

2019

ANNUAL
REPORT



MINDARIE
SENIOR COLLEGE
WHERE YOUR FUTURE BEGINS

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

PRINCIPAL'S MESSAGE <

It is with great pleasure that I present the 2019 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 2019. I would like to thank the Associate Principals, Rick Gendle and Jonathan Bromage 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.

The achievements of our 2019 Year 12 cohort are showcased in this report along with the highlights from each Learning Area and the outcomes of our key targets and focus areas in our College Business Plan. 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.

Jander



CHAIR OF THE COLLEGE BOARD REPORT

As the Chair of the College Board, I am proud to present the Mindarie Senior College Annual report for 2019. I would also like to sincerely thank and acknowledge the dedicated team at the College for their commitment and enthusiasm in supporting our students and families.

This report provides the opportunity to reflect on the many achievements of the school and its students over the past year, and also highlights the strategies in place to facilitate continued future successes.

The staff who choose to work at the College do so because they genuinely enjoy what they do. At the start of every academic year, each staff member works attentively to establish good relationships with the students in their classes, so that the best possible support can be provided to enable and empower individuals to achieve the results they need to allow them to succeed in their future endeavours.

The role of the Board is to set the school's strategic direction and maintain oversight of the implementation of the College Business Plan, monitoring progress and performance against the agreed targets. During the year we were involved in the development of the new 2020 – 2022 College Business Plan with three key focus areas – High Quality Teaching, Relationships and Leadership.

The Board endorsed these priority areas as excellent building blocks for generating well-rounded students, with the focus not solely on academic performance, but on supporting student wellbeing to ultimately deliver resilient young adults who can confidently move into the next phase of their lives. Every decision made by the College is geared towards achieving positive outcomes in relation to these focus areas.

I would like to personally thank the members of the College Board. We are very fortunate to have such a diligent group of volunteers, with a vast range of experience, who regularly attend meetings and apply themselves to uphold good governance, ensuring informed decisions are made - Janice Sander (Principal), Mr Wroff Van Munster (Vice Chair), Professor Steve Chapman (Community Member) Hon. Michael Mischin (Community Member), Mr Brian Piper (Community Member), Mrs Leanne Shepherd (Parent Member), Mrs Sue Egerton (Community Member), Mrs Sarah Zimmer (Community Member & former student 2007), Mrs Susan Kinsella (Parent Member), Linda Mulenda (Community Member & former student 2013), Mr James McNeill (Staff Member) Mr Jonathan Bromage (Associate Principal) – Ex Officio Mrs Rachael Ainge (Manager of Corporate Services), Mrs Julie Ayers (Secretary).

I would also like to thank the outgoing Board members for their valuable expertise during their time on the College Board: Ms Leanne Shepherd and Ms Linda Mulenda.

In recognition of outstanding service to the College, the Board proudly nominated Mrs Janice Sander for the the WASSEA 'Outstanding Educational Leadership Award' and supported the nominations for two teachers in the WA Education Awards.

Student numbers reached a high of 794 throughout 2019 and the College continued to subsidise students for external revision sessions. As a result of the ATAR strategy, it was pleasing to see an increase in the overall Median ATAR, most number of SCSA awards, largest number of courses above the state average and the most number of students receiving an ATAR above 90%.

Finally, this Annual Report is a reflection of the year and showcases some of the achievements that have occurred. The focus and prioritisation of identifying strengths and weaknesses in all our students is a priority and the College is very appreciative of the support we receive from families and carers as we guide and encourage all students to do their best.



Sincere thanks are extended to each and every person at Mindarie Senior College; all who work incredibly hard to ensure our students are respected, supported and inspired.

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

Tracy Roberts

YEAR 12 RESULTS

In 2019, 349 students completed their schooling at Mindarie Senior College in Year 12, the second largest Year 12 cohort in the State with 89% of those students achieving their WACE. This was better than the public school result (88%).

Thirty one students received prestigious School Curriculum and Standards Authority (SCSA) certificates. Of these, two students won a Subject Certificate of Excellence for being in the top 0.5% of students in the state for ATAR English, ATAR Food Science and for ATAR Maths Applications. The other students received either a Certificate of Distinction or Merit.

CERTIFICATES OF DISTINCTION

Presented to students who scored between 190 – 200 points. Points are awarded based on grades achieved in Years 11 and 12

5

CERTIFICATES OF MERIT

Presented to students who scored between 150 – 189 points. Points are awarded based on grades achieved in Years 11 and 12

25

Another pleasing result was the number of students achieving attainment: 94% of the Year 12 cohort (i.e. they achieved an ATAR above 55 or completed a Certificate II qualification or higher). Of those 349 students, 26% studied 4 or more ATAR subjects and 82% studied at least one Certificate II course or higher. Of the ATAR students, 15 achieved an ATAR greater than 90 which is 14% of our ATAR students. This percentage is the best we have achieved to date.

Also, 80% of students achieved an ATAR above 70 which is considered the minimum entry for University.

Food Science and Integrated Science were announced by SCSA as courses whose students were in the top 15% of all students in that course statewide (public and private). Biology, Food Science, Health Studies and Integrated Science final mean scaled score was better than the final mean scaled score of all schools in the state both public and private.

YEAR 12 RESULTS

Of the 286 students who participated in a VET course, 90% achieved full qualifications and eight ATAR courses achieved a higher mean than Public Schools in the external WACE exam.

ATAR COURSES WITH STUDENTS ACHIEVING HIGHER THAN THE STATE MEAN	2019	2018	2017
Biology	✓		
Drama			✓
Geography		✓	✓
Food Science	✓		
Health Studies	✓	✓	
Integrated Science	✓	✓	✓
Maths Applications	✓	✓	
Media Production and Analysis			
Modern History	✓	✓	
Physical Education Studies			✓
Politics & Law	✓		
Visual Art	✓	✓	✓

Published by SCSA is the performances of Year 12 students in public schools for 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 On Line Literacy and Numeracy (OLNA) testing at the end of Year 12 at Mindarie Senior College.

	% PRE-QUALIFIED	% AT END OF YEAR 12
Numeracy	45%	93%
Reading	47%	98%
Writing	33%	97%

Once again, outstanding results were achieved and this is a reflection of a number of factors including additional funding and a whole College focus on improving academic standards.

The College has once again resourced additional FTE to Academic Support for students to improve in Numeracy and Literacy. The students have also improved their standards through consistent efforts.



2019 STUDENT IMPROVEMENT TARGETS

Mindarie Senior College constantly seeks to improve student outcomes

Mindarie Senior College constantly seeks to improve student outcomes. Our current College Business Plan has eight student improvement targets and three interconnected core focus areas that serve to enable the student improvement targets.

Progress on these targets and focus areas for 2019 is outlined below.

TARGET 1

The percentage of students achieving an ATAR for university entry and/or a Certificate II or higher to be greater than WA Public schools' percentage.

	2017	2018	2019
Mindarie	93%	96%	94%
Public schools	96%	96%	95%

In 2019 this target was not quite achieved after achieving it in 2018. A factor attributing to not meeting the target was the fact only 78% of students achieved full competency in Certificate II in Business and 53% of students achieved full competency in Certificate II in Information & Digital Media Technology. All but one of these students had other certificates and still met WACE requirements. This occurred despite efforts of numerous teachers contacting students and requesting they return to the College, after their official end date, to complete the work. Measures like restricting students to study at most 2 certificates have been put in place for 2020. Another factor is of the 18 students who scored an ATAR below 55, half of them did not apply for university so did not apply themselves in the exams.

2019 STUDENT IMPROVEMENT

TARGET 2

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

	2017	2018	2019
Mindarie	68.90	71.3	73.45
Rank	14 th out of 17	15 th out of 17	12 th out of 18

A whole College focus was introduced to improve the median ATAR after slipping in 2017. The College had set a target of a Median ATAR of 73 for 2019 and the College was extremely pleased to meet this target. ATAR students were again given extra initiatives in 2019. 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. Study timetables and assessment planners were also used by teachers and preparation ATAR days were organised before the year started. ATAR assemblies were also introduced to reinforce learning strategies. Subsidised ATAR revision programs were continued and proved popular with students and parents. The NAPLAN data showed Mindarie was ranked 15th at the end of 2018 and we finished 12th in 2019 from the schools we compare ourselves against which is the largest increase since this target was started. The median ATAR scores of the selected schools ranged between 41.85 and 83.60.

TARGET 3

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

	2017	2018	2019
Mindarie	93%	93%	91%

Whilst not yet achieving this aspirational target again in 2019, 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. This aspirational target will continue into the new business plan as we devote extra teacher FTE in the budget to help these students obtain their OLNAs. In 2020 an extra 0.2 will be allocated for Numeracy.



IMPROVEMENT TARGETS

TARGET 4

For students in an ATAR Pathway who have achieved bands 9 and above in any two of Reading, Writing or Numeracy, a trend is established showing an increase in the percentage of those students achieving a scaled mark of 65% or higher in at least two ATAR courses.

	2017	2018	2019
Year 11	18/42 = 43%	18/30 = 60%	19/39 = 49%
Year 12	13/32 = 41%	18/41 = 44%	14/26 = 54%

Staff continued to track individual students with regards to NAPLAN results and final marks in their class grades analysis. The focus is to identify students who are either not working to their ability or who need additional support in their courses which has helped the College improve in Target 2. Staff were given the names of students in this target for the first time in 2018 and this continued in 2019 and became part of Learning Area Operational Plans and the College is pleased with the progress made within the Year 12 cohort. This initiative was expanded with expectations of a final expected grade given to staff to help them track these students based on NAPLAN results. It also helped with early identification of students who needed extra support academically as well as the whole person in regards their mental health.

TARGET 5

For students in a General pathway who have achieved Bands 8 and above in any two of Reading, Writing or Numeracy, a trend is established showing an increase in the percentage of those students achieving a B grade or higher in at least 50% of their General courses.

	2017	2018	2019
Year 11	32/58 = 55%	39/55 = 73%	48/66 = 73%
Year 12	42/72 = 58%	47/81 = 58%	43/62 = 69%

The College is again pleased with the results in this target especially the Year 12 cohort. Like Target 4, the students expected final grade was communicated to staff to help them with their tracking of these students in their class grades analysis.



2019 STUDENT IMPR

TARGET 6

Student satisfaction with the quality of teaching is maintained at or above 95% in the annual Intention and Satisfaction Student Survey.

	2017	2018	2019
Mindarie	95 % very satisfied/satisfied	94%	95%

TARGET 7

School 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.

	2015	2017	2019
Mindarie	4.12	3.79	4.08

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 from Curtin University. The WHITS survey is a biennial survey and was not conducted in 2018. In 2019 this target was achieved with an increased high number of students feeling significant connectedness to the College.



IMPROVEMENT TARGETS

TARGET 8

The percentage of students who have regular attendance, (i.e. rate > 90%), to be greater than 60%

	2017	2018	2019
Mindarie	62.2%	55.3%	54.9%

Unfortunately, this target was not achieved in 2019 despite numerous efforts from staff. The Associate Principals attended four days of professional learning with other schools to discuss attendance issues and a number of strategies from that forum will be implemented in 2020. A specific target group of students at the 85% to 95% attendance rate will be monitored in 2020 to aid these students in attending College more often. Students who miss one day of school at Mindarie means their attendance rate is 75%, where as a student in a school who has five days of school who misses one day, their attendance rate is 80%. This anomaly in recording attendance counts against us achieving this target.

Overall attendance at MSC was 87.4% with public schools at 86.8% which is a pleasing attendance result. Authorised attendance was 93% but again, too often the absence is condoned by parents with the reason given "we are aware of the absence".

2019 STUDENT ATTENDANCE

OVERALL		
YEAR	MSC	WA PUBLIC SCHOOLS
2017	89.7%	87.8%
2018	88.7%	87.6%
2019	87.4%	86.8%

MINDARIE SENIOR COLLEGE VS WA PUBLIC SCHOOLS				
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	62.2%	24.3%	11.8%	1.7%
2018	55.3%	27.5%	15.1%	2.1%
2019	54.9%	27.5%	12.5%	5.1%
WA Public Schools 2019	60.0%	22.0%	11.0%	7.0%

2019 STAFF VOICE – (SOCS) SCHOOL ORGANISATIONAL CLIMATE SURVEY

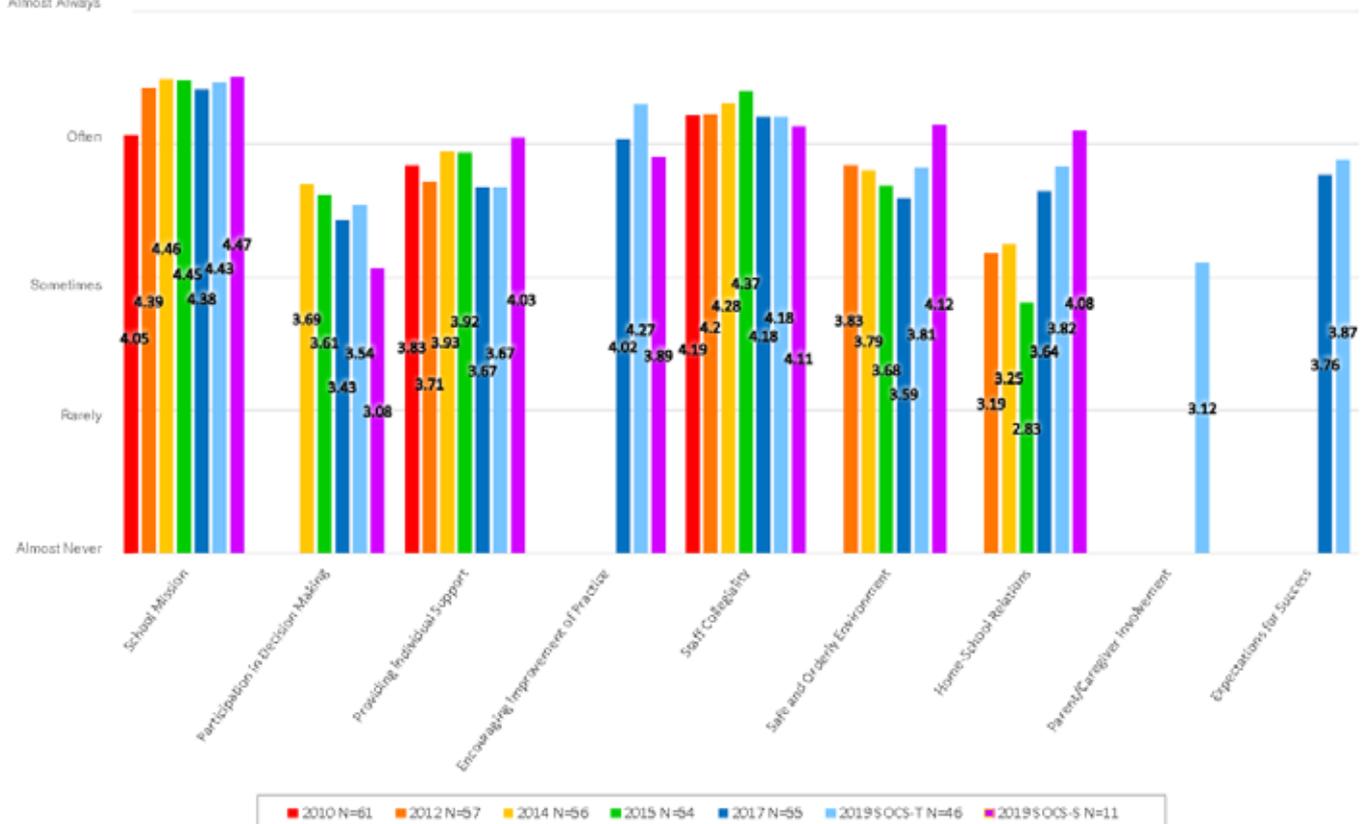
The graph below shows consistently high rankings in each category, and over time, which supports the teaching and learning culture of the College and the staff commitment to providing the very best education for each student. Staff feel very well supported and valued. The highest ranking categories include:

- 'School Mission' assesses the extent to which staff understand, agree with and are committed to the mission and goals of the College
- 'Encouraging Improvement of Practice' assesses the extent to which staff are encouraged to improve and refine their practice
- 'Staff Collegiality' assesses the extent to which staff can obtain assistance, advice and encouragement and feel accepted by their colleagues
- 'Home-School Relations' assesses the extent to which relationships between the parents and the teachers and school are positive and encourage involvement in the school.

Over Time: Organisational Climate

Please be aware that the SOCS for support staff was new in 2018, prior to this all staff responded to the same questionnaire.

Almost Always



2019 STUDENT VOICE – (WHITS) <

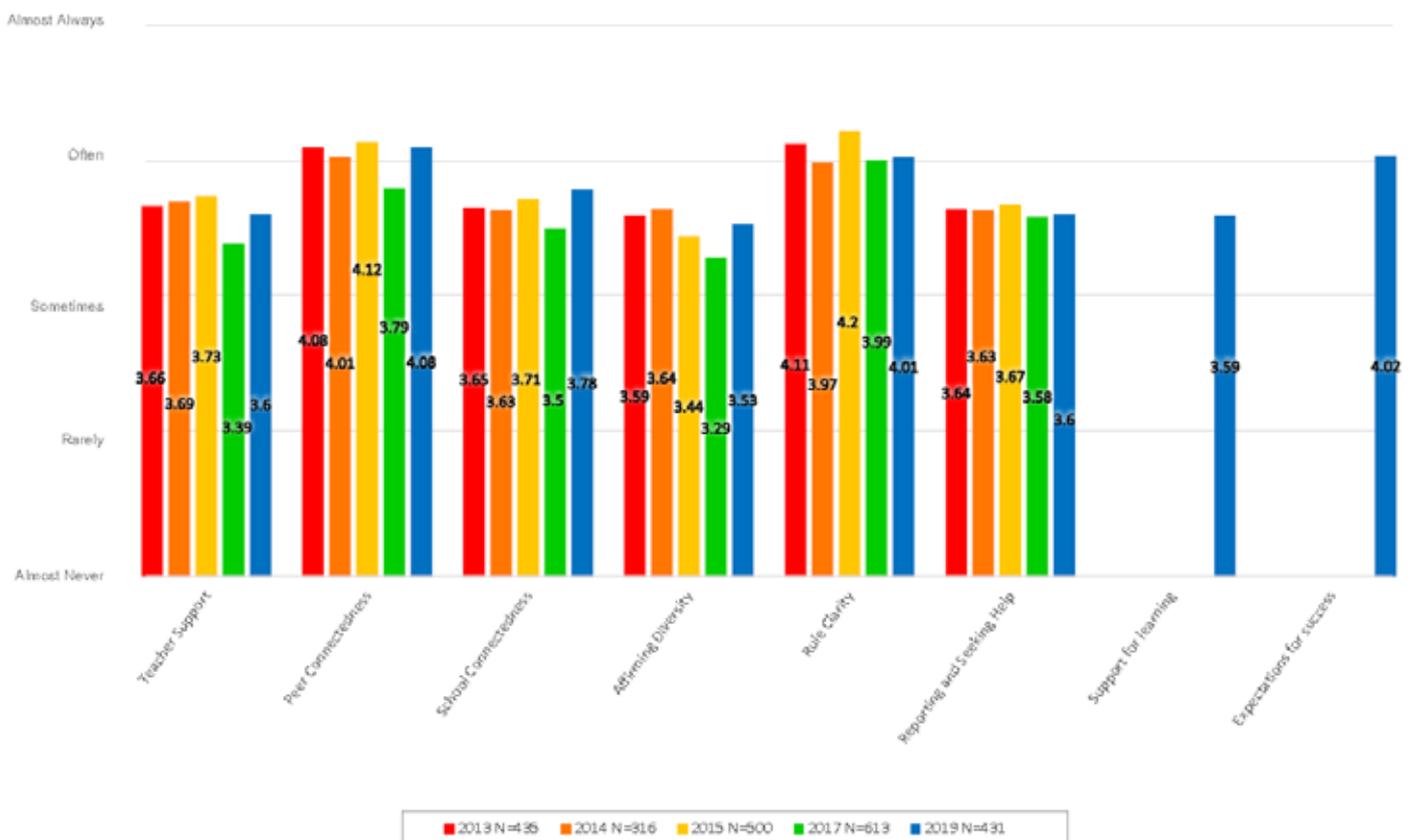
WHAT'S HAPPENING IN THIS SCHOOL

The Student Voice graph below shows a positive trend over time with students feeling well supported and cared for at the College. Considering the students are only at the College for two years, some of these results are exceptional and clearly indicate the strong connectedness the students feel with each other and within the school community.

In particular, the results for 'Peer Connectedness' and 'Expectations for Success' clearly demonstrate the students' high degree of satisfaction with their peers – the contact and friendship between students from all backgrounds.

Students also know that their teachers expect them to succeed and challenge them to learn and overwhelmingly students responded that their teachers believed they could succeed.

Overtime: School Climate



> 2019 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 2019, 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. In 2019 the Leadership team underwent training in an Introduction to Leadership Coaching with Growth Coaching International. This training was utilised with all staff through Performance Management in Coaching and solutions focused conversations.

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 2019, teachers continued to use a spreadsheet reflecting on student progress and achievement each semester. Data reference included NAPLAN, attendance, potential 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 2019 Year 11 General Courses, students achieved A grades (15.4%), B grades (33.2%), C grades (37.9%), D grades (9.0%) and E grades (4.5%). In Year 12 General Courses, students achieved A grades (17.2%), B grades (35.8%), C grades (33.3%), D grades (7.6%) and E grades (6.2%).

In 2019 Year 11 ATAR Courses, students achieved A grades (9.8%), B grades (27.59%), C grades (46.6%), D grades (13.1%) and E grades (3.1%). In Year 12 ATAR Courses, students achieved A grades (10.5%), B grades (30.1%), C grades (47.3%), D grades (10.0%) and E grades (2.1%).

Driven by the newly created Professional Leadership Co-ordinator and the Instructional Leadership Team, the College continued in 2019 to engage all staff in relevant professional learning with a particular focus on developing theirs and others instructional skills. The College invested in a second group of key staff (5 teachers) across learning areas to be trained 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 2020 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 as directed by the newly formed Mindarie Cultural Advisory Working Party. Staff used the latter half of the 2019 PL program to work on the development of the 2020-2022 MSC Business Plan.



2019 KEY FOCUS AREAS HIGHLIGHTS



Staff also continued to embed study skills and techniques into their classroom practice that have been delivered to all ATAR students by Elevate Education. A range of targeted professional learning was also undertaken in 2019, 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 times, 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 and post satisfaction surveys were used in all learning areas.

In 2019, the College continued to provide targeted, high level support for students engaged in College SAER programs (Students at Academic and Educational Risk). 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 2019 all classes had access to laptops with Surface Pro computers purchased. Moodle and Schoology were used to support the delivery of some courses and 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

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 Mindarie Cultural Advisory and Social Committee) and support for staff who wished to access professional learning and/or deliver professional learning.

In 2019, one more teacher was successful in becoming a Level 3 Classroom Teacher. This makes 25 in total that the College has assisted in achieving this leadership role. A Level 3 Manager won a Level 4 Associate Principal position; Two Level 2 Classroom teachers won Head of Learning areas in other schools and a school officer won a higher position in another school. The College Principal was awarded the "Outstanding Leadership award" voted by her peers in her professional association, WASSEA.

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 2019, Student Councillors attended the Grip Leadership workshop and College Board meetings and the College Captains attended a Leadership Forum.



> 2019 KEY FOCUS AREAS HIGHLIGHTS

3. Relationships

In 2019 the College continued to work closely with Kinross College and supported each other across the network. The next RUMA conference will be in 2020 with the focus on 21st century learning. The keynote speaker will be Dr Adam Fraser, author of "The Third Space", and one of Australia's leading thinkers in the field of human performance.

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 North Metropolitan TAFE Director, Sue Egerton.

The Alumni committee continued strongly in 2019. It had four regular members who were actively involved in further promoting the Alumni and supporting events to raise money for the Alumni fund. The profit from all Entertainment Books sold in 2019 was donated to the Alumni fund. Two scholarships were offered for financial assistance to students in need and for those who support a community/charity project. The Alumni was promoted in 2019 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 & Recreation. In 2019, 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 2020. The day was very successful with over 300 students in attendance.





2019 LEARNING AREA HIGHLIGHTS

THE ARTS

Awards & Achievements

- Two Visual Arts students had their artwork purchased by the College.
- One ATAR 12 student had their artwork selected for the MSC Greeting Card.
- Acknowledgement of past MSC Arts students working in the industry with the creation of the photo wall at the entrance of the PA Theatre.
- One ATAR Drama student was accepted into WAAPA.

Excursions

- Drama students attended 'When the Rain Stops Falling' at WAAPA and the Performing Arts Perspectives. Students also took part in the Drama Symposium at Notre Dame University. They were also part of a workshop run by their Theatre Department.
- Year 12 ATAR Visual Art students attended Fremantle Galleries excursion.
- Year 11 Media Certificate students were involved in a flight direction excursion.
- Year 12 General & ATAR Dance students attended the WA Ballet 'Genesis' performance.
- Year 11 & 12 ATAR Dance students attended WA Ballet performance of 'Alice'.
- Year 11 Visual Art students attended Sculpture by the Sea and Art Gallery of WA excursion.
- Year 11 & 12 Visual Art students attended a painting workshop with artist Deanne Mosca.
- Year 12 Certificate III Visual Art students participated in a Lettering Workshop with artist Sam Bloor.
- Music Students attended Yanchep Primary School and performed to the school children.

College Events

- Year 12 Music students recorded an original CD with Sumo Recordings as well as performing at a variety of College events including assemblies, ANZAC ceremony, Colours Night, Arts Night, Contemporary Music Festival, and the Year 12 Presentation Evening.
- During Arts Week and an Arts Matinee for Kinross College, Drama students performed "Once More With Feeling" with some students also assisting with backstage roles.
- Media students presented a showcase of their work during Arts Week.
- Visual Art students showcased their work during the Arts showcase to Kinross College students and Arts Week.
- Year 12 ATAR Dance class performed at the Year 12 Presentation Night along with a music student.
- Year 11 & 12 General Dance students taught Year 8 students at Kinross College.
- Drama students participated in original Solo Performance workshops.
- Photography students exhibited works at Kinross Arts Matinee.
- Photography students showcased their work during Arts Week.
- Cert II Creative Industries students successfully filmed all performances during Arts Week.
- Year 11 and 12 ATAR Dance students performed in the Meraki Festival.
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Competitions

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



HEALTH AND PHYSICAL EDUCATION

Awards & Achievements

- Eight students were State or National representatives in the following sports – Soccer, Muaythai, Football, Basketball and Orienteering.
- Students competed in an Interschool Sport competition for Surfing.
- Students competed in an Interschool Swimming Carnival with Kinross College and won their division.

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 for the PARTY Program.
- Year 11 ATAR PE 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 12 Outdoor Education students attended a three day camp in Dwellingup learning stand-up paddle boarding, navigation, hiking and high ropes and 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 their 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.
- Year 11 ATAR Health students were involved in the Sustainability Expo creating display boards and promoting awareness of community development programs in the local community.



HUMANITIES

Excursions

- Year 11 ATAR and Year 12 General Geography students completed fieldwork at various McDonalds stores.
- Year 12 ATAR Geography students investigated the different land uses in the CBD and attended a two day camp in the Southwest.
- 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 350 Year 11 students attended the College Anzac Day Ceremony with invited guests and several veterans from retirement villages in the community.

Competitions

- Twelve students entered the Tim Winton 'Young Writers' Writing Competition. Two students were finalists with one honourable mention received.
- Seven students entered the 'Future Writers' competition.

Debating

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





MATHS & SCIENCE

Excursions/Incursions

- The 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 class went to Lake Joondalup to study aquatic systems.
- An RAC guest speaker came to speak to Year 11 ATAR Integrated Science about safe driving practices and the traps in buying their first vehicle.
- Year 12 Biology had an incursion with "Birds of Prey".
- Past students came in as guest speakers to the Science Mag Mentor classes and presented study tips.
- Year 12 ATAR Psychology students had an excursion to the Zoo.

College Events

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

Staff members attended Kinross College to speak with enrolled Year 10 students in Physics and Chemistry and after school orientation to upper school Math Methods, Physics and Chemistry classes were offered for four weeks in Term 4.

TECHNOLOGY & ENTERPRISE

Excursions

- Ninety three 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 and Technology students served a high tea to the staff at MSC for morning tea and also visited McDonalds to learn about Occupational Health and Safety requirements in the industry.
- Year 11 students in Independent Living made toilet bags filled with toiletries which were donated to the Patricia Giles Centre along with some pizzas. The students fundraised to buy the toiletries for the bags as well as buying and budgeting for the toiletries.
- Year 12 Woodwork students made grazing boards which are to be used at various College events and functions.

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. Nine students in the Year 12 ATAR course achieved 2 Perfections, three students in the Year 11 course achieved a Perfection score and ten students scored a High Distinction mark.

LIBRARY

Excursions/Incursions

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 and displaying staff members' favourite reads.
- 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 with a display promoting cultural awareness and staff dressing in orange.
- The Library staff promoted International Women's Day and sold purple ribbons for the cause.
- Various games, such as Bingo and Uno, have been catalogued on the library system and promoted to mentor teachers to engage their students.

STUDENT STUDIES

Opportunities offered to students included:

- Preparation day for Year 12 ATAR students to set goals, review their course achievement from Year 11, engage with the presenters from Elevate Education about Time Management and create a study timetable for the year.
- Preparation day for Year 11 ATAR students to set goals, engage with the presenters from Elevate Education about study skills, create a study timetable and study planner for the year.
- 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.
- Partnering with ECU to offer online tutors through Studiosity.
- 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.

LATITUDE

BOUNCE CLIMB FLY



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 2019 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
- Implementing the National Mental Health Framework 'BeYou' into the mentor program
- Liaising with Regional Office teams regarding disengaged students
- Working alongside external agencies to support the wellbeing of students

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
- College Board representation
- Year 11 River Cruise
- ANZAC assembly
- Attendance reward BBQs
- Pizza reward lunch for academic success
- Year 12 farewell photograph
- TISC assembly
- Red Frogs assembly
- Mayor's Christmas Appeal



2019 LEARNING AREA HIGHLIGHTS





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 Excursion was offered to all ATAR students aiming for university entrance. This excursion was hosted by Curtin 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 Careers 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.



WORKPLACE LEARNING

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

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 Business (1 School-based Trainee)
- Certificate III in Business Administration
- Certificate II in Civil Construction
- Certificate II in Automotive Servicing Technology
- Certificate II in Automotive Vocational Preparation
- Certificate II in General Construction Pathways (Carpentry, Tiling, Bricklaying, Plastering)
- Certificate II in Building & Construction / Para-Professional
- Certificate II in Electrotechnology
- Certificate II in Plumbing
- Certificate II in Computer Assembly & Repair
- Certificate III in Education Support
- Certificate III in Population Health
- Certificate III in Individual Support (1 School-based Trainee)
- Certificate II in Hospitality (2 School-based Trainees)
- Certificate III in Commercial Cookery (1 School-based Apprentice)
- Certificate II in Retail Cosmetics
- Certificate III in Make-up
- Certificate III in Beauty Services
- Certificate II in Salon Assistant
- Certificate III in Events
- Certificate III in Early Childhood Education and Health (3 School-based Trainees)
- Certificate II in Retail Operations (6 School-based Trainees)
- Certificate III in Retail Services (2 School-based Trainees)



SUSTAINABILITY

College Events and opportunities for students

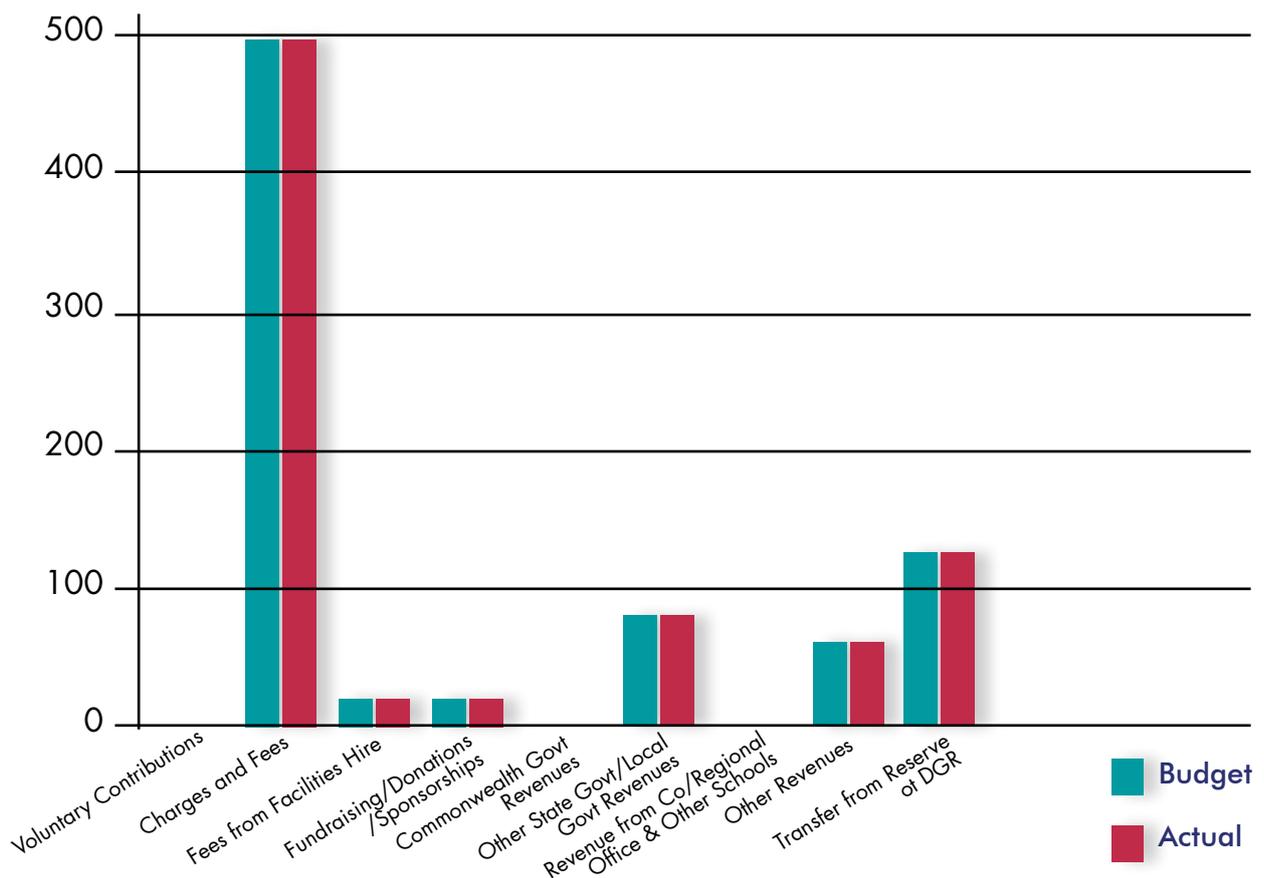
- All students participated in a recycling activity during mentor to develop understanding of correct recycling habits.
- Clean-up Australia Day was promoted to students and some mentors took part in picking up rubbish around the College.
- Earth Hour and supported events were promoted to students and students participated in School Earth Hour where they reduced their use of power.
- Raffle tickets were awarded to students who demonstrated sustainable behaviours around the College and prizes were drawn at assemblies.
- Switch off signs are displayed in all classrooms to remind students and staff to reduce energy use.
- Kenya Wildlife fundraiser in Term 2, rescue animals came to the College and a free dress day and sausage sizzle was held to raise money for the important cause.
- Recycling hub which includes batteries, mobile phone and cosmetic recycling is located in administration for easy accessibility.
- Metal drink bottles were available for students to purchase.
- Soft Plastic recycling is located in each department and recycled through Red Cycle.
- Plastic Free July was promoted around the College and through daily notice updates.
- Sustainability Expo was held in Term 3 where all students engaged with a variety of exhibitors to understand the importance of sustainability in our community.
- Sausage Sizzle fundraiser at the Sustainability Expo raised money for Western Ground Parrot, Western Swamp Tortoise and RSPCA.
- Sustainable Schools Shop is advertised to parents for second-hand textbooks/uniforms.
- Sustainability Mentor group and Foundation English classes planted in the market garden and cooked healthy meals using the produce.
- Co-mingle recycling in every classroom and office.



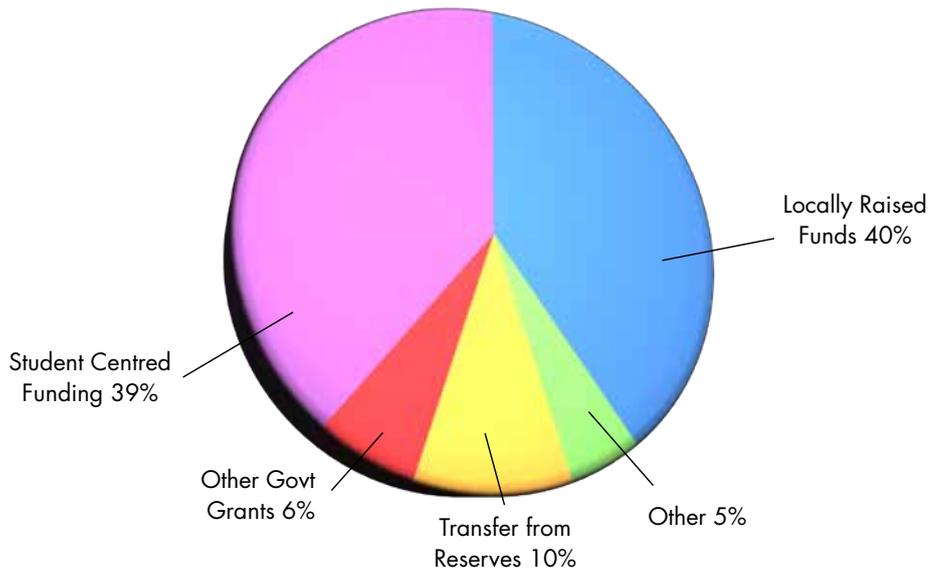
FINANCIAL SUMMARY AS AT 31 DECEMBER 2019

REVENUE - CASH & SALARY ALLOCATION	BUDGET	ACTUAL
Voluntary Contributions	\$ -	\$ -
Charges and Fees	\$ 497,449.00	\$ 497,449.22
Fees from Facilities Hire	\$ 15,352.00	\$ 15,351.83
Fundraising/Donations/Sponsorships	\$ 15,008.00	\$ 15,008.25
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ 80,700.00	\$ 80,700.00
Revenue from Co/Regional Office and Other Schools	\$ -	\$ -
Other Revenues	\$ 62,858.00	\$ 62,858.75
Transfer from Reserve or DGR	\$ 125,219.63	\$ 125,219.63
Total Locally Raised Funds	\$ 796,586.63	\$ 796,587.68
Opening Balance	\$ 564,708.55	\$ 564,708.55
Student Centred Funding	\$ 518,791.00	\$ 518,791.25
Total Cash Funds Available	\$ 1,880,086.18	\$ 1,880,087.48
Total Salary Allocation	\$ 8,922,539.00	\$ 8,922,539.00
Total Funds Available	\$ 10,802,625.18	\$ 10,802,626.48

LOCALLY GENERATED REVENUE - BUDGET VS ACTUAL



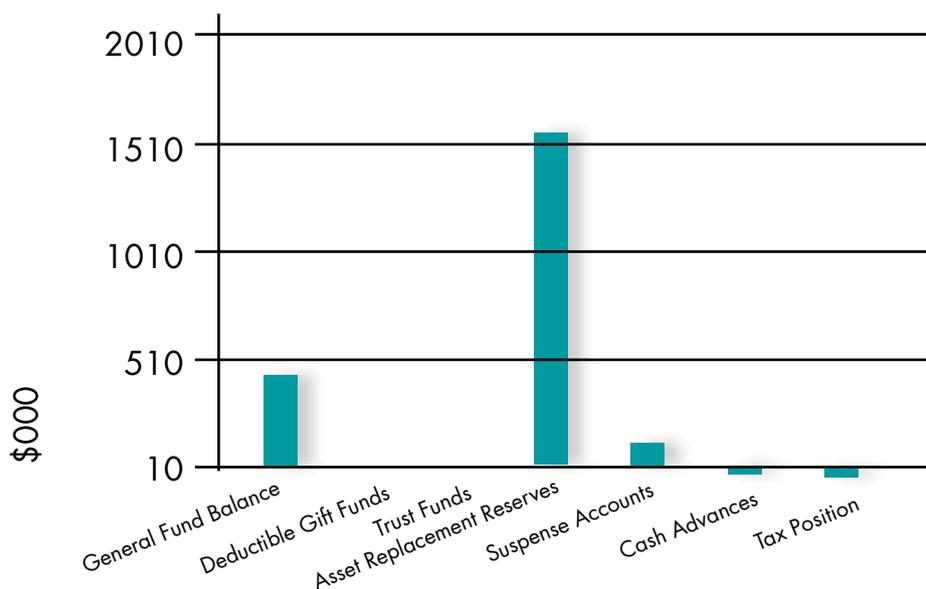
CURRENT YEAR ACTUAL CASH SOURCES



CASH POSITION

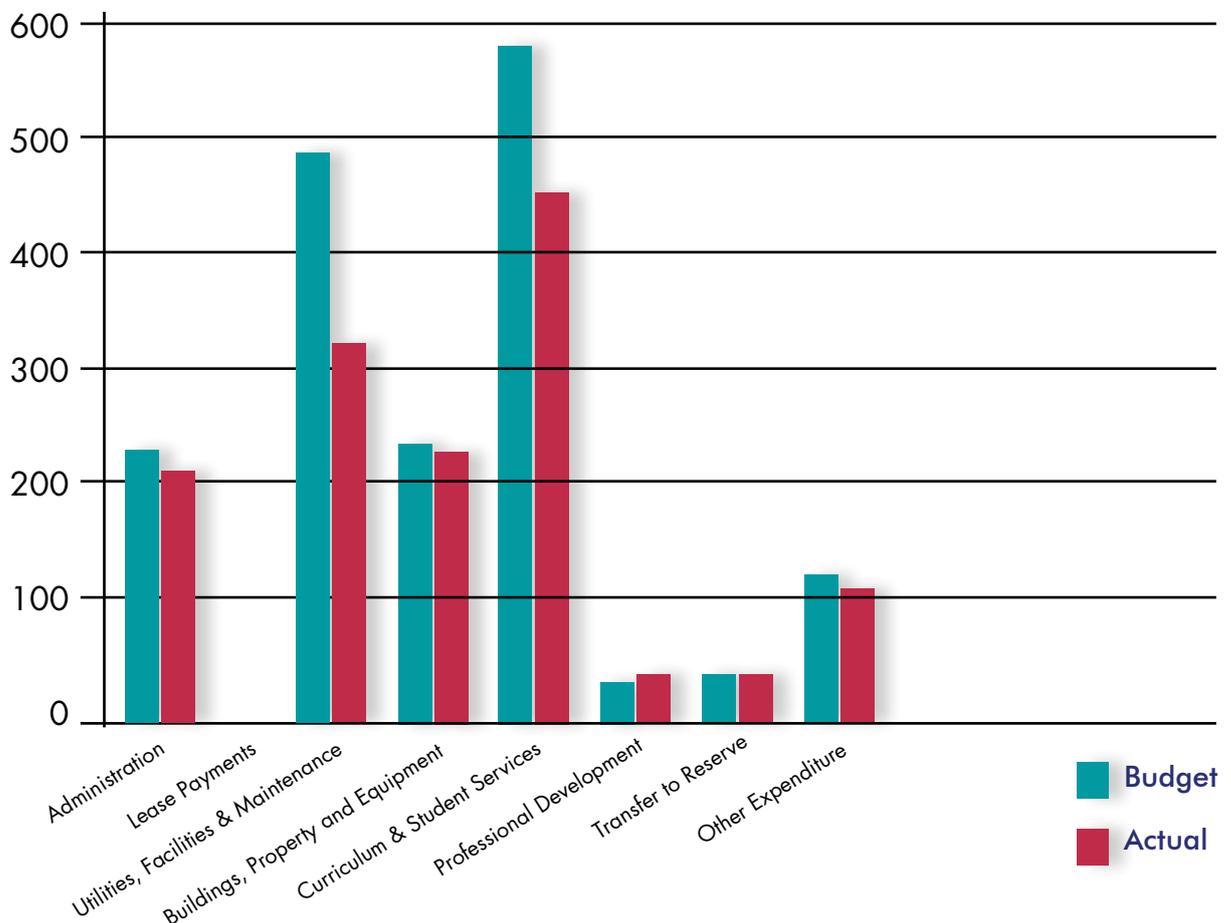
CASH POSITION AS AT 31 DECEMBER 2019:

BANK BALANCE	\$	2,276,514.73
Made up of:		
General Fund Balance	\$	456,649.20
Deductible Gift Funds	\$	-
Trust Funds	\$	-
Asset Replacement Reserves	\$	1,655,080.83
Suspense Accounts	\$	172,855.70
Cash Advances	\$	(600.00)
Tax Position	\$	(7,471.00)
Total Bank Balance	\$	2,276,514.73



CASH POSITION		
EXPENDITURE - CASH & SALARY ALLOCATION	BUDGET	ACTUAL
Administration	\$ 224,357.00	\$ 203,984.37
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 484,589.00	\$ 337,959.60
Buildings, Property and Equipment	\$ 232,141.63	\$ 228,008.14
Curriculum and Student Services	\$ 570,357.00	\$ 456,439.72
Professional Development	\$ 45,030.00	\$ 46,125.05
Transfer to Reserve	\$ 46,200.00	\$ 46,200.00
Other Expenditure	\$ 112,646.00	\$ 104,721.40
Payment to CO, Regional Office and Other Schools	\$ 6,680.00	\$ -
Total Goods and Services Expenditure	\$ 1,722,000.63	\$ 1,423,438.28
Total Forecast Salary Expenditure	\$ 8,857,126.00	\$ 8,857,126.00
Total Expenditure	\$ 10,579,126.63	\$ 10,280,564.28
Cash Budget Variance	\$ 158,085.55	

GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL





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