



Department of
Education

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Public education
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Mindarie Senior College

Public School Review

March 2021



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

Mindarie Senior College was established in 2003 as a purpose built facility for Year 11 and Year 12 students, complementing Kinross College, which opened a year prior and enrolls students from Years 7 to 10. In 2010, the college was part of the first intake of schools to gain Independent Public School status. Located within the North Metropolitan Education Region in the coastal suburb of Mindarie, the college is approximately 40 kilometres north of the Perth central business district.

There are currently 815 students enrolled at the college, representing the cultures of over 30 countries. The college has a young adult ethos that values students' maturity and independence while offering a range of supports. Mindarie Senior College has an Index of Community Socio-Educational Advantage of 1034 (decile 3).

The Board has input into the direction of the college and brings a wide range of expertise and experience. The college values parent involvement in their child's education and utilises the Connect online communication platform to regularly update parents and carers regarding student progress.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school provided an in-depth description of the process in preparing the Electronic School Assessment Tool (ESAT) submission.
- The regular check-ins and interrogation of the intended submission helped to provide a succinct and clear understanding of each entry.
- The evidence provided demonstrated the accuracy of judgements made by the school.
- Leaders indicated that the process has strengthened the college's ongoing annual review processes.
- The validation visit provided clarity of the 'how', based on input provided throughout the day.
- A wide range of staff, students, family and community representatives participated in conversations during the validation visit, providing further evidence that supported the college's submission.

The following recommendation is made:

- Continue to use the ESAT in ongoing annual review processes providing opportunities for involvement for all staff.

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Relationships and partnerships

Positive working relationships exist at all levels within and beyond the school, which underpin the way staff, parents and the wider school community interact for the benefit of the students.

Commendations

The review team validate the following:

- There is a culture of professional collaboration amongst staff ensuring collective responsibility for the progress of key focus areas within the business plan.
- Parents and carers describe communication and the support for students as strengths of the college. Survey data indicate high satisfaction with the college.
- The Board has a sound understanding of school governance and actively advocates for the college.
- Extensive partnerships with community and industry are sustained over time. Partnerships supporting Vocational Education and Training and Workplace Learning programs are substantial and are maintained through good communication and trusting relationships.
- The local community values the college. This was highlighted during the school consultation process in 2020.
- The understanding of the history and cultures of Aboriginal people is being enhanced in partnership with the local Aboriginal community. Welcome to Country features in all college events.

Learning environment

Trust and respect is integral to the 'young adult ethos' of the college. Students are encouraged to play an active part in maintaining the safe and inclusive learning environment that exists.

Commendations

The review team validate the following:

- Student behaviour, attendance and engagement is monitored effectively with positive strategies for improvement where required.
- Students are partners in their learning and are supported through the mentor program, developing strong relationships that support personal growth.
- Student voice is valued and acted on. The student resilience survey results influence the college's response in supporting student wellbeing.
- Enrolment and transition processes provide extensive information that is used to ensure accuracy in course selection and health and wellbeing support.
- The college is becoming increasingly culturally responsive through implementation of the Aboriginal Cultural Inclusion and Reconciliation Action Plans.
- A large student services team provides additional support when required through a robust referral process and ongoing monitoring of student data.

Leadership

Leadership features strongly at all levels of the college. Initiatives are directly aligned to the strategic directions of the college and are developed through dedicated working parties. The development of the business plan was led through consultation by the IDEA's working party.

Commendations

The review team validate the following:

- Trust in the leadership team is evident. Staff show passion and commitment to the vision and direction of the college.
- Leadership is distributed and embedded, and considerable attention is given to building staff capacity as leaders through professional learning and leadership opportunities.
- The business plan is a well understood and enacted document. Targets are reviewed and reported on annually and operational plans across the college are aligned to focus areas articulated in the plan.
- Coaching is a feature of teacher performance and development with a focus on instruction. The Western Australian Future Leaders Framework is formalising the identification and support for aspirant leaders.
- The college's digital learning improvement strategy is providing leadership for interested and expert staff in working with teachers to embed more contemporary learning experience into their practice.
- Decision making and change management is evidence based and articulated inclusively to all stakeholders.

Use of resources

Financial management and resource allocation is articulated in the college's strategic budgeting plan and is aligned to key focus areas within the business and operational plans.

Commendations

The review team validate the following:

- Financial management complies with the expectations of the Funding Agreement for Schools and is monitored weekly by the executive finance team in addition to the Finance Committee.
- Clear processes assist staff to meet compliance in managing budgets. The manager corporate services provides expertise, ongoing support and monitoring of spending.
- Resource allocation is guided by what is in the best interest of students and supports quality teaching in the first instance. Savvy use of technology resourcing is benefiting the college.
- Student characteristics and targeted initiative funding are directed towards teaching and support programs for intended students. The management of Vocational Education and Training provided an example of the effectiveness of the college's resource management.
- The workforce plan is a 'working document' that includes financial information and is monitored consistently by the executive finance team.

Teaching quality

High quality teaching is a key focus area in the business plan. Staff demonstrate a commitment to improving student outcomes through self-reflection, professional learning and consistency of practice.

Commendations

The review team validate the following:

- The Instructional Leadership Team provide significant professional learning in Instructional Intelligence. Staff survey data guides the professional learning program.
- The well-established culture of conferencing through classroom observation is strengthened through the sharing of 'best practice'. Staff value the comprehensive feedback provided by leaders.
- Staff engage in peer observation through 'triads' twice a year. The recording of lessons is being embraced and is enhancing the impact of the process.
- The analysis of data through the 'Class Grade Analysis' is 'putting a face' to the data for classroom teachers. Individual student achievement is monitored regularly and shared with leaders, with staff valuing the comprehensive feedback provided.
- Assessment and reporting on student achievement is robust, and includes students' analysis of their own achievement data with their mentor teacher and personal Australian Tertiary Admission Rank (ATAR) prediction.
- Leaders have engaged in Leadership and Growth Coaching, which is guiding professional conversations with staff.

Student achievement and progress

Student achievement and progress is monitored regularly and influences whole-school, operational and classroom teacher planning for improvement.

Commendations

The review team validate the following:

- Significant time was given to analysing systemic and school-based data in the development of the current business plan. Involvement was sought from all stakeholders and targets were established collaboratively.
- There is a highly strategic approach to monitoring and supporting ATAR students. Healthy competition exists between ATAR teachers in the analysis of Year 12 course data.
- Monitoring of individual student data is timely and communicated with students and parents. Referral to the Academic Support team provides a case management approach for individual students.
- Targeted support is increasing student achievement in the Online Literacy and Numeracy Assessment.
- ATAR results are as expected for the college.
- 70 per cent of Vocational Education and Training students gained a Certificate II, with 59 students gaining a Certificate III.

Reviewers

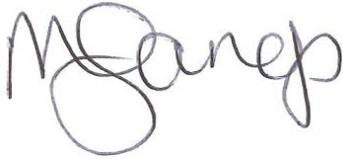
Vicki McKeown
Director, Public School Review

Kerry Chipchase
Principal, Lesmurdie Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1, 2026.



Melesha Sands
A/Deputy Director General, Schools