



MINDARIE
SENIOR COLLEGE

Where Your Future Begins



2022

ANNUAL REPORT

MINDARIE
SENIOR COLLEGE

WHERE YOUR FUTURE BEGINS

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

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 PHILOSOPHY

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

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.



PRINCIPAL'S REPORT



It is with great pleasure that I present the 2022 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, an indication of the range of school programs offered, and the financial position of the College.

I begin by acknowledging Mrs Janice Sander, the substantive Principal of the College who formally retired at the end of Term 3 having been Principal since 2008. The current success of the College is built on the leadership of Mrs Sander and the entire College community thanks her for her significant contribution. In recognition of her principalship, the College library was named 'The Janice Sander Library'. Mrs Sander's retirement led to a Statewide selection process for a new principal, and I was appointed the new permanent principal in September 2022.

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 2022 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. 2022 was a very challenging year for our entire College community with the significant impact of COVID-19 on students and members of staff. During 2022, 680 students and 68 members of staff were required to isolate.

The resolute hard work of the teaching staff and strong partnership with parents reduced the impact on learning and students continued to excel at the College. We are very proud of all their achievements and promote public celebration of success, strongly believing that it is a motivational force within our College community.

A snapshot of 2022 achievement shows:

- The highest ATAR was 99.25.
- 91% of students achieved their WACE (higher than State average).
- One student had the highest exam mark for Food Science and Technology in WA.
- 27 ATAR students received Certificates of Distinction or Merit from the SCSA.
- 95% of students achieved the Literacy and Numeracy standard.
- 228 VET Certificates were successfully completed.

These are outstanding results in the context of a very disrupted year and highlight the strength of the College community.

I would like to acknowledge the work of the College Board. The Board members bring a diverse range of skills and expertise to support the school decision making and performance review processes, their input is highly valued. We are also appreciative of 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.

A handwritten signature in black ink, appearing to read 'Jonathan Bromage'.

Mr Jonathan Bromage, Principal

CHAIR OF THE BOARD REPORT



The 2022 Annual Report reflects a year of change for Mindarie Senior College. We farewelled our hard working Principal Mrs Janice Sander who retired after 15 years of loyal service to the College and we wish Mrs Sander a happy, enjoyable retirement.

We were delighted to welcome our very own Mr Jonathan Bromage as our permanent principal in September 2022. Mr Bromage's appointment was a result of his dedication and commitment to the College that continues to shine through as does his energy and innovative approach.

I thank all staff, teaching and non-teaching, who work tirelessly for the benefit of students and who continue to support them to succeed in their chosen fields.

I would like to express my deep appreciation to the College Board for their diligence and informed decision making for the benefit of the College.

2022 Board Members:

Tracey Roberts MP (Chair), Jonathan Bromage (Principal), Wroff van Munster (Vice Chair), Brian Piper, Hon. Michael Mischin, Professor Steve Chapman, Sue Egerton, Sarah Piper, Mike Gilbert, Samantha Richardson, Senior Sergeant Steve Leach, Reese Driscoll (staff member).

We thank Samantha Richardson and Sarah Piper who reached the end of their tenure at the end of 2022 for their outstanding service to the Board.

The Board was supportive of the policies and procedures implemented by the College to manage the COVID-19 pandemic and the focused approach on minimising disruption to teaching and learning.

Unfortunately due to the assessment of risk, a number of events were not run due to COVID-19 restrictions, including:

- Semester 1 Colours Night
- Meet the Mentors
- World's Greatest Shave

The ANZAC service was held in the PA Space with the Year 11 councillors and was livestreamed to all classrooms.

Board members were invited to attend and enjoyed the following events:

- Semester 2 Colours Night
- Health Expo
- Sustainability Expo
- Arts Week
- Presentation Evening

The purpose and energy of the College has seen student numbers reach 823 in 2022 and it was encouraging to see our students progress well throughout the year. In addition our advocacy and strategic planning will see the new STEM building constructed onsite, an exciting project that will commence in May 2023.

I am pleased to report that the new program for selected Year 12 students - ECU UniPrep (Schools) has proven to be a resounding success and we look forward to hearing about the continued progress of our students.

The Year 12 results for 2022 across all pathways are very encouraging as can be seen in this report under Year 12 Results.

We are indeed fortunate to have very supportive family members as we all support the journey of our Year 11 and 12 students. The enthusiasm of the students when they walk through the doors of the College in Year 11 is a delight to see and it has indeed been a pleasure to work with families as we all maximise the great opportunities for our students.

Our shared vision is for every child to succeed and for this to become a reality, communications need to be effective.

As the Chair of the Board it is heartening to see so many of our students, who have graduated from Mindarie Senior College, sharing their successes and being a valued member of our large and fast growing community.

Thank you to everybody who contributed to the ongoing success of the College and our students.

Tracey Roberts

Tracey Roberts MP
Chair of the College Board

YEAR 12 RESULTS

In 2022, 361 Year 12 students completed their schooling at Mindarie Senior College, one of the largest cohorts in the State with 91% of those students achieving their WACE. This was above the public school result (89%).

Twenty-seven students received prestigious School Curriculum and Standards Authority (SCSA) certificates.

SUBJECT EXHIBITION

Presented to the student who scored the highest examination mark across the State in each ATAR subject.

1

CERTIFICATES OF EXCELLENCE

Presented to students who scored between in the top 0.5% of examination marks across the State in each ATAR course.

2

CERTIFICATES OF DISTINCTION

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

9

CERTIFICATES OF MERIT

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

18

Of those 361 students, 20% studied 4 or more ATAR subjects and 46% studied at least one Certificate II course or higher.

Also, 59% of students achieved an ATAR above 70 which is considered the minimum entry for University. Integrated Science, Food Science, Geography and Computer Science were announced by SCSA as a course whose students were in the top 15% of all students in that course Statewide (public and private).

Geography, Integrated Science, Maths Applications and Psychology final mean scaled score was better than the final mean scaled score of all schools in the State both public and private.

Of the 245 students who started a VET course, 221 were due to complete the qualification, with 90% achieving the full qualification.

YEAR 12 RESULTS

ATAR COURSES WITH STUDENTS ACHIEVING HIGHER THAN THE STATE MEAN	2022	2021	2020
Biology		✓	✓
Food Science			✓
Geography	✓		
Health Studies			✓
Integrated Science	✓		✓
Maths Applications	✓	✓	
Maths Specialist			✓
Media Production and Analysis			✓
Modern History		✓	
Psychology	✓		
Visual Art		✓	✓

Published by SCSA are 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	54.30%	94.7%
Reading	58.2%	98.6%
Writing	45.7%	98.4%

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 time to Academic Support for students to improve in Numeracy and Literacy. The students have also improved their standards through consistent efforts.

2022 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 2020 and many of these targets were new. Progress on these targets are outlined below.

TARGET 1

QUALITY OF TEACHING

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

	2019	2020	2021	2022
Mindarie	95% very satisfied/ satisfied	95% very satisfied/ satisfied	90% very satisfied/ satisfied	*

*Not yet available

Previous results show student satisfaction with the quality of teaching at the College is consistently high, with 90% responding with satisfied or very satisfied. The staff at Mindarie Senior College pride themselves on the quality and rigour of their lesson design and teaching strategies. The staff are provided with high quality professional learning focusing on instructional strategies and best practice to engage all students in their respective courses.



TARGET 2

WELLBEING

The percentage of Year 11 students showing a rating of 'high resilience' in the differential between the Pre & Post Wellbeing Surveys to increase each year

Our Year 11 students were given the Speaking Out Loud survey in 2021 and then in Year 12 they completed a school based questionnaire with similar questions. The resilience focused questions and results of the surveys from our current Year 12s compared to their survey results in Year 11 are outlined below. The results are overwhelmingly positive. This shows that we are clearly enabling and empowering our students to become resilient young adults. Student Services are incredibly grateful for the huge part all staff play in this on a daily basis.

Question	2021	2022
I feel safe at school all the time	27%	88%
I can deal with things that happen in my life	67%	84%
I am happy with myself	61%	76%
I know where to go at school to get support for stress, anxiety etc	79%	83%



TARGET 3

ATTENDANCE

The percentage of students who have regular attendance (rate > 90%) to be greater than 60% each year

	2019	2020	2021	2022
Mindarie	54.9%	46.9%	57.0%*	37.2%*

*This target was again directly affected by COVID-19 in 2022 with students directed to stay home if feeling unwell or unsafe at the College.

It's worth noting that students missing one day at Mindarie SC translates to an attendance rate of 75% where as a student in a school with a 5 day timetable who misses one day, their attendance rate would be recorded as 80%. This anomaly in recording attendance adversely affects our target.

Authorised attendance is still very high at 96% which is a positive statistic.

TARGET 4

ONLINE LITERACY AND NUMERACY ASSESSMENT

The percentage of students demonstrating Literacy and Numeracy proficiency for WACE to be at or higher than 95% each year

	2019	2020	2021	2022
Mindarie	91%	93%	94%	95%

Mindarie Senior College achieved this aspirational target in 2022 which is an excellent result.

The College once again achieved considerable success with the number of students who reached the benchmark in Numeracy and Literacy as stated in the Year 12 results earlier in this report. We will continue to resource additional time in the budget to help these students obtain their OLNA. In 2021 and 2022, 1.2 fulltime equivalent (FTE) was allocated for Academic and OLNA support. This will be continued in 2023.



TARGET 5

VOCATIONAL EDUCATION AND TRAINING

The completion rate of each VET qualification is greater than 95%

There were five VET qualifications delivered at the College in 2022.

1	2	3	4	5
95% Completion Rate 38 out of 40	91% Completion Rate 10 out of 11	84% Completion Rate 63 out of 75	82% Completion Rate 9 out of 11	81% Completion Rate 30 out of 37

Seventy one students were enrolled in 'external VET qualifications' and of those who were due to conclude their qualification in 2022, we had a 100% completion rate.

We met the aspirational target for one of the qualifications delivered at MSC. Staff delivering these qualifications noted the prime reason for not reaching the target in four of the qualifications, was poor student attendance.

In 2023 the target of 95% will be reviewed. It was set when the completion of a Certificate II qualification was one of the criteria for WACE, this is no longer the case. Teachers delivering qualifications will continue to support students and provide every opportunity for the achievement of the qualification.

TARGET 6

GENERAL STUDIES

The percentage of students that achieve a 'C' grade or higher in each Year 12 General Course is greater than 85% each year

	2019	2020	2021	2022
Mindarie	17 General Courses 9 achieved the target	17 General Courses 12 achieved the target	20 General Courses 15 achieved the target	19 General Courses 13 achieved the target

Only six courses did not achieve this target in 2022 and of these six, three were only a small percentage off achieving the target. After the Semester 1 Class Grade Analysis were completed, courses were identified as having students not achieving the target. Armed with this information, teachers can focus on using appropriate instructional strategies to help students at risk achieve a 'C' grade or higher.

TARGET 7

MEDIAN ATAR

By the end of 2022 the Median ATAR has risen to at least 75

	2019	2020	2021	2022
Mindarie	73.45	70.1	74.3	73.45

A whole College focus was initiated and strategies were introduced to improve the median ATAR. Some of these initiatives included strategies in study techniques through Elevate Education. Course teachers, using teaching and learning strategies in class, engaged students effectively. A targeted focus on lesson design objectives and the course syllabus was also used. ECU UniPrep (Schools) has been initiated as a strategy for our lower end ATAR students to provide an alternate pathway to higher education.

Study timetables and assessment planners were used by teachers and an ATAR Preparation Day was organised before the year started, alongside targeted ATAR assemblies throughout the year.

TARGET 8

UNIVERSITY ENTRY ATAR

A minimum of 95% of the Year 12 students applying for entrance to University each year receive an offer

With the approval of the College Board, this target was discontinued in 2021. Students are now able to enter University with an early offer based on their Year 11 results. Not all these students go through TISC. As a result we have no way to collect the data with any accuracy.



2022 SURVEY RESULTS

As part of the College's ongoing review, we undertake the National School Opinion Surveys every year. Surveys are offered to the key groups of students, parents and staff.

The information we receive from the surveys are analysed and contributes to our ongoing self-assessment review of the College and its performance. The outcome of the surveys helps us monitor the College's effectiveness in providing a high-quality education and learning environment for all students.

These three graphs show the results from the National School Surveys for staff, students and parents. The results are extremely positive and consistent, supporting the College's core philosophies and young adult ethos. All the results are well above the median 2.5 with most scoring between 3.5 and 4.5 out of a 5-point scale.

2022 Student Survey

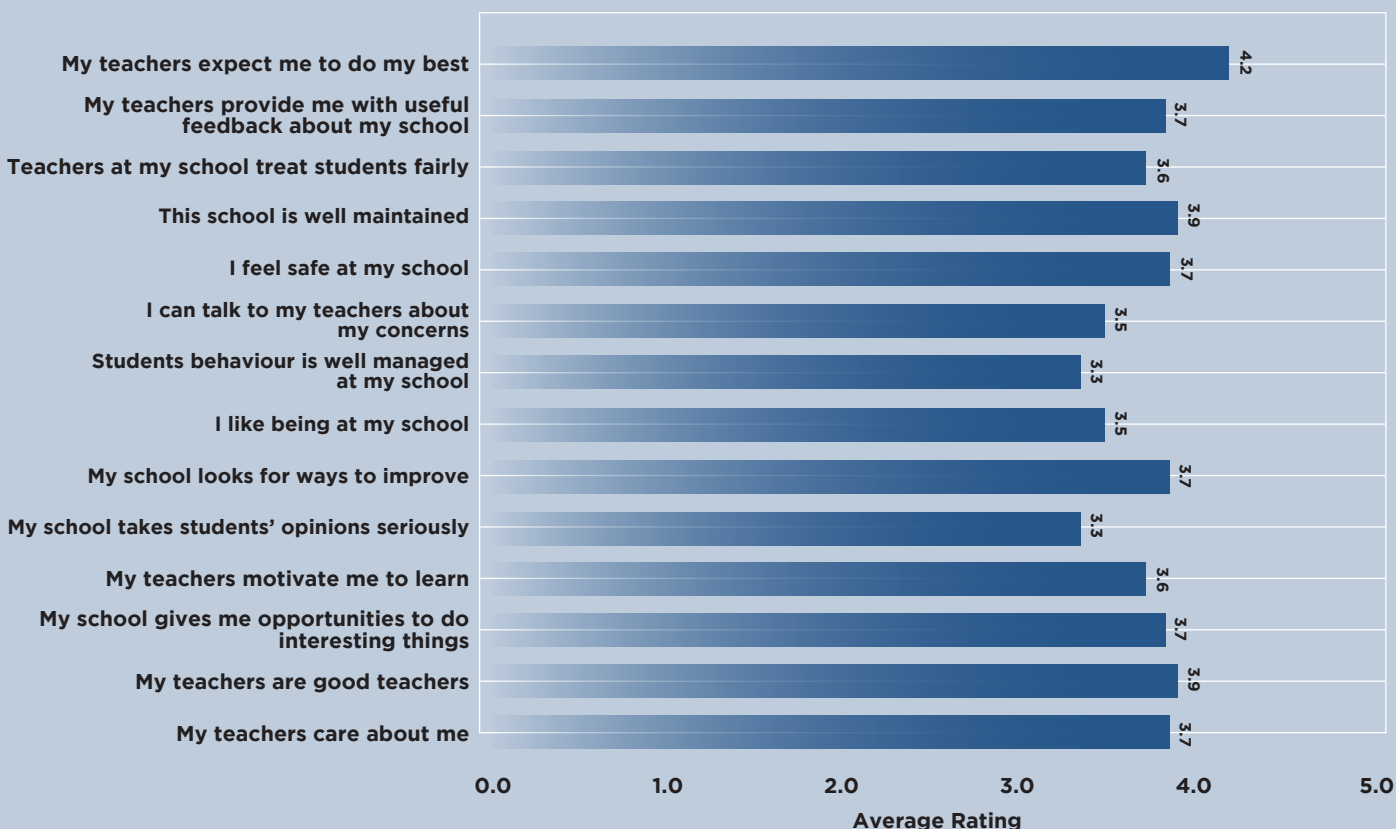
343 students responded to the survey in 2022.

- 96% feel welcome at MSC
- 93% of students say there is at least one adult that cares about them

Strengths

- My teachers expect me to do my best (4.2)
- My teachers are good teachers (3.9)
- I feel safe at school (3.7)
- Teachers give useful feedback (3.7)
- My school looks for ways to improve (3.7)
- My teachers care about me (3.7)
- My teachers motivate me to learn (3.6)

Student Survey



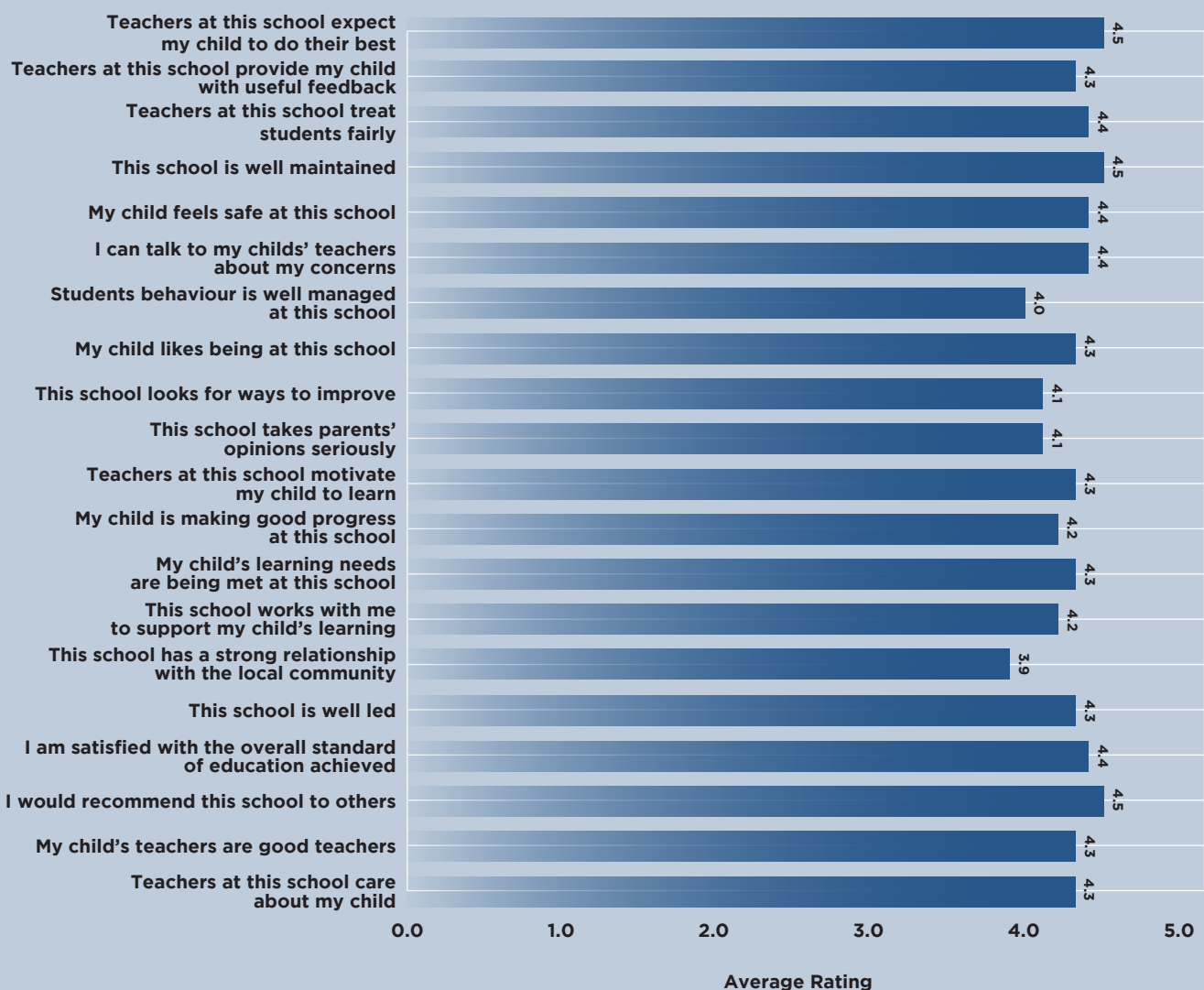
2022 Parent Survey

The parent survey overwhelmingly shows a consistently high degree of satisfaction with the College with the majority of survey items scoring 4 out of 5 or higher on each question this year. Parents are asked to complete the survey at the end of Term 3. There were 86 responses to the 2022 survey.

Strengths

- Teachers at this school expect my child to do their best (4.5)
- This school is well maintained (4.5)
- I would recommend this school to others (4.5)
- I am satisfied with the overall standard of education (4.4)
- My child feels safe at this school (4.4)
- Teachers at this school treat students fairly (4.4)
- I can talk to my child's teachers about my concerns (4.4)

Parent Survey



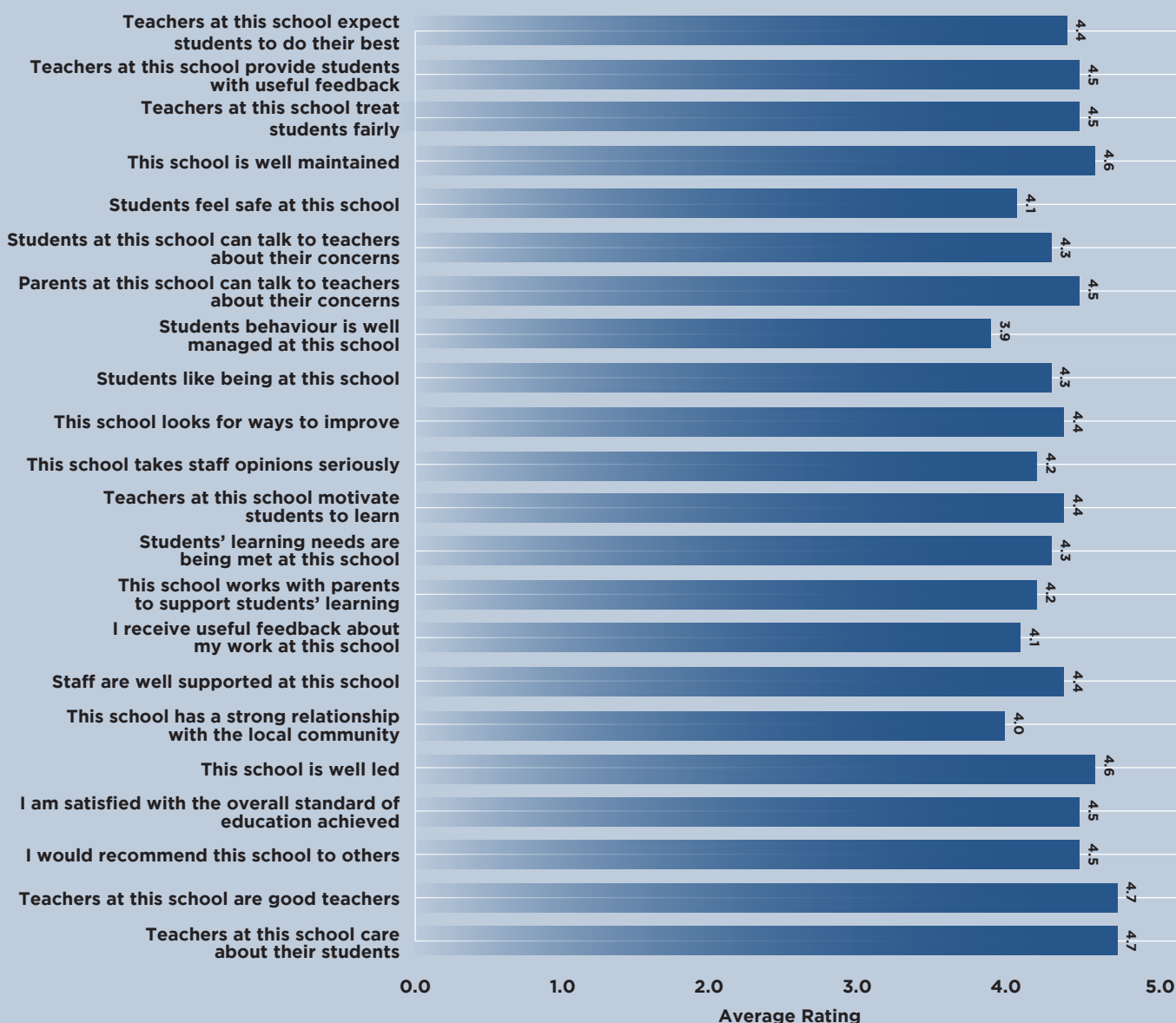
2022 Staff Survey

The staff survey was also extremely positive. Staff are respected and well supported at the College and work together to improve student outcomes. Fifty four staff members responded to the survey in 2022.

Strengths

- Teachers at this school are good teachers (4.7)
- Teachers at this school care about their students (4.7)
- This school is well led (4.6)
- This school is well maintained (4.6)
- Teachers at this school treat students fairly (4.5)
- Parents at this school can talk to teachers about their concerns (4.5)
- I would recommend this school to others (4.5)
- This school looks for ways to improve (4.4)
- Teachers at this school expect students to do their best (4.4)

Staff Survey



2022 KEY FOCUS AREA HIGHLIGHTS

To enable success for all students and achieve the Student Improvement Targets as articulated in the College Business Plan 2020-2022, the College has developed a range of strategies within three interconnected focus areas: High Quality Teaching, Relationships, and Leadership.

Focus Area 1: High Quality Teaching

As a College, high quality teaching and learning is our core business. In 2022, the College focused on supporting high quality teaching through a Professional Learning Strategy building on skills in Instructional Intelligence, embedding peer coaching, and promoting ICT and digital learning programs.

Throughout 2022, the Instructional Leadership Team, led by the Professional Leadership Coordinator, continued to reflect on, develop and implement instructional training. Aligned to our ongoing commitment to Instructional Intelligence and effective cooperative learning within classrooms, eight teaching staff led instructional skills with the College teaching staff throughout the year and continued to build on the instructional capacity of staff. Collaborative and best practice teaching, both within learning areas and during whole staff meetings, gave teachers an opportunity to share what was working in their classrooms and plan ways to adopt others' practices in their own lessons.

Time was also invested in building teacher capacity to analyse student data. Data reference included NAPLAN, OLNA, attendance, potential grades, actual grades, course rankings, exam marks and predicted ATAR (as applicable). Staff reflected on the available data, commenting on students' strengths, weaknesses, well-being concerns, behaviour, work submission, contact with parents, and referrals. Such reflections formed part of ongoing conversations around data and cross-curricular support for students. After completing comprehensive class profiles, teachers planned their curriculum based on individual student needs and reflected on student achievement in course reflections each semester. Teachers continued to regularly use progress reports/task marks and make results available to both students and parents, via Connect, supporting all stakeholders to take an active role in monitoring progress and achievement.

In Term 1, the teaching staff participated in a peer coaching refresher with Growth Coaching International. Building on professional learning completed in 2021, teachers were given regular opportunities to reflect on their goal and check in on their progress against it throughout the year. The peer coaching strategy is aligned to our conferencing process which sees teaching staff working alongside their colleagues in reflection and continual refinement of their practice. In accordance with the Department of Education ICT Vision 2022-2024, stating that students will become discerning users of technology, choose the right tools at the right time, and prepare to take the next step beyond school into further education, training, and work, a Bring Your Own Device (BYOD) working party was established. Led by the Digital Learning Coordinator, the team worked in preparation for BYOD including articulating the vision for BYOD, establishing a policy and support processes, and communicating with incoming students and their families.

In conjunction with the BYOD program, staff have continued to blend digital learning practice with Instructional Intelligence through the adoption of the Technology, Pedagogy and Content Knowledge (TPACK) model. Staff have developed their skills further in Moodle and Microsoft 365 through regular, supported working time and ICT support sessions. New practices in digital mind mapping and collaboration through co-authored documents were introduced and modelled by the Digital Learning Coordinator. Staff shared their skill sets by presenting their best practice at professional staff meetings. The College Learning Management System, based on Moodle was upgraded to the latest generation, delivering a cleaner, more engaging interface for staff and students to access learning activities and resources.

Our Manager of Student Studies carefully monitored all students to ensure their progress was in line with the Academic Standards Policy for Year 11s and achieving WACE for Year 12s. Students identified as 'At Risk' were counselled and supported by specialist literacy and numeracy staff, classroom teachers and their mentor teachers. Academic reviews of student progress were completed through mentor lessons after each reporting cycle. In 2022, the College continued to provide targeted, high-level support for students engaged in College SAER (Students at Educational Risk) programs. This included literacy and numeracy specialist support for students who are yet to meet the OLNA requirements. Academic Support was provided for students with a diagnosed disability or impairment. Students were also supported through a range of measures, including special provisions, equitable access adjustments, and Education Assistant support. Equitable access to resources and opportunities is one of our central values as a College. The Follow the Dream program engaged with 10 Indigenous students from the College. The program supported them with tutoring, school fees and the purchase of textbooks.

ATAR preparation and support days were offered in Term 1 supporting ATAR students to set goals, draft study timetables, create assessment planners and for the Year 12s to review their Year 11 achievement. ATAR students engaged with the Elevate Education presenters to explore study strategies and time management skills. All ATAR students attended assemblies to support their understanding of the WACE and ATAR marks adjustment process and were encouraged to attend Exam Revision sessions through the College's partnership with Mastermind Australia. ATAR students were supported in revising for their end of year exams by the College providing Exam Booster sessions.

Our partnership with ECU allowed our students free access to Studiosity - online tutoring - to assist their understanding of course content. The Manager of Student Studies also supported students in early entry and scholarship applications for university bound students. To ensure all students have an opportunity to achieve success, assessment catch up sessions were run on Wednesdays to support students who missed tests and assessments due to sickness or misadventure.

2022 Grade Achievement in Foundation/General/ATAR Pathways

2022 Year 11 Foundation Courses					
Grade	A	B	C	D	E
%	12.56	31.69	41.7	9.11	4.94
2022 Year 11 General Courses					
Grade	A	B	C	D	E
%	12.56	31.69	41.7	9.11	4.94
2022 Year 11 ATAR Courses					
Grade	A	B	C	D	E
%	11.98	25.93	41.26	17.68	3.14
2022 Year 12 Foundation Courses					
Grade	A	B	C	D	E
%	0	25	37.5	12.5	25
2022 Year 12 General Courses					
Grade	A	B	C	D	E
%	9.86	32.07	42.16	10.40	5.51
2022 Year 12 ATAR Courses					
Grade	A	B	C	D	E
%	12.48	32.16	44.25	9.75	1.36

The National School Opinion Survey was again administered to students, parent and teachers with the results analysed and incorporated into future planning.

Focus Area 2: Relationships

The College transition program continued with enrolment interviews, enrolment evenings, transition and orientation days and Meet the Mentor parent nights. Survey data showed that the majority of students felt their teachers were good teachers who treated them fairly and expected them to do their best.

The College continued to work closely with our BeYou and Act Belong Commit counterparts as we navigated a busy year of College events, and resilience activities through our successful Mentor Program. The RUMA and Shenton Network conference in May featured a presentation on trauma and how it affects young people, so that the College can better support students pastorally, increasing their capacity to achieve academically. Our students had ongoing access to an array of guest speakers, as well as mental health talks, led by our School Psychologist. We continued to promote education to our students surrounding behaving responsibly as young adults. To this effect, we were very lucky to have the support of Red Frogs, who provided advice for those students wishing to attend Leavers 2022. R U Legal also came to the College and spoke to our students about the implications and consequences of decision making.

Our annual RUOK? Day was celebrated by all students on the College oval through fun activities chosen to promote positive mental health. The student mentor lesson before this event was a great opportunity to reiterate to our students that it only takes a second to check in with their friends and ask, 'are you okay?' The staff dunk tank was a particular highlight as many staff got wet from head to toe! Throughout the year, we celebrated student attendance, academic and community achievements, as well as the successes of those students who reached state level in sport. Odie, our resident Moodle, continues to attend the College on Fridays and has settled in to working as the therapy dog with ease. He is a great source of happiness for our students, and an enormous boost of serotonin for staff as well.

The Student Services Team continued to provide outstanding and timely support to our students in an ever-changing world of technological advancements and social media trends; this was complemented by Professional Learning for staff in the realities of what young people are experiencing online through Australia's leading cyber safety educators-ySAFE.

The College Board maintained its high profile community members including the College Board Chair, Tracey Roberts MP - Member for Pearce, Vice Chair Wroff van Munster - State Manager, Brian Piper - Business Owner, Hon. Michael Mischin MLC - Member for North Metropolitan Region, Professor Steve Chapman CBE - ECU Vice Chancellor and President, Sue Egerton - Director of Residential Construction & Trades North Metropolitan TAFE and Senior Sergeant Steve Leach - WA Police.

Partnerships with local government, community-based 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 worked with the Graham (Polly) Farmer Foundation in supporting Follow the Dream students. The College engaged guest speakers (including ex-students), industry partners particularly for the delivery of Certificate courses and the use of professional coaches to support students in Physical Education Studies and Certificate II in Sport & Recreation.

Circumstances pertaining to commemorations with Cambrai Village in 2022 were, unfortunately, similar to those in 2021. To ensure the safety of residents, MSC students were unable to attend the Cambrai ANZAC commemoration, following COVID-19 restriction guidelines. The traditional ANZAC Assembly at the College was presented as a staged commemoration in the PA space; this was filmed by our Media students and streamed live to Year 11 and Year 12 Mentors. Unfortunately, Cambrai residents were unable to participate. MSC students were able to take part in Cambrai's Remembrance Day commemoration in November.

The College Reconciliation Action Plan (RAP) continued to develop in 2022, led by the RAP committee, with support from AIEO's and other community agencies. Due to the commitment of this group, the College has implemented an Acknowledgement of Country at the opening of meetings and College assemblies. Acknowledgments that we live and work on Whadjuk Noongar Boodjar are also displayed around the College and on staff email signatures. This is complemented by a Welcome to Country at our largest event: the Year 12 Presentation Evening.

To continue along our path towards cultural responsiveness, mentor lessons marking NAIDOC and Reconciliation weeks supported our students to better understand the contribution our First Nations People make to Australian society. A special collection of narrative and interpretive texts written by First Nations authors is located in the College Library, and a shared online location allows staff to contribute to an ever-growing bank of resources for teachers. The College

will also be installing new flagpoles at the front of the College so that the Australian Aboriginal flag can be flown alongside the State and National flags. The next step is for the College to submit the RAP to Narragunnawali so that larger projects can get underway.

2022 was a successful year for the Sustainability Committee. A well supported Sustainability Expo saw many groups from the community partner with the College to share their knowledge and inspire the students. The Sustainability Committee at MSC also presented at the Sustainability Student Meet organised by WasteSorted at John Curtin College. Our teacher-leaders received such positive feedback with regard to the presentation and many schools contacted them to hear more about the Expo. The Sustainability Team applied for a grant of \$5000 which we were awarded to put towards waste sorting station around the school.

Focus Area 3: Leadership

Teacher leaders across the College continued to be provided with a range of opportunities. Staff were able to grow their leadership through opportunities to lead courses, deliver professional learning, or sit on College committees and working parties. Forty staff contributed to the leadership of the College across 10 working parties and committees in 2022. An aspirant process, using the Department of Education Future Leaders Framework, was run throughout 2022. The process identified staff with leadership potential across the College and provided them with professional learning opportunities and mentoring to move closer towards administrative and executive roles.

There continued to be a series of opportunities for aspirant staff to fill vacant positions. One of the Associate Principals stepped up into the Principal position, one of the Learning Area Managers filled in for the Associate Principal, and a teacher stepped up to the Learning Area Manager position. These positions were filled via the Department's selection processes. We continue to provide opportunities for aspirant staff in the Year Leader roles, with the Year 11 Leaders for 2023 being advertised and filled in Term 4.

Teaching staff at the College worked for the School's Curriculum and Standards Authority in a number of roles:

Chief Examiners / Examiners of a WACE ATAR Exam	6
WACE ATAR Exam Marker	15
Member of Examining and Standards Panels	4
Member of WACE Course Advisory Committees	5
Externally Set Task Marker	2

Students were able to demonstrate leadership through their courses and the Student Council. In particular, students in Health & Physical Education built their leadership skills as group leaders on College camps and excursions. Our student leaders demonstrated characteristics of a good leader by encouraging and motivating others, taking initiative and bringing their peers together. Through Interschool Sports, student leaders were appointed as captains or vice captains. Students were also given the opportunity to lead through their connection to local primary schools where Mindarie students coached small groups of Primary students, and supported teaching staff at Interschool and School Carnival events.

The Student Council led their peers throughout 2022, with six Year 11s and 10 Year 12s successfully elected to these leadership positions. The Student Councillors are mentored by the Year Leaders to run events for their peers and present at events and assemblies throughout the year.

2022 LEARNING AREA HIGHLIGHTS

THE ARTS

- Acknowledgement of past MSC Arts students working in the industry with a photo wall of these students at the entrance of the PA Theatre.
- One Visual Arts student had their artwork purchased by the College with funds donated by Mark Folkard MLA. All Art Acquisition Awards are displayed at the College.
- One Year 12 ATAR Visual Art student had their artwork selected for the MSC Greeting Card.
- One student was nominated by the College to be in the running for Pulse Perspectives 2022.
- One Year 12 Music student was accepted into WAAPA for 2023.
- Drama students were involved in workshops with the Black Swan State Theatre Company.
- One Year 12 ATAR Dance student was asked to audition for Perspectives 2023 as she was one of the top performers in the WACE Practical Exam.
- Year 12 General Dance students performed at the inaugural Schools to Stage dance competition at Newman College.
- ATAR Drama students attended workshops at the College by Black Swan State Theatre Company.
- Year 12 ATAR Dance and ATAR Drama students attended Perspectives at the Perth Concert Hall.
- Year 12 Media Production General and Certificate II in Creative Industries students created their own film shoot at Ern Halliday.

Excursions

- Year 12 ATAR Visual Art students attended an excursion to the Art Gallery of WA and the WA Museum Boola Bardip.
- Year 11 ATAR Visual Art students attended the Sculpture by the Sea excursion.
- Year 12 General Visual Art students participated in a Lettering Workshop with artist Sam Bloor.
- All Dance students were able to attend Co3's performance of State as part of the Perth Festival.

College Events

- Year 12 Music students recorded an original CD as well as performing at a variety of College events.
- Media Production and Analysis 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.
- Year 12 Photography students exhibited their works at Arts Week.
- Certificate II in Creative Industries students successfully filmed all performances during Arts Week.
- Dance students presented a showcase of their work titled Time to Shine at Arts Week.



HEALTH AND PHYSICAL EDUCATION

Awards and Achievements

- Six students were State or National representatives in the following sports – swimming, boxing, soccer, karate and ten pin bowling.
- Students competed in Interschool Sporting competitions for swimming, surfing, netball, basketball and AFL.

Excursions

- Year 11 Outdoor Education students attended a surfing and kayaking expedition to Moore River and a three day Mountain Bike Camp in Dwellingup.
- 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 one day expedition 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.
- Year 11 ATAR Health Studies students attended an incursion by the PARTY Program covering smart choices and risk taking behaviour.
- Year 11 ATAR Health Studies students heard from a guest speaker from Donate Life.
- Year 12 General Health Studies students visited Mindarie Primary School to play board games with the children.
- Certificate II in Sport Coaching participated in multiple interschool events at the request of local primary schools.



College Events

- 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 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 Studies students were involved in the Sustainability Expo creating display boards and promoting awareness of community development programs in the local community.
- Year 12 Certificate II in Sport Coaching students gained their Senior First Aid accreditation.
- Year 12 ATAR Physical Education Studies students attended the Athletic Institute for a physiology excursion.
- Year 11 and 12 Health Studies students heard from guest speakers from the AIDS Council of WA and our community nurse.
- Year 11 and 12 Physical Education students were given instruction from specialist coaches from volleyball, touch football, netball, soccer, surfing, basketball, and cricket.
- Health Studies students were involved in learning correct Yoga practice from a former MSC student.



HUMANITIES

Awards and Achievements

- Seven students entered the Tim Winton Young Writers writing competition.
- Two students entered the Western Australian Premier's Book awards.
- Ten students entered the Peter Cowan Awards with one being a finalist.

Excursions/Incursions

- Year 11 ATAR Politics and Law students attended an excursion to the Perth Law courts.
- Year 11 General Geography students attended a Perth CBD tour of the tourist attractions of Perth and took the ferry to Perth Zoo.

- Year 11 ATAR and Year 12 General Geography students completed tourism fieldwork at the Swan Valley Supa Golf and Cuddly Animal Farm.
- Year 12 ATAR Geography students investigated the different land uses in the CBD.
- Year 12 ATAR Geography students visited Kings Park for seed collection and orienteering.
- Four Year 12 ATAR Economics students attended the Chamber of Commerce and Industry Student Forum.
- Year 12 ATAR Economics students held webinars with the Reserve Bank of Australia (RBA) and Federal Treasury talks focusing on fiscal and monetary policy.

College Events

- Students represented the College at the Cambrai Retirement Village Remembrance Day Service.



MATHS AND SCIENCE

Excursions/Incursions

- The Year 12 Integrated ATAR classes visited Neil Hawkins Park to analyse the water quality, both biotically and abiotically.
- The Year 12 Psychology class went to the Perth Zoo to enhance their understanding of methods of learning and behaviour modification.
- The Year 11 ATAR Biology and Year 11 ATAR Integrated Science classes visited Yanchep National Park to analyse the local ecosystem and human interference on the environment.

College Events

- All mathematics students were given the opportunity to attend a Classpad Calculator Introduction session in Term 1.
- Help' sessions were available to students most Wednesdays.
- Tutorial classes in science ATAR courses were conducted on a Wednesday at various times throughout the year.
- Exam revision sessions were conducted for ATAR courses prior to Semester 2 exams on Wednesdays.

Awards

- One student was the recipient of the University of NSW: International Science School Scholarship Medal, which was run in the July school holidays.

TECHNOLOGY AND ENTERPRISE

Excursions/Incursions

- Seventy-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 care packages for the local aged care centre across the road.
- Year 12 Certificate II in Community Services and Year 11 Children, Family and Community classes organised playgroup sessions for the community.
- 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. They also helped with the sausage sizzle for the RU OK day.
- Year 12 Woodwork students made grazing boards which will be used at various College events and functions.
- Year 12 Accounting and Finance and Computer Science students went on an excursion to IBM Australia to look at their intern program.

Competitions

- Eighty five Year 11 and 12 Computer Science students entered the University of NSW computer programming (Python Challenge) and competed against other students across Australia.



LIBRARY

Continuously evolving to meet the demands of the College community, the Library Resource Centre enjoyed consolidating improvements in 2022. Regarded as a safe, welcoming space, the library provided access to information and resources in this formative period.

To remain relevant in today's data driven world, libraries seek to engage library users in physical and online spaces. The LRC is no exception and events celebrated included Library Lover's Day, Book Week, R U Okay, E-Safety Day and Harmony Week, to name but a few.

Student works were showcased both in the library and online. The physical collection boasts over 10,000 books. Digitally this is topped up by over 1,000 audiobooks and 2,000 e-books. The Hub (library online) continues to provide access to information long after the library doors close. E-resources are growing. These can assist with online research and background whilst also promoting digital literacy. Ephemera continues to be added to the digital repository, providing not only records of the College, but also forging the story of its rapidly developing history. Syndetics Unbound continues to enrich the various collections.

Based on staff and student feedback, refurbishments continue to be fine-tuned. Ethically sourced, sustainable bean bags were added to furnishings. Three classroom areas were maintained and utilised by staff and students. Collections were updated to reflect the everchanging needs of the cohort. Resources were expanded to include Bluetooth speakers, a Cricut Maker 3, green screens, ring lights, more podcasting equipment, and studio headphones.

A local approach to e-sports included the provision of units capable of running multiplayer games that involved quests and healthy competition. Team building is regarded as a vital skill for entering the workforce. Games that include elements of strategy and planning are proven to help develop skills in this area.

2022 was a great year for the Library Resource Centre where you, as a valued member of our community, will always be welcome.

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 assessment planner for the year.
- Year 11 and Year 12 Report Review through mentors after each reporting period.
- 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 for Year 11 students giving exam preparation skills they need to be successful.
- Partnering with ECU to offer online tutors through Studiosity.
- Partnering with Mastermind Australia and offering ATAR exam boost sessions in Term 3 for Year 12 students in the lead up to their mock exams and Term 4 for Year 11 students.
- 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.
- Early entry applications for a scholarship with Edith Cowan University for Engineering Course.

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 2022 the team organised and 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
- Social-emotional support and guidance
- Continuing to implement 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

- Meet the Mentor parent information evening
- Supporting Your Child Through Senior School brochure
- Colours Awards ceremonies
- Year assemblies
- Year 11 Reward Camp
- Year 12 College Ball
- Year 12 Presentation Night
- Leavers' Breakfast
- Health and drug education sessions
- World's Greatest Shave
- RUOK? Day
- College Board representation
- ANZAC assembly
- Attendance reward BBQs and voucher raffle
- Pizza reward lunch for academic success
- Year 12 farewell photograph
- TISC assembly
- Red Frogs assembly
- Mayor's Christmas Appeal
- Transition Day
- Orientation Day
- Coordination of student designed Leavers' jackets



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.

Opportunities offered were:

- Students and parents attended the annual Careers Expo hosted by MSC.
- A Careers Practitioner was available to work with students individually or in groups, and with parents as requested.
- Students and parents attended an industry information session with a focus on electrical, building and construction and brick and blocklaying industries.
- A series of Career Development sessions focusing on future career pathways were offered to the students and those interested registered to attend these sessions.
- Edith Cowan University hosted the annual Year 11 University excursion, with representatives from Murdoch, Curtin and UWA in attendance.

VET HIGHLIGHTS

Students had access to the full suite of internal and external VET opportunities.

These included:

- School-based Traineeships (SBT).
- 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 'Fee for Service' qualifications through a number of different Private Registered Training Organisations.

Five qualifications were delivered by Mindarie staff under an auspicing arrangement with both Public (North Metro TAFE) and Private Registered Training Organisations (IVET, Skills Strategies International and COSAMP), including :

- Certificate II in Financial Services
- Certificate II in Creative Industries
- Certificate II in Music
- Certificate II in Sport Coaching
- Certificate II in Community Services



WORKPLACE LEARNING

With Mindarie Senior College having a flexi day on Wednesdays, many students participated in the Workplace Learning program in an industry associated with their interests or qualification. One hundred and fifteen students participated in the program with 191 businesses hosting work placements.

EXTERNAL VET PROGRAMS

Students participated in external VET programs in a range of qualifications delivered off-site by a variety of Registered Training Organisations, both public and private. The majority of courses are delivered one day per week, with some courses having a mandated work placement associated to the qualification.

Profile Courses

- Certificate II in Integrated Technology (Robotics) Pre-Vocational
- Certificate II in Surveying and Spatial Information Services
- Certificate II in Electronics
- Certificate II in Computer Assembly and Repair
- Certificate II in Data and Voice (Telecommunications)
- Certificate II in Construction Pathway (Carpentry and Joinery)
- 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 Construction (Building Maintenance)
- Certificate II in Electrotechnology
- Certificate II in Plumbing
- Certificate II in Computer Assembly & Repair
- Certificate III in Fitness
- Certificate III in Business Administration (Legal)
- Certificate III in School-based Education Support
- Certificate II in Health Support
- Certificate III in Population Health
- Certificate III in the Music Industry
- Certificate III in Make-up
- Certificate III in Event
- Certificate II in Tourism
- Certificate II in Kitchen Operations
- Certificate II in Salon Assistant
- Certificate II in Applied Fashion Design and Technology

School Based Traineeships

- Certificate III in Early Childhood Education and Health (2 School-based Trainees)
- Certificate II in Retail Operations (6 School-based Trainees)
- Certificate II in Hospitality (1 School-based Trainee)
- Certificate II in Government (1 Public Sector School-based Trainee)

Fee Paying Courses

- Certificate II in Resource and Infrastructure Work Preparation
- Certificate III in Early Childhood Education and Care
- Certificate III in School-based Education Support
- Certificate IV in Preparation for Health and Nursing Studies



SUSTAINABILITY

The focus of the Sustainability Committee at the College is to improve student behaviour regarding recycling and educate them on the need to adopt a more environmentally sustainable approach in their daily life.

Mrs Michelle Stenner and Mrs Kate Bishop were the sustainability coordinators in 2022 and managed to achieve some excellent outcomes. The Sustainability Expo was incredibly successful, and students eagerly engaged with the exhibitors who included Sea Shepherd, Animal Ark and the Conservation Council.

In 2022, Containers for Change bins were utilised around the school so students could recycle their plastic drink containers. The committee also submitted an application for a \$5000 grant from WasteSorted which was awarded to the College to upgrade the bins to waste sorting stations.

Mentors also completed a number of interactive lessons that informed students of the need to reduce, reuse and recycle. In an effort to reduce the amount of waste created by each department, the committee also provided each Learning Area with a compost bin and a red cycling collection point.



DIVERSITY WORKING PARTY HIGHLIGHTS 2022

The Diversity Working Party (DWP) formed in 2019 to examine ways in which the College could meet the Aboriginal Cultural Standards Framework (ACSF). The DWP looks after the celebrations of Harmony Week, Reconciliation Week and NAIDOC Week, as well as embedding the ACSF in College practices. Over 2022, the Diversity Working Party have refined our Reconciliation Action Plan draft, something we are very proud of.

Celebration of Harmony Week 15th – 21st March

- Students created a world map of where they were from, indicating their city of birth. This was held in the library and students had a chance to have a visual representation of the cultural diversity of the College. Invited mentors had a chance to take part in a Hangi with Mr White.

Reconciliation Week 27th May – 3rd June

- Mentor resources were created by Mrs Hill and staff encouraged students to say something when they see racism in the community, making a pledge to take action against racism. These pledges were displayed as part of the library display during Reconciliation Week.

NAIDOC Week 3rd – 10th July, celebrated by the College during Term 4 as NAIDOC Week was postponed

- NAIDOC Week lessons were focused around the Uluru Statement from the Heart, challenging students to take a stand against racism every day. Students also looked at how to be an effective ally, reflecting on their role in affecting real change.

THROUGHOUT THE YEAR

- Welcome to Country performed at Presentation Evening in partnership with Boorloo Aboriginal Cultural Experiences.
- Acknowledgement to Country were offered at the College Ball, and the opening of the Sustainability Expo and an Acknowledgement of Country was offered at the beginning of all assemblies and key College events. Another Acknowledgement of Country was added to the College website and publications such as the Yearbook and Acknowledgement of Country was also offered at Board meetings and staff Professional Learning sessions.
- The Diversity Working Party met regularly to create resources for staff and students that promote the cultural diversity of the College, and what it means to be inclusive.

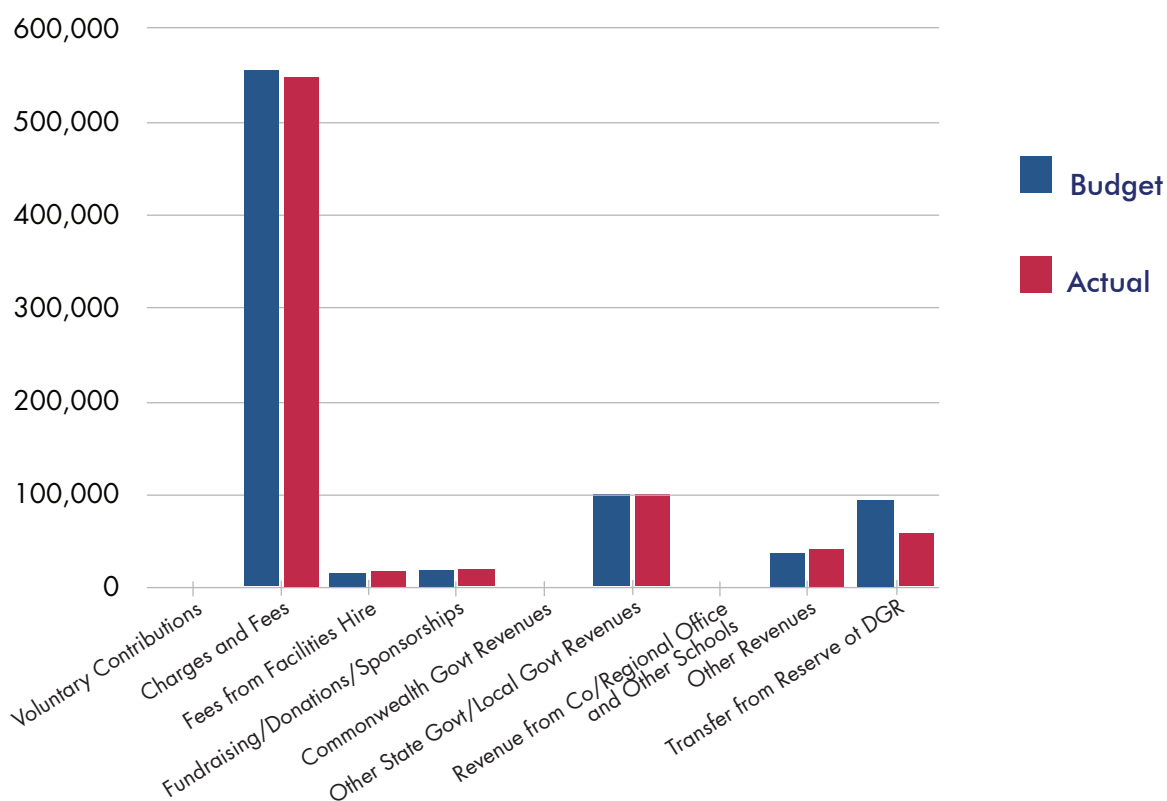


FINANCIALS

FINANCIAL SUMMARY AS AT 31 DECEMBER 2022

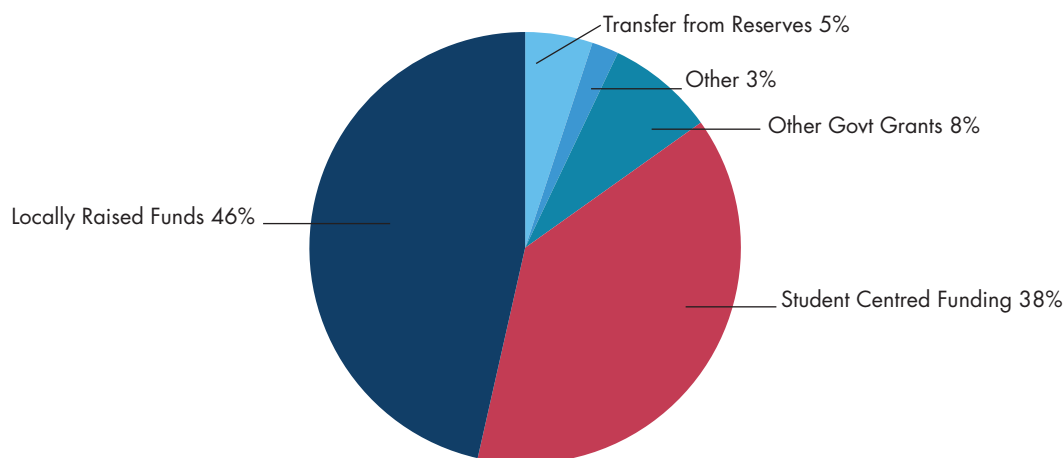
REVENUE - CASH & SALARY ALLOCATION	BUDGET	ACTUAL
Voluntary Contributions	\$ -	\$ -
Charges and Fees	\$ 552,661.88	\$ 549,374.31
Fees from Facilities Hire	\$ 14,000.00	\$ 14,781.83
Fundraising/Donations/Sponsorships	\$ 15,159.00	\$ 15,469.25
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ 99,154.50	\$ 99,154.25
Revenue from Co/Regional Office and Other Schools	\$ -	\$ -
Other Revenues	\$ 31,497.92	\$ 37,151.31
Transfer from Reserve or DGR	\$ 97,059.55	\$ 63,129.87
Total Locally Raised Funds	\$ 809,532.85	\$ 779,060.82
Opening Balance	\$ 236,172.00	\$ 236,172.18
Student Centred Funding	\$ 425,235.01	\$ 478,174.00
Total Cash Funds Available	\$ 1,470,939.86	\$ 1,493,407.00
Total Salary Allocation	\$ 9,677,063.00	\$ 9,677,063.00
Total Funds Available	\$ 11,148,002.86	\$ 11,170,470.00

LOCALLY RAISED REVENUE - BUDGET VS ACTUAL



FINANCIALS

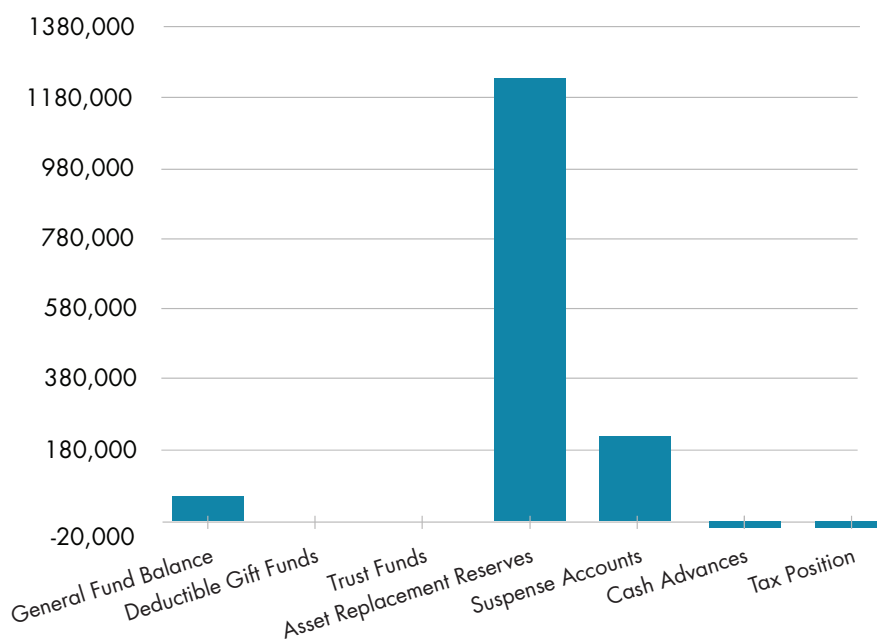
CURRENT YEAR ACTUAL CASH SOURCES



CASH POSITION AS AT 31 DECEMBER 2022:

BANK BALANCE	\$	1,588,168.21
Made up of:		
General Fund Balance	\$	104,972.22
Deductible Gift Funds	\$	-
Trust Funds	\$	-
Asset Replacement Reserves	\$	1,299,308.27
Suspense Accounts	\$	187,738.72
Cash Advances	\$	(600.00)
Tax Position	\$	(3,251.00)
Total Bank Balance	\$	1,588,168.21

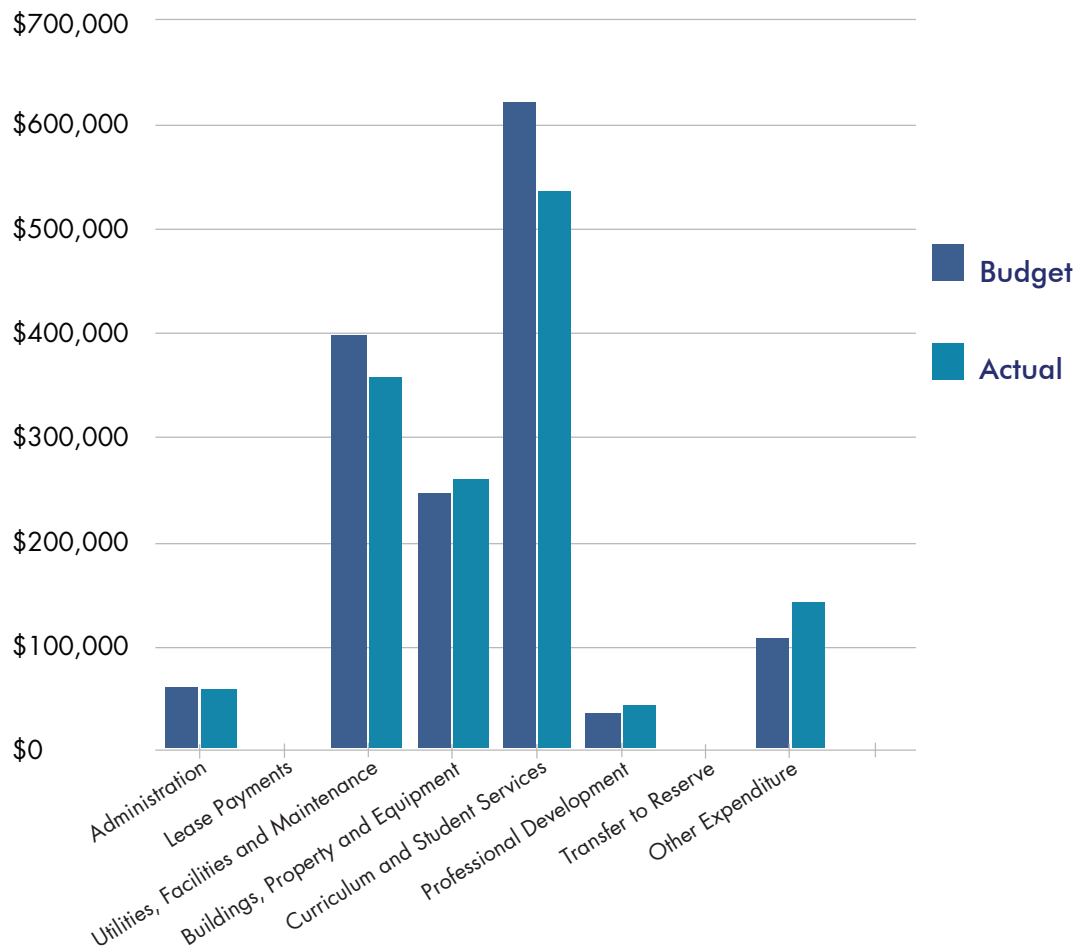
CASH POSITION



CASH EXPENDITURE

EXPENDITURE - CASH AND SALARY	BUDGET	ACTUAL
Administration	\$ 62,710.11	\$ 57,483.95
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 391,784.74	\$ 355,115.39
Buildings, Property and Equipment	\$ 248,425.60	\$ 258,325.07
Curriculum and Student Services	\$ 629,404.12	\$ 544,630.83
Professional Development	\$ 27,749.00	\$ 33,456.78
Transfer to Reserve	\$ -	\$ -
Other Expenditure	\$ 110,728.15	\$ 139,422.76
Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,470,801.72	\$ 1,388,434.78
Total Forecast Salary Expenditure	\$ 9,285,595.00	\$ 9,285,595.00
Total Expenditure	\$ 10,756,396.72	\$ 10,674,029.78
Cash Budget Variance	\$ 138.14	

CASH EXPENDITURE - BUDGET VS ACTUAL





MINDARIE
SENIOR COLLEGE

Where Your Future Begins

Mindarie Senior College
Elliston Parade & Anchorage Drive
Mindarie WA 6030
PH: (08) 6207 5500

www.mindarie.wa.edu.au