do go wrong, they have someone they can talk to.



Junior School

In the Junior School, students are nurtured within their class group. The classroom teacher is best placed to provide the care and support needed during the students' time at school. The fulltime Junior School Chaplain and College Psychologist are available to provide specialist support to the classroom teacher where needed, and provide services including early intervention programs, psychological testing, and referrals to external providers.

The Deputy Head and Head of Junior School, together with the Educational Support Coordinator, are also members of the Junior School Pastoral Care Team and assist the classroom teacher by monitoring academic progress, providing counsel in the development of individual learning plans, and responding to other individual needs as they arise.

Senior School

The Mentor Group and Mentor Teacher are important elements of stability and support for students. Deans of Year have oversight of pastoral care for each year group in the Senior School, as students continue to meet daily with their Mentor Group and Mentor Teacher.

The Dean of Year will listen, encourage, and support students on their journey through Senior School. Using a coaching philosophy, they inspire and empower the students to take responsibility for their own decisions and together with the Educational Support Coordinator, Senior School Chaplain, and College Psychologist, ensure that every individual student is provided with the highest level of support.

A specialist group of staff are specifically chosen to work with the Dean of Year 7 to assist students in their significant year of transition into the secondary



Professional Learning

Our College Professional Learning for teaching staff has derived from the following areas:

- Whole College Strategic Plan (SS)
- Whole School Improvement Plan (SIP) Our Priorities

Student engagement and self-regulation

Various workshops - Captivating an Audience (Behaviour), Cognitive Load Theory, Inquiry Based Learning, Gifted and Talented, Lego Masters

Research reading workshops (K-12)

College Presentation by Colin Petit (Commissioner for Children and Young People)

Well-being K-6 Implementing Keeping Safe, Captivating an Audience (Behaviour)

Well-being K-12 Mental Health First Aid training (trained our own trainer who has run two courses for us)

Life Skills – Life Skills Focus Group

Literacy – Talk for Writing – most Year 7 teachers trained; Years 5-6 teachers trained in secondary version.

Our move to provide high quality PL that caters for a range of people, and directly links to the Strategic Plan and School Improvement Plan has in the main been very strong.



Student Achievements

NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

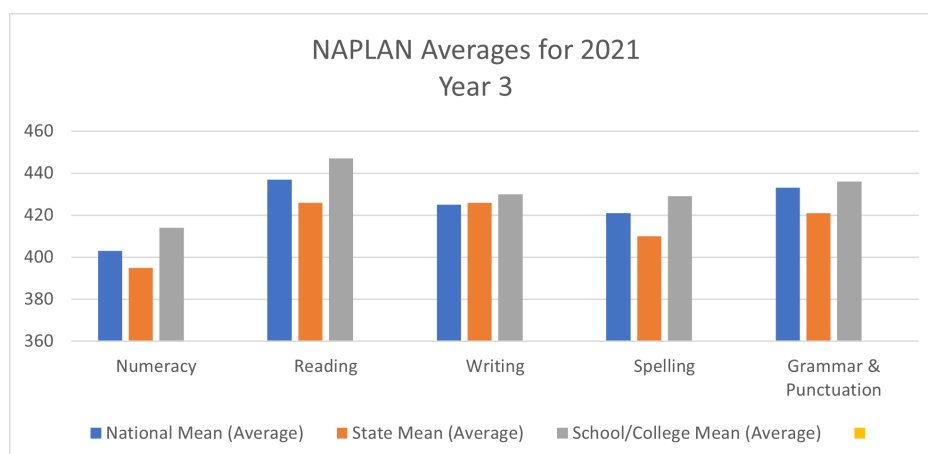
The tests provide an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools, states, and territories with information about how education approaches are working and the areas to be prioritised for improvement,

The results can assist teachers by providing additional information to support their professional judgement about students’ levels of literacy and numeracy attainment and progress. Students are supported in all test areas and students with special needs are accommodated separately as the need requires with additional time or the reading of transcripts. All accommodations are registered with the department in accordance with regulations and Inclusive Education guidelines.

We are pleased with the results our students achieved and will use the diagnostic data to set an improvement agenda.

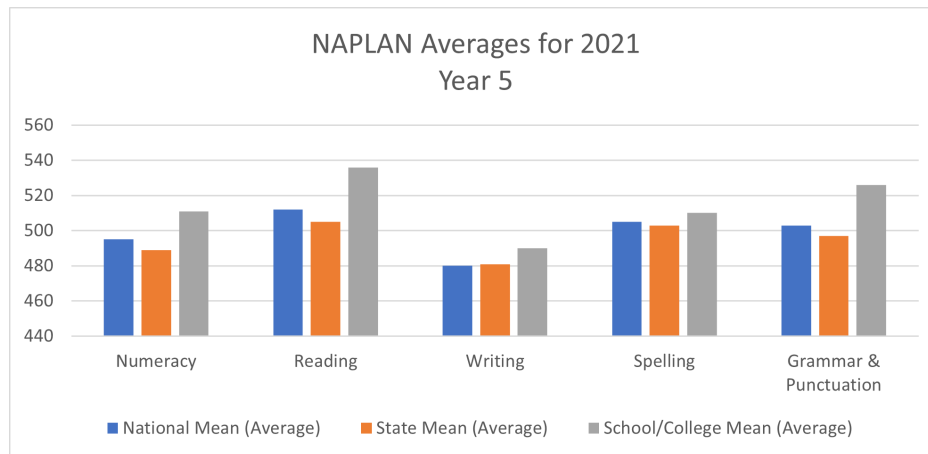
YEAR 3 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	403	437	425	421	433
State Mean (Average)	395	426	426	410	421
School/College Mean (Average)	414	447	430	429	436



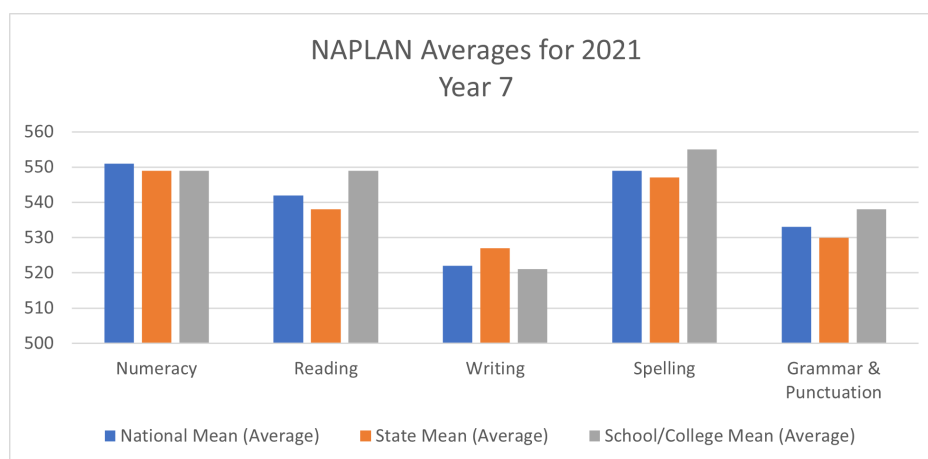
YEAR 5 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	495	512	480	505	503
State Mean (Average)	489	505	481	503	497
School/College Mean (Average)	511	536	490	510	526



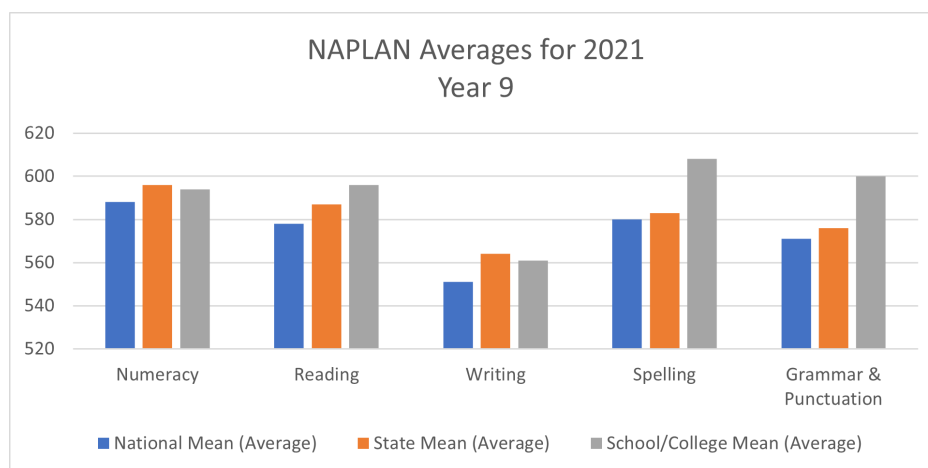
YEAR 7 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	551	542	522	549	533
State Mean (Average)	549	538	527	547	530
School/College Mean (Average)	549	549	521	555	538



YEAR 9 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	588	578	551	580	571
State Mean (Average)	596	587	564	583	576
School/College Mean (Average)	594	596	561	608	600



Year 12 Results Analysis

All 2021 graduates achieved the Western Australian Certificate of Education (WACE) which places Swan Christian College at the top of the WACE achievement ladder – on par with only 17 other schools in Western Australia. Compared to a state average WACE achievement rate of 81.2, our 2021 graduates did exceedingly well.

The College is delighted by the achievements of our Australian Tertiary Admission Rank (ATAR) students and those who gained nationally recognised qualifications under the Australian Qualifications Framework (AQF). Some of the individual successes included Alyssa Green who achieved an ATAR of 98.6 and secured her entry into medical school at the University of Western Australia (UWA). 14 other Swan Christian College graduates achieved an ATAR score over 90.

Eight students received a Certificate of Distinction which requires students to achieve at least 19 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 which requires students to receive an average of B+ grades across all courses and certificates.

Congratulations to our Vocational Education and Training (VET) and General students who successfully completed many Certificates II, III and IV. Eight of our VET students were welcomed into the Bene Factum Club this year, having successfully completed three or more certificate courses. Our students received a total of 189 AQF qualifications with many students achieving multiple qualifications.

We acknowledge and thank the teachers who delivered eight High Performing Courses in 2021. This is an excellent achievement and the result of much hard work by both teachers and students.

Swan Christian College is proud to offer a broad range of pathways, equipping our students to become responsible, future-ready contributors to the wider community. The 2021 graduate results reflect this variety of pathways and opportunities which assist students to find and develop their God-given talents and abilities.

There were several students who successfully completed a Certificate II, III or IV:

- Cert II in Electrotechnology 10
- Cert II in Engineering 12
- Cert II in Music 2
- Cert II in Outdoor Recreation 20
- Cert III in Business 52
- Cert III in Hospitality 14
- Cert III in IT 4
- Cert III in Applied Languages 8
- Cert III in Media 13
- Cert IV in Business 30

High Performing Courses:

- Visual Art
- Human Biology
- Politics and Law
- Mathematics Specialist
- Modern History
- Media Production and Analysis
- Music
- Psychology

Median ATAR

78.85%

WACE Certification

100%

Post Secondary Destinations

Number of students with an ATAR who applied	43
Median ATAR of the students who applied	83.90

	Curtin	ECU	Murdoch	NDU	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	28	13	9	0	5	55
Number of students offered their 1st preference	19	8	7	0	2	36
Number of students offered any of their preferences	25	13	7	2	4	51
Number of students who have enrolled	18	11	5	2	2	38
Number of students who have deferred	2	0	0	0	0	2

Satisfaction Survey Results

Survey data is gathered across the school annually and are used to inform improvement, staff and leadership changes, and new programs. SCC is appreciative of those who respond to these surveys and will work toward a higher uptake in responses for 2022.

	Parent	Staff	Student
Number and % of Responses	20%	57%	33%
Satisfaction with the school/college overall	77% of parents surveyed were 'likely' or 'very likely' to recommend the school	70% of staff surveyed were 'likely' or 'very likely' to recommend the school	50% of students feel valued and part of the school community
Christian ethos/ Christian education	72.6% of parents surveyed were 'satisfied' or 'very satisfied' with the emphasis on Christian Education	65% of staff surveyed 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment	55% of students saw Christian Values as being 'embedded in the school'; staff are kind and caring
Teaching and Learning	80.1% of parents surveyed were 'satisfied' or 'very satisfied' with the academic program	87% of staff surveyed 'agreed' or 'strongly agreed' that the school has a strong emphasis on delivering quality outcomes for students	79% of students 'agree' or 'strongly agree' that teachers challenge them and expect them to do their best.
Staff behaviours	74.7% of parents surveyed 'agreed' or 'strongly agreed' that SCC staff are always helpful and professional	66% of staff surveyed 'agreed' or 'strongly agreed' that staff at SCC are competent treat each other with respect	65% of students surveyed 'agreed' or 'strongly agreed' that their teachers work hard to support their learning
School Safety	85.5% of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school	85% of parents surveyed 'agreed' or 'strongly agreed' that they work in a safe environment	69% of students report that they feel safe at school



School Income

Net Income 2021	Total
Australian Government	\$13,720,310
State government	\$4,683,861
Fees, charges, and parent contributions	\$10,122,635
Other private sources (Enrolment Fee; Computer Rental & SDF Fees)	\$867,601
Total gross income (excluding income from government capital grants)	\$29,394,407

