

2020/22
**BUSINESS
PLAN**



MINDARIE
SENIOR COLLEGE

Where Your Future Begins

YOUNG ADULT ETHOS

**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





ABOUT MINDARIE SENIOR COLLEGE

Mindarie Senior College is a purpose built Senior College, catering for Year 11 and 12 students. It is architecturally designed to suit the education needs of young adults, where personal responsibility and independence are embraced.

ABOUT MINDARIE SENIOR COLLEGE

The College has forged a reputation as the school of choice in the local area. Students enrol from approximately thirty-four secondary schools, of which 35% of students come from non-government schools. The diverse socio-cultural background of students represents many nationalities. The majority of the student population are Australian, New Zealander, British and South African.

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 number of out of area applications in accordance with Department

of Education policy, and maintains a student population of approximately 800 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.

In order to provide high care to every student, teachers at the College are entrusted with 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 has high expectations and strives to ensure success for every student by focusing on the individual's aspirations.



A photograph of two students, a young man and a young woman, both wearing clear safety glasses and smiling. They are wearing dark blue hooded sweatshirts. The background is a blurred indoor setting. A semi-transparent dark grey overlay covers the bottom half of the image, where the title and text are located.

PLANNING AND SELF REVIEW

Student learning and wellbeing is central to our planning. The College's planning and self-review cycle is rigorous and documentation is explicit.

PLANNING AND SELF REVIEW

The self-assessment focuses on gathering appropriate data within agreed timelines and making judgements about our performance. These judgments are made against College, like schools or State-wide benchmarks. 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. Rigorous targets outlined in this Business Plan provide direction and focus to all members of the College community across key aspects of student achievement and wellbeing. The College values highly the perspectives of parents, staff and students. Consequently, a range of student, parent and staff surveys are administered, analysed and responses enacted.

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 2022:

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

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

TARGET 3

ATTENDANCE

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

TARGET 4

OLNA

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

TARGET 5

VET

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

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

TARGET 7

MEDIAN ATAR

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

TARGET 8

UNI ENTRY ATAR

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

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.

KEY FOCUS AREAS

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 to develop their instructional skills
- Actively seek and respond to student feedback to improve the classroom climate
- Provide targeted support for students identified at educational risk
- Investigate and apply technologies that specifically enhance student learning
- Increase sustainable practices across the College

FOCUS AREA 2

RELATIONSHIPS

We will:

- Engage all students in their educational program, ensuring they understand and enact the Young Adult Ethos
- Offer a comprehensive transition program to all new students
- 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 group
- Implement the Aboriginal Cultural Standards Framework to ensure we are a culturally responsive organisation
- Continue to cultivate and promote a welcoming environment that values diversity, and fosters inclusive, positive, respectful relationships
- Ensure students are supported socially, emotionally and academically in order to achieve their personal best

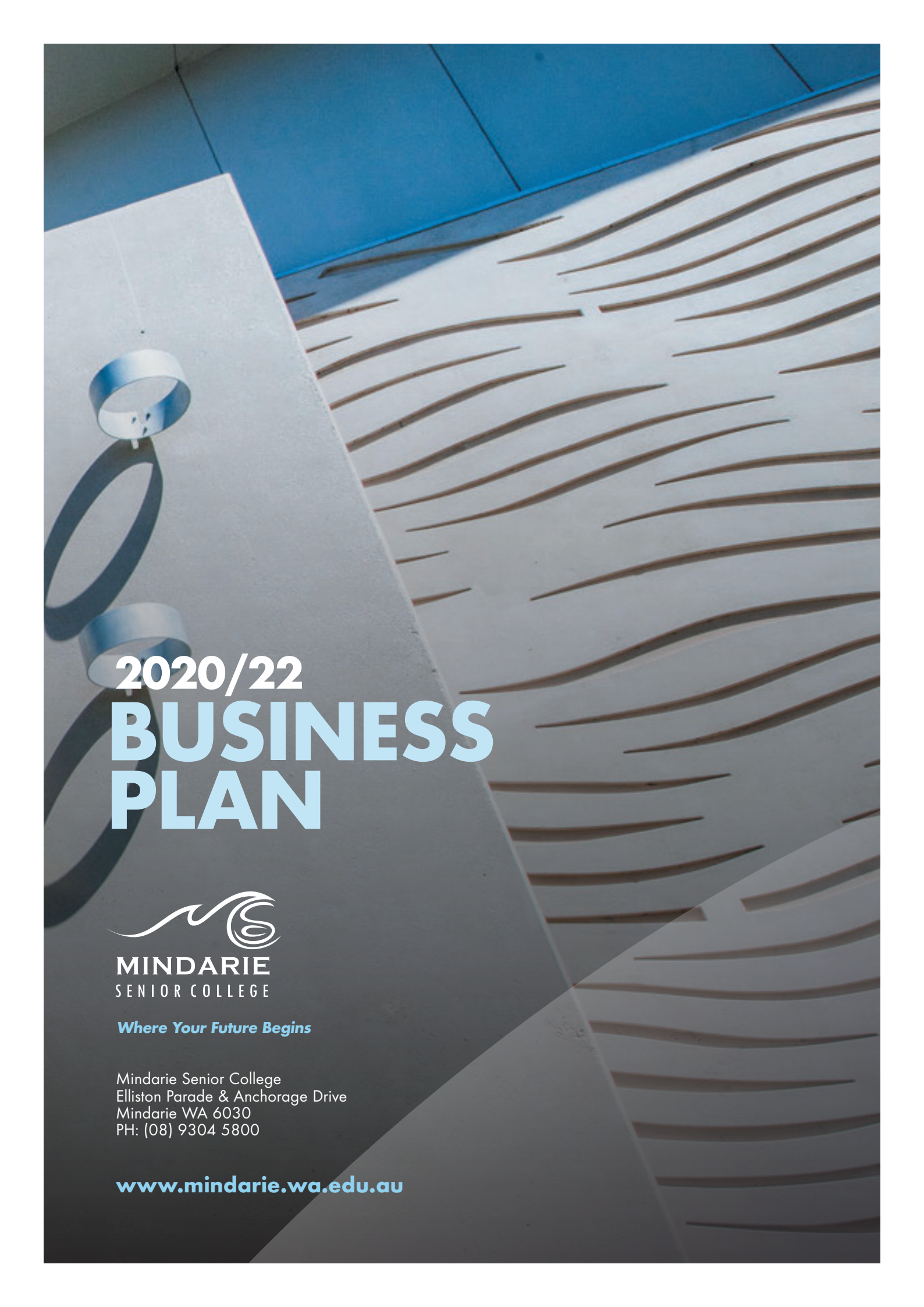
FOCUS AREA 3

LEADERSHIP

We will:

- Provide opportunities for current and future leaders through talent identification, professional development, performance management and feedback
- Provide targeted professional learning for Managers to enhance their capacity and the effectiveness of their staff
- Articulate and enact the Young Adult Ethos throughout the College community
- Provide leadership opportunities for students in the College and community
- Develop personal self-reflection and positive change through the implementation of a coaching culture





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