



2024/26
**BUSINESS
PLAN**



MINDARIE
SENIOR COLLEGE

WHERE YOUR FUTURE BEGINS

IN THE SPIRIT OF RECONCILIATION

Mindarie Senior College acknowledges the Traditional Custodians of Country throughout Australia.



We acknowledge their connections to land, sea, and community. We pay our respect to their Elders past and present for they hold the memories, the traditions, the culture and the hopes of our First Nations' people. We extend that respect to all Aboriginal and Torres Strait Islander peoples.

The land on which we meet and learn upon is the land of the Whadjuk people of the Noongar nation. In their culture, the Balga tree is an extremely important plant which grows long, thin fronds, or mindarie, used to create mia-mias (shelters). The mia-mia protects from the rain, keeping us and our Ancestors safe and dry.

As the Ancestors grew tired, their bodies died, but their spiritual essence remains in the earth, heavens and waters. In the land, the Ancestors lives, and life-powers still exist to this day. While we care for our communities and buildings above ground, below this land is, and will always be, traditional Whadjuk Noongar boodja.

We would like to express our gratitude towards those who share insights and stories with us, educating us about their place and continuing culture.

We recognise Shem Garlett and his family sharing this knowledge of the local area with the College community and Mindarie Senior College student, Kaylee Jesnoewski, for her work in composing this Acknowledgement.



VISION

**Our vision is to be the leading
provider of Senior School education
in the Northern suburbs.**



MISSION

The Mindarie Senior College mission is to partner with our students; guiding them to grow as resilient, independent and responsible young adults.

We support the achievement of every student's academic and personal goals by:

- providing high-quality curriculum delivered by experienced senior school specialists
- offering a broad range of flexible pathways
- monitoring progress and well-being through our academic and pastoral care teams

We are committed to fostering a culture of respect, diversity, and inclusivity and to providing unique opportunities for our students to develop the knowledge, skills and values necessary to become productive global citizens.

YOUNG ADULT ETHOS

Our College is characterised by our Young Adult Ethos, outlining the expectations we have of the College community.



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, and is architecturally designed to suit the educational needs of young adults, where personal responsibility and independence are fostered and developed.

The College is located 39km north of the city of Perth, in the northern coastal corridor, and 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 broad range of courses and pathways, including ATAR, General, VET and endorsed programs.

Mindarie Senior College maintains high expectations and strives to ensure success for every student by focusing on the individual's aspirations and attending to individual and collective student needs. High care for each student is paramount.

In providing high care to every student, teachers 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 individual student well-being and closely monitor and support their academic progress.

As a result, Mindarie Senior College has forged a reputation as the school of choice within the local area and beyond. Students enrol from approximately fifty secondary contexts, of which 40% of students come from non-government schools. The diverse socio-cultural background of students represents many nationalities and presents us with an opportunity to model and teach our commitment to fostering a culture of respect, diversity and inclusivity.



PLANNING AND SELF REVIEW



Mindarie Senior College's accountability and review process is rigorous and focuses on gathering appropriate data within agreed timelines to make the necessary judgements about our performance. These judgments are made against College, Like Schools or State-wide benchmarks and have informed the development of this and previous strategic plans, allowing the College to continue to enhance our practice and achieve our stated targets. Progress in meeting these targets is routinely reported to the College Board as part of a formative self-evaluation, and they are formally reported on each year in our Annual Report. Our Business Plan, and how we operationalise it, together with the College's self-review and target achievement, underpins the Department of Education's summative Public School Review.

Our processes enable the College to respond to the evolving needs of the students in a strategically planned, resourced, and sustainable manner. 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. 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 continually improve overall College performance. Aligning our key focus areas with the Public School Review Standard ensures that we are meeting and exceeding the expectations of a West Australian Independent Public School.

We are proud to present our 2024-2026 Business Plan to our College community, as we continue to position ourselves as a leader of high-quality senior school education.

KEY FOCUS AREAS

Our key focus areas reflect the Public School Review Standard which articulates expectations for Independent Public Schools. At Mindarie Senior College, we aim to exceed these expectations to positively impact student achievement and progress.

FOCUS AREA 1

RELATIONSHIPS AND PARTNERSHIPS

We will:

- Form respectful relationships with our students through our positive interactions, safe learning environment and College Mentoring program
- Build on established relationships and actively seek new partnerships with local government, community-based and external agencies
- Ensure an open line of communication with our College community as outlined in our College Communication Processes
- Seek and act upon satisfaction feedback from the College community
- Support staff to engage with professional networks and colleagues across the Department
- Seek to further engage with our College Alumni, utilising their skills and life-experiences to enhance the learning programs of our current students

FOCUS AREA 2

LEARNING ENVIRONMENT

We will:

- Promote a culturally responsive learning environment, by embedding Aboriginal and Torres Strait Islander culture and perspectives, in line with our Reconciliation Action Plan
- Continue to cultivate and promote a welcoming environment that values diversity and fosters inclusive, positive, respectful relationships
- Assist students' successful transition to senior secondary schooling through the delivery of a comprehensive induction program
- Provide academic, social and emotional support through our academic and pastoral care teams
- Seek ways to authentically capture student voice to inform College decision making
- Enact our Digital Learning Strategy and continue building an online learning environment that provides students with a consistent and purposeful user experience
- Ensure that our facilities are well-maintained to encourage both academic growth and social opportunities for students
- Collaborate on the creation and implementation of whole-College plans in response to the Department of Education's updated Behaviour and Health Policies and Procedures

FOCUS AREA 3

LEADERSHIP

We will:

- Drive the shared College vision and mission to support student learning and growth
- Collaborate and manage change in response to identified needs and Department of Education initiatives
- Provide opportunities for the College community to contribute to school planning
- Lead a consistent pedagogical approach to Teaching and Learning
- Support existing and aspirant leaders' growth through the provision of leadership opportunities both within and external to the College
- Provide authentic opportunities for students to lead through classroom and extra-curricular activities
- Uphold and model the Young Adult Ethos
- Engage with the College Board to support the strategic direction of the College

KEY FOCUS AREAS

FOCUS AREA 4

USE OF RESOURCES

We will:

- Strategically plan for, and commit to sustainable management of, physical, financial and human resources
- Redevelop and maintain a consistent approach to replacing resources
- Seek funding and grants to enhance student learning programs
- Effectively utilise the knowledge, experience and skills of teaching and corporate services staff

FOCUS AREA 5

TEACHING QUALITY

We will:

- Invest in high quality professional learning, catering to the individual needs of staff across all areas of the College
- Commit to the College-wide implementation of the Department of Education's Quality Teaching Strategy
- Create blended learning environments which support the development of digital literacy
- Use student achievement data and feedback to inform practice, catering for the specific needs of our students
- Use Solutions Focused Conversations to critically reflect on our practice, drive student improvement and identify areas for professional growth
- Support high quality teaching practice through our Performance and Development process and College Observation and Conferencing Model
- Share examples of professional practice within Learning Areas and at cross-curricular meetings

FOCUS AREA 6

STUDENT ACHIEVEMENT AND PROGRESS

We will:

- Provide a broad range of flexible pathways catering for student needs and interests
- Set high expectations for our students and support them to set meaningful and achievable goals
- Review and re-develop the College ATAR Participation Strategy
- Identify, support and monitor students at educational risk
- Provide targeted intervention and support to student with specific educational needs
- Partner with families to consistently improve student attendance, behaviour and academic progress
- Celebrate and showcase student achievement through College events and external opportunities
- Monitor and address student progress and achievement through Department of Education systems and unique College databases
- Support student health and wellbeing through our pastoral care team
- Review College attendance policies and procedures to increase regular attendance and student achievement

IMPROVEMENT TARGETS

The College strives to achieve the following targets by 2026:

TARGET 1

QUALITY OF TEACHING

Student and Parent responses in relation to questions regarding teacher efficacy to be at least 4*. (National School Opinion Survey)
*Scale out of 5

TARGET 2

WELLBEING

An increase in student self-assessed resilience from Year 11 to Year 12

TARGET 3

ATTENDANCE

Student Attendance Rate per semester to be above 90%, whilst progressively increasing the percentage of students with regular attendance

TARGET 4

OLNA

The percentage of students demonstrating the minimum standard of Literacy and Numeracy competency in OLNA to be at 95% or above by the end of Year 12

TARGET 5

WACE

Over 90% of eligible students achieve WACE at the end of Year 12

TARGET 6

VET

Over 90% of eligible students complete their VET qualification

TARGET 7

UNIVERSITY ENTRANCE

Over 80% of eligible students qualify for university entrance

TARGET 8

ATAR

The percentage of students selecting and remaining in ATAR courses to increase each year





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