



2023

Annual Report



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Our College

Mission

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

Vision

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

Values

R.I.S.E

Respect

To be acclaimed for kind treatment of all.

Integrity

To be experienced as honest and fair.

Spirituality

To know God and make him known.

Excellence

To aim to be the best we can be.

Our Graduates

Developing values and character attributes is core to education. Our graduate attributes of R.I.S.E. and seven pillars (wisdom, engagement, knowledge, service, courage, leadership, spirituality) exemplifies the learning for all our graduates at Swan Christian College.



Principal's Report

² My brethren, count it all joy when you fall into various trials, ³ knowing that the testing of your faith produces patience. ⁴ But let patience have its perfect work, that you may be perfect and complete, lacking nothing. ⁵ If any of you lacks wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him. James 1: 2-5

Teaching and learning require effort, dedication, and a growth mindset. James, in addressing his brethren in the quoted Epistle, discusses trials that can be testing. Learning can be perceived as a trial; however, it is an essential aspect of life. James urges us to embrace these trials with joy as they lead to being complete and lacking nothing. He continues to encourage us to ask God for wisdom as we encounter trials, and it will be granted to us. The SCC motto is "Wisdom comes from God," and it seems fitting to be reminded of this in our Annual Report.



The tangible outcome of learning at school can be seen in the Year 12 results, and we can take pride in the efforts of our 2023 graduating students. Our Excelsior Assembly welcomed 12 students with an ATAR score of over 90, with the top two performing students (brothers) achieving scores of 99.5 and 98.05. All students (161) achieved their WACE and met the required literacy and numeracy standards via NAPLAN or OLNA. Additionally, 64 students obtained one or more 'A' grades in a course unit pair (ATAR and General), and 113 students achieved one or more VET qualifications at Certificate II or higher, totalling 159 certificates: 76 Certificate II, 46 Certificate III, and 37 Certificate IV.

Learning at school encompasses more than academic outcomes. Building character and fostering attributes such as patience, kindness, and joy can be achieved through participating in activities such as sports, visual and performing arts, co-curricular opportunities, and camps, of which there are many at SCC.

In 2023, our artistic endeavours flourished with the production of High School Musical, a collaborative effort involving 80 students from both Junior and Senior schools. Kudos to Jane Hille and the production team for their dedication and the success of this high-quality musical. The Fenceline Theatre community show also hosted Hans Christian Andersen's story of the Emperor's New Clothes in a clever and hilarious pantomime. We were encouraged to see past students and current staff as actors in this production.

In the realm of sports, our achievements were commendable. The Junior School dominated in Swimming, Cross Country, Athletics, Cricket, Hockey, WACSSA Swimming, AFL, Netball, Volleyball, Cross Country, and Athletics. The Senior School saw Shenton winning Swimming and Cross Country while Bennett claimed the Athletics Carnival. One notable achievement is the undefeated Y8/9 Boys Soccer team, and the Senior boys' Basketball team performed impressively in the ACC championship quarterfinals.

In 2023, the College experienced growth in enrolments and successfully met all its operating efficiency and employment as a percentage of income key performance indicators. Our facilities have seen significant upgrades over the last year, with the reroofing of the O block and air conditioning throughout the building. The N block has also undergone roofing renovations, with new air conditioners and a brightly painted exterior, making this space engaging and attractive. A professional and high-quality soundproof Music room has been created in the theatre, supporting our Junior School in music performance. This provided a beautiful space for our new Year 4 class to find a home in the old Music room.

In reflecting on the activities and learning of 2023 it is hoped that this Annual Report will serve as a snapshot of the work and successes characterised by our staff, students, and parents in 2023 and will be an encouragement to all who are part of the SCC community.

Dr Darnelle Pretorius
Principal

Christian Education

General Culture

Subjects and Programs

In the classroom, students at Swan Christian College are guided through units of work that progressively explore Biblical topics and themes based on the Biblical Foundations Framework. Each unit of work not only helps students develop their academic skills but explores how their learning fits into the wider context of the world.

Under the guidance of our school chaplains, the Christian Union group meets weekly to engage in Bible Study. In addition, our Christian Union leaders are mentored in growing their God-given gifts for serving others. Excitingly, there is now a common place of outreach through the Lighthouse Crew student group, where Christian students can minister to their peers.

Partnerships

Relationships with local churches, Christian organisations, and SCEA schools continue to develop. Pastors and leaders from around the area have been invited to share a devotional with staff at SCC and explore over time where we can mutually benefit each other in our ministries.

Christian Living Program

Once again, Christian Living proved to be a class where students were challenged to look at their own lives and the lives of others through the lens of the Gospel as revealed in the Bible. As a department, we continued to prayerfully work towards the following vision statement,

“We are called by God to proclaim the Gospel Message at Swan Christian College in a Gospel Tone so that it can shape a Gospel Community through the power of the Holy Spirit.”

Through this vision, we are reminded that God has brought together the teaching team at SCC, and it is He that empowers us through His Spirit to:

- Engage students with the Good News about Jesus through our courses and activities based on the Biblical narrative.
- Create spaces of safety and meaningful relationships where the Gospel Message is seen and experienced using the teacher’s unique gifts.
- Highlight how the Gospel Message invites everyone to be a part of God’s Family and how students can live it out both at school and home.
- Challenge students to consider their current ‘relationship status’ with Jesus and whether it is as it should be.

In conjunction with an excellent SCEA Day which focused our attention on the opportunities we have in our schools to proclaim the Gospel, along with several professional learning activities, we were blessed to have Christian Schools Australia invite Dr John Collier to lead a Biblical Studies Training Day at SCC. We valued the opportunity to interact with other schools from around the Perth region as we unpacked how to meaningfully engage students in the Biblical Narrative for a lifetime.

Our Students

Number of Enrolments

Enrolments at Swan Christian College. Figures based on August 2023 Census figures.
We have four main entry points into the College: Kindergarten, Year 5, Year 7 and Year 11

Year Level	Males	Females	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
Kindergarten	26	26	-	1	-	52	3
Pre-Primary	35	18	4	3	1	53	3
Year 1	34	20	7		1	54	2
Year 2	29	22	9	2	3	51	2
Year 3	28	29	11	1	4	57	2
Year 4	29	31	14	1	3	60	2
Year 5	55	35	21	1	2	90	3
Year 6	40	46	21	1	3	86	3
Year 7	88	85	38	4	9	173	6
Year 8	89	75	40	5	7	164	5
Year 9	80	93	46	3	9	173	6
Year 10	72	108	47	3	12	180	6
Year 11	91	90	35	4	10	181	-
Year 12	84	79	42	1	5	163	-
Total	780	757	335	30	69	1,537	43

Student Country of Birth

Country of Birth	Number of Students	Country of Birth	Number of Students
Australia	1398	Myanmar	2
New Zealand	20	Singapore	2
South Africa	19	Taiwan	2
Philippines	13	United Arab Emirates	2
England	11	Aruba	1
Zimbabwe	11	Chile	1
United Kingdom/Channels Islands	9	Democratic Republic of Congo	1
India	8	Ghana	1
United States of America	8	Hong Kong	1
Indonesia	5	Kazakhstan	1
Ireland	5	Saudi Arabia	1
Japan	3	Scotland	1
Sri Lanka	3	Sierra Leone	1
Thailand	3	Viet Nam	1
Zambia	3		
Total 1,537			

Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Kindergarten	87.56
Pre-Primary	87.42
Year 1	90.71
Year 2	90.53
Year 3	89.47
Year 4	89.56
Year 5	91.55
Year 6	89.78
Year 7	90.96
Year 8	87.93
Year 9	86.79
Year 10	88.21
Year 11	89.1
Year 12	87.54
Total	89.07%



How Attendance is Managed

SEQTA Attendance System

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

- Use SEQTA 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 Mentor 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, 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.

Late Arrivals

Students who arrive at school after Pastoral Care are required to sign in at Student Services so SEQTA can be updated. 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 text is not received, parents and emergency contacts are telephoned.

Excessive Absences

For students whose absences are noticed to be continuing or excessive, the Pastoral Care Teacher contacts either the Junior School Teacher/Dean of the Year 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 regularly to the relevant Head of the 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.

Our Staff

Executive Staff

The 2023 College Executive Team consisted of the following staff:

Name	Position
Dr Darnelle Pretorius	Principal
Mr Terry Eason	Associate Principal Head of Senior School
Mr Scott Puzey	Head of Junior School
Dr Ray Bartell	Business Manager

College Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	TOTAL
Male	13	56	-	3	72
Female	29	86	20	1	136
Indigenous	-	2	-	-	2

Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	4
Master's degree	147
Postgraduate Diploma	14
Bachelor's Degree	26
Graduate Diploma	49
Diploma	31
Certificate IV	23
Total	294

TRBWA Registration for Teachers and Leaders

All teaching staff and leaders are registered with TRBWA. Graduate students undergo a graduate program which enables them to obtain Full Registration.

Staff Professional Learning 2023

Whole School: The Swan Way – Key Attributes and Culture

- A data gathering and analysis process of SCC value statements and key cultural attributes was undertaken.
- The data gathered indicated the following 4 areas that matched our core values: Strong Christian School Culture pointing to our values of Spirituality. Teamwork and respect - emphasising the value of Respect. Relationships and character - reflecting the value of Integrity. Growth and Development - indicating a desire for excellence.
- The RISE acronym reflecting our core values was developed and implemented with posters displayed across the school.

Whole School: 8 People Pedagogy

- Approaching teaching and learning through the 8 people way continues to be a focus for the College.
- The role of the teacher can at any time in a lesson be one of 2 complementing approaches, namely, Scholar or Analyst, Coach or Empowerer, Self or Colleagues and Relationship Builder or Captain.
- This approach continues to be embedded in the College with the introduction of postcards to highlight teachers' class pedagogy, allowing visiting teachers to comment on practice through Watching Others Work.

Junior School: BEC

- The creation and development of a behavioural, social and emotional curriculum has been the focus of professional learning in the JUN School.
- This curriculum reflects the 'RISE' values of the College and has a common language and approach for all JUN School classes.

Teachers: Individual Professional Learning goals.

- All teachers, through the Professional Support and Accountability (PSA) process, create Development Plans indicating personal and professional learning goals. These goals are discussed with line managers, completed, and reported before the end of each year.



Our Care

Pastoral Care and Behaviour Management

Know the student, not just the behaviour

The underpinning concept of 'discipline wrapped in kindness' has continued to shape our behaviour management processes, promoting a student's individual growth within a positive faith-based environment while ensuring the community around them is protected. Combining both restorative and instructional aspects, and working alongside our team of chaplains and psychologists, our Deans of Year employ measures which allow for students to recognise and rectify their behaviours with full support. All provisional enrolments now require students to meet regularly with a member of the Student Services team, and moving into 2024, we expect to establish new small group activities with a dedicated chaplain to provide additional opportunities for our students to grow.

Our behaviour management process has been explored and refined by a group of stakeholders within the school, providing our teaching staff with explicit guidance on how to address behaviours and pastoral concerns in the classroom. This process has also provided clarity as to the role of Heads of Learning Areas in supporting their staff and the intervention strategies our Deans of Year can implement to support the classroom teachers across all subjects. Our behaviour management strategies continue to include open communication channels with families and the development of trusted relationships to ensure the best possible outcomes for our students. The 8 People Model came to the forefront of our teaching practice in 2023, with Kevin Knight training key Swan staff in supporting our teachers. This led to the development of teacher feedback 'postcards' and the open invitation to 'watch others work'.

In 2023, the Student Community Agreement was reviewed with input from the student body, and these will continue to be reinforced to students at the commencement of each year. The Parent Community Agreement, vital in growing our relationships with our families, continues to ensure our staff are valued and treated with respect. 2023 also saw the establishment of the Student Representative Council, where two elected students from each year group join the Head of Senior School each term to discuss matters raised by our student body.

Our wellbeing team continued to challenge teenage norms and social media influencers. The use of vapes was a continued battle; however, our restorative and provisional enrolment system helped us navigate this space. We continued with the education around this, and for the second year running, Paul Dillon addressed our Year 10-12 student community. Furthermore, we continued to invest in Verkada sensors in our bathrooms around the senior campus.

The introduction of phone lockers for Year 7 and 8 students in 2024 is a positive step in limiting the impact of online and social media use in our student body. Moving into 2025 and beyond, increasing numbers of students will be expected to lock their phones away during the school day.

SEQTA

All pastoral records in 2023 were entered into the SEQTA management system. The continued use of categories developed under the Behaviour Patterns umbrella in 2022 was beneficial for our Deans of Year to track student behaviour patterns and intervene when required. Teaching staff were encouraged throughout 2023 to record the positive behaviours and academic excellence they were seeing, and our Deans recognised student achievements in these areas at weekly year group assemblies.

Student Wellbeing

The Wellbeing and Engagement data was collected again in 2023. Our results from previous years lead to the development of initiatives such as NAIDOC week events and the twice-weekly Breakfast Club during 2023.

Another area of growth identified within these surveys concerned Service-Learning opportunities, and the appointment of a Dean of Service Learning in 2023 resulted in planned long-term relationships with organisations such as the Salvation Army. We look forward to the planned overseas Service-Learning trip to the Philippines in December 2024 with our current Year 11 and 12 students.

2023 saw the launch of a Student Wellbeing Check-in tool on student SEQTA home pages in both the Junior and Senior Schools, providing students with an opportunity to identify how they were “flourishing today”. With more than 600 responses in the first 6 weeks, this tool gave our Student Services team and Deans of Year a valuable snapshot of the wellbeing of our cohort at a given time. The majority of our students reported positive feedback on their school and home life, and those who sought help were referred immediately. Specific senior and junior school posters were produced and placed in high-traffic areas such as bathrooms, encouraging our students to check-in online and seek help.

Our Living Well year group themes remained unchanged in 2023. Led by the Dean of Year, programs were tweaked to suit the specific needs of a year group. For example, the Year 7 and 8 program included the topic of addiction and drug use, the Year 11’s were invited to learn the art of public speaking, and the Year 10 program included a variety of sessions on study skills. We continued to offer parenting sessions as per the Living Well guide, this included YSafe, Michael Carr Gregg and Madonna King. We continued to offer School TV as a financial commitment to provide parents with another avenue of support. Analytics from the site shows parents engaging with this platform.

Our student leadership grew in their practice with the very first Global Leadership Summit hosted by Swan for all Year 11 students within SCEA schools. This provided a unique opportunity to combine the vision of SCEA and build community across schools, while supporting the work of World Vision Australia. This will continue in 2024.



Our Priorities

School Improvement Plan 2023

Junior School Priorities 2023

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Improved Student Reading Outcomes.	<p>Staff efficacy is able to be enhanced with the continual use of an explicit and consistent approach to the teaching of reading:</p> <ul style="list-style-type: none"> • Restructure timetables to prescribe Literacy and Mathematics blocks consistently across the Junior School. • Embed Talk for Reading in the Junior School. • Provide appropriate training for staff. • Engage in moderation for T4R, T4W and Sounds Write. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
Build Staff Community.	<p>Staff interconnectedness has been shown to be a significant multiplier in the educational gains of students:</p> <ul style="list-style-type: none"> • Engage all staff in devotions and prayer for students. • Roster breaks to enable all staff to participate in staff activities. • Target staff community and culture building throughout PL for 2023. 	<p>Y</p> <p>Y</p> <p>Y</p>
Present the “Word” continually to our community.	<p>Our testimony can be enhanced by upskilling our students to strive to mirror Christ to our wider community:</p> <ul style="list-style-type: none"> • Utilise a new assembly strategy to explicitly address “RISE” and Culture. • Prepare “RISE” materials for display and classroom teaching. • Require teachers to regularly read from the Bible to classes. 	<p>Y</p> <p>Y</p> <p>Y</p>

Senior School Priorities 2023

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Christ Centered Education.	<p>Our testimony can be enhanced by upskilling our students to strive to mirror Christ in our wider community.</p> <ul style="list-style-type: none"> • Prepare ‘RISE’ materials for display and classroom teaching. • Use ‘RISE’ in learning and behavioural conversations with students. • Introduce a ‘RISE’ award for each year group. 	<p>Y</p> <p>Y</p> <p>Y</p>
Culture of Learning.	<p>Engage students in the learning process to improve outcomes.</p> <ul style="list-style-type: none"> • Develop study skills scope and sequence. • Provide IE support for students yet to achieve OLNA. • Develop a space for IE students. • Increase the quality and quantity of learning conversations in classrooms. • Improve authentic praise. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
Cultural Diversity and Value.	<p>To create a staff and student body who are outwardly, and others focused:</p> <ul style="list-style-type: none"> • Reintroduce mission trips. • Review and develop the Y7-12 Community Service Program. • Engage with indigenous communities and ethnic groups. 	<p>Y</p> <p>Y</p> <p>Y</p>

Student Achievements

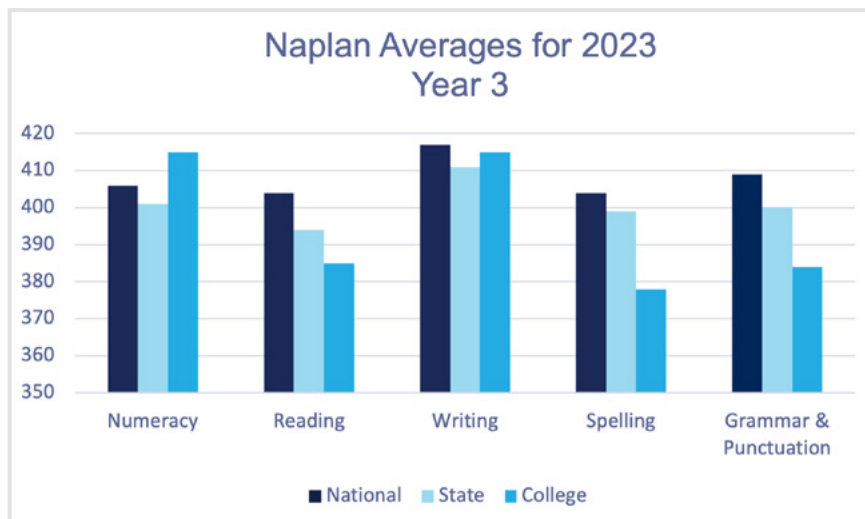
NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake. It's a measure to see whether young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community.

The following is a summary of Swan Chrisitan College's results from Years 3, 5, 7 and 9 for 2023.

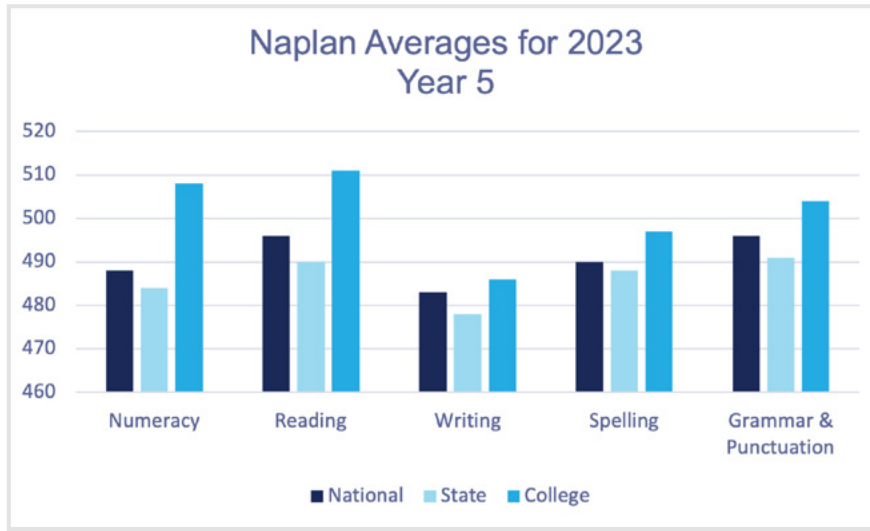
Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	406	404	417	404	409
State Mean (Average)	401	394	411	399	400
College Mean (Average)	415	385	415	378	384
% of College students above the National Minimum Standard	95%	75%	90%	75%	80%



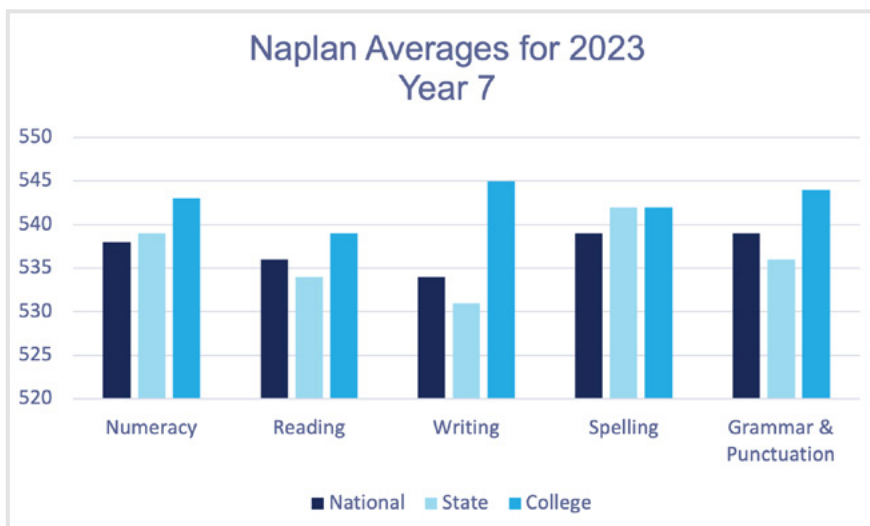
Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	488	496	483	490	496
State Mean (Average)	484	490	478	488	491
College Mean (Average)	508	511	486	497	504
% of College students above the National Minimum Standard	88%	91%	89%	85%	90%



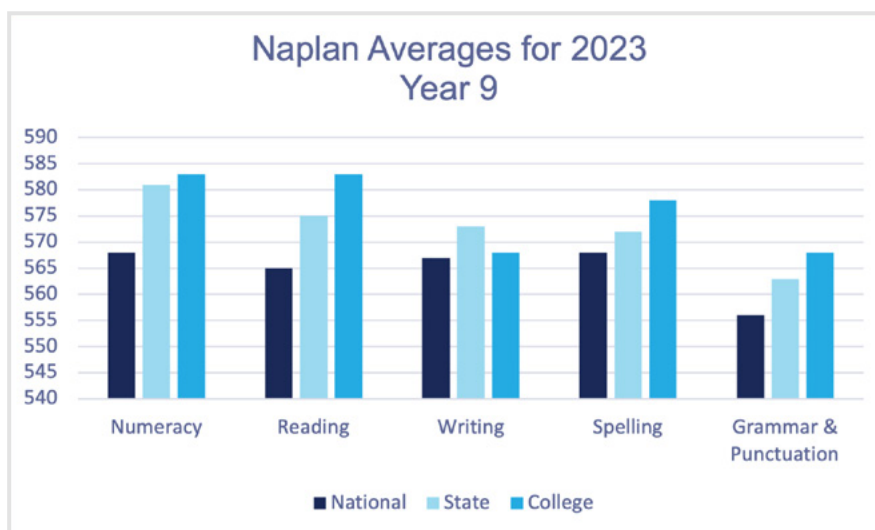
Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	538	536	534	539	539
State Mean (Average)	539	534	531	542	536
College Mean (Average)	543	539	545	542	544
% of College students above the National Minimum Standard	83%	86%	85%	89%	84%



Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	568	565	567	568	556
State Mean (Average)	581	575	573	572	563
College Mean (Average)	583	583	568	578	568
% of College students above the National Minimum Standard	82%	81%	77%	81%	75%



Year 12 Results

Year 12 Results Analysis

The Swan Christian College graduation class of 2023 achieved a very pleasing set of results across ATAR and Vocational studies.

In 2023, 100% of the graduating class achieved the Western Australian Certificate of Education (WACE) in comparison to the state average WACE achievement rate of 92.7%. It is also very pleasing to note that, once again, all graduating students met minimum literacy and numeracy requirements.

The College is pleased with the achievements of our Australian Tertiary Admissions Rank (ATAR) students and those who gained nationally recognised qualifications under the Australian Qualifications Framework (AQF). One student achieved an ATAR result of 99.5 and twelve students achieved an ATAR rank of over 90 and entered the Excelsior alumni, plus an additional student who didn't qualify for an ATAR due to taking three Mathematics subjects out of his four possible subjects was awarded this recognition. Over 46% of our ATAR students achieved an ATAR rank of 80 or more.

Two students received a Certificate of Distinction which is awarded to students who achieve a minimum of 19 'A' grades across their courses and/or certificates, a testament to their commitment to their studies. In addition, seven received a Certificate of Merit, which requires students to achieve an average of 'B+' across all courses and certificates. Certificates of Distinction and Certificates of Merit are awarded by the School Curriculum and Standards Authority.

Congratulations to our Vocational Education and Training (VET) and General students who completed 154 Certificates I, II and IV. Two of our VET students were welcomed into the Bene Factum Club this year, having successfully completed three or more certificate courses.

We acknowledge and thank teachers who delivered High Performing Courses in 2023. This is an excellent achievement and the result of much hard work by both the 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 2023 graduate results reflect this variety of pathways and opportunities that assist students to find and develop their God-given talents and abilities.

There were 113 students who successfully completed a Certificate II, III or IV:

- Certificate II in Building and Construction: 9
- Certificate II in Electrotechnology: 15
- Certificate II in Engineering: 11
- Certificate II in Work Skills: 37
- Certificate III in Hospitality: 7
- Certificate III in Information Technology: 8
- Certificate III in Applied Languages: 7
- Certificate III in Business: 25
- Certificate IV in Business: 35

High Performing ATAR Courses:

(Highest percentage of students with combined scores in the top 15%)

- Economics

High Performing Courses: (above the state average)

- Human Biology
- Mathematics Specialist
- Visual Arts

WACE results

- 100% of students achieved a WACE certificate
- 154 students completed VET certificates at 72 Cert II, 47 Cert III and 35 Cert IV
- The College was delighted with the overall results of Year 12 both in ATAR, VET and General subjects.

ATAR results

- 12 students achieved ATAR schools above 90.0 and were inducted into our Excelsior club.
- 2 ATAR students gained certificates of distinction which requires students to achieve a minimum of 19 'A' grades across their courses and/or certificates.
- 7 ATAR students were awarded certificates of merit which requires students to achieve an average of 'B+' across all courses and certificates.

Summary of Results	2021	2022	2023
Number of Year 12 students	155	170	163
Number of students achieving WACE	155	167	161
Number of Students with an ATAR	72	54	63
Percentage of students in the top third of state performance	42	37	50

2023 ATAR Subjects Offered

English ATAR	Mathematics Specialist ATAR
Literature ATAR	Drama ATAR
Geography ATAR	Media Production and Analysis ATAR
Economics ATAR	Music ATAR
Modern History ATAR	Biology ATAR
Politics and Law ATAR	Chemistry ATAR
PE Studies ATAR	Human Biology ATAR
French Second Language ATAR	Psychology ATAR
Japanese Second Language ATAR	Physics ATAR
Mathematics Applications ATAR	Visual Art ATAR
Mathematics Methods ATAR	

Median ATAR Scores

2023	Swan Christian College	75.9
2022	Swan Christian College	81.55
2021	Swan Christian College	78.85

VET Qualifications Attained

VET Course	Cert II	Cert III	Cert IV
Certificate II in Building and Construction	9		
Certificate II in Electrotechnology	15		
Certificate II in Engineering	11		
Certificate II in Work Skills	37		
Certificate III in Hospitality		7	
Certificate III in Information Technology		8	
Certificate III in Applied Languages		7	
Certificate III in Business		25	
Certificate IV in Business			35
Total	72	47	35

Post-secondary Pathways

(41 Applicants)

	Curtin	ECU	Murdoch	NDU	UWA	TOTAL
Number of students with a 1st preference (includes students without an ATAR) .	20	18	5	2	14	59
Number of students offered their 1st preference.	4	12	4	2	14	34
Number of students offered any of their preferences.	11	16	5	3	14	49
Number of students who have enrolled.	9	8	3	0	13	33
Number of students who have deferred.	0	0	0	0	0	0

University Offers by Field of Education

	Curtin	ECU	Murdoch	NDU	UWA	TOTAL
Natural and Physical Sciences	2	1	2	0	4	9
Engineering and related Technologies	0	1	0	0	4	5
Health	4	4	0	0	4	12
Education	0	3	2	0	0	5
Mixed Field Programs	0	16	0	0	0	16
Management and Commerce	1	2	5	0	1	9
Society and Culture	11	2	0	0	2	15
Creative Arts	0	0	0	0	17	17
Agriculture, Environmental and Related studies	0	0	0	0	0	0

Satisfaction Surveys

Survey data is gathered across the school annually and is used to inform improvement, staff and leadership changes, and new programs. SCC is appreciative of those who respond to these surveys. The data gathered is used to inform the new year School Improvement Plan.

	Parent	Staff	Student
Number and % of Responses	265 (18.45%)	146 (62.7%)	732 (51.7%)
Satisfaction with the College Overall	84.5% of JUN School parents were 'likely' or 'very likely' to recommend the school. 72.9% of SEN School parents were 'likely' or 'very likely' to recommend the school.	79.05% of staff were 'likely' or 'very likely' to recommend the school.	73.6% of students were 'likely' or 'very likely' to recommend the school.
Christian Ethos / Christian Education	68.45% of parents disagreed or strongly disagreed with the emphasis on Christian Education.	76.85% of staff surveyed 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment.	57.35% of students 'agreed' or 'strongly agreed' that Christian Values are embedded in all aspects of learning and school life.
Teaching and Learning	74.9% of parents 'agreed' or 'strongly agreed' that they were satisfied with the academic program.	81.75% of staff 'agreed' or 'strongly agreed' that Senior leaders respond effectively to feedback and suggestions.	Only 77.5% of students claim to not be challenged by teachers
Staff Behaviours	77.9 % of parents 'agreed' or 'strongly agreed' that staff are always helpful and professional.	73.2% of staff 'agreed' or 'strongly agreed' that staff at SCC treat each other with respect.	73.95% of students 'agreed' or 'strongly agreed' that their teachers work hard to support their learning.
College Safety	76.35% of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school.	90% of parents surveyed 'agreed' or 'strongly agreed' that they work in a safe environment.	Only 68.2% of students report any feelings of being safe at school.

College Income

Net Income 2023	\$ Total
Australian Government	\$15,773,669
State Government	\$4,668,633
Fees, charges and parent contributions	\$10,985,181
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$1,541,878
Total gross income (Excluding income from government capital grants)	\$32,969,361

