



# 2024

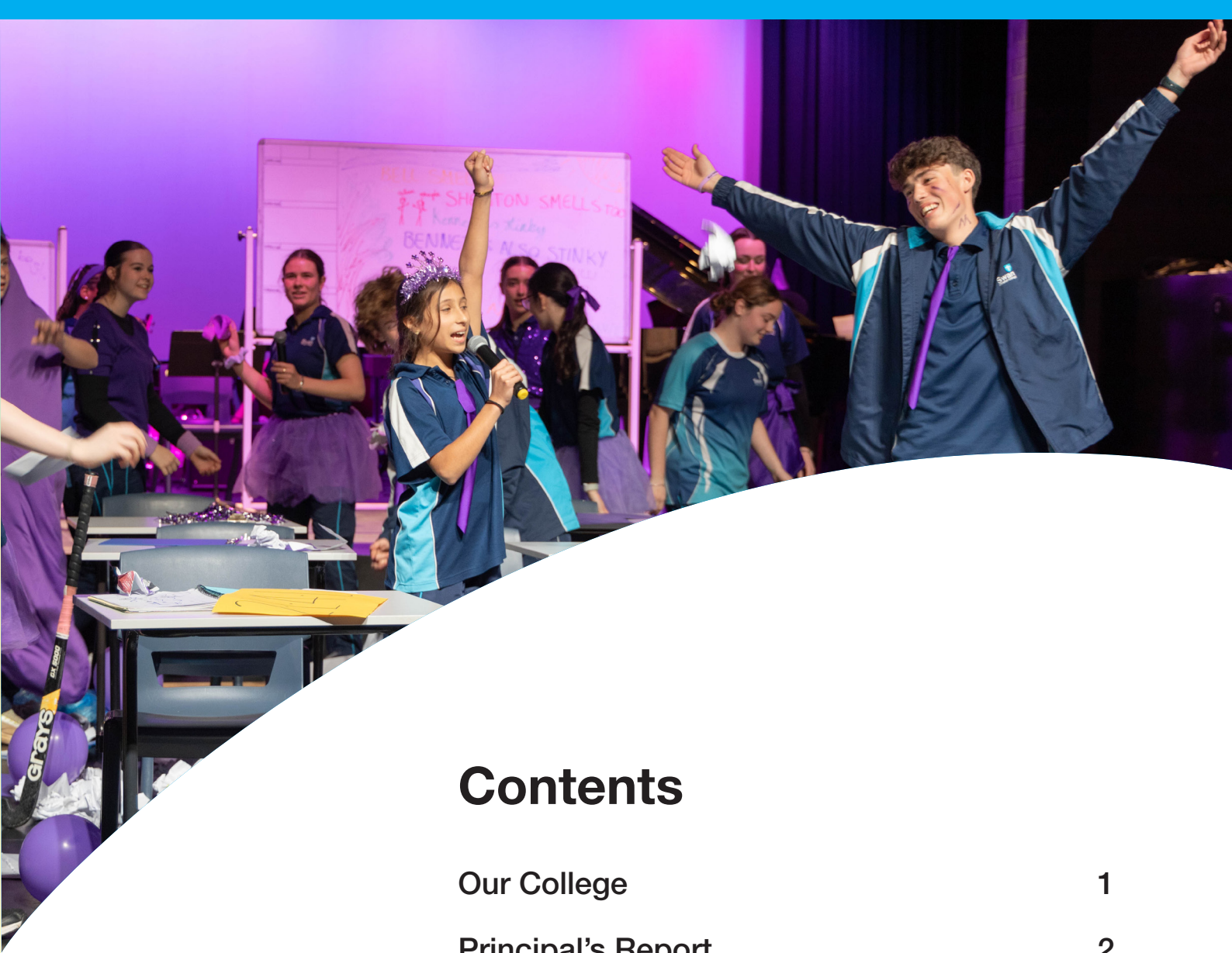
## Annual Report











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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.



## Our Community

Throughout the year, our College community thrived through various events and initiatives that brought students, parents, and staff together. Key events included a lively Bush Dance in the gym, the Fathering Project parent-child sleepover, a family-friendly movie night all organised by the Parent Christian Life Committee (PCLC) and numerous social gatherings organised by the Parents in Partnership (PIPs) groups for each year level from Kindergarten to Year 7.

We are also blessed to have a dedicated group of parents who meet every Monday morning to pray for our College community. Their commitment is deeply appreciated. Additionally, the Parent Christian Life Committee (PCLC) gathers once each term to discuss important topics that support and strengthen our community.

Our connection with local churches remains a priority, with termly morning teas held for local pastors—an opportunity to foster strong relationships and shared values.

Community continues to be a strategic pillar in the SCC Strategic Plan 2021–2025, reinforcing our mission and contributing to the overall success of our College. We extend our heartfelt gratitude to our parents, students, staff, alumni, and wider community for their unwavering support and collaboration.



# Principal's Report

*Therefore, my dear brothers and sisters, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labour in the Lord is not in vain.*  
1 Corinthians: 15:58

**It is with joy that, in compiling this annual report, we reflect on our collective labour. The year was one of continued growth, robust academic achievement, and a strong commitment to the holistic development of our students. The dedication of our staff, the resilience of our students, and the support of our community have been instrumental in achieving our goals.**

Our students continued to perform well in the National Assessment Program – Literacy and Numeracy (NAPLAN). Key highlights included Year 3 strengths in Numeracy and Writing, with Reading and Grammar & Punctuation identified as focus areas for improvement. For Year 5 there was a strong performance in Numeracy and success seen in the intervention programs introduced to support Spelling, Grammar & Punctuation, and Reading. Our Year 7s saw a higher-than-expected growth in Numeracy and Writing. Reading and Grammar & Punctuation remain key areas for development. Finally for Year 9s we saw improvement in Writing and Spelling, outperforming national averages. Targeted strategies have been noted and are being implemented to strengthen Numeracy outcomes.

Our graduating class of 2024 continued to achieve strong academic results with 14 of our Year 12s scoring an ATAR above 90. We recorded a 99% WACE graduation rate, where 18 students received a SCSA Certificate of Merit, and three students received a Certificate of Distinction. For notable recognition Economics was acknowledged as a high-performing subject for the second consecutive year. In Vocational pathways 110 students successfully completed VET qualifications, with increasing enrolments in Certificate III courses.

Our commitment to student wellbeing has been reinforced through our RISE framework focus areas: Respect, Integrity, Spirituality, and Excellence. A clear development of differentiated learning support and mentoring programs has seen enhanced learning and whole-school behavioural management initiatives are being explored and

implemented to ensure a safe and supportive learning environment.

Service Learning has been reignited with a tour to the Philippines where Year 10 and 11 students worked on construction projects and delivered group work in Literacy and Numeracy. Closer to home our students engaged in the work of the Salvation Army where they made sandwiches to hand out to the homeless and also helped construct a garden at The Salvation Army grounds in Midland.

The Arts is an area to showcase and highlight. Both in Performing Arts and in Visual Arts, the College regularly attains standards of excellence. The Art Exhibition in Term 4 showcased student talents in visual arts, textiles, and ceramics, and we are grateful to our staff for their hard work in bringing this event to life. Fenceline entertained us with productions of “Little Women” and “With Good Measure, There’s a Little More – Snow White’s Story”, which were enjoyed by many and fundamental to the growth and development of our students.

In 2024, the College experienced growth in enrolments particularly in the Junior School, Year 10 and Swanonline, and waitlists are now set for most year levels. Our financials are healthy, and SCC has successfully met all its key performance targets set out in the budget. Our facilities have seen significant upgrades over the last year, with the refurbishment of all the Science Labs, a new Dance Studio, and Junior School Art room. Our reflections walkway including the Seven Pillars has also been upgraded and now hosts a cross as the central identity of the College.

Swan Christian College remains dedicated to fostering academic excellence, personal growth, and community engagement. Our staff, students, and families are to be congratulated on their unwavering hard work throughout 2024. Together, we have given ourselves fully to the work of the Lord and SCC, and we continue to strive to build a future where every student can flourish.

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 Lighthouse Cru Christian group meets weekly to discuss how they can continue to be a positive influence of Christian culture in the school community. The group continues to find new outreach opportunities in running a weekly CRU group for students and providing fun games and

fellowship for Year 7 and 8 students one lunch time a week. Lighthouse Cru is also actively involved in weekly prayer meetings and contribute to the Chilled Friday's program singing gospel songs.

### 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. A Pastor's morning tea is held once a term where local church Pastor's meet with the College team and student leaders.

## 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,

*"God calls us to share the Gospel message at Swan Christian College with a spirit of grace, so that, through the Holy Spirit, we may cultivate a community shaped by the Gospel."*

Through this vision, we are reminded that God has brought together the teaching team at SCC, and it is He who 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.



# Our Students

## Number of Enrolments

The following tables reflect enrolments at Swan Christian College. Figures are based on August 2024 Census figures. We have four main entry points into the College: Kindergarten, Year 3, Year 7 and Year 11

Note: Streams for Years 7 to 12 cannot be indicated, as the total number of students in these year groups includes those enrolled through Swanonline.

Year Level	Males	Females	Students with Disability	Permanent Resident Visa or 457 Visa	Indigenous	Totals	Streams
Kindergarten	30	27	-	1	1	57	3
Pre-Primary	28	22	4	1	1	50	2
Year 1	36	19	12	1	3	55	2
Year 2	35	23	8	1	0	58	2
Year 3	35	23	14	2	2	58	2
Year 4	50	33	15	4	1	83	3
Year 5	38	51	19	1	1	89	3
Year 6	56	37	23	2	1	93	3
Year 7	92	83	46	5	4	175	-
Year 8	100	101	64	12	4	201	-
Year 9	98	84	59	5	2	182	-
Year 10	80	97	65	9	3	177	-
Year 11	65	93	54	7	2	158	-
Year 12	86	88	49	11	4	174	-
<b>Total</b>	<b>829</b>	<b>781</b>	<b>432</b>	<b>62</b>	<b>29</b>	<b>1610</b>	

## Student Country of Birth

Country of Birth	Number of Students	Country of Birth	Number of Students
Australia	1094	Japan	2
New Zealand	18	Singapore	2
South Africa	17	Taiwan	2
Philippines	13	United Arab Emirates	2
India	11	Aruba	1
United Kingdom/Channels Islands	10	Chile	1
United States of America	10	Egypt	1
Zimbabwe	9	Ghana	1
England	5	Hong Kong	1
Indonesia	4	Kazakhstan	1
Ireland	4	Malaysia	1
Mauritius	3	Scotland	1
Sri Lanka	3	Sierra Leone	1
Thailand	3	Sudan	1
Zambia	3	Vietnam	1
Burma (Myanmar)	3		
<b>Total 1,601</b>			

# Our Students

## Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Kindergarten	99.90
Pre-Primary	99.69
Year 1	99.52
Year 2	99.53
Year 3	99.86
Year 4	99.63
Year 5	99.44
Year 6	99.70
Year 7	89.73
Year 8	88.39
Year 9	83.93
Year 10	86.77
Year 11	92.40
Year 12	95.36
<b>Total</b>	<b>95.27%</b>





# How Attendance is Managed

## 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 absences 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.
- SS coordinates SMS sent to parent nominated mobile number notifying of student absence at the commencement of Period 2.

## Early Leave

If students are leaving the College early, parents must report in person to Student Services to collect their child. Student Services will then organise for the student to be retrieved from class. For Junior School students, it would be appropriate for the parent or student to notify the classroom teacher at the beginning of the day that they will be leaving class early.

## Late Arrivals

Students who arrive at school after Mentor Group are required to sign in at Student Services for TASS attendance records. Students who arrive late to class from a previous lesson should have a reason, it may be in the form of an email from the previous class teacher. If the student arrives to class after the roll has been marked in TASS, the teacher will change the students' status from absent to late and note the time of arrival.

## Unexplained Absences

At the commencement of the second period of the day, a text is sent to a nominated parent phone number of students with an unexplained absence. If a reply to the text is not received, parents and emergency contacts may be contacted.

## Excessive Absences

For students whose absences are noticed to be continuing or excessive, the Deputy Head of Junior School (JUN) or Dean of Year (Senior) will contact parents. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview with the appropriate Head of Sub-school.

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 2024 College Executive Team consisted of the following staff:

- Dr Darnelle Pretorius, Principal
- Mr Terry Eason, Head of Senior School
- Miss Katie Greenhalgh, 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	10	51	-	2	64
Female	37	86	22	2	147
Indigenous	-	2	-	-	2

## Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	4
Master's degree	32
Postgraduate Diploma	11
Bachelor's Degree	100
Graduate Diploma	3
Diploma	18
Certificate IV	18
<b>Total</b>	<b>186</b>

## 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 2024

### Professional Learning Agenda

Professional Learning is related to the Swan Christian College goals and aims of the year as seen in the SIP.

However, as staff seek to meet their own goals in their PSA Development document each staff member will apply for and attend personalised and applicable PL.

Tuesday afternoon is an hour dedicated to curriculum development or mentor programs and pastoral care covering several AITSL standards. All leaders have a list of staff to commence the PSA process. Every Monday morning a Policy is discussed, and an overview given in our Policy Plus sessions just after Devotions.



## Term 1:

### New staff induction

#### Middle Leaders:

- Jen Argue (Avenir) Leadership Conversation around “Touching the Future”.
- TASS Inclusive Education update and record keeping for evidence.

#### Staff PL start of 2024

- SCC culture, mission, and values. Priorities for 2024: 8 people and watching others work (WOW). Full implementation of RISE with Term 1 highlighting RESPECT!
- Inclusive Education TASS roll out for all wSCC teachers.
- K-Year 2: Teachers and EAs, Cultural Inclusion and Aboriginal Perspectives.
- Learning area sessions directed by HOLAs.
- Child protection modules and WHS completed in staff meeting.

#### Throughout the term:

- Regular WOW sessions
- Fortnightly Curriculum Meetings
- Every Week 5 is dedicated to teachers entering evidence on TASS for document plans.
- Whole staff meeting.
- 21st Century learning.
- Evidence collection (TASS entries) for document plans.
- Tim Healey, leading self.
- Last week of term wellness event.

#### SCEA Day: 1 March

- All staff attend the morning devotions, commissioning service.
- Personalised PL

#### Term 1 NAPLAN PL for all staff who are involved.

## Term 2:

- Emphasis on SCC direction: moving across to TASS (Attendance and Pastoral Records), CANVAS, G&T as part of the identified PL opportunities
- Keeping Safe Curriculum training.
- Curriculum Meetings
- Week 5 IE evidence collection
- Last week of term wellness event.

## Term 3:

- CSA conference
- Daniel Pampuch: conversations regarding Christian Education
- RISE – Emphasis on SPIRITUALITY for Term 3.
- Fortnightly Christian Living meetings
- Whole staff – development of a G&T program at SCC. Exploration of Ai and Pi.ai.
- Upskilling in TASS, CANVAS and marks book and reporting moving across to TASS from SEQTA.

## Term 4:

- Reminder of values and mission, with an emphasis on RISE – Excellence.
- Fortnightly Christian Living meetings
- Upskilling in TASS, CANVAS and marks book and reporting moving across to TASS from SEQTA.
- In Term 4: Leaders meet for a whole day to review the 2024 calendar, SIP and plan data analysis and development of SIP for 2025.
- Curriculum Leaders meet to review programs and operations
- Pastoral Care team meet to review 2024 year and processes and procedures.
- Last week of term wellness event.

## Junior School PL

- Talk for Reading and Talk for Writing, DSF
- Brightpath – Writing
- Development of the BEC program,
- New staff upskill in Sounds-Write,
- 1,2,3 Magic – Classroom Behaviour Management

## Senior School PL

- Behavioural management guide, ensuring a whole school approach.
- G&T

## Whole School

- Emerging leaders – Avenir ecosystem.
- Exploring the use of AI for students and staff.
- New staff attend AISWA PL including the mentor program.
- Upskill in the use of TASS and prepare for a new LMs – Canvas.

# Our Care

## Pastoral Care and Behaviour Management

### Junior School

Our pastoral care strategies and behaviour management procedures are responsive to individual student needs to create and maintain an optimum learning community. Swan Christian College believes that the purpose of this plan is to promote positive behaviours and provide explicit expectations to ensure a safe, Christ-centred learning environment. The capacity for personal obedience and self-discipline is an essential element of a blessed life and the College works with parents and guardians to encourage students to demonstrate the characteristics of Respect, Integrity, Spirituality and Excellence (R.I.S.E) as pillars of the values we want each student to uphold as a part of the community that is Swan Christian College and the Swannies Way. In addition, like any other learning area in the school, social responsibility and appropriate behaviour are necessary skills for students to develop in order to experience success in school, social contexts and in the future.

### Senior School

Our behaviour management process in the Senior School has been reviewed in 2024, with a new approach to be implemented in 2025 that is consistent with the strategies working effectively in the Junior School. This will involve training and explicit guidance for our teaching staff on how to address behaviours and pastoral concerns in the classroom with minimal disruption to the lesson. These strategies will continue to place a high priority on communication and relationships with families to ensure the best possible outcomes for all our students. 2024 saw a slight increase in Chaplain FTE in the Senior School, providing more support for our students when they are in need. The online Wellbeing Check-in for students in the Senior School remains a valuable tool, and this will be continued in coming years. The Student Representative Council continued in 2024, and will remain in 2025. The introduction of phone lockers for Year 7 and 8 students in 2024 will be extended to Years 7-10 in 2025, and the College looks forward to the Federal Government legislation to come around social media use for our children.

### Record keeping and communication to parents

TASS became the sole avenue for the documentation of evidence for documented plans in 2024, and from Term 2 onwards all pastoral care records moved to TASS. Historical notes remain in SEQTA for 2025. Interim and end of semester reports continue as a formal method of communicating student effort and achievement, along with opportunities for staff to meet with parents throughout the year.





# Student Wellbeing

## Junior School

In Term 4 in 2024, Junior School students in Year 5 and 6 were given the opportunity to participate in the ROAR program. ROAR stands for Resilience / Optimism / Altruism / Respect and the program teaches young people to enjoy physical exercise and to develop a mindset so powerful that they know they can overcome any obstacle. The 20 students selected to participate in an 8 week program were selected after completing the ROAR survey, which identified that their perception of self is very low.

## Senior School

The Student Wellbeing Check-in tool continued to provide our Deans of Year and Chaplains with a snapshot of how our students were feeling, and multiple referrals to our school psychologists came from this tool during the year. Our Living Well year group themes continued in 2024, alongside the parent platforms of SchoolTV and Cyber Safety. Our Year 10s attended the Career Expo for the first time in 2024, and we will continue this in future years. Our student leadership team hosted a second successful Global Leadership Summit in 2024, providing an opportunity for all SCEA Year 11 students to learn how to lead well. Our partnership with the Salvation Army in Swan View was strengthened in 2024, with students completing a number of service activities under the guidance of our Dean of Service Learning. The Philippines Service Trip in December provided an incredible opportunity for 29 Year 11 and Year 12 students to serve, and we look forward to a similar opportunity in Cambodia in 2025.



# Our Priorities

## School Improvement Plan 2024

### Junior School Priorities 2024

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Teaching and Learning	<ul style="list-style-type: none"> <li>All staff to refine Talk for Reading as the mechanism to deliver reading in their classrooms.</li> <li>All staff to refine Talk for Writing as the mechanism to deliver writing in their classrooms.</li> <li>Moderate the Talk for Reading, Talk for Writing and Sounds Write programs through the JS Curriculum Leadership team and DSF training.</li> </ul>	Y Y Continuous upskilling of new staff
Leadership and Strategy	Expand the JS camping program to include Year 3 and 4. <ul style="list-style-type: none"> <li>Increase student resilience through exposure to greater camping opportunities across the JS.</li> </ul>	Y and ongoing
Christ Centred Education.  Engaging, Challenging, Caring and Nurturing Environments	Our testimony can be enhanced by upskilling our students to strive to mirror Christ to our wider community: <ul style="list-style-type: none"> <li>Student conduct would be directed to reflect the College values and point to Christ in our community.</li> <li>Have students embrace opportunity for leadership at multiple level: Year 5 camp/GLS</li> </ul>	Y ongoing

### Senior School Priorities 2024

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Christ Centered Education.	<ul style="list-style-type: none"> <li>Increase student sense of belonging through messaging at Year Level assemblies</li> <li>Revision Mentor Group</li> <li>Bring clarity to the behaviour management process with continuous emphasis on R.I.S.E.</li> </ul>	Y Y Y
Culture of Learning.	<ul style="list-style-type: none"> <li>Structure for learning habits and behaviours in Years 7 and 8, habits of engagement in Years 9 and 10.</li> <li>Improve differentiation in every classroom</li> <li>Sessions to improve study skills Year 7</li> </ul>	Y ongoing Y and ongoing
School Community Partnerships	<ul style="list-style-type: none"> <li>Parent Christian Life Committee</li> <li>Pastor's Gathering</li> <li>Parents in Partnership Year 7</li> </ul>	Y Y Y

## Student Achievements

### NAPLAN (National Assessment Plan Literacy and Numeracy)

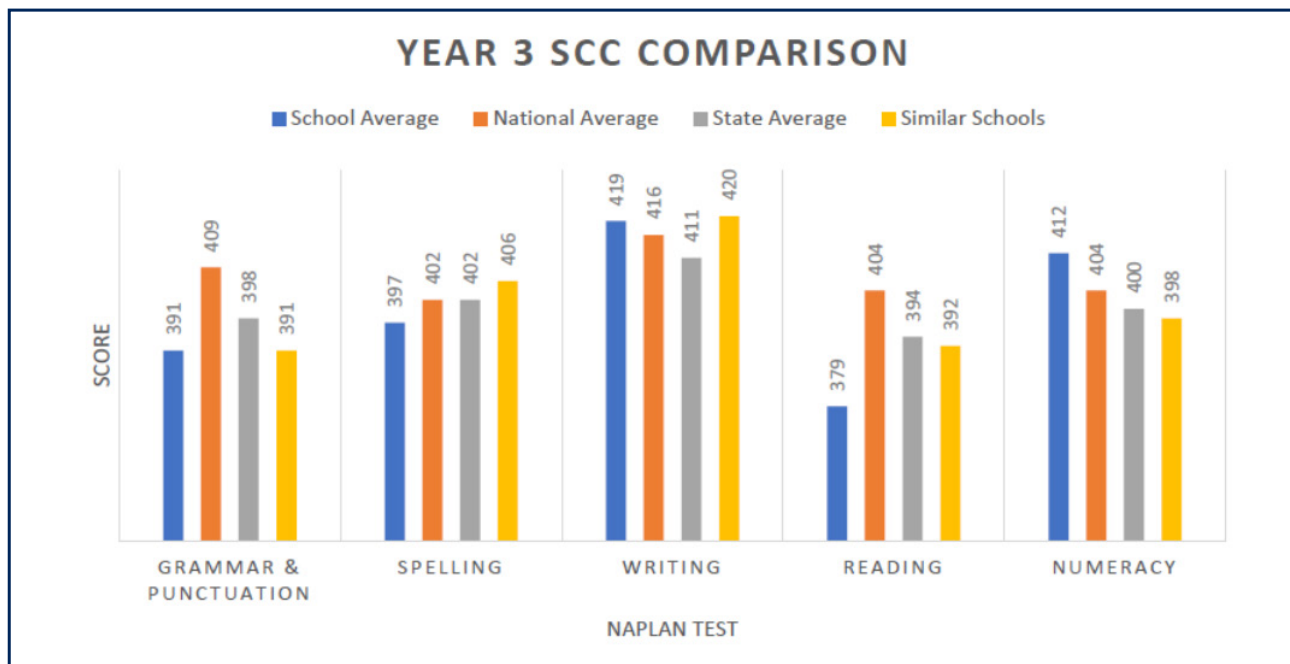
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake. It's a measure to see whether young Australians are developing the literacy and numeracy 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 Christian College's results from Years 3, 5, 7 and 9 for 2024.



### Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	404	404	416	402	409
State Mean (Average)	400	394	411	402	398
College Mean (Average)	412	379	419	397	391
Similar Schools	398	392	420	406	398

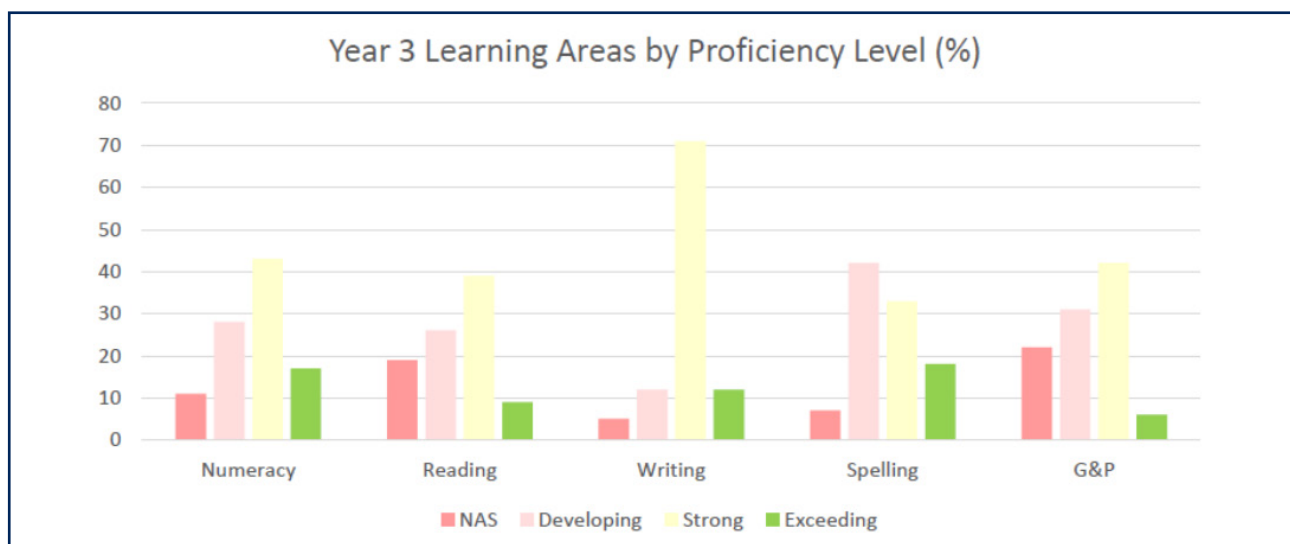


**Strengths:** Numeracy and Writing performed above national and state averages.

**Areas for Improvement:** Reading and Grammar & Punctuation performed below national averages and remain key focus areas.

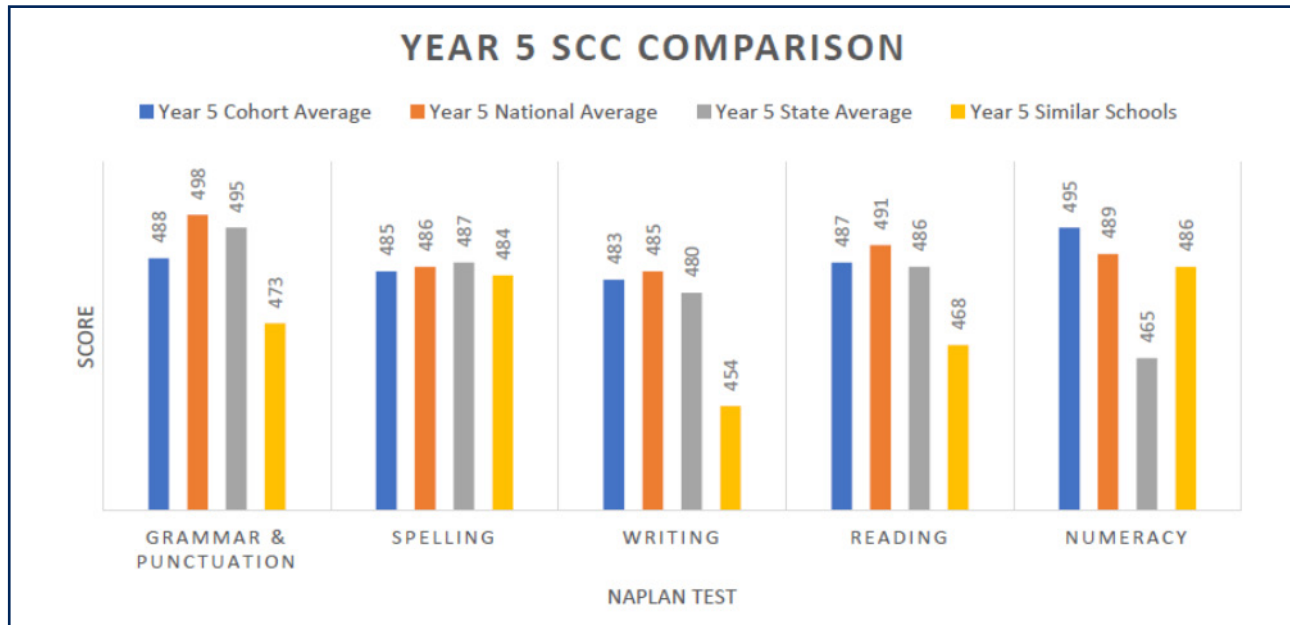
**At-Risk Students:** 27 students were identified as requiring additional support, with 15 on documented learning plans.

**Intervention Strategies:** Expansion of phonics programs and targeted reading support planned for 2025.



## Year 5

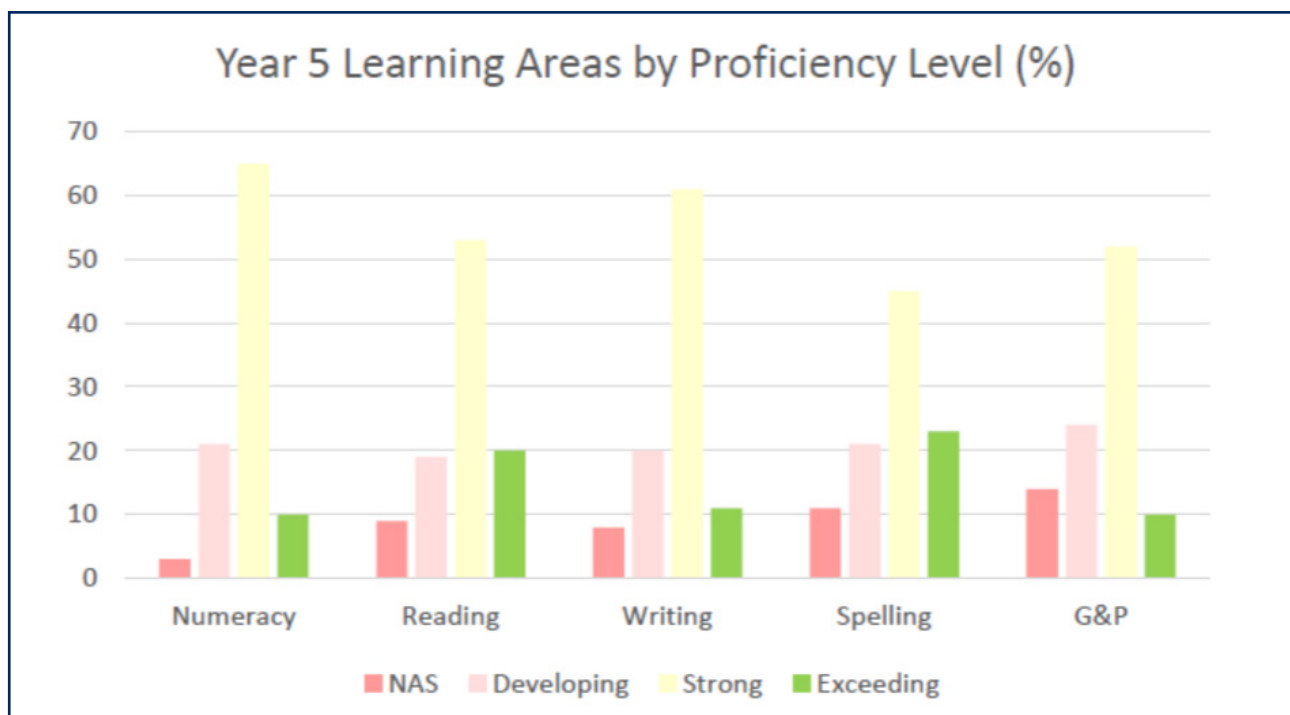
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	489	491	485	486	498
State Mean (Average)	465	486	480	487	495
College Mean (Average)	495	487	483	485	488
Similar Schools	486	468	454	484	473



**Strengths:** Numeracy remains a strong domain, with scores exceeding national and state averages.

**Areas for Improvement:** Spelling, Grammar & Punctuation, and Reading slightly below national averages.

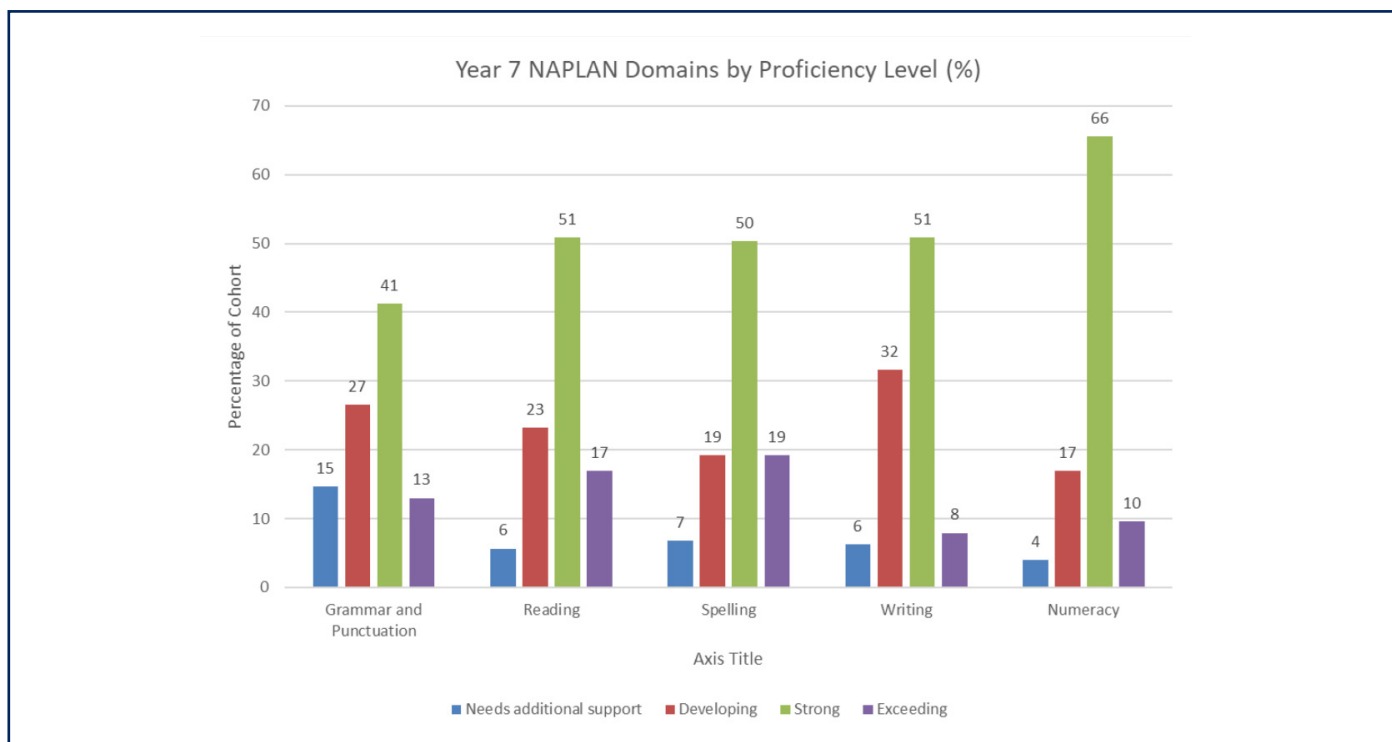
**Intervention Strategies:** Implementation of the Elastik program to address learning gaps in Spelling and Grammar.





## Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	540	535	540	540	537
State Mean (Average)	541	535	530	544	537
College Mean (Average)	548	537	532	537	529
SCEA	536	530	534	539	530



## Average Change in Year Level Score from Yr 5 to Yr 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Expected (Grattan)
Ave Yr5 Score	495	522	479	507	506	500
Ave Yr7 Score	548	537	532	537	529	554
Ave Change	53	15	53	30	23	54
Ave Change (%)	11%	3%	11%	6%	5%	11%

**Strengths:** Numeracy and Writing showed better-than-expected growth from Year 5 to Year 7.

**Areas for Improvement:** Reading and Grammar & Punctuation growth was lower than state and national levels.

**Intervention Strategies:** Expansion of differentiated learning support and structured literacy programs, including use of Elastik to identify areas for remediation at individual and cohort levels, more handwriting and less use of technology across all subjects and common strategies for writing.

## Year 9

### Comparison of Averages

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	565	565	574	567	555
State Mean (Average)	581	581	586	573	568
College Mean (Average)	578	584	581	574	575
Similar Schools	577	574	574	560	579

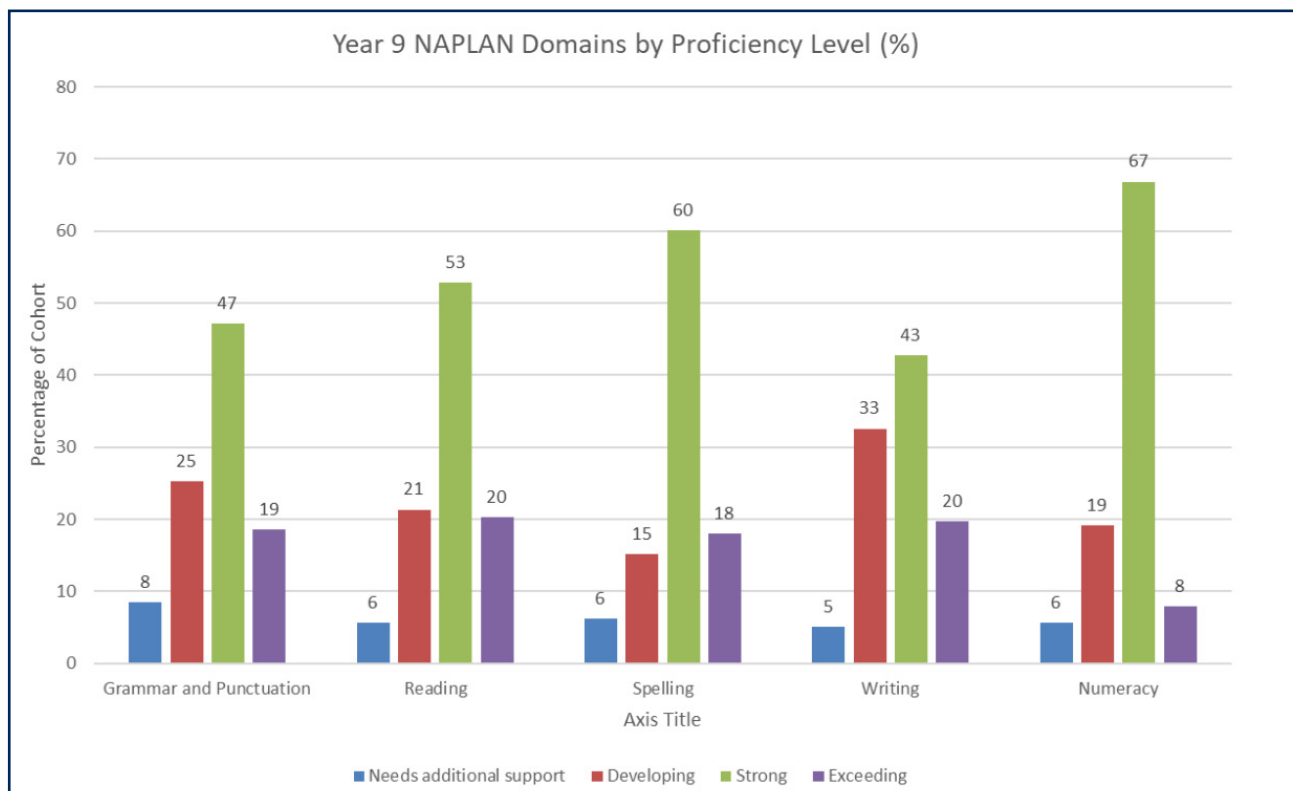
### Average Change in Year Level Score from Yr 7 to Yr 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Expected (Grattan)
Ave Yr7 Score	549	531	541	519	532	554
Ave Yr9 Score	578	584	574	581	575	595
Ave Change	29	53	33	62	43	41
Ave Change (%)	5%	10%	6%	12%	8%	7%

**Strengths:** Improvement in Writing and Spelling, outperforming state and national averages.

**Areas for Improvement:** Numeracy remains the weakest domain, with more students requiring OLNA testing compared to 2023.

**Intervention Strategies:** Greater focus on targeted numeracy development and differentiation in Mathematics curricula. Expansion of differentiated learning support and structured literacy programs, including use of Elastik to identify areas for remediation at individual and cohort levels, more handwriting and less use of technology across all subjects and common strategies for writing.





# Year 12 Results

## Year 12 Results Analysis

Swan Christian College's Year 12 class of 2024 achieved a **median ATAR of 75.7**, consistent with previous years.

### ATAR Performance Trends

**26% of students** achieved an ATAR above 90.

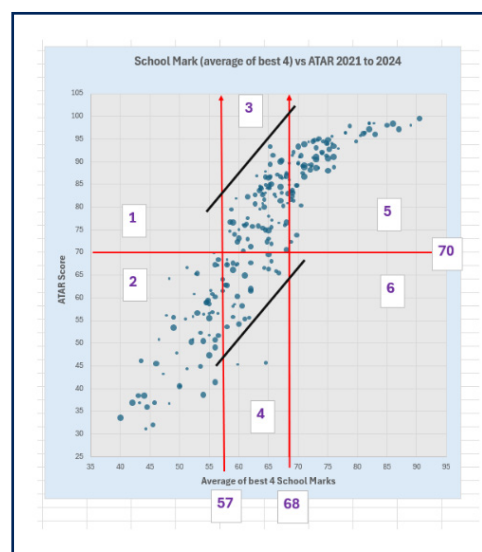
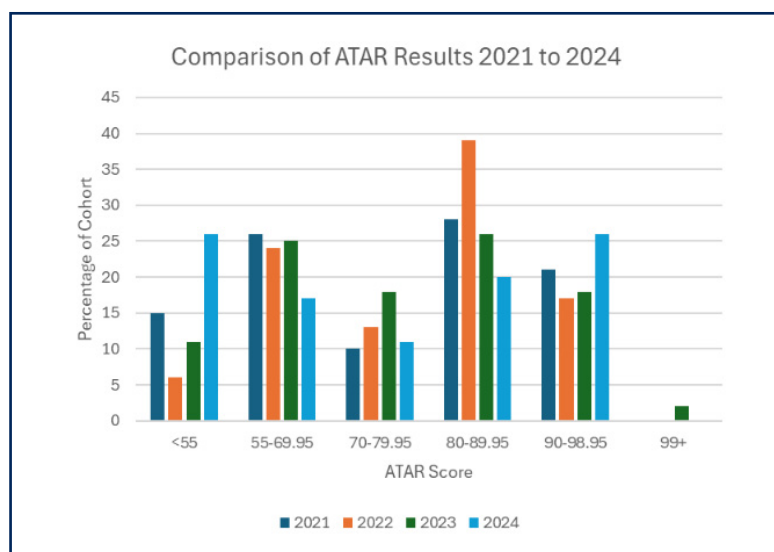
**46% of ATAR students** scored above 80.

**Concerns:** Increase in students scoring below 55, prompting a review of ATAR pathway suitability.

**Action Plan:** Stronger prerequisite enforcement for Year 11 ATAR entry and increased support for lower-performing students.

### ATAR Performance No. of students (% of ATAR students)

Grade band	2020	2021	2022	2023	2024
99+	0	0	0	2	0
90-98.95	18.75	20.8	16.8	18	26
80-89.95	15.63	27.8	38.8	26	20
70-79.95	30.3	9.7	13.14	18	11
55-69.95	22.8	26.3	24	25	17
<55	12.5	15.2	5.55	11	26



### WACE Achievement

- **99% graduation rate**, with 167 of 169 students earning WACE certification.
- **100% of on-campus students** met literacy and numeracy requirements.
- **Economics** – recognised by SCSA as a high performing subject (second year in a row)
- Three students awarded a **SCSA Certificate of Distinction**
- Eighteen students awarded a **SCSA Certificate of Merit**
- Two students Visual Art works exhibited in the **Western Australian Pulse Exhibition**
- Fourteen students inducted in the **Excelsior Alumni (ATAR >90)**
- **WACE Dux ATAR – 98.45**

## Vocational Education and Training (VET) Pathways

**VET Completion Rate:** 110 students completed VET qualifications.

### Certificate Completions:

- Cert II: 39 students
- Cert III: 75 students
- Cert IV: 39 students

**Emerging Trend:** Increase in Certificate III enrolments due to changes in Cert IV structure

**% of Students who Completed Courses** (note these won't necessarily be discrete)

Courses	2020	2021	2022	2023	2024
ATAR (4 or more)	35.51%	46.45%	31.74%	38.51%	31.95% (54 Students)
ATAR (1-3)	18%	12.2%	17.9%	17.39%	18.3% (31 Students)
No ATAR	162 Students	155 Students			49.7% (84 Students)
VET	222 Students	197 Students			65% (110 Students)
Endorsed Programs	13 Students	37 Students	30 Students	46 Students	24.2% (41 Students)
Alternate Entry/Bridging Courses					4.1% (7 Students)

### Qualification Completion Rate

Course Number	Name	2020	2021	2022	2023	2024
52824WA	Cert II Building and Construction	3 (100%)	NA	6(100%)	9 (100%)	13 (100%)
UEE2201	Cert II Electrotechnology	18 (100%)	10 (100%)	13 (100%)	15 (100%)	10 (100%)
MEM20105	Cert II Engineering	8 (100%)	12 (100%)	7 (100%)	11 (100%)	14 (100%)
BSB20120	Cert II Work skills	NA	NA	26 (100%)	37 (100%)	32 (100%)
10661NAT	Cert III Applied Languages	8 (100%)	8 (100%)	10 (100%)	7 (100%)	
SIT30616	Cert III Hospitality	12 (100%)	15 (100%)	11 (100%)	7 (88%)	14 (100%)
ICT30118	Cert III IT	4 (67%)	8 (100%)	5 (83%)	8 (100%)	9 (100%)
CUA31015	Cert III Media	21 (100%)	13 (100%)	15 (100%)		
BSB30115	Cert III Business	75 (100%)	52 (100%)	30 (100%)	25 (100%)	49 (100%)
BSB40215	Cert IV Business	24 (100%)	29 (100%)	45 (100%)	35 (100%)	37 (100%)



## Post-Secondary Pathways

University placements for 2024 reflect **a strong preference for Curtin University and ECU**.

### Most Popular Fields of Study:

- Health Sciences (20 students)
- Education (9 students)
- Commerce and Business (14 students)

**Alternative Pathways:** 8 students secured places through bridging courses.

University	School	Enrolled
Curtin	Sciences	2
	Engineering	2
	Architecture	2
	Health	7
	Education	1
	Commerce	3
	Psychology	6
	Business	2
ECU	Engineering	1
	Health	5
	Education	8
	Commerce	1
	UniPrep	7
	Counselling	1
Notre Dame	UniPath	1
UWA	Science	3
	Engineering	2
	Health	1
	Business	8

University	Curtin	ECU	ND	Murdoch	UWA
Offered 1st preference	25	22	1	2	10
Offered 2nd preference	1	2	1	0	2
Enrolled in University	23	22	1	0	8
Deferred	6				
Other - Unknown	115				

# Conclusion and 2025 Initiatives

Based on 2024 data, the key focus areas for 2025 include:

1. NAPLAN Improvement Strategies:  
Targeted intervention in Reading and Grammar & Punctuation (Years 3-9).  
Expansion of phonics and writing support programs.
2. Senior School Strategies:  
Review of Year 11-12 ATAR entry requirements.  
Increased student mentoring and study support.  
Continue to promote UniPrep as an alternative pathway to university.
3. VET & Career Pathways:  
Expansion of Certificate III programs.  
Strengthened partnerships with TAFE and industry for work-based learning opportunities.

Swan Christian College remains committed to providing high-quality education that supports the diverse learning needs of all students.

## 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
<b>Number and % of Responses</b>	4.6% JUN 6.1% SEN	14.0%JUN 46.8% SEN	60.4% SEN 70.6% JUN
<b>Satisfaction with the College Overall</b>	<b>92.5%</b> of parents indicate that they <b>are likely</b> to recommend the school to a friend or colleague with school-aged children.	<b>93.35%</b> of staff indicate that they <b>are likely</b> to recommend the school to their friends.	<b>78.5%</b> of students indicated that they <b>are likely</b> to recommend the school to their friends.
<b>Christian Ethos / Christian Education</b>	<b>92.45%</b> of parents Indicate they are <b>satisfied</b> with the current emphasis on Christian Education	<b>89.6%</b> of staff surveyed indicate that the workplace culture is <b>what they would expect</b> of a Christian working environment.	<b>85.1%</b> of students indicated that <b>Christian Values</b> are embedded in all aspects of learning and school life.
<b>Teaching and Learning</b>	<b>89.35%</b> of parents surveyed indicate they are <b>satisfied</b> with the academic program.	<b>95.6%</b> of teachers indicate that teaching and learning is the <b>priority</b> in this school	<b>94.5%</b> of students indicate that <b>teachers challenge them</b> and expect them to do their best
<b>Staff Behaviours</b>	<b>94.05%</b> of parents surveyed indicate that staff are <b>always helpful and professional</b> .	<b>92.3%</b> of staff indicate that there is <b>a strong sense</b> of teamwork and collaboration	<b>90.65%</b> of students indicated that <b>teachers work hard</b> to support their learning.
<b>College Safety</b>	<b>93.3%</b> of parents surveyed indicate that their <b>children feel safe</b> at school.	<b>96.7%</b> of staff surveyed indicate that they <b>work in a safe</b> environment.	<b>91.85%</b> of students report <b>feeling safe</b> at school.

# College Income

Net Income 2023	\$ Total
Australian Government	\$17,286,846.44
State Government	\$4,470,538.95
Fees, charges and parent contributions	\$11,974,912.83
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$915,811.95
<b>Total gross income</b> (Excluding income from government capital grants)	<b>\$34,648,110.17</b>

## Community Highlights

### Philippines Impact Tour

Globally, our Philippines mission trip was a life-changing experience for both participants and those we served. Our team of 37 students and staff worked closely with local communities, building relationships, providing practical aid, and sharing the love of Christ. With the success of this mission, we are eagerly preparing for our upcoming Cambodia mission trip, where we aim to continue fostering global connections and making a lasting impact.

### With Good Measure There's a Little More

This year's school production of With Good Measure There's a Little More, a Snow White story, written by Jane Hille, offered a unique twist on the classic tale. What if the Queen wasn't evil, but heartbroken? What if the Huntsman struggled to confess his love? And what if an angel named Serendipity helped restore hope and love? Bringing this reimagined fairy tale to life was a true team effort. Despite time constraints, students showed dedication, creativity, and enthusiasm. For many, this marked their stage debut, and they did a fantastic job learning lines and developing their characters.

With a fresh perspective and heartfelt performances, this adaptation proved to be a magical and memorable experience for all.

### Swan Chamber of Commerce Breakfast

On Friday, 9 August, Swan Christian College was proud to host the 'Jobs Galore 2024 – Investing in the Next Generation' business breakfast, drawing over 400 guests to the College Gymnasium. The event, supported by the Swan Chamber of Commerce, brought together nearly 200 students from 12 local high schools and 200 business owners and professionals. The Chamber, committed to adding social capital to the community, sponsored the students to mix with potential future employers.

### Fathers and Kids Campout

On 19 October, Swan Christian College hosted its annual Fathers and Kids Campout, bringing together 61 dads and 94 children for a night of bonding and fun. Families set up tents on the College grounds, enjoyed a BBQ dinner, and participated in activities like games, a family movie, and toasting marshmallows by the campfire. The event concluded with a hearty breakfast and warm farewells. A big thank you to all who attended—we look forward to welcoming even more families next year.

### Community Carols

This year's Community Carols on Friday 29 November had us singing and dancing our hearts out! With an unprecedented turnout, the Junior School oval overflowed with joy and excitement as families gathered to celebrate Christmas and enjoy the carols.





# Swan

Christian College

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