



MINDARIE SENIOR COLLEGE

WHERE YOUR FUTURE BEGINS



2018 ANNUAL REPORT
An Independent Public School

> WHERE YOUR FUTURE BEGINS

Our Purpose

Mindarie Senior College caters to the needs of our young adult learners so that they can take the next important steps in their life. Our primary goal is to move students to increasing independence where they understand appreciate and accept responsibility for the choices they make and in doing so, make the most of their opportunities. As mature young adults, our students will be able to develop the ability to establish and maintain complex and supportive relationships within a network of friends and supporters.

Our Culture

Our culture is mutual respect and trust. The relationship between staff and students reflects a more mature approach as would be expected in a college catering for young adults. Staff are committed to helping students develop their self-esteem and to supporting individuals to strive for their personal best.

Our Philosophy

Our College is characterised by our Young Adult Ethos which fosters independence in learning and wellbeing:

Pursuing Personal Excellence by:

- setting high expectations and meaningful goals
- persevering when faced with challenges and building resilience
- accessing help and support

Building Positive Relationships by:

- promoting mutual respect and trust
- engaging in teamwork and cooperative learning
- contributing to a productive learning environment

Demonstrating Social Responsibility by:

- behaving ethically
- recognising and supporting the needs of others
- contributing to a sustainable community





It is with great pleasure that I present the 2018 Mindarie Senior College Annual Report. This report provides members of our community with an overview of the performance data that is a key component of our annual planning and review. The report also presents the College's performance over the past year in academic results, attendance and an indication of the range of school programs offered and the financial position of the College.

I begin by acknowledging the work of the Leadership Team of 2018. I would like to thank the Associate Principals, Rick Gendle and Nancy McNally who joined us this year. In collaboration with College staff and with the support of the College Board, the College continues to build on current key focus areas and targets outlined in the Business Plan. Progress towards these targets and focus areas is included in this report.

At the College, we strive to ensure every student enjoys a positive experience and achieves the best possible educational outcomes, leaving the school with an optimistic outlook and a keen desire and confidence to make a valued contribution to the community. I would like to acknowledge the professionalism of our staff and thank them for their continued commitment to enhancing the learning outcomes of our students. Further highlights of staff are mentioned within this Annual Report.

The achievements of our 2018 Year 12 cohort outlined in this report includes data about OLNA (Online Literacy and Numeracy Assessment) and the success our students have experienced. Approximately 50% of the students who commenced at the College in 2017 did not pre-qualify and were required to sit the OLNA tests over the past two years. Over 97% of those students achieved at least one of the OLNA standards by the end of Year 12, which is an impressive result and a further improvement on the previous year. As an Independent Public School, the College continues to offer outstanding opportunities for each student to excel in their final two years of secondary education, and we are very proud of all their achievements. As a College, we promote public celebration of success, strongly believing that it is a motivational force within our College community.

Our College Board has provided support and encouragement in our operations and their governance has strengthened our position as a leading Independent Public School. Our College Board members bring a diverse range of skills and expertise to support the school decision making and performance review processes. I thank them for their ongoing support of our College, and we are also most grateful for the strong partnerships that we have developed with the local community and will continue to explore ways in which we can work collaboratively with various groups for the benefit of our students. The success of schools depends on the strength and commitment of their wider school community, just as much as on the efforts of students and staff.

I encourage our community to read this report, in conjunction with the information on our website, facebook page, and newsletters, to gain a full understanding of the College's purpose and direction. I acknowledge and thank all who have contributed to the significant achievement of our students. Our teachers are critical players in creating positive and productive learning experiences.

I am confident that after reading this report, you also will share our view that Mindarie Senior College is a school of excellence and choice in the northern suburbs.



CHAIR OF THE COLLEGE BOARD REPORT



Welcome to the Mindarie Senior College 2018 Annual Report. This document reflects the highlights and achievements of a successful and busy year. As the Chair of the Board it is reassuring to see the level of care and support our students receive as they follow their dreams and aspire to educational results that will enable them to achieve the relevant qualifications and skills that will give each individual student the confidence to pursue their goals.

We all work collaboratively to develop a positive culture within the College and it is wonderful to see students learning together, being accountable for their actions and upholding the values of the College. This outcome is a reflection of families, carers and staff working together to ensure our students are continually supported and inspired.

I extend my sincere thanks to members of the Board, who generously volunteer their time and for their ongoing commitment to the Mindarie Senior College Community. The Board is represented by parents of students, community members and staff, all of whom have skill sets that complement one another and allow us to work together to implement continuous improvements.

The Board has provided strategic leadership and governance throughout 2018 and in addition to Board meetings, members have proudly attended many College events, including Meet the Mentor nights, Colours Awards nights, Health Expo, Year 11 ANZAC Ceremony, Sustainability Expo, Arts Week and the very special Year 12 Presentation Ceremony.

In February of 2018 Ms Leanne Shepherd was appointed as a Parent Member and in May, Mrs Sue Egerton was appointed as a Community Member following the Board nomination process. Two members from the Student Council attend each Board meeting to report on student initiatives and leadership programmes, they also provide important feedback, from a student's perspective on events. I would like to thank the outgoing Board members for their valuable expertise during their time on the College Board:

- Mrs Jacqui Buck – Parent Member
- Mrs Michelle Hoad – Community Member
- Mr Jake Morrison – Community Member

We are fortunate to have an incredibly hard working, professional team of staff who work closely with our College Principal – Mrs Janice Sander, all of whom strive for continuous improvement and I thank them for their dedication, energy and enthusiasm.

Student numbers reached 842 throughout 2018 and the College continues to subsidise students for external revision sessions. The Assessment Policy was reviewed and updated to be in line with the School Curriculum and Standards Authority guidelines. In addition the Academic Standard Policy was updated to increase the predicted minimum ATAR to 65 by the end of Year 11. Additional support was also provided by teaching staff to students sitting OLNA. It was very pleasing to see the median ATAR increase this year following the implementation of an ATAR strategy at the College.

To see the ongoing development of students from the day they commence Year 11 to the conclusion of Year 12 is very rewarding as transition to a new school can be both exciting and daunting. The feedback that we have received, from families and carers of students, is that with the reliable support of all College staff, our young adults develop self-confidence, independence, leadership skills, resilience and cultural respect.

On behalf of the College Board, I extend our sincere appreciation to everybody whose meaningful work, dedication and diligence makes a difference and creates opportunities for the young people that we all strive to support.

More information on the College Board can be found on the Mindarie Senior College webpage under 'Our School'.

Tracy Roberts

YEAR 12 RESULTS



In 2018, 395 students completed their schooling at Mindarie Senior College in Year 12, the largest Year 12 cohort in the State with 92% of those students achieving their WACE. This was better than the public school result (89%) and the College's best result since the rules for WACE changed in 2016.

Thirty five students received prestigious School Curriculum and Standards Authority (SCSA) certificates. The most prestigious of these was a Certificate of Excellence for being in the top 0.5% of students in the state for ATAR Computer Science and another Certificate of Excellence for being the top student in VET Automotive and Engineering and Logistics Certificate. Another 33 students received Certificates of Distinction or Merit.

CERTIFICATES OF DISTINCTION	CERTIFICATES OF MERIT
Presented to students who scored between 190 – 200 points. Points are awarded based on grades achieved in Years 11 and 12	Presented to students who scored between 150 – 189 points. Points are awarded based on grades achieved in Years 11 and 12
6	27

Another significant result was the number of students achieving attainment: 96.2% of the Year 12 cohort (i.e. they achieved an ATAR above 55 or completed a Certificate II qualification or higher). Of those 395 students, 30% studied 4 or more ATAR subjects and 73% studied at least one Certificate II course or higher. Of the ATAR students, 19 achieved an ATAR greater than 90 and 76% achieved an ATAR above 70 for at least one of the Universities. An ATAR of 70 is considered the minimum entry for University.

Health Science was announced by SCSA as a course whose students were in the top 15% of all students in that course. Maths Applications and Health Science final mean scaled score was better than the final mean scaled score of all schools in the state, both public and private.

Of the 288 students who participated in a VET course, 93% achieved full qualifications and six ATAR courses achieved a higher mean than the Public Schools in the WACE exam.

ATAR COURSES WITH STUDENTS ACHIEVING HIGHER THAN THE STATE MEAN	2018	2017	2016
Biology			✓
Drama		✓	
Geography	✓	✓	✓
Health Studies	✓		
Integrated Science	✓	✓	✓
Maths Applications	✓		
Media Production and Analysis			✓
Modern History	✓		✓
Physical Education Studies		✓	✓
Visual Art	✓	✓	✓

YEAR 12 RESULTS

Published by SCSA for only the second time was the performances of Year 12 students in numeracy, reading and writing. The percentage of students who reached the standard because they had prequalified by achieving a band 8 or higher in the Year 9 NAPLAN was compared to the percentage of students who had demonstrated the standard by the end of Year 12.

In the table below, the second column shows the percentage of Year 12 students at Mindarie who had achieved the standard by prequalifying in the Year 9 NAPLAN. The third column shows the percentage of Year 12 students who demonstrated the standard in the Online Literacy and Numeracy (OLNA) testing at the end of Year 12 at Mindarie.

	% PRE-QUALIFIED	% AT END OF YEAR 12
Numeracy	50%	95%
Reading	53%	99%
Writing	45%	98%

This outstanding result is a reflection of a number of factors including additional funding and a whole College focus on improving academic standards. The College has resourced additional FTE to Academic Support for students to improve in Numeracy and Literacy. The students have also improved their standards through consistent efforts.



2018 STUDENT IMPROVEMENT TARGETS

Mindarie Senior College constantly seeks to improve student outcomes. Our College Business Plan has eight student improvement targets and three interconnected core focus areas that serve to enable the student improvement targets. Our Business Plan started in 2017 so for comparison purposes only the results for 2016 against each target have been included in the table below. The College did not have these specific Student Improvement Targets in 2016.

Progress on these targets and focus areas for 2018 is outlined below.

TARGET 1

Percent of students achieving an ATAR for university entry and/or Cert II or higher to be greater than WA public school's rate each year.

YEAR	2016	2017	2018
Mindarie	95%	93%	96.2%
Public schools	94%	96%	95.6%

In 2018 this target was achieved. This pleasing result is due to the sustained efforts of staff to make sure each student is achieving to their potential through the class data analysis and the time the College sets aside to help staff in this process. Concerns that were raised in the 2017 Annual Report for this target were addressed which has helped achieve this result.

TARGET 2

The Median ATAR to be equal to or exceed our selected group of like schools each year.

YEAR	2016	2017	2018
Mindarie	69.45	68.90	71.3
Rank	15 th out of 17	14 th out of 17	15 th out of 17

A whole College focus was introduced in to improve the median ATAR in 2018 after slipping in 2017. The College had set a target of a Median ATAR of 71 for 2018 and the College was extremely pleased to improve on that target.

As promised in the 2017 Annual report, ATAR students were targeted for extra initiatives in 2018. Some of these initiatives included reinforced strategies in study techniques through Elevate Education and course teachers, teaching and learning strategies in class to engage students more and focus on lesson objectives and course syllabus. ATAR assemblies were introduced to reinforce ideas. Subsidised external tuition sessions were also continued and proved popular with parents and students. The NAPLAN data showed Mindarie was ranked 15th and we finished 15th out of the schools we compare ourselves against.

> 2018 STUDENT IMPROVEMENT TARGETS

> TARGET 3

The percentage of students demonstrating literacy and numeracy proficiency for WACE to be increased to 95% or higher.

YEAR	2016	2017	2018
Mindarie	94%	93%	93%

Whilst not yet achieving this aspirational target in 2018 the College did achieve considerable success in the number of students who reached the benchmark in Numeracy and Literacy as stated in the Year 12 results.

> TARGET 4

For students who have achieved NAPLAN bands 9 and above in Reading, Writing and Numeracy, and are studying for an ATAR, establish a trend to increase the percentage of those students achieving a scaled mark of 65% or higher in at least two ATAR courses.

YEAR	2016		2017		2018	
Year Group	Yr 11	Yr 12	Yr 11	Yr 12	Yr 11	Yr 12
Mindarie	N.A	N.A	43%	41%	60%	44%

This target started in 2017 and hence no data is available on this for 2016. The College has identified this to be an area that needs attention. Staff are now tracking individual students with regards to NAPLAN and final marks in their marks analysis. This new focus should make it easier to identify students who are either not working to their ability or who need additional support in their courses. This has helped the College improve in Target 1 and 2. Staff were given the names of students in this target for first time in 2018 and the College is pleased with the progress made. In 2019 this has been expanded with expectations of a final expected grade given to staff to help them track these students.



2018 STUDENT IMPROVEMENT TARGETS



TARGET 5

For students who have achieved NAPLAN bands 8 and above in Reading, Writing and Numeracy, and are studying General courses, establish a trend to increase the percentage of those students achieving a B grade or higher in at least 50% of their General courses.

YEAR	2016		2017		2018	
Year Group	Yr 11	Yr 12	Yr 11	Yr 12	Yr 11	Yr 12
Mindarie	N.A	N.A	55%	58%	73%	58%

The College was very pleased with the results in this target and will continue to work towards increasing the percentage in 2019. Like Target 4, the students expected final grade was communicated to staff to help them with their tracking of these students. Again this was a new target for 2017 and no data is available on this for 2016.

TARGET 6

Student satisfaction with the quality of teaching is at or above 95% on the annual Intention and Satisfaction Student survey.

YEAR	2016	2017	2018
Mindarie	95% very satisfied/ satisfied	95% very satisfied/ satisfied	94% very satisfied/ satisfied

Unlike previous years, in 2018 only the Year 12 students were surveyed. Whilst the target was not quite 95% as in previous years, the Year 12 students in 2017 had a 93% student satisfaction with the quality of teaching, whereas in 2018 the Year 12 survey was 94%.

TARGET 7

Connectedness to the College to be greater than 3.75 (on a 5 point scale) in the biennial Effective School Improvement Survey conducted by Curtin University.

YEAR	2015	2017	2019
Mindarie	4.12	3.79	

The 'Peer Connectedness to the College' is part of the 'What is Happening In This School Survey' (WHITS) which is one of the surveys in the Effective School Improvement Surveys. The WHITS survey is a biennial survey and was not conducted in 2018.

> 2018 STUDENT IMPROVEMENT TARGETS

> TARGET 8

Percentage of students who have regular attendance, (ie rate > 90%), to be greater than 60%.

YEAR	2016	2017	2018
Mindarie	58.6%	62.2%	55.3%

After achieving this target for first time in 2017 the College realised in Term 3 of 2018 that this target was not likely to be met. An analysis of the data showed that the attendance of Year 11 girls had fallen dramatically and the number of students with mental health issues was also on the rise.

The College will look at strategies to work with these specific target groups in 2019 to aid these students to enable them to attend College more often.

Overall attendance was 88.7% with public schools at 87.6%. Authorised attendance is at 94% but too often the reason given by parents is "we are aware of the absence".

2018 STUDENT ATTENDANCE <

OVERALL		
YEAR	MSC	WA PUBLIC SCHOOLS
2016	88.9%	87.7%
2017	89.7%	87.8%
2018	88.7%	87.6%

MINDARIE SENIOR COLLEGE vs WA PUBLIC SCHOOLS				
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	58.5%	25.5%	13.7%	2.1%
2017	62.2%	24.3%	11.8%	1.7%
2018	55.3%	27.5%	15.1%	2.1%
WA Public Schools 2018	62.0%	20.0%	11.0%	7.0%




2018 NATIONAL SCHOOLS OPINION SURVEY

The National Schools Opinion Survey is administered across Australia to determine the level of satisfaction of school communities with the performance of their school. Findings from the surveys are analysed and contributes to the College's ongoing self-assessment review and performance and our commitment to improvement.

All questions in the survey were rated on a five point scale ranging from 1 – Strongly Agree through to 5 – Strongly Disagree. The percentage results are based on Agree and Strongly Agree.

Overall the 2018 data suggest that the College is continuously performing to a very high level of satisfaction amongst students, parents and staff.

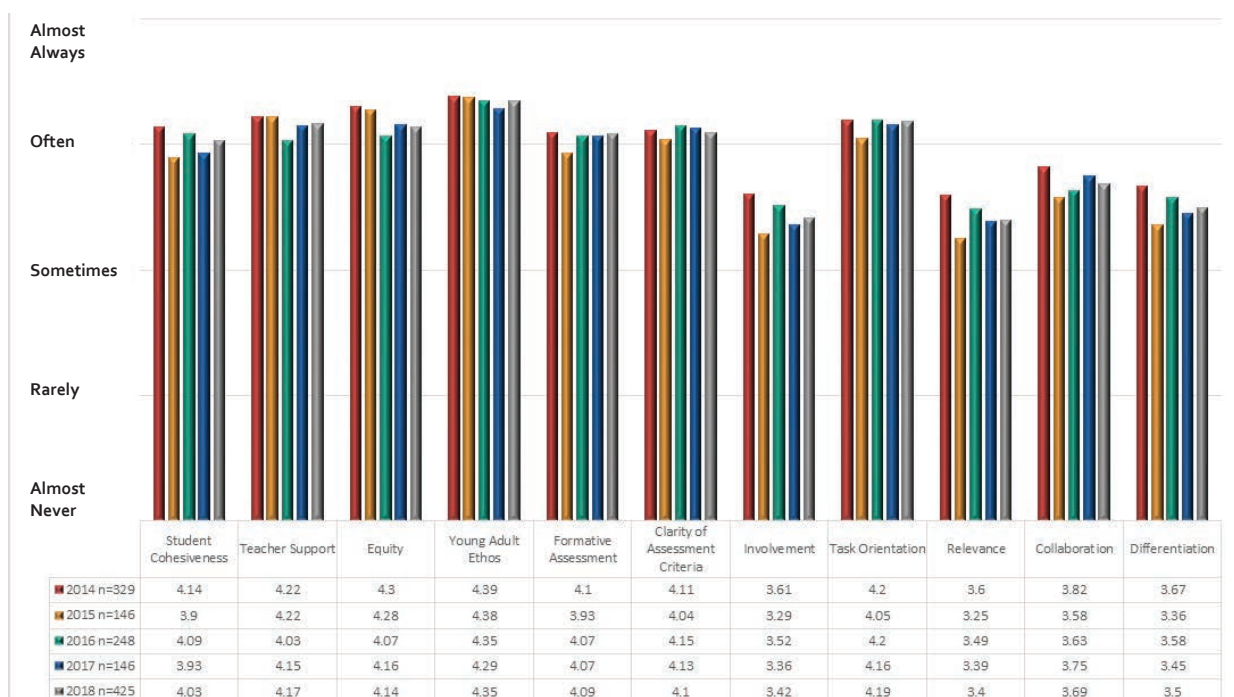
The survey is completed biennially so the results capture the parents' satisfaction with the College's performance for one year only. The complete survey results can be found on our College webpage under 'Parents'.

	 STUDENTS 364 responses	 PARENTS 190 responses	 STAFF 78 responses
QUESTIONS			
Teachers expect students to do their best	91%	93%	94%
Teachers provide useful feedback about school work	78%	86%	93%
The College is well maintained	87%	94%	91%
Students feel safe at the College	84%	92%	90%
Parents feel they can talk to teachers about their concerns		92%	88%
The College looks for ways to improve	77%	78%	92%
Teachers motivate students to learn	71%	81%	90%
* I would recommend this school to others		89%	85%
*The College has good teachers	83%	85%	92%
*Teachers care about the students	73%	85%	93%

* New questions in 2018

EFFECTIVE SCHOOL IMPROVEMENT SURVEY

Over 50 teaching staff participated in the Classroom Climate surveys which are part of the National School Improvement Project in 2018, with 54 classes completing a pre and post-test survey. The graph below shows the longitude data collected over the past five years. The results are very consistent and show a high level of satisfaction. In particular, teacher support in the classroom, the respect and independence students are given, goal setting and feedback from assessments.



2018 KEY FOCUS AREAS HIGHLIGHTS

To achieve the student improvement targets as articulated in the College Business Plan 2017-2019, the College has developed a range of strategies within three interconnected focus areas, which will serve to enable success for all students.

Focus Area 1: Teaching and Learning

As a College, high quality teaching and learning is our core business. In 2018, all teaching staff continued to participate in the Classroom Observation and Conferencing model. This occurred each semester, with all teachers working alongside their peers (in triads) and engaging in a pre-observation meeting, targeted classroom observation and a post-observation de-brief. Teachers were engaged in professional dialogue and received valuable feedback from colleagues on their own teaching practice. The Executive team also conducted classroom walkthroughs and gave constructive feedback to the teachers they visited.

All teachers regularly used a range of student achievement data to track, analyse and diagnose the effectiveness of their teaching, and then respond to individual needs. In 2018, teachers continued to use a spreadsheet reflecting on student progress and achievement each semester. Data reference included NAPLAN, attendance, predicted grades, actual grades, course rankings, exam marks and predicted ATAR (as applicable). Teachers reflected on the available data, commenting on students' strengths, weaknesses, well-being concerns, behaviour, work submission, contact with parents, referrals and the like. Such reflections formed part of ongoing conversations around data and also as part of reflection for teachers' Performance Management. In addition, staff continued to regularly use progress reports/task marks and make results available to both students and parents via the learning management system – SEQTA.

In 2018 Year 11 General Courses, students achieved A grades (17.8%), B grades (32.4%), C grades (35.3%), D grades (10.1%) and E grades (4.7%). In Year 12 General Courses, students achieved A grades (14.1%), B grades (37.2%), C grades (37.2%), D grades (8.1%) and E grades (3.5%).

In 2018 Year 11 ATAR Courses, students achieved A grades (12.4%), B grades (30.9%), C grades (44.1%), D grades (11.1%) and E grades (1.8%). In Year 12 ATAR Courses, students achieved A grades (11.4%), B grades (26.1%), C grades (50.7%), D grades (10.7%) and E grades (1.2%).

In 2018 the College continued to engage all staff in relevant professional learning, including short term action research, with a particular focus on developing theirs and others instructional skills. Key staff (9 teachers) across each learning area were involved in a best-practice, innovative Instructional Leadership program, run by the educationally renowned Professor Barrie Bennett, in conjunction with the State School Teachers Union of WA. This program will continue in 2019 and the Instructional Leadership Team are key drivers of building the instructional capacity at the College. All staff, teaching and support, participated in the Aboriginal Cultural Standards Framework PL which was presented by the Aboriginal Education Teaching and Learning Directorate. A committee will be formed in 2019 to progress the implementation of the ACS Framework within the context of the College.

Staff also engaged with the presenters from Elevate Education to embed study skills and techniques into their classroom practice. A range of targeted professional learning was also undertaken in 2018, including updating of qualifications/industry currency for staff that deliver Certificate courses. In addition, the sharing of best practice regularly occurred in learning area meeting time, during conferencing, through Forum and throughout Professional Learning sessions and School Development Days.

The Effective School Improvement Survey on classroom climate (through Curtin University) continued to be a valuable tool for teachers with the use of student survey data on individual teachers' classroom climate. To further supplement this whole school initiative subject specific prior learning and post satisfaction surveys were also used in some learning areas.

2018 KEY FOCUS AREAS HIGHLIGHTS



In 2018, the College continued to provide targeted, high level support for students engaged in College SAER (Students at Academic and Educational Risk) programs. This included specialists in classroom support for OLNA. Academic Support was provided for students with diagnosed special needs, special exam arrangements, provision of Education Assistant support and assistance for students with their English coursework or general classwork.

The College continues to investigate and apply technology that significantly enhances learning. In 2018 all classes had access to laptops with Surface Pro computers purchased. Schoology was used for additional teaching aids and course information, to complement the use of SEQTA. Classpads continued to be used in Mathematics classes and a range of websites and apps for virtual and enhanced learning were used across the College.

2. Leadership

In 2018, all Managers participated in a follow up workshop to the Leading School Improvement for Secondary School Teams Program, facilitated by Pauline Coghlan (IPL Course presenter). The focus was on developing effective teams and developing Learning Area Operational Plans that clearly supported the College Business Plan.

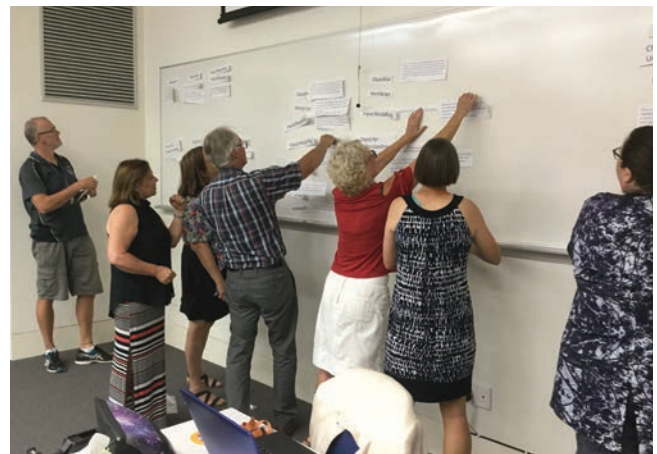
Potential leaders across the College continued to be provided with a range of opportunities, including leading a course, being a learning area representative on various College Committees (IDEAS, Instructional Leadership, ICT, Sustainability and Social Committee) and support for staff who wished to access professional learning and/or deliver professional learning.

In 2018, one more teacher was successful in becoming a Level 3 Classroom Teacher. This makes 24 in total that the College has assisted in achieving this leadership role.

A Level 4 Associate Principal won a Level 6 Foundation Principal position; Two Level 3 Managers won Level 4 Deputy Principal positions at different schools; a Level 3 Manager won a newly created Manager of Teacher Development position at Statewide Services and another Level 3 Classroom teacher won a position at Statewide Services as a Regional Learning Specialist; one Level 3 Classroom Teacher won a Head of Student Services and one classroom teacher won a Head of Department at the same school.

Two staff members were Chief Examiners of a WACE ATAR exam and over 14 staff were WACE ATAR exam markers. Five staff were part of Examining and Standards Panels and a number of staff were members of WACE Course Advisory Committees. Two staff members were Level 3 Classroom Teacher Assessors and seven staff were part of the Externally Set Task process.

Students were supported and encouraged to be critical thinkers and productive and valued citizens through the Young Adult Ethos and students gained leadership skills through roles connected with the Student Council, Sustainability Mentor and committees like the College Ball. In 2018, Student Councillors attended the Grip Leadership workshop and College Board meetings and the College Captains attended a Leadership Forum.



> 2018 KEY FOCUS AREAS HIGHLIGHTS

3. Relationships

In 2018 the College continued to work closely with Kinross College and the RUMA network which included sharing of policies and participating in a network conference with Judith Locke as the main presenter and focusing on resilience, wellbeing and mental health. The Conference was a huge success with all RUMA schools involved and staff were able to network across the district. It was decided by the network to hold a district conference biennially.

The College Board maintained its high profile community members including the College Board Chair Mayor of Wanneroo, Tracey Roberts, Shadow Attorney General, Hon. Michael Mischin, ECU Vice Chancellor, Professor Steve Chapman and Managing Director North Metropolitan TAFE, Michelle Hoad.

The Alumni committee continues to grow from strength to strength and in 2018 had five regular members who were actively involved in further promoting the Alumni and supporting events to raise money for the Alumni fund. An Alumni event was held in December with over a 100 in attendance and as a result a high profile ex-student will join the College Board in 2019. Two scholarships were offered for financial assistance to students in need and for those who support a community/charity project. The Alumni is promoted on the College webpage with links to its own Facebook page.

Partnerships with local government, community based agencies and external agencies continued to be enhanced to support student learning. This included relationships with Sustainability and Health Services Organisations as well as Registered Training Organisations. The College engaged guest speakers (including ex-students), industry partners particularly for the delivery of Certificate courses and even the use of professional coaches to support students in Physical Education Studies and Certificate II in Sport. In 2018, the College continued its strong association with Cambrai Village with the attendance and support for their Anzac and Remembrance Day services.

In December the College held the Year 10 Transition Day. This half day gave incoming Year 11 students the opportunity to visit the College, meet their Mentor teacher and fellow peers, with the aim of reducing anxiety of starting a new school in 2019. The day was very successful with over 300 students in attendance.





THE ARTS

Awards & Achievements

- Eight Visual Arts' students across ATAR and Certificate Courses entered their work in the Northern Perspectives Exhibition. One Year 12 ATAR Visual Art graduate won the Encouragement Award at the exhibition.
- Two Visual Arts' students had their work purchased by the College to be displayed in the foyer.
- One Year 12 ATAR student had their artwork selected for the MSC Christmas Card.
- Acknowledgment of past MSC Arts students working in the industry with the creation of a photo wall at the entrance of the Performance Arts Theatre.
- One Year 12 ATAR Dance student was selected for a Sydney Dance Company choreographic workshop.

Excursions

- Drama students attended performances for Arts Perspectives.
- Drama students attended a theatrical performance of 'Far Side of the Moon', 'Skylab', and 'Summer of the 17th Doll' and attended a cross Arts outing to 'Aladdin'.
- Year 12 Dance students attended a 'Meeting' performance and workshop as part of the Perth International Arts Festival.
- All ATAR Dance students attended a performance by CO3 (WA's flagship contemporary company) at the WA State Theatre.
- Year 11 and 12 Visual Arts' students attended Sculpture by the Sea and Perspectives at the Art Gallery of Western Australia.
- Year 11 Media Certificate students were involved in a Fight Direction incursion.
- Year 11 & 12 General and Year 12 ATAR Dance students attended WA Ballet 'Genesis' performance.
- Year 11 ATAR Dance students attended the WA Ballet performance of 'The Nutcracker'.

College Events

- Year 12 students recorded an original CD with Sumo Recordings.
- Music students performed at a variety of College events including assemblies, the College Anzac Service, Colours Night, Arts Night, Contemporary Music Festival, RUMA PL Day Conference, Kinross College Night 'On the Green' and the Year 12 Presentation Evening.
- Drama students performed 'Exclamation!' during Arts Week and a matinee for Kinross College. Drama students also assisted with backstage roles.
- Media students were involved in Arts Week with a 'Fantastic Films and Where to Find them' Media showcase.
- Visual Arts students showcased their work during Arts Night and Arts Week.
- Year 12 ATAR Dance classes performed at the Year 12 Presentation Night.
- Year 11 and 12 General Dance students taught Year 8 students at Kinross College.
- Two Year 12 ATAR dance students assisted with an 'Improvisation Workshop' at Butler College.
- Drama students participated in a series of workshops with Sheree Marshall and Sean Hartley.
- Drama students participated in original Solo Performance workshops.
- A Visual Art sculpture workshop was attended by Year 12 ATAR Art students.
- Photography students exhibited works at Kinross Arts Matinee.
- Photography students showcased their work at Arts Week "People, Pattern, Place".
- Cert II Creative Industries students successfully filmed all Arts Week events.
- Year 11 and 12 ATAR and Year 12 General Dance students performed in ACHPER Secondary Dance Festival.

Competitions

- Music students entered the Contemporary Music Festival and were awarded an 'Outstanding' award.

> 2018 LEARNING AREA HIGHLIGHTS

HEALTH AND PHYSICAL EDUCATION

Awards & Achievements

- Five students were State or National representatives in the following sports – Scootering, Touch Football, Gymnastics, Calisthenics, and Rugby.
- Four students competed in an Interschool Sport competition for Surfing.

Excursions

- Year 11 Outdoor Education students attended a surfing and kayaking camp in Moore River and a three day Mountain Bike Camp in Dwellingup.
- Year 11 ATAR Health students visited Royal Perth Hospital.
- Year 11 and 12 ATAR Physical Education students visited Perth Arena to view a Perth Fever Netball match.
- Year 12 General Health Students attended the Perth Arena for the RAC B Street smart excursion
- Year 11 Outdoor Education students attended a roping excursion at Statham's Quarry.
- Year 12 Outdoor Education students were involved in a one day navigation assessment at Bold Park.
- Year 11 ATAR Physical Education students attended an ECU Sport Science excursion.
- Year 12 Outdoor Education students attended a three day camp in Dwellingup learning stand-up paddle boarding, navigation, hiking and high ropes.
- Year 12 Outdoor Education students attended a three day camp to Margaret River learning canoeing and roping.
- Year 12 Outdoor Education students attended a one day snorkelling excursion to Rottnest Island.

College Events

- Year 11 General Physical Education students completed a Rugby Incursion with the Western Force.
- Year 11 Outdoor Education students had the opportunity to gain their Surf Rescue Certificate from Surf Lifesaving WA obtained through our Surf Cadets program.
- Year 12 Certificate II in Sport and Recreation students gained their Senior First Aid Accreditation and Sports Medical Certificate.
- Year 11 Health Studies students ran the annual Health Expo, bringing health agencies to the school to promote the awareness of current health issues in our community.





HUMANITIES

Awards & Achievements

- Three students were finalists in the Premier's ANAZAC Tour in 2018 and one Year 12 student was selected to attend the tour to Vietnam in April, 2019.

Excursions

- Year 11 ATAR and Year 12 General Geography students completed fieldwork at various McDonald stores.
- Year 12 ATAR Geography students investigated the different land uses in the CBD and attended a two day camp to the South West.
- Year 11 General Geography students attended a beach excursion and a Perth CBD tour of the tourist attractions of Perth.
- Year 11 Politics and Law students attended the Law Courts of WA and witnessed the proceedings of cases within the Magistrate's Court and District Court.

College Events

- Students represented the College at the Cambrai Retirement Village Dawn Service to commemorate Anzac day and Remembrance Day.
- Over 450 Year 11 students attended the College Anzac day ceremony with invited guests and several veterans from retirement villages in the community.

Competitions

- Fifteen students entered the Tim Winton 'Young Writers' Writing Competition.
- Five students entered the 'Future Writers' competition.

Debating

- Students from Year 11 and 12 competed in the West Australian Debating League.



> 2018 LEARNING AREA HIGHLIGHTS

MATHEMATICS AND SCIENCE

Excursions

- Two high achieving female students were invited to attend the 'Women in Resources Awards 2018' to increase awareness, promote the benefits and opportunities for women in a resource industry career.
- Year 11 ATAR Biology and Year 11 ATAR Integrated Science classes visited Star Swamp to analyse the local ecosystem and human interference on the environment.
- Year 12 ATAR Integrated Science classes visited Lake Joondalup to study aquatic systems.
- An RAC guest speaker spoke to Year 11 ATAR Integrated Science students about safe driving practices and traps in buying their first vehicle.
- Past students were guest speakers to the Chemistry and Physics classes and presented study tips.

College Events

- All Mathematic students were given the opportunity to attend a Classpad Calculator Introduction session and extra 'help' sessions every Monday and Wednesday.

TECHNOLOGY AND ENTERPRISE

Excursions

- Eighty eight students achieved their First Aid Certificates as part of the Certificate II in Community Services course.
- Year 11 Children, Family and Community classes made scarves for the Salvation Army.
- Independent Living students participated in a Small Business Enterprise producing and selling a variety of products.
- Year 12 Certificate II in Community Services and Year 11 Children, Family and Community classes organised playgroup sessions for the community.
- Year 12 Certificate II in Community Services attended Anchorage Aged Care Centre to build relationships with the residents and learn about occupations within the industry.
- Year 11 Food, Science and Technology students served a 'High Tea' to the staff at a MSC morning tea.
- Year 11 Food, Science and Technology students visited McDonalds to learn about OHS requirements in the industry.
- Year 11 students in Independent Living fundraised to buy toiletries for their hand made toilet bags which they donated to the Patricia Giles Centre with some pizzas for the children.
- Year 12 Accounting ATAR students attended the Business Symposium at Notre Dame university.

Competitions

- Year 11 and 12 Computer Science students entered into the University of NSW computer programming (Python Challenge) and competed with other students across Australia. Seven students in the Year 12 ATAR course achieved a 'Perfection' score as well as one student in Year 11.





LIBRARY

College Events

- Library staff took on an active technology focus and helped students using new software and with computer issues.
- The Staff Book Club met once a term to discuss a selected novel. The novels were sourced from the Wanneroo Public Library as part of the Book Club Kits.
- Library staff promoted Book Week encouraging staff to dress up as a character from their favourite book.
- The Library staff promoted Chinese New Year with a colourful display and offering fortune cookies to students.
- Library staff encouraged students to be involved in Harmony Day by placing a pin in a map showing the country where they were born. The map was then on display in the front office.
- The Library staff promoted International Women's Day. Money raised from the selling of ribbons was donated to Share the Dignity charity.
- The Library staff purchased a variety of games and jigsaws for students to use before school, recess and lunch times.

MANAGER OF STUDENT STUDIES

Opportunities offered to students included:

- Goal setting and review of Year 11 report through Mentor for Year 12 students.
- Year 11 and Year 12 Report Review assemblies at the beginning of Semester Two.
- ATAR assemblies throughout the year to assist students understand WACE, the Marks adjustment process help calculate predicted ATARs and to motivate students to achieve their best.
- Elevate Education workshops giving students the study skills they need to be successful.
- Additional academic tutorials for students to improve results and ensure they are prepared for exams.
- Partnering with Mastermind Australia and offering ATAR revision programs during April, July and Oct school holidays
- Running a Wednesday missed assessment opportunity for students who may have missed sitting a test due to sickness.
- Monitoring and individual counselling of students who may be at risk of not achieving the Academic Standards Policy.
- Information and assistance to students applying for university scholarships.
- Early entry applications for Edith Cowan University, Engineering Course.



> 2018 LEARNING AREA HIGHLIGHTS

STUDENT SERVICES

Student Services is an integral part of the College working collaboratively with students, parents, staff and the community. Student Services promote and support student success and positive well-being. The Student Services team organise activities and functions throughout the year, as well as provide a large number of services to students and parents. In 2018 the team organised and/or managed:

Services and support

- Overseeing and coordinating the Mentor Program
- Supporting and working with the Student Council
- "R U Legal" and Mental Health talks
- Orientation and transition programs
- Overseeing and supporting student attendance and behaviour
- Coordination of student designed Leavers' and Rugby Jackets
- Social-emotional support and guidance

Functions and Activities

- Parent information evenings such as "Supporting Your Child in Senior School" and "Meet the Mentor"
- Colours Awards ceremonies
- Year assemblies
- Student Council representation at, the "Blessing of the Roads" and "Pearce Young Leaders".
- The Mentor Representative meetings
- Year 11 Reward Camp
- Year 12 College Ball
- Year 12 Presentation Night
- Leavers' Breakfast
- Health and Drug Education sessions
- World's Greatest Shave
- R U OK Day





CAREER DEVELOPMENT HIGHLIGHTS

Mindarie Senior College offered students the opportunity to participate in a range of both curricula and extra curricula activities to assist with their career development.

These included:

- A Year 11 University Information Conference was offered to all ATAR students aiming for university entrance. The Conference Day was hosted by Edith Cowan University, with former student guest speakers and key note speakers from all public universities.
- A parent/student industry forum was held in the industry areas of Electrical and Building and Construction, providing the opportunity for the school community to gain current industry knowledge related to further training and employment.
- The Explore Careers Expo gave parents and students the opportunity to access a wide range of information relating to further studies and career choices.
- A Career's practitioner was available to work with students individually or in groups, and with parents as requested.
- A series of Career Development sessions focussing on future career pathways were offered to the students and those interested registered to attend these sessions.

VET HIGHLIGHTS

The College facilitated student access to the full range of available VET opportunities.

These included:

- School Based Traineeships (SBT).
- School Based Apprenticeships (SBA).
- Pre-apprenticeships in School (PAIs) across a range of industries.
- State Training Provider courses delivered one day per week (under profile arrangements) at a wide range of TAFE campuses, as well as students completing Qualifications through Private Registered Training Organisations.
- Seven full Certificate II or III courses delivered by Mindarie SC staff under an auspicing arrangement with Public and Private Registered Training Organisations, including Certificate II in Information, Digital Media and Technology, Certificate II in Creative Industries, Certificate II in Business, Certificate III in Visual Arts, Certificate II in Music, Certificate II in Sport and Recreation and a Certificate II in Community Services.

By offering a flexi day on Wednesdays, many VET students participated in Workplace Learning in an industry associated with their qualification. The students' College timetable was not affected on this day and therefore maximised their chance of success in their entire learning program.



> 2018 LEARNING AREA HIGHLIGHTS

EXTERNAL VET PROGRAMS

Students participated in the Flexible Learning Program in a range of off-site programs, where qualifications were delivered by a variety of Registered Training Organisations, both Public and Private.

These include:

- Certificate II in Civil Construction
- Certificate II in Automotive Vehicle Servicing
- Certificate II in Engineering (Metals)
- Certificate II in General Construction Pathways (Carpentry, Tiling, Bricklaying, Plastering)
- Certificate II in Electrotechnology
- Certificate II in Data & Voice
- Certificate III in Plumbing
- Certificate II in Painting & Decorating
- Certificate II in Horticulture
- Certificate II in Population Health
- Certificate II in Hospitality (3 School-based Trainees)
- Certificate III in Commercial Cookery (1 School-based Apprentice)
- Certificate II in Retail Cosmetics
- Certificate III in Beauty Services
- Certificate III in Events
- Certificate III in Early Childhood Education and Health
- Certificate II in Retail Operations (1 School-based Trainee)
- Certificate III in Retail Operations (3 School-based Trainees)

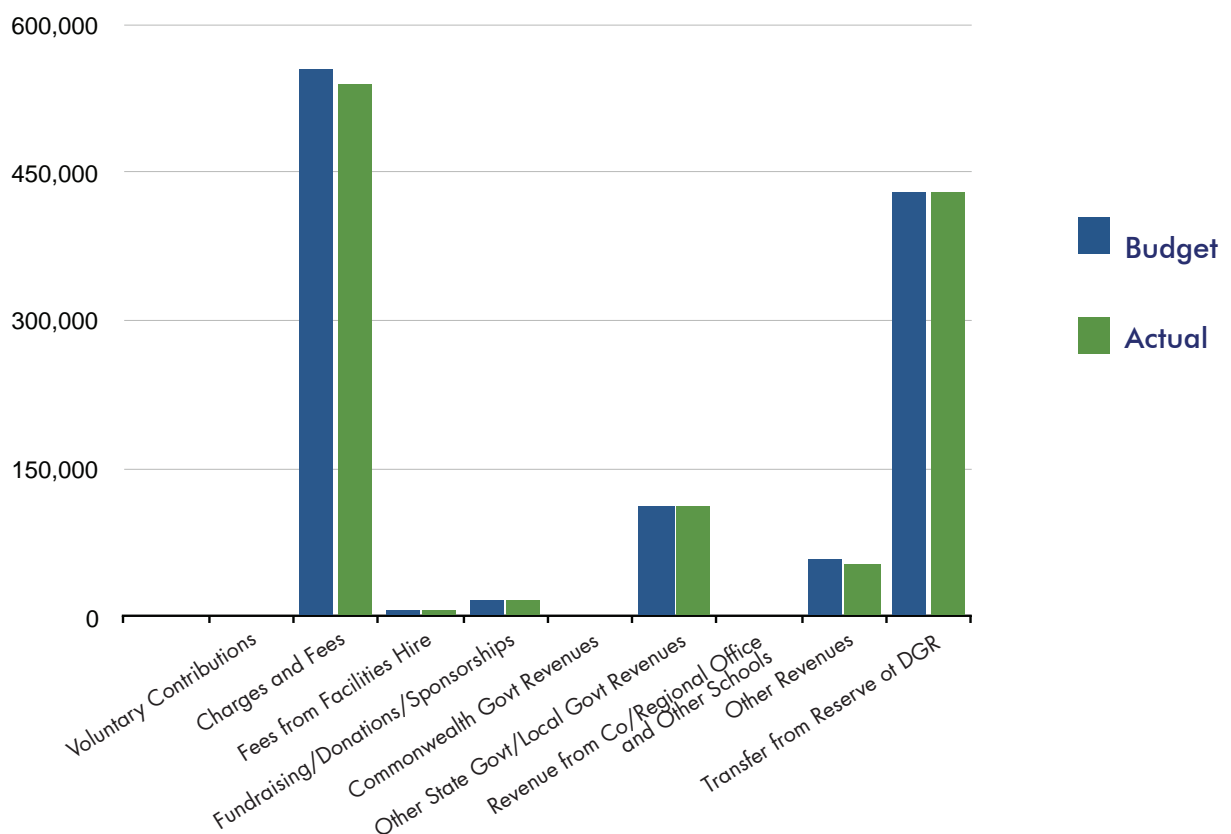




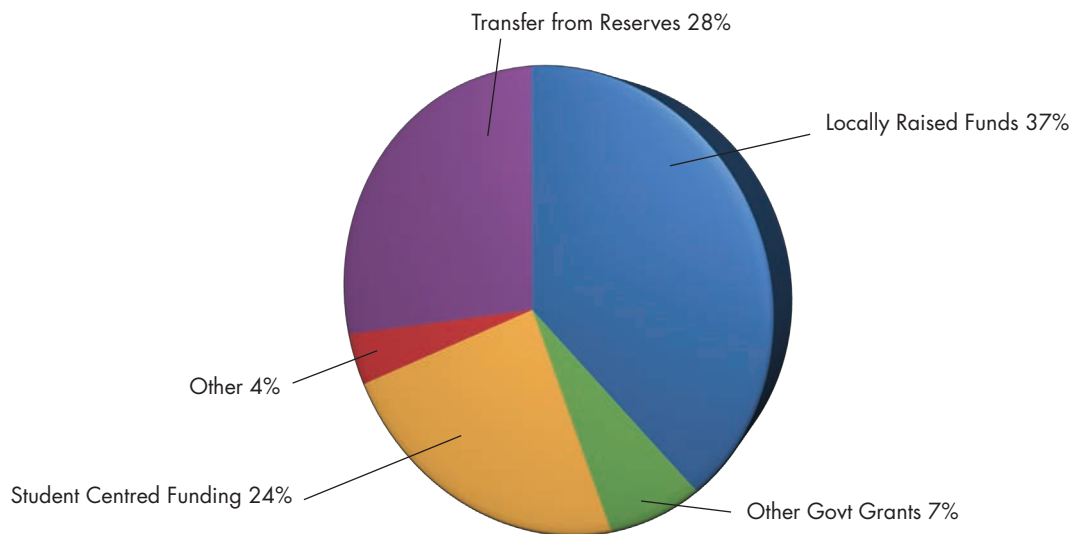
FINANCIAL SUMMARY AS AT 31 DECEMBER 2018

REVENUE - CASH & SALARY ALLOCATION	BUDGET	ACTUAL
Voluntary Contributions	\$ -	\$ -
Charges and Fees	\$ 554,305.00	\$ 539,481.05
Fees from Facilities Hire	\$ 7,000.00	\$ 5,759.09
Fundraising/Donations/Sponsorships	\$ 16,854.00	\$ 16,853.57
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ 111,569.00	\$ 111,568.78
Revenue from Co/Regional Office and Other Schools	\$ -	\$ -
Other Revenues	\$ 56,908.10	\$ 54,345.84
Transfer from Reserve or DGR	\$ 430,867.00	\$ 430,867.00
Total Locally Raised Funds	\$ 1,177,503.10	\$ 1,158,875.33
Opening Balance	\$ 747,804.00	\$ 747,804.31
Student Centred Funding	\$ 366,111.00	\$ 366,111.46
Total Cash Funds Available	\$ 2,291,418.10	\$ 2,272,791.10
Total Salary Allocation	\$ 9,158,508.00	\$ 9,158,508.00
Total Funds Available	\$ 11,449,926.10	\$ 11,431,299.10

LOCALLY GENERATED REVENUE - BUDGET VS ACTUAL



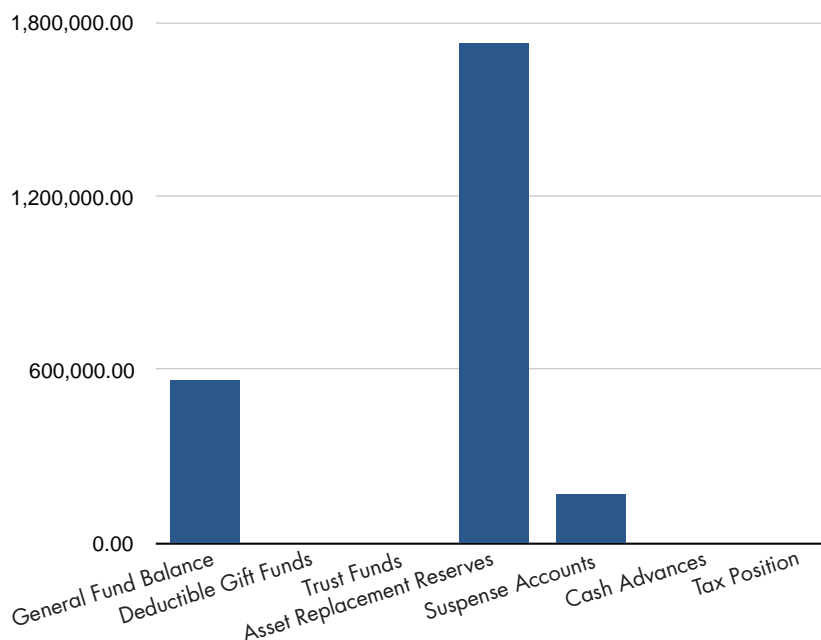
CURRENT YEAR ACTUAL CASH SOURCES



CASH POSITION AS AT 31 DECEMBER 2018:

BANK BALANCE	\$	2,465,061.55
Made up of:		
General Fund Balance	\$	564,708.55
Deductible Gift Funds	\$	-
Trust Funds	\$	-
Asset Replacement Reserves	\$	1,734,100.46
Suspense Accounts	\$	169,937.54
Cash Advances	\$	600.00
Tax Position	\$	3,085.00
Total Bank Balance	\$	2,465,061.55

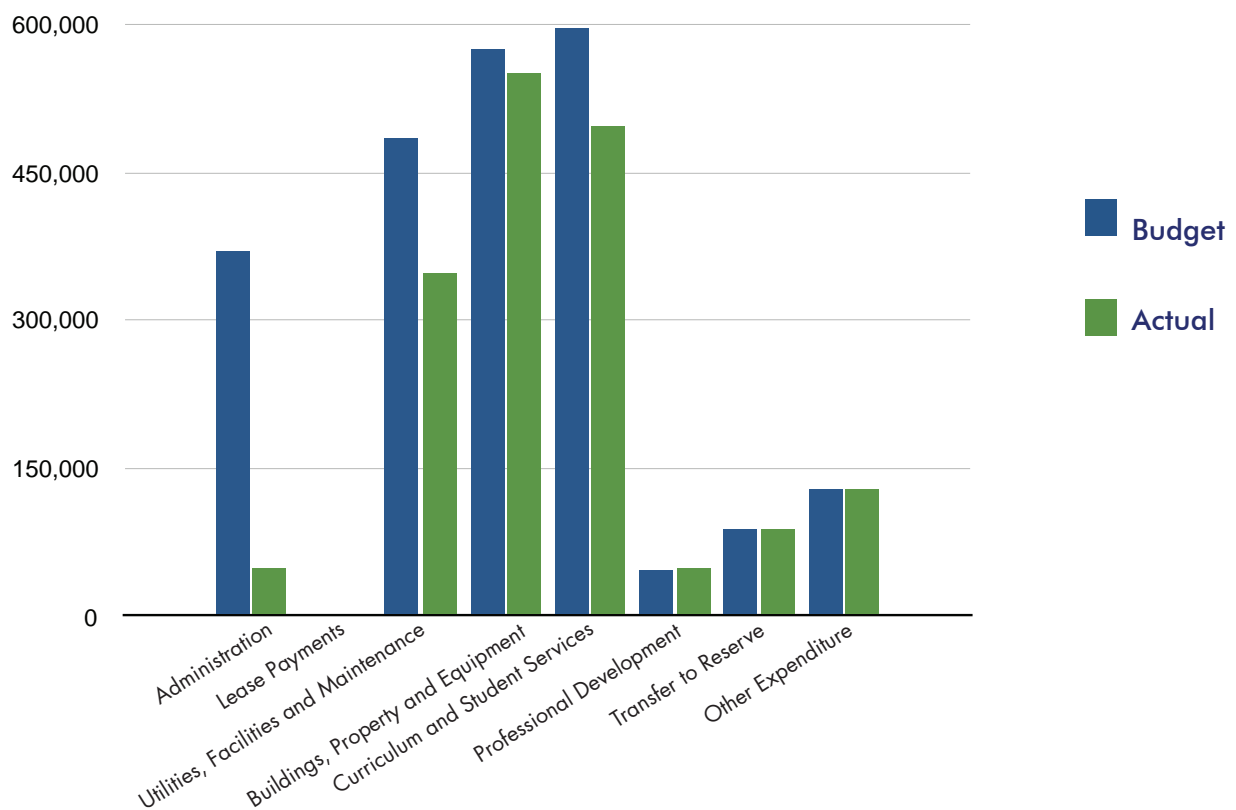
CASH POSITION

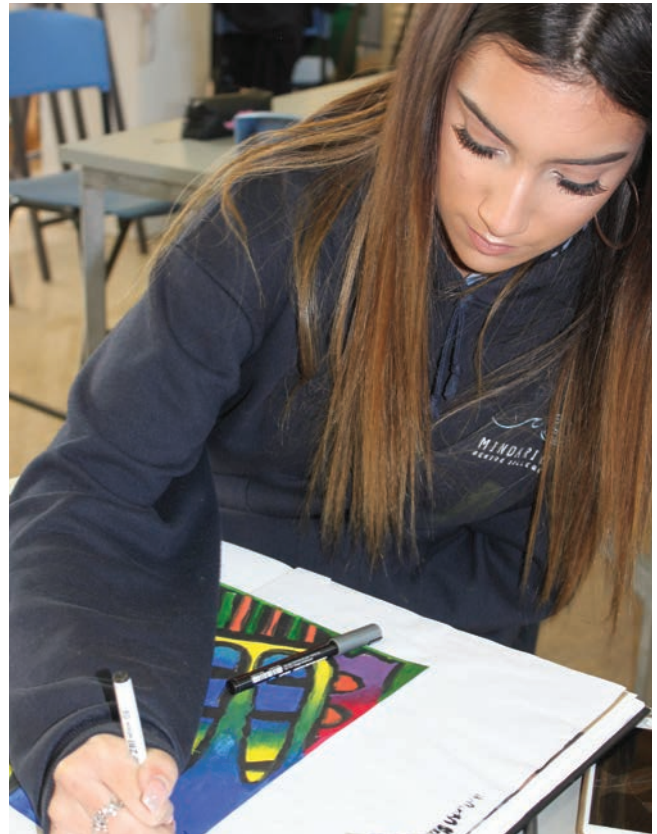
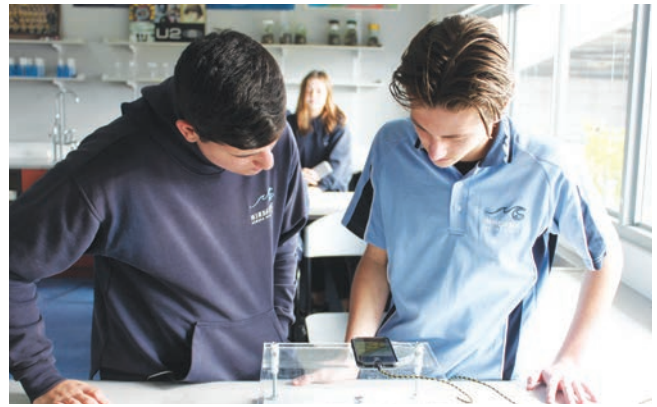


GOODS AND SERVICES EXPENDITURE

EXPENDITURE - CASH AND SALARY	BUDGET	ACTUAL
Administration	\$ 369,485.00	\$ 47,320.89
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 484,186.94	\$ 348,373.68
Buildings, Property and Equipment	\$ 573,092.00	\$ 550,891.44
Curriculum and Student Services	\$ 595,361.16	\$ 496,158.09
Professional Development	\$ 47,103.00	\$ 49,067.15
Transfer to Reserve	\$ 88,500.00	\$ 88,500.00
Other Expenditure	\$ 129,298.00	\$ 127,771.30
Total Goods and Services Expenditure	\$ 2,287,026.10	\$ 1,708,082.55
Total Forecast Salary Expenditure	\$ 9,069,311.00	\$ 9,069,311.00
Total Expenditure	\$ 11,356,337.10	\$ 10,777,393.55
Cash Budget Variance	\$ 4,392.00	

GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL





Our Philosophy

Pursuing Personal Excellence

Building Positive Relationships

Demonstrating Social Responsibility



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