2017-19

BUSINESS PLAN

MINDARIE
SENIOR COLLEGE
WHERE YOUR FUTURE BEGINS

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OUR COLLEGE IS CHARACTERISED BY OUR YOUNG ADULT ETHOS, EVIDENT BY OUR STAFF AND STUDENTS

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

MINDARIE SENIOR COLLEGE IS A PURPOSE BUILT SENIOR COLLEGE, CATERING FOR YEAR 11 AND 12 STUDENTS

The school is architecturally designed to suit the education needs of young adults, where personal responsibility and independence are embraced.

The College has forged a reputation as the school of choice in the local area. Students enrol from approximately thirty secondary schools, of which 30% of students come from non-government schools. The diverse socio-cultural background of students represents many nationalities; however, the vast majority of the student population are Australian, New Zealander, British and South African.

In order to provide high care to every student, all staff at the College are entrusted with the responsibility of mentoring a small group of students throughout their time at the College. In their role as mentors, staff nurture each individual's well-being and closely monitor their academic progress.

The College is located 39km north of the City of Perth in the northern coastal corridor. It is part of an education hub, adjacent to two non-government schools. As a local intake area school, students from the suburbs of Kinross, Burns Beach, Mindarie and a portion of Quinns Rocks are guaranteed enrolment. The College accepts a limited number of out of area applications in accordance with Department of Education policy, and maintains a student population of approximately 850 students. The College has one of the largest Year 12 cohorts in the state, which enables students to access a vast range of courses, including ATAR, General, VET and endorsed programs.

The College has high expectations and strives to ensure success for every student by focusing on the individual's aspirations.

STUDENT LEARNING AND WELLBEING IS CENTRAL TO OUR PLANNING

The College's planning and self-review cycle is rigorous and documentation is explicit. The self-assessment focuses on gathering appropriate data within agreed timelines and making judgements about our performance. This informs our strategies for improvement in the indicated focus areas of this document. Progress in meeting the targets articulated in the Business Plan is routinely reported to the College Board as part of a formative self-evaluation and reported in the Annual Report. This then underpins a summative self-review.

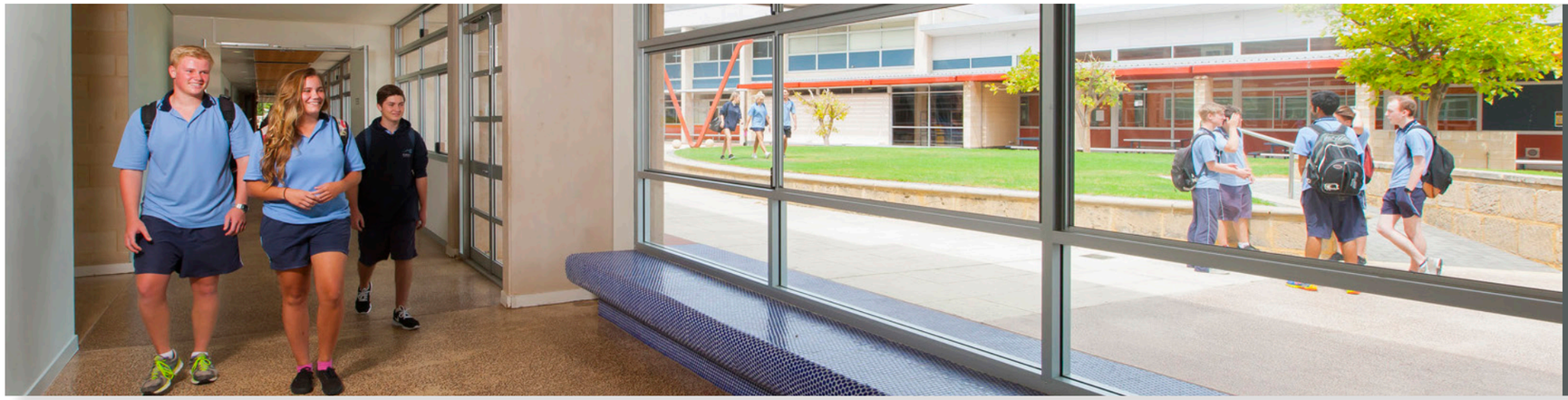
Our processes enable the College to respond to the evolving needs of the students in a planned and sustainable manner.

The College-wide analysis of school and student performance and the resulting implications for the College and classroom practices occurs at every level: Principal, Associate Principals, Leadership team, Learning Area teams, Careers and VET team, Student Services and individual teachers. It is an integral part of an explicit agenda to improving the overall College performance.

Historically, the median ATAR has been lower than 'like schools' and the College has implemented a data analysis initiative to improve the academic results. The College aims to achieve academic standards higher than 'like schools' and further improve the regular attendance rates of students.

The College values highly the perspectives of parents, staff and students. Consequently, a range of student, parent and staff surveys including the Intentions and Satisfaction Student Survey and the Effective School Improvement Surveys are administered.

WE MEASURE OUR PERFORMANCE AGAINST THE EXTENT TO WHICH OUR STUDENTS REACH THEIR ACADEMIC GOALS AND ARE ENGAGED IN AND ENJOYING THEIR SCHOOL EXPERIENCE.



STUDENT IMPROVEMENT TARGETS

The College strives to achieve the following targets by 2019:

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.

TARGET 2

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

TARGET 3

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

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.

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.

TARGET 6

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

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.

TARGET 8

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

KEY FOCUS AREAS

To achieve the student improvement targets, 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

HIGH QUALITY TEACHING

We will:

- Ensure all staff participate in Classroom Observation and Conferencing
- Ensure all teachers regularly use student achievement data to track, analyse and diagnose the effectiveness of their teaching and respond to individual needs
- Engage all staff in relevant professional learning, including short term action research, to develop their and others instructional skills
- Use student surveys for feedback on classroom climate
- Provide targeted high level of support for students engaged in College SAER programs
- Investigate and apply technology that specifically enhances student learning

FOCUS AREA 2

RELATIONSHIPS

We will:

- Engage all students in their educational program, ensuring they understand and enact the Young Adult Ethos
- Fully engage new students in the Mindarie Transition Program
- Provide further support for students through the Student Services Team
- Provide ongoing and effective communication with parents
- Enhance established partnerships with local government, community-based agencies and external agencies
- Promote and further expand an active alumni

FOCUS AREA 3

LEADERSHIP

We will:

- Create opportunities to further develop high-level strategic thinking
- Identify potential leaders and provide them with opportunities
- Provide targeted professional learning for Managers to enhance their capacity and the effectiveness of their staff
- Provide all staff with opportunities to engage in professional learning, including short term action research, to develop their own and others instructional skills
- Induct new staff into the Young Adult Ethos of the College
- Provide leadership opportunities for students in the College and community

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