



2024

ANNUAL REPORT



MINDARIE
SENIOR COLLEGE

WHERE YOUR FUTURE BEGINS

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 2024 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.



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 2024 Year 12 cohort are celebrated in this report along with the highlights from each Learning Area and the outcomes of our key targets and focus areas of our College Business Plan. 2024 was the first year of our new Business Plan and, as this report outlines, positive progress was made against our ambitious targets.

We are proud of our students' achievements, and we promote public celebration of success, strongly believing that it is a motivational force within our College community.

A snapshot of 2024 achievement shows:

- The highest ATAR was 97.3.
- The College had the highest performing students statewide in ATAR Health Studies and Psychology
- 94% of students achieved their WACE (higher than State average of 90%)
- 98% of students successfully completed the ECU UniPrep (Schools) program.
- 30 ATAR students received Certificates of Distinction or Merit from the School Curriculum and Standards Authority (SCSA).
- 98% of students achieved the Literacy and Numeracy standard.
- 98% of external VET Certificates were successfully completed across Certificates II to IV.

These figures show that the College is a place that provides meaningful pathways for all students.

Strong enrolments ensure that the College can offer an outstanding range of courses and programs. The marketing and enrolment teams worked hard to ensure our community knew about the opportunities the College provides, tours increased from 17 to 33 tours last year with 75% of attendees going on to enrol. This work has helped ensure there is considerable interest in the College with a waiting list for Year 11 in 2025.

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 stylized, handwritten signature in dark ink, appearing to read 'J Bromage'.

Mr Jonathan Bromage, Principal

CHAIR OF THE BOARD REPORT



Dear Members of the Mindarie Senior College Community,

It is with great pleasure that I present the Chair of the Board Report for 2024, highlighting the endeavours, achievements, and progress of Mindarie Senior College over the past year.

In 2024, the College continued its commitment to academic excellence, with dedicated educators providing innovative learning experiences. Notably, 94% of eligible Year 12 students achieved the Western Australian Certificate of Education (WACE), marking a significant milestone in academic achievement. The curriculum was further enhanced by incorporating emerging trends in education, with a focus on STEM education and the introduction of the Engineering Studies (Mechatronics) course.

Mindarie Senior College maintained strong ties with the local community through partnerships with parents, businesses, and community groups. These collaborations provided students with real-world learning experiences and career exploration opportunities. The launch of the Talented @ Elite Athletes: Mindarie (TEAM) program was particularly successful, attracting many talented athletes from the local area. I also attended the ANZAC Commemoration at RAAFA Cambrai Village on April 25 and was so very proud of the students who played a significant role in the commemoration and represented the College beautifully.

The wellbeing of our students remained a top priority, with enhanced support services ensuring students received the necessary assistance to thrive personally, socially, and academically. Our team of counsellors and support staff worked tirelessly to create an inclusive environment.

The College's commitment to providing state-of-the-art infrastructure continued with the full utilisation of the new STEM building, Sports Lab, and Flexible Learning Space. These facilities have significantly enhanced the educational experience for our students.

2024 presented challenges, including the impact of Kinross College enrolling Year 11 students, which required strategic planning to maintain our student intake. However, these challenges also brought opportunities for growth and innovation.

As we reflect on the achievements of 2024, we look forward to the opportunities and challenges ahead. Mindarie Senior College remains committed to providing high-quality education and support services, empowering students to achieve their full potential.

I would like to extend my best wishes to the Class of 2024 as they embark on their future endeavours. We are proud of their achievements and wish them all the best for 2025. Additionally, I congratulate Ashleigh Weyer, our Outdoor Education teacher, who won the 2024 Outdoors WA-Young Achiever Award.

In closing, I extend my sincere gratitude to the dedicated staff, students, parents, and community members who contributed to Mindarie Senior College's success in 2024. Together, we will continue to strive for excellence and make a positive impact on the lives of our students and the broader community.

Warm regards,

A handwritten signature in black ink that reads "Tracey Roberts".

Tracey Roberts MP
Chairperson, Mindarie Senior College Board

YEAR 12 RESULTS

In 2024, 387 students completed their schooling at Mindarie Senior College in Year 12, one of the largest Year 12 cohorts in the State with 94% of those students achieving their WACE. This was above the public-school result (90%).

Thirty students received prestigious School Curriculum and Standards Authority (SCSA) certificates.

CERTIFICATES OF DISTINCTION

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

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CERTIFICATES OF MERIT

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

23

Of those 387 students, 17% studied 4 or more ATAR subjects and 45% studied at least one Certificate II course or higher.

Also, 57% of students achieved an ATAR above 70 which is considered the minimum entry for university.

Health Studies and Psychology were announced by SCSA as a course whose students were in the top 15% of all students in that course Statewide (public and private).

Health Studies 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 students who started a VET course, 220 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

	2024	2023	2022	2021	2020
Biology				✓	✓
Chemistry		✓			
Computer Science	✓				
Economics		✓			✓
Food Science					✓
Geography			✓		
Health Studies	✓				✓
Integrated Science			✓		✓
Maths Applications			✓	✓	
Maths Specialist					✓
Media Production and Analysis					✓
Modern History				✓	
Psychology	✓		✓		
Visual Art				✓	✓

Published by SCSA is 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.

The table below shows the percentage of Year 12 students at Mindarie Senior College who demonstrated the standard in the Online Literacy and Numeracy (OLNA) testing.

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
	2024	2023	2022	2021	2020	2019
Reading						
School (WACE eligible)	384 (99%)	321 (98%)	356 (99%)	353 (98%)	363 (98%)	341 (98%)
Writing						
School (WACE eligible)	381 (99%)	325 (99%)	357 (99%)	352 (98%)	365 (99%)	338 (97%)
Numeracy						
School (WACE eligible)	380 (98%)	322 (98%)	342 (95%)	344 (96%)	351 (95%)	325 (93%)

Once again, outstanding results were achieved, and this reflects several factors including additional funding providing FTE to Academic Support for students and a whole College focus on high academic standards.

2024 IMPROVEMENT TARGETS

Mindarie Senior College constantly seeks to improve outcomes for Students.

Our College Business Plan 2024-2026 has eight student improvement targets and six interconnected core focus areas that serve to enable the improvement targets. Several of our targets have new data sources and have set new baselines going forward.

Progress on these targets is outlined below.

Targets 1 and 2 are from new Survey data.

TARGET 1

QUALITY OF TEACHING

Student and parent responses in relation to questions regarding teacher efficacy to be at least 4 (Scale out of 5).

We consistently receive overwhelmingly positive feedback from parents verbally and in email, the results evidence in the parent satisfaction survey. Students are traditionally less satisfied in any survey.

2024 Parent	2024 Student
4.3	3.8

Our results are consistent with our expectations. Details from the survey can be seen on pages 11-13.



TARGET 2

WELLBEING

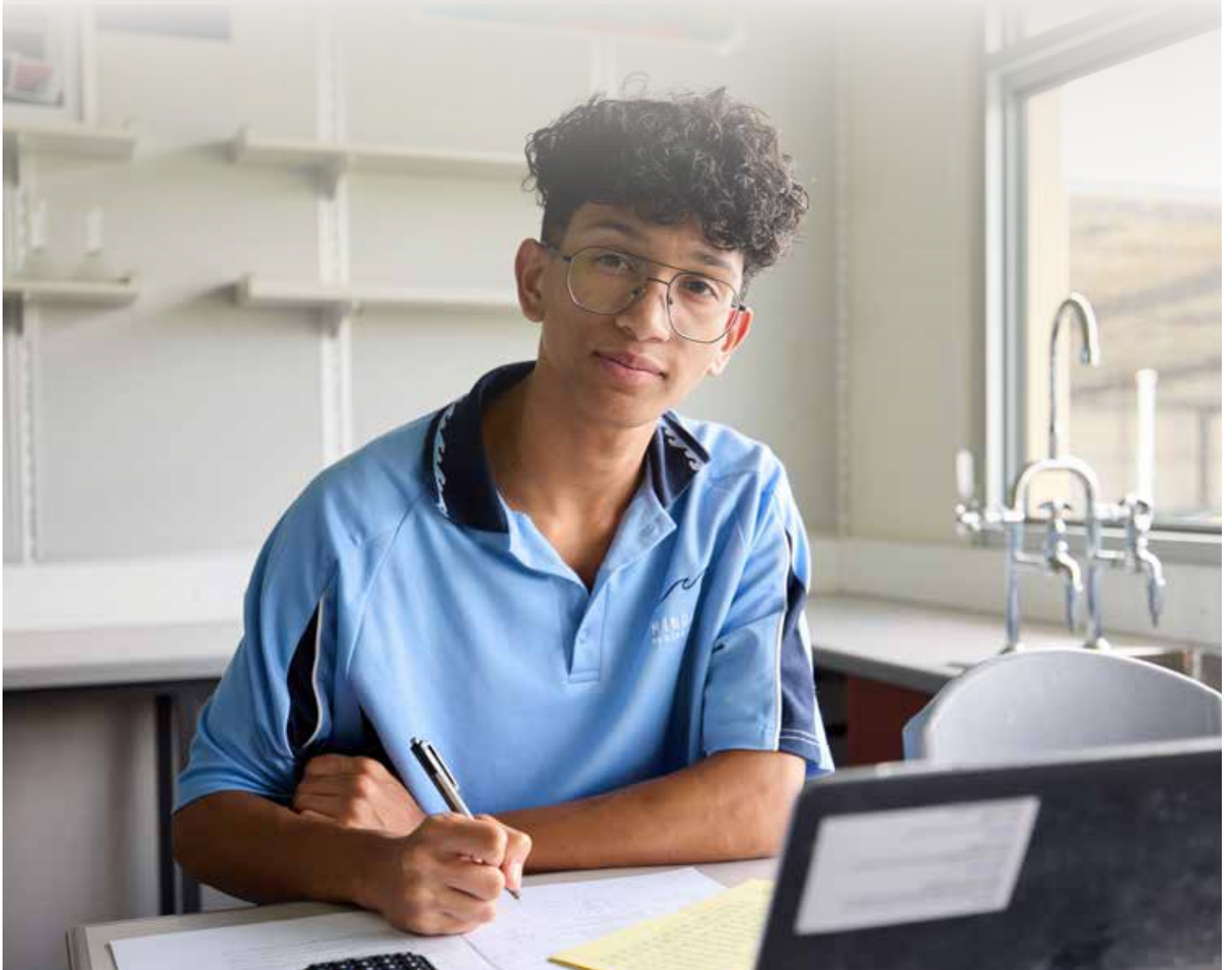
An increase in student self-assessed resilience from Year 11 to Year 12.

This is a new survey structure with data from early Year 11 to be compared with end of Year 12.

On entry to Year 11:

1. 52% of students are healthy, both physically and mentally
2. 64% of students can "deal with things that happen in my life"
3. 56% of students are "happy with myself"

1	2	3
52%	64%	56%



TARGET 3

ATTENDANCE

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

2024 Sem 1
85.4%

This is a new metric for Mindarie Senior College and while first semester's result is better than 2023, it still falls short of our target.

TARGET 4

ONLINE LITERACY AND NUMERACY ASSESSMENT

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.

OLNA
98%

Mindarie Senior College achieved this aspirational target in 2024 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. Since 2021, 1.2 fulltime equivalent (FTE) was allocated for Academic and OLNA support. This will be continued in 2025.



TARGET 5

WACE

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

	2018	2019	2020	2021	2022	2023	2024
MSC	92%	89%	89%	88%	92%	93%	94%

WACE achievement for Mindarie Senior College students was at 94% which is above the State mean of 90%.

Ongoing monitoring of WACE progress, and Pathways through the Manager of Student Studies and Manager of Careers assists the Associate Principals to ensure students are on track for success.

TARGET 6

VET

Over 90% of eligible students complete their VET qualification.

VET Certificates	
220 total	90%

We have continued to see growth in student enrolment in VET pathways. All but one of our external enrolments achieved their qualification. The rate of internal success was lower, leaving us with an overall 90% success rate.

We have identified limitations of our internal course offerings and will be seeking to introduce a new course that may better suit the needs of some of our WACE at risk students.



TARGET 7

UNIVERSITY ENTRANCE

Over 80% of eligible students qualify for university entrance.

Eligible Students		Total TISC offers	Success Rate
ATAR Pathway	84	113	86.9%
ECU PREP	46		

The College has an ongoing focus on improving the successful pathways. Some of these initiatives included:

- Strategies in study techniques through Elevate Education.
- Course teachers, using teaching and learning strategies in class to engage 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.
- ATAR Preparation Day was organised before the year started, alongside targeted ATAR assemblies throughout the year.

TARGET 8

ATAR

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

ATAR PATHWAY	@Census	@Exam 1	@Exam 2
Year 11	122 (31.68)	116 (30.68)	97 (27.02)
Year 12	89 (21.76)	85 (21.28)	84 (21.70)

The Number of students in the ATAR Pathway (% of the cohort)

This is our most challenging target, given the Statewide trend away from ATAR study. Alternate pathways to university, exam pressure and student mental health are all key factors in the ongoing decline. Less drop off could be achieved by not allowing students to start in ATAR, but we encourage students to challenge themselves by selecting ATAR when they enter in Year 11 which raises the initial numbers. By monitoring and adjusting pathways we continue to see a movement to General Pathways across Year 11. Enrolments are consistent in Year 12 showing all students are in the correct pathway.

As part of the College's ongoing review, we undertake students, parents and staff satisfaction surveys every year.

Previously, the College used the National School Opinion Surveys, these surveys ceased at the end of 2023. The College decided to continue to use the same questions in our own survey tool to maintain our longitudinal data.

The information we receive from the surveys is 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 tables show the results from the College 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.

2024 marked ten years of these surveys and the averages of these surveys compared to 2024 showed consistent, sustained and positive satisfaction about our College from our community.

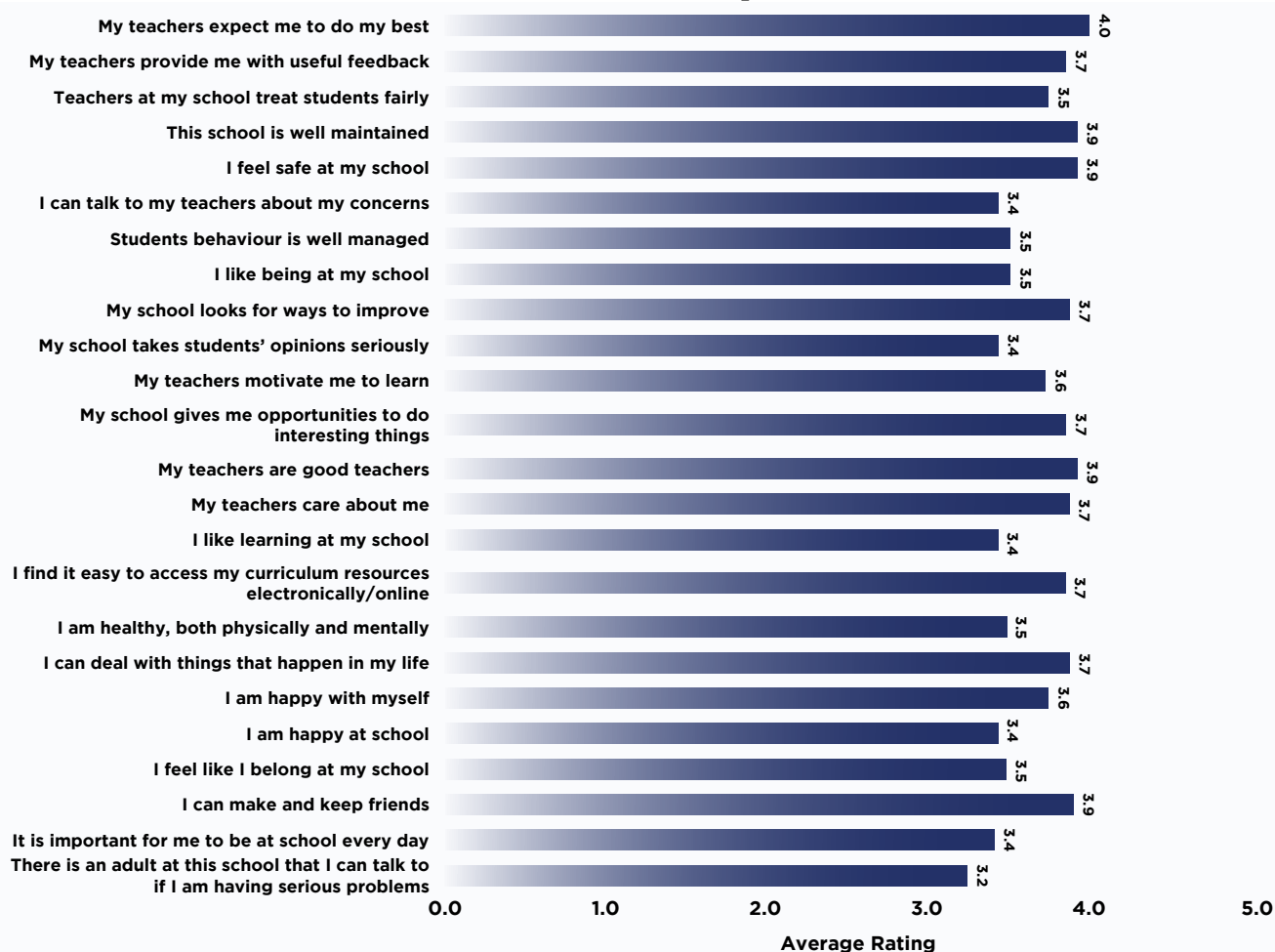
2024 Student Survey

483 students responded to the survey in 2024.

Strengths

- My teachers expect me to do my best (4.0)
- My teachers are good teachers (3.9)
- My school is well maintained (3.9)
- I feel safe at school (3.9)
- My school gives me opportunities to do interesting things (3.8)
- My teachers care about me (3.8)
- Teachers give useful feedback (3.7)
- I can make and keep friends (3.9)

Student Survey



2024 Parent Survey

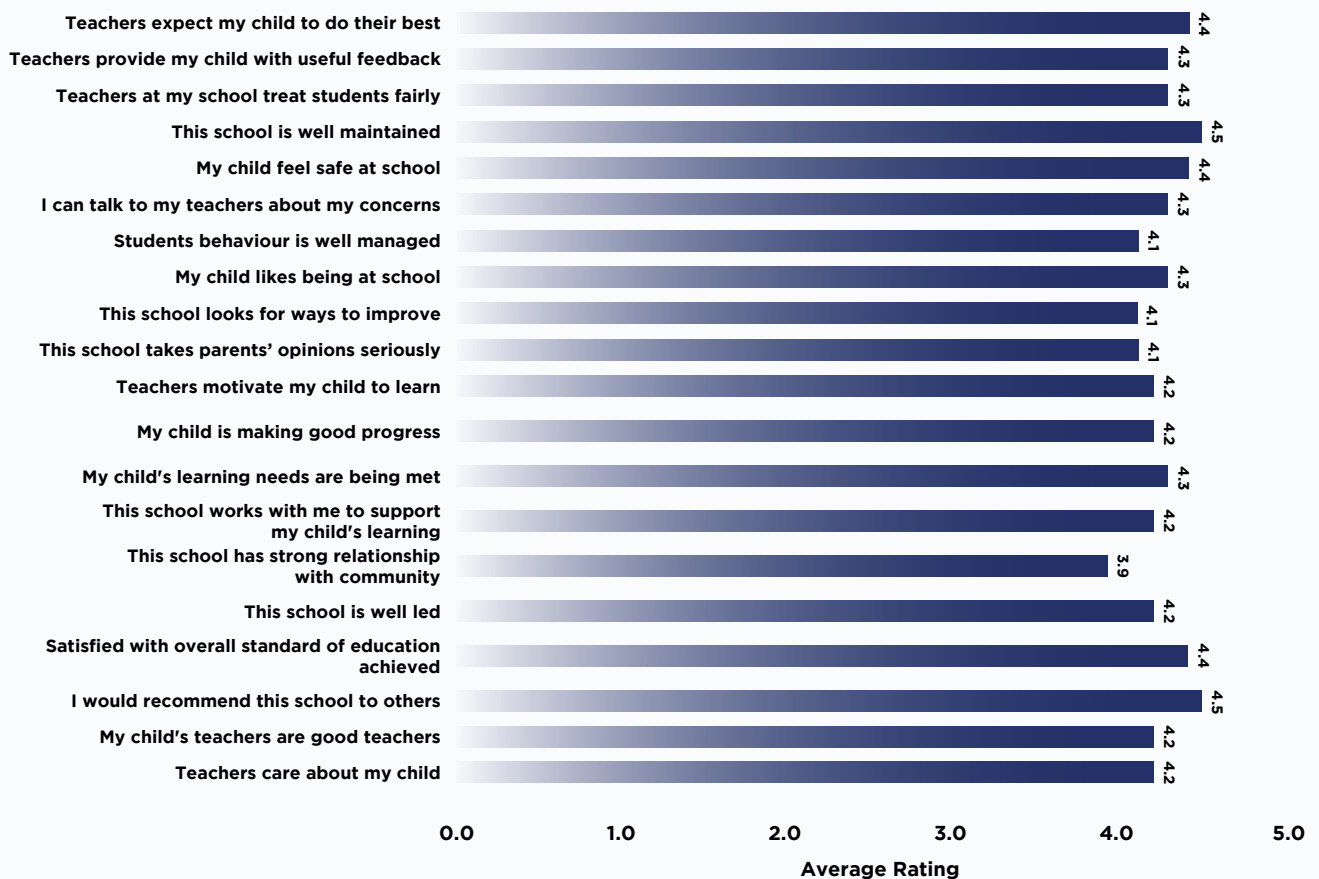
The parent survey overwhelmingly shows a consistently high degree of satisfaction with the College with the majority of survey items scoring 4 out of 5 or higher on each question this year. Parents are asked to complete the survey at the end of Term 3.

There were 177 responses to the 2024 survey.

Strengths

- Teachers at this school expect my child to do their best (4.4)
- This school is well maintained (4.5)
- I would recommend this school to others (4.5)
- 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 (4.3)
- I am satisfied with the overall standard of education (4.4)

Parent Survey



2024 Staff Survey

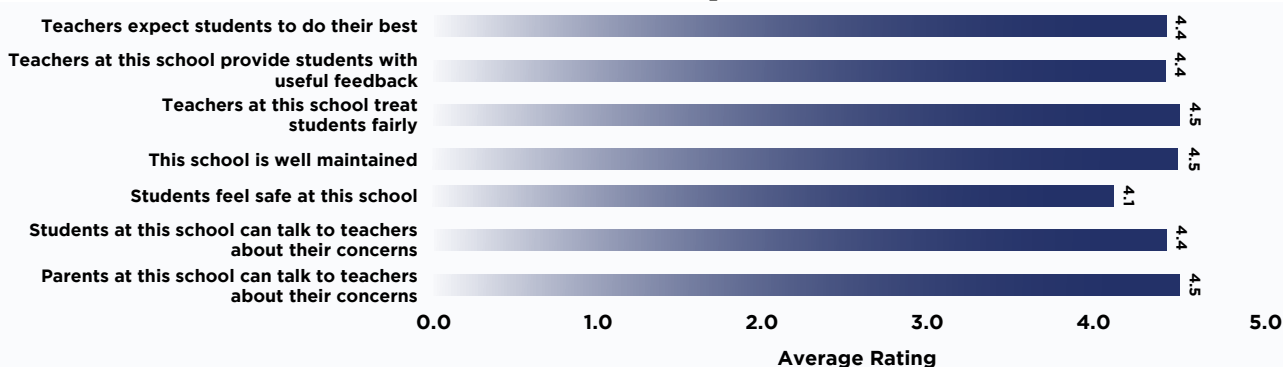
The staff survey was also extremely positive. Staff are respected and well supported at the College and work together to improve student outcomes.

57 staff members responded to the survey in 2024.

Strengths

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

Staff Survey



2024 KEY FOCUS AREA HIGHLIGHTS

To enable success for all students and achieve the Improvement Targets as articulated in the College Business Plan 2024-2026, the College has developed a range of strategies within six interconnected focus areas: Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality, and Student Achievement and Progress. 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.

Focus Area 1: Relationships and Partnerships

The College continued to work closely with our Be You and Act Belong Commit counterparts as we navigated a busy year of college events, and resilience activities through our successful Mentor Program. Through this program, our students had ongoing access to an array of guest speakers. We also utilised the skillset of college staff to present on topics such as mental health, nutrition, drug and alcohol use, and our annual Harmony Week culture talk led by teacher Joseph Te Maihengia White. 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 2024. R U Legal also came to the College and spoke to our students about the implications and consequences of decision making.

In our ongoing commitment to ensuring equal access to education, we partnered with the Young Australian League (YAL) to provide refurbished laptops to students facing financial difficulties. This initiative aims to allow all students to participate fully in their education at Mindarie Senior College, regardless of their financial background. YAL acted as a gateway for Sam's Spares, a not-for-profit organisation that repurposes used laptops. We were able to support fourteen students, gifting them their own device to be retained by them even after they complete their schooling with us. This helps foster academic success, and encourages a more inclusive learning environment. We are proud of the positive impact this program has had on our students.

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 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 Sports Coaching.

We linked in with local schools and organisations by engaging our students in opportunities to perform externally. Mindarie Senior College student work was displayed at Clarkson Library to showcase the incredible talent we have here at the College. Our Year 11 Visual Arts students also connected with the local school, Mindarie Primary's Art Exhibition, to select two students to win the Mindarie Senior College Art Prize. Our General Dance students performed their Hip-Hop routine, designed by esteemed choreographer Nelle Hokianga, at the School to Stage Secondary-Competition. Nelle continued to partner with our Dance students to create incredible routines for our Arts Showcases in June and September. Several sports teams made up of college students competed at interschool competitions and friendly matches.

The launch of our Year 9 Short Courses in Arts, Textiles and Sports Science gave middle secondary students a taste of what senior college life could be if they join us here at Mindarie Senior College. The courses guided students to create a product at the end of three weeks after-school tuition with our experienced staff. Courses were designed to give students an opportunity to trial subjects they might like before selecting them upon enrolment in Year 10.

The College's relationship with the veterans and residents of Cambrai RAAFA Retirement Village continues to thrive. A contingent of students, along with Principal Jonathan Bromage and Teacher James McNeill, participated in the ANZAC Day Commemoration held at Cambrai Village, playing key roles in their commemoration ceremony. The veterans of Cambrai Retirement Village, along with other dignitaries and guests, reciprocated, and visited the College to participate in an evocative, yet rain affected, ceremony focused on the following themes: the 110th anniversary of the commencement of World War I; the multi-ethnic composition of the Australian Imperial Force (AIF) and the ultimate futility of war and conflict. Jonathan Bromage and James McNeill returned to Cambrai in November with a small student contingent to commemorate Remembrance Day, further cementing the ongoing relationship between the two community groups.

2024 was a successful year for the Sustainability Committee. A core-group of 10 students continued the 'Sustainability Crew' and badges were given out acknowledging their commitment. This crew helped students from Mentor groups to empty co-mingling and Containers for Change bins and were a voice for the students. Through regular meetings, they shared their passion for the environment and 'Adopt Don't Shop' which formed the basis for the chosen exhibitors at the Expo. In Term 3, The Sustainability Expo was again a success, and students were eagerly engaged with the exhibitors who included Cat Haven, West Oz Wildlife, Kanyana, WasteSorted Schools, the Wanneroo Council, Bunnings, Tangora Blue, Sea Shepherd and Sharon from Bread Tags for Wheelchairs WA. A sports shoe recycling bin collected over 100 pairs to be recycled through the Tread Lightly Program which uses the rubber to make new products, such as playground surfaces. The College continued their connection with the local Scouts who kindly take the large blue Containers for Change bin to the depot. This initiative raised \$654, which is double what we achieved last year, and means that 6540 bottles were diverted from landfill. Sustainability Co-Coordinator, Michelle Stenner, presented at the WasteSorted Teach Meet and attended the WasteSorted Student Meet at Emmanuel College with two college students. A group of students attended a beach clean-up in targeting the rubbish on local beaches in Mindarie. The Sustainability Team renewed our WasteSorted Schools Accreditation, conducted a waste audit of the College and applied for a grant of \$440. This grant was successful and paid for additional yellow co-mingling boxes in each of the new classrooms around the College.

With the cessation of the National School Opinion Survey (NSOS), we developed our own survey to collect the data from our college community that would normally be generated by the NSOS. This was administered to students, parents and teachers with the results analysed and incorporated into future planning.

The College Board maintained its high-profile community members including the College Board Chair - Tracey Roberts MP - Federal Member for Pearce, Vice Chair - Wroff van Munster - State Manager, Brian Piper - Business Owner, Sue Egerton - Director of Residential Construction & Trades North Metropolitan TAFE, Mike Gilbert, Deputy Principal Port School, Eve Kamugisha- Curtin University Student and former MSC student, Rania Soliman- Acting Director, North Metro TAFE, Senior Sergeant Darryl Fuller - Clarkson Police Station and Professor Caroline Mansfield - Executive Dean at Edith Cowan University.

Focus Area 2: Learning Environment

The College transition program continued with enrolment interviews, enrolment evenings, transition, and orientation days as well as Meet the Mentor parent nights. We pride ourselves at Mindarie Senior College on providing an array of options for those students who need some assistance. 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. Survey data showed that the majority of students felt safe at school and knew where to go to get support if they required it. Other feedback noted that our students felt they weren't getting enough sleep. As a result, we have included a 'sleep hygiene' presentation in our 2025 Wellbeing, Acceptance, Vision, Empowerment (W.A.V.E) (previously Mentor), and have reviewed the program as a whole to integrate students' needs more authentically into what we deliver.

Odie, our resident Moodle, continues to work as the College therapy dog. We have been incredibly blessed to add Walter, a Spoodle puppy, as our second therapy dog. The pair are a great source of happiness for our students, and an enormous boost of serotonin for some staff as well.

Our annual R U OK? 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 food trucks and magician were a particular highlight as well as the ever-popular cuddly animals!

To further our commitment to cultural responsiveness, the College hosted its inaugural Diversity Expo. Students enjoyed dynamic performances by the Wandumbah Aboriginal Dance Group and Taiko On! Japanese drummers. They also had the opportunity to engage with local organisations, including the Centre for Asylum Seekers, Refugees, and Detainees (CARAD), Headspace Joondalup, the Youth Pride Network, and college staff. As part of Harmony Week, Joseph Te Maihenga White continued his annual tradition of preparing a Hangi for Year 11 students, fostering a sense of community as students and local guests came together to cook, share a meal, and connect. The College also recognised NAIDOC Week and Reconciliation Week through dedicated Mentor lessons. Additionally, the Diversity Committee successfully updated and renewed its Reconciliation Action Plan in collaboration with Narragunnawali, reinforcing the College's ongoing commitment to reconciliation and inclusivity.

The year saw digital pedagogy increase and diversify for the teaching staff at Mindarie Senior College. Active consideration of how teachers represent learning to students in their online Moodle courses has led to greater adoption of Universal Design for Learning principles, while steering digital practice towards a tertiary style. This approach has enabled students to become familiar with the digital learning environments that await them in vocational training and university settings. Furthermore, greater diversity in the utilisation of student 'BYOD' devices in collaborative work was shown in teachers use of Padlet, OneNote Class Notebook, and Mindomo. There was a broad adoption of Canva into the teaching and learning ecosystem with two thirds of staff regularly using, or trialling the platform, as a user friendly and engaging way to express their learning. Overall staff competence with a range of digital tools has been evident in the very few calls for assistance.

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 the College committees and working parties. Forty-five staff contributed to the leadership of the College across nine working parties and committees in 2024. An aspirant process, using the Department of Education Future Leaders Framework, was run throughout 2024. The process identified staff with leadership potential across the College and provided them with professional learning opportunities and coaching to move closer towards administrative and executive roles. We continue to provide opportunities for aspirant staff in the Year Leader roles, with the Year 11 Leader for 2024 being advertised and filled in Term 4. Two teaching staff representatives were selected to be the voice of teaching staff on the College Board.

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

Chief Examiners/Markers/ Examiners of a WACE ATAR exam	4
WACE ATAR Exam Marker	10
Member of Examining and Standards Panels	2
Member of WACE Course Advisory Committees	7
Externally Set Task Writer	2
Externally Set Task Marker	6

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 Senior College students coached small groups of primary students, and supported teaching staff at Interschool and School Carnival events.

The Student Council led their peers throughout 2024, with four Year 11s and nine 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.

Our student councillors have been active in organising and promoting events for their year groups including Year 11 River Cruise, Year 12 Ball, Yearbook, and Staff vs. Year 12 Volleyball challenge, donating their time to run activities during lunchtimes, setting up Mentor activities, and acting to embed charitable events into our Mentor program. They represent the student voice to the College Board, and also via Captain Meetings with our Principal. They regularly contribute student opinion to issues at the College.

The College had the opportunity to host two groups of Year 11 Japanese students from Josho Gakuen in Osaka in October. Year 11 Student Ambassadors were nominated by their teachers to be 'buddies' for our short-visit students from Japan. They took part in typically 'Australian' activities: making lamingtons, kicking an AFL football and drawing Australian fauna. The team from GOLD Educational Tours also shared their Japanese culture with us, teaching the students origami and engaging the group in some board games. Our Ambassadors were exceptional in welcoming and supporting the students and represented our College well. We look forward to hosting more overseas students when they visit in 2025.

Focus Area 5: Use of Resources

The Manager Corporate Services supports the Executive Team and staff across the College to strategically plan for, and commit to the sustainable management of physical, financial and human resources. In 2024, the College invested in new furniture for Technologies classrooms, as well as digital teaching aids across the College to support staff in the everyday delivery of their lessons. Replacement plans were revised to ensure that students are receiving up-to-date experiences in the digital landscape, and staff have access to contemporary resources. The College continues to invest on online platforms (eg, Padlet, GradeScope) that enhance curriculum delivery and student engagement.

The College applied for several grants, enabling the Sustainability Crew to provide appropriate recycling bins to classrooms, provide financially disadvantaged students with College Leaver's Jackets and other college uniform items, and offer free laptops to students who were facing substantial difficulties in funding their own digital devices.

The College continues to effectively utilise the knowledge, experience and skills of staff. Teaching and support staff are given opportunities to facilitate Professional Learning in their areas of expertise, and are also utilised throughout the Mentor Program to present to students on topics such as, goal setting, Mental Health & Wellbeing, cultural diversity, nutrition, parenting a child with a disability, and resilience. Some Corporate Services staff roles have been redefined in particular areas of the College to provide opportunities to develop skills and knowledge in areas of interest. A newly appointed Manager Corporate Services has settled seamlessly into the College and brought a wealth of expertise in the management of College resources.

Further details on the College's use of resources and financial position can be found in the Financials section of this report.

Focus Area 5: Teaching Quality

As a Senior College, high quality teaching and learning is our core business. In 2024, 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 2024, the Instructional Leadership Team, led by the Professional Learning 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. Collaboration and sharing of teaching practice, both within learning areas and during whole staff meetings, gave teachers an opportunity to showcase what was working in their classrooms and plan ways to adopt others' practices in their own lessons.

In the Peer Coaching space, teachers were given regular opportunities to reflect on their self-determined goals 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. This year, we also placed a particular focus on Externally Set Tasks (EST), with the Health and Physical Education team sharing their EST preparation regime with all staff to bolster student results in the General Pathway. 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.

Teaching staff from the Science Learning Area presented to colleagues on adolescent brain development and Adverse Childhood Experiences, upskilling staff in classroom approaches that are sensitive to this period of development for our students. We also worked with College stakeholders to more formally articulate our Young Adult Ethos through collaborative consultation, resulting in the creation of a Young Adult Ethos Behaviour Matrix which can be seen displayed in every classroom across the College. This collaborative exercise prompted deeper discussion about our College culture and led us to investigate opportunities which might strengthen further our interactions with our young people. To this end, we will embark on our journey with Real Schools in 2025. Over the next three years, we will seek to grow our understanding of Restorative Practice and how it can assist in developing student regulation and self-awareness.

As Generative Artificial Intelligence (GAI) became a mainstream and contentious issue in education, a significant proportion of teaching staff saw Artificial Intelligence (AI) as a professional development need. As the College continues to strive to be at the cutting edge of education for senior students, members of the ICT working party were offered the opportunity to attend the 2024 WA Education Summit 2025 entitled 'Classroom TechQuake: Revolutionising Education with Disruptive Technologies'. Amongst the key takeaways for attendees were the reframing of assessment in the age of AI, and the teacher's role of educating students on the ethical use of AI. Staff from the ICT working party drove the development of goal orientated research projects covering AI familiarisation and discernment, while developing recommendations for College policy and procedure. As a result of this work, the Mindarie Senior College Assessment and Students Online - Acceptable Usage policies were updated for the presence of AI, while procedures are in the process of being developed and finalised. Further to this, the Mindarie Senior College Digital Learning Coordinator attended the ICT in Schools Summit WA, where he chaired a panel discussion on 'Incorporating data and analytics into the heart of the educational ecosystem'. This prompted a focus for 2025 on how Mindarie Senior College staff can more readily access high quality and real-time data to inform their practice.

The College continues to be a place of achievement for staff with Selena Tate, Teacher in Charge of Home Economics, named as a finalist in WA Outstanding Home Economics Teacher Awards. Outdoor Education teacher, Ashleigh Weyer was crowned the winner of the Young Achiever of the Year in the Outdoors Industry Awards. Mindarie Senior College also made the shortlist for the 2024 Teacher Awards in the "Excellence in Staff Collaboration" category. The College was the only school in Western Australia and one of just three schools nationwide to make the shortlist.

Focus Area 6: Student Achievement and Progress

Time was again invested in building teacher capacity to analyse student data. Data reference included NAPLAN, OLN, 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. Throughout the year we reviewed this process and, in 2025, will provide staff with a more streamlined pathway to analysing student data and more authentic and timely ways to share their analysis with colleagues across curriculum areas.

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 set goals in their Mentor classes to provide a focus for the year. Those identified as 'At Risk' throughout 2024 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 2024, the College continued to provide targeted, high-level support for students engaged in college Students at Educational Risk (SAER) programs. This included literacy and numeracy specialist support for students who are yet to meet the OLN requirements.

Our Learning Support Coordinator continued to support and monitor our students with special education needs. Contact was made with School of Special Education Needs (SEN) families at the end of 2023 to provide a smooth transition to the College from Year 10. Funding was sought for eligible students, and this allowed the College to better support these young people to achieve in the classroom. 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.

ATAR preparation and support days were offered in Term 1, guiding 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. The Manager of Student Studies 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. Students continued to use our Wednesday flexi-day to engage in study, attend tutorials or complete their WorkPlace Learning hours.

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. 199 Colours Awards for Academic Achievement, Endeavour, Community Engagement, and Performance were given to students across Years 11 and 12, with 34 Year 12s receiving Full Colours at the end of Semester 2. Arts Week in September provided a platform for our creative students to display their talents in Visual and Performing Arts. Individual students were also recognised for their local, national and international achievements in sports, the arts and creative writing through our regular Information Updates and Facebook page.

2024 Grade Achievement in Foundation/General/ATAR Pathways

2024 Year 11 Foundation Courses					
Grade	A	B	C	D	E
%	11.11	22.22	33.33	16.67	16.67
2024 Year 11 General Courses					
Grade	A	B	C	D	E
%	18.06	32.63	34.18	9.59	5.39
2024 Year 11 ATAR Courses					
Grade	A	B	C	D	E
%	9.79	23.08	42.66	18.35	6.12
2024 Year 12 Foundation Courses					
Grade	A	B	C	D	E
%	0	0	80.00	10.00	10.00
2024 Year 12 General Courses					
Grade	A	B	C	D	E
%	12.34	35.15	38.24	9.77	4.51
2024 Year 12 ATAR Courses					
Grade	A	B	C	D	E
%	12.41	27.48	43.65	14.78	1.67



2024 LEARNING AREA HIGHLIGHTS

THE ARTS

Awards and Achievements

- Acknowledgement of past Mindarie Senior College 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.
- Nine Year 11 General Visual Art students had their artwork selected for the MSC Greeting Card.
- One student was nominated by the College to be in the running for Pulse 2024.
- One Year 11 General Visual Art student was selected for Meta art exhibition at North Metropolitan TAFE, Northbridge.
- One Year 11 General Visual Art student was selected for Young Originals, at the Spectrum Gallery in ECU, Mt Lawley.
- Three Year 11 students from ATAR and General Visual Art were selected to display work at St Georges Art Exhibition.
- Hosted Year 9 short courses in Visual Art, Music, and Media.
- Fostered a relationship with Mindarie Primary School, through ATAR Visual Art students awarding a lower and upper primary school art award.
- Hosted Gold Education Japanese cultural exchange students in Visual Art class.
- Year 12 General Dance won third prize in the Hip Hop category of School to Stage dance competition at Newman College.
- Drama students were involved in workshops with the West Australian Youth Theatre.
- Photography and Visual Arts' students had their work on display at the Clarkson Library for a month.

- Year 12 General Dance students performed at the Schools to Stage dance competition at Newman College.
- ATAR Drama students attended workshops at the College by the West Australian Youth Theatre.

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 at Arts Night and Arts Week.
- Two Year 12 Music students performed at the Year 12 Presentation Evening.
- Year 12 Photography students exhibited their works at Arts Week.
- Media students successfully filmed all performances during Arts Week.
- Dance students presented a showcase of their work titled Time to Shine at Arts Week and Arts Night.
- Year 12 ATAR Drama performed candidate's choice monologues (WACE Exam) for Arts Week.
- Year 11 and 12 Drama students performed original pieces at Arts Week.

Excursions/Incursions

- Year 11 and 12 ATAR Visual Art students participated in an oil painting workshop with artist Desiree Crossing.
- ATAR Visual Art students attended excursions to Sculptures by the Sea, Fremantle art galleries and Pulse at the Art Gallery of WA.
- Year 12 General students participated in an artist workshop with MSC graduate, Sam Bloor at the College.



HEALTH AND PHYSICAL EDUCATION

Awards and Achievements

- Five students were State or National representatives in the following sports; athletics, cricket, equestrian and surf lifesaving.
- One student was a national representative at world youth athletics, she was also a national champion in sprint events at both Australian athletics championships and national surf life saving championships.
- Students competed in Interschool Sporting competitions throughout the year in basketball, surfing, bodyboarding and netball.
- One student was nominated for the Olympic Change-Maker program.

- Year 12 General Health Studies students visited Mindarie Primary School to play board games with the children.
- Year 12 ATAR Physical Education Studies students visited the Athletic Institute for an exercise physiology and conditioning session.
- Year 12 ATAR Health Studies students visited both the Telethon Institute and the Harry Perkins Institute.
- RAC supported the Happiness Co to deliver decision making sessions to Year 12 General Health Studies students.
- Certificate II in Sport Coaching participated in multiple interschool events at the request of local primary schools.

Excursions

- Year 11 Outdoor Education students attended a surfing and kayaking overnight camp to Moore River and a two-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 11 ATAR Health Studies students attended an excursion by the PARTY Program covering smart choices and risk-taking behaviour.
- Year 12 Outdoor Education students attended a three-day camp in Dwellingup learning stand-up paddle boarding, navigation, hiking and high ropes and a three-day camp to Margaret River focusing on abseiling and roping, canoeing and mountain biking.
- Year 12 Outdoor Education students attended a one-day snorkelling excursion to Rottnest Island.



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 12 Certificate II in Sport Coaching students gained their Senior First Aid accreditation and gained experience in coaching local primary school students.
- Year 11 and 12 Physical Education students were given instruction from specialist coaches from volleyball, touch football, netball, soccer, surfing, and basketball.
- Health Studies students were involved in learning correct Yoga practice from a former MSC student.



HUMANITIES

Awards and Achievements

- One student won the BIC "Young Australian Writer of the Year" award, presented in a ceremony in Melbourne.
- One student was selected for the Youth Constitutional Convention, only one of 15 representatives for Western Australia.
- Fifteen English students entered the Tim Winton Young Writer's competition, with one finalist receiving an honourable mention.
- Five English students entered the WA Premier's Book Awards.
- Five English students entered the Peter Cowan Short Story Competition.



Excursions/Incursions

- Year 11 ATAR Politics and Law students attended an excursion to the Perth Law courts.
- 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.

College Events

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



MATHS AND SCIENCE

Excursions/Incursions

- The Year 12 ATAR Integrated Science class visited Neil Hawkins Park to analyse the water quality, both biotically and abiotically.
- The Year 12 Psychology class went to Perth Zoo to enhance their understanding of methods of learning and behaviour modification.
- Year 11 Psychology class went to Kings Park to study developmental stages in children and how play equipment can be used for the different stages.
- The Year 11 Human Biology students visited the Harry Perkins Institute of Medical Research to investigate how research procedures and stem cell research can aid in disease management.
- The Year 11 ATAR Biology and Year 11 ATAR Integrated Science classes visited Bold Park to investigate local ecosystem management issues and conservation techniques.

College Events

- All ATAR Mathematics students were given the opportunity to attend a Classpad Calculator Introduction session on Wednesday in Term 1.
- Help sessions were available to students most Wednesdays, 10:30 am – 12:00 pm.
- Tutorial classes in ATAR Science courses were conducted on a Wednesday at various times throughout the year.
- Exam revision sessions were conducted for Year 11 and 12 ATAR courses prior to Semester 2 exams on Wednesdays.
- All Year 11 Mentor classes participated in activities for Science Week during Term 3.

TECHNOLOGY AND ENTERPRISE

Excursions/Incursions

- Sixty-five students achieved their First Aid Certificates as part of the Certificate II in Community Services course.
- Year 11 Children, Family and Community classes went to Atlantis Day Care. Also had guest speakers from Paint the town red, meningitis trust and RAC.
- Year 12 Certificate II in Community Services went to visit Atlantis Day Care centre to help students.

- Year 12 Materials and Design: Woodwork students made grazing boards which will be used at various College events and functions.

Competitions

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



CAREER DEVELOPMENT HIGHLIGHTS

Mindarie Senior College offered students the opportunity to participate in a range of career development activities to assist with their future pathway planning.

Opportunities offered were:

- Students and parents attended the annual Careers Expo hosted by Mindarie Senior College.
- A Career Practitioner was available to work with students individually or in groups, and with parents as requested.
- Students and parents attended an industry forum with a focus on electrical, building and construction 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.
- Year 12 ATAR students attended a TISC presentation in preparation for their university application.
- Year 11 General students attended a presentation relating to post school options.
- Edith Cowan University hosted the annual Year 11 University excursion, with representatives from Murdoch, ECU and UWA in attendance.

WORKPLACE LEARNING

- 140 students participated in the Workplace Learning program in an industry associated with their interests, with 160 businesses hosting these students. Ten students gained apprenticeships through their work placement.



VET HIGHLIGHTS

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

These included:

- 17 School-based Trainees (SBT and SBAT).
- 6 students undertaking a Pre-apprenticeship in School (PAiS) program, in electrical, engineering, building and construction, and plumbing industries.
- 66 students enrolled in VET Delivered to Secondary Schools (VDSS) TAFE Profile courses (fee free) delivered for 1 or 2 days per week at 11 TAFE campuses.
- 18 students undertaking 'fee free' qualifications through 6 private Registered Training Organisations (RTOs).
- 12 students enrolled in 'Fee for Service' qualifications through 4 private RTOs.
- Four qualifications were delivered by Mindarie Senior College teachers on our campus, under an auspicing arrangement with 3 private RTOs (IVET, Skills Strategies International and COSAMP), with 173 Year 12 students enrolled:
 - FNS20120 Certificate II in Financial Services
 - CUA20620 Certificate II in Music
 - SIS20321 Certificate II in Sport Coaching
 - CHC32015 Certificate II in Community Services

EXTERNAL VET PROGRAMS

- 103 students participated in external VET programs in 40 different qualifications delivered off-campus by both private and public RTOs.
- The majority of courses are delivered one day per week, with some courses having a mandated work placement associated with the qualification.
- Qualifications:
 - Certificate II : 43 students
 - Certificate III : 42 students
 - Certificate IV : 18 students

School Based Traineeships

- 1 trainee PSP20122 Certificate II in Government
- 1 trainee SIT30622 Certificate III in Hospitality
- 2 trainees CHC30121 Certificate III in Early Childhood Education and Care
- 1 trainee SIR30216 Certificate III in Retail Services
- 12 trainees SIR20216 Certificate II in Retail Services



Niquole Luff
AUR20720 Certificate II in Automotive Vocational Preparation
RTO: North Metropolitan TAFE, Midland Campus



Harvey Thompson
MEM20105 Certificate II in Engineering
RTO: Industry Training and Workplace Skills

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 many services to students and parents.

Services and Support

In 2024 the team organised and managed:

- 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
- Embedding the upcoming whole-school mental health and wellbeing framework into the Mentor Program
- Liaising with Regional Office teams regarding disengaged students
- Embedding life-skills throughout the Mentor Program
- Working alongside external agencies to support the wellbeing of students

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 Mentor after each reporting period.
- Assemblies throughout the year to assist students understand WACE, the Marks Adjustment Process, and to motivate students to achieve their best.

Functions and Activities

- Meet The Mentor Parent Information Evening.
- Supporting Your Child Through Senior School Brochure
- Colours Awards Ceremonies
- Year Assemblies
- Year 11 River Cruise
- Year 11 Reward Camp
- Year 12 College Ball
- Year 12 Presentation Night
- Leavers' Breakfast
- Health And Drug Education Sessions
- Nutrition Education Sessions
- World's Greatest Shave
- R U OK? Day
- College Board Representation
- Anzac Assembly
- Attendance Reward BBQs And Voucher Raffle
- Pizza Reward Lunch For Academic Success
- Year 12 Farewell Photograph
- TISC Assembly
- Armed For Life Presentations
- Vaping Presentation "Clearing The Air"
- Red Frogs Assembly
- Mayor's Christmas Appeal
- Transition Day
- Orientation Day
- Coordination Of Student Designed Leavers' Jackets
- Celebration Of Pride Week And Harmony Week

- Elevate Education workshops for Year 11 ATAR students giving exam preparation skills they need to be successful.
- ATAR exam boost sessions in Term 3 for Year 12 students in the lead up to their mock exams and in Term 4 for Year 11 students.
- Monitoring and individual counselling of students who may be at risk of not achieving the Academic Standards Policy or achieve WACE.
- Second year of ECU UniPrep Schools run in College with 47 students. 98% of students achieved all four units.
- Each term students calculate their predicted ATARs.
- OINA support throughout the College, with 99% of students achieving the OINA requirement for WACE.

LIBRARY

The core business of the library is the promotion of literacy in its many forms. It strives to ensure students have access to the resources they require to meet their academic goals. During 2024 the library offered a diverse collection of contemporary resources in support of the needs of students. Collections were easily navigated, both in the aesthetically pleasing space, and online through specific platforms. Resources including e-books, specifically curated research, audiobooks, films and documentaries were always made available to students.

The library is a safe space, promoting wellbeing initiatives including the all-important reading for pleasure. With IT staff and a Library Technician on hand to support digital literacy, it is a space where assistance is offered, and competencies improved. With "90 per cent of jobs predicted to require digital skills in the next two to five years" (WiTWA, 2024 Tech Conference) the emphasis on digital technologies as a growing key component of learning remains a focus area for the library.

Library staff continued to assist students in maintaining an online presence. Students were enrolled into courses tailored for their learning journey, and they were supported in their research. Equitable access remains a key focus and resources are available when required, particularly in support of our BYOD policies. Students were also exposed to emerging technologies including podcasting equipment, local gaming consoles, Technics Lego and the latest build cameras and projectors.

Throughout the year the library is home to displays of student work both in the space and online. Notable events were celebrated with R U OK? day, Safer Internet Day, Harmony Week, alongside others featured throughout the year. The library world celebrates Book Week throughout Australian schools and the 2024 theme of "Reading is magic" saw the library transformed into an immersive Harry Potter experience. Various challenges relating to the theme were presented and enjoyed by students and staff alike.

2024 also saw the library become home to the successful ECU UniPrep (Schools) program.

The welcoming environment afforded by the library was well utilised by students studying and researching their academic courses during 2024. We look forward to extending this same warm welcome in 2025.



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 lives.

Mrs Michelle Stenner and Miss Renae Jackson were the Sustainability Coordinators in 2024 and achieved some excellent outcomes and built on existing practices around the College. The continued development of a "Sustainability Crew", saw a core group of 10 students assist with the Sustainability Expo, help to educate other students on sorting waste as well as share their ideas through regular meetings. The crew were a voice for the students and through regular meetings they shared their passion for the environment and 'Adopt Don't Shop'. This formed the basis for the chosen exhibitors at the Sustainability Expo.

In 2024, the Sustainability Expo continued to be a success with students eagerly engaged with the exhibitors who included Cat Haven, West Oz Wildlife, Kanyana, WasteSorted Schools, the Wanneroo Council, Bunnings, Tangora Blue, Sea Shepherd and Sharon from Bread Tags for Wheelchairs WA. A blanket bin had been established a month prior to the expo, accepting donations, that were then given to the Cat Haven on the day. A sports shoe recycling bin collected over 100 pairs which were given to Rebel Sport. They are then recycled through the Tread Lightly Program which uses the rubber to make new products, such as playground surfaces.

At the start of 2024, we ensured that all classrooms had a bin sorting station that included general waste, a co-mingling box and a Containers for Change bin. Through assemblies and Mentor groups students were educated and reminded on where to put their rubbish so students would hopefully make the right choice. We saw a massive improvement in the number of eligible containers in the Containers for Change bins. The College continued their connection with the local Scouts who kindly take the large blue bin to the depot and the money is transferred to the College. This initiative raised \$654, which is double what we achieved last year, and means that 6540 bottles were diverted from landfill. This money was used to provide incentives to students to continue to motivate them to engage in sustainable practices, such as, vouchers at the Sustainability Expo and reward lunch for the 'Sustainability Crew'.

To continue to improve education of sorting waste, students within the Mentor classes are responsible for emptying the co-mingling boxes and containers for change on a four-weekly rotation. In 2025 we plan to schedule this into the W.A.V.E teacher program to further increase engagement. The TerraCycle recycling station continues to be utilised for batteries, old mobile phones, pens, and bread tags. A box for coffee pods and a bin for e-waste recycling was added to this area.

Michelle Stenner and Renae Jackson attended a fully funded professional learning WasteSorted High School Workshop. This provided an insight into how to implement successful programs and to learn about what other schools in WA are doing to help the environment. Michelle Stenner presented at the WasteSorted Teach Meet and attended the WasteSorted Student Meet at Emmanuel College with Jessica Slade and Carrie Bolton. In 2024, we renewed our WasteSorted Schools Accreditation, conducted a waste audit of the College and applied for a grant of \$440. This grant was successful and paid for additional yellow comingling boxes in each of the new classrooms around the College.

We would like to thank Michelle Stenner for all her time and hard work as a Sustainability Co-ordinator over the past three years. We would also like to welcome Selena Tate as the successful applicant to join Renae Jackson as the Sustainability Coordinators in 2025.

The Committee look forward to building on projects and continuing to grow in 2025.

DIVERSITY WORKING PARTY HIGHLIGHTS 2024

The Diversity Working Party (DWP) was 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.

In 2024, the DWP had the Reconciliation Action Plan (RAP) renewed and published. The RAP provides a framework for our College to ensure we are inclusive in our work and helps us develop stronger relationships with Aboriginal and Torres Strait Islander stakeholders.

Celebration of Harmony Week Diversity Expo 18th – 21st March

Students got to experience lots of what the College community has to offer presented by, Aboriginal dancers, Japanese drummers, Youth Pride Network, CARAD and Headspace. Students were also able to sample foods from various cultures, including a Hangi cooked by Mr White.

National Reconciliation Week 27th May – 3rd June

Mentor resources were created around 'now more than ever'. Students got to research about key events such as Sorry day and Mabo day. They also got to create art-work for display in the College.

NAIDOC Week 3th – 14th July

This year, NAIDOC Week fell in the school holidays. In Mentor, students were given the background of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

THROUGHOUT THE YEAR

- Welcome to Country was performed by Olman Walley at the Presentation Evening.
- Acknowledgement of Country were offered at the College Ball, and the opening of the Sustainability Expo and an Acknowledgement of Country was also offered at the beginning of all assemblies and key College events. The Acknowledgement of Country is on the College website and included in publications such as the Yearbook.
- Acknowledgement of Country is also offered at the beginning of all Board meetings and staff professional development sessions.
- The DWP 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 2024

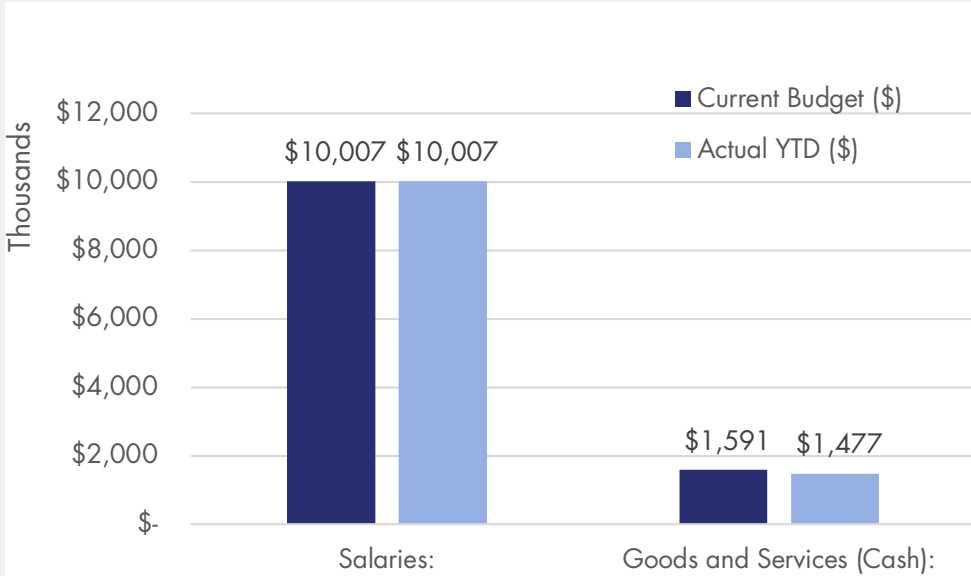
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	122,651	122,651
Carry Forward (Salary)	453,129	453,129
STUDENT-CENTRED FUNDING		
Per Student	8,855,431	8,855,431
School and Student Characteristics	975,561	975,561
Disability Adjustments	(6,498)	(6,498)
Targeted Initiatives	732,637	732,637
Operational Response Allocation	7,136	7,136
Total Funds:	10,564,267	10,564,267
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(459,881)	(459,881)
School Transfers - Cash	463,584	463,584
Department Adjustments	(34,957)	(34,957)
Total Funds:	(31,254)	(31,254)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	0	0
Charges and Fees	594,084	598,001
Fees from Facilities Hire	18,420	19,948
Fundraising/Donations/Sponsorships	16,710	17,754
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	92,325	96,765
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	80,175	101,505
Transfer from Reserve or DGR	170,848	170,848
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	972,562	1,004,821
TOTAL	12,081,355	12,113,614

FINANCIALS

CASH EXPENDITURE

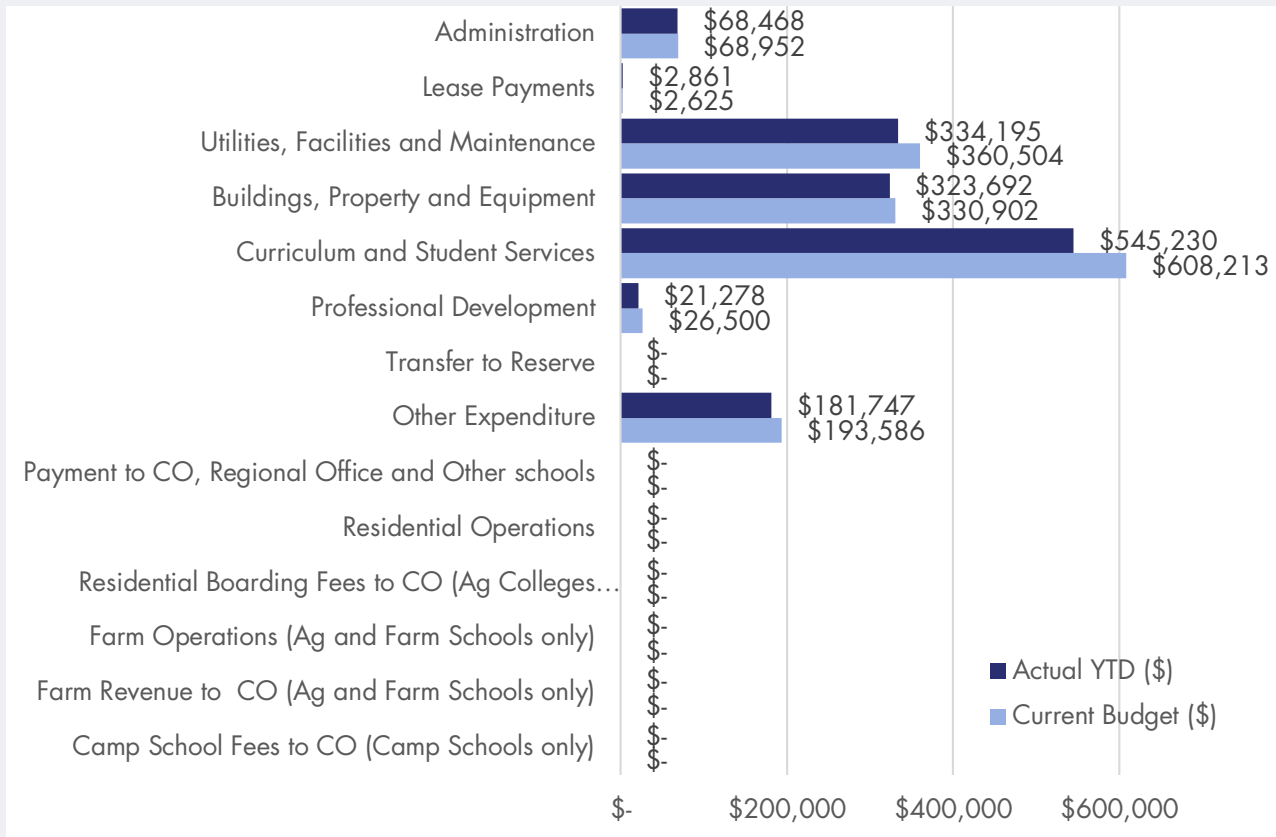
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	9,643,854	9,643,854
New Appointments	0	0
Casual Payments	337,150	337,150
Other Salary Expenditure	26,032	26,032
Total Funds:	10,007,036	10,007,036
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	68,952	68,468
Lease Payments	2,625	2,861
Utilities, Facilities and Maintenance	360,504	334,195
Buildings, Property and Equipment	330,902	323,692
Curriculum and Student Services	608,213	545,230
Professional Development	26,500	21,278
Transfer to Reserve	0	0
Other Expenditure	193,586	181,747
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,591,282	1,477,471
TOTAL	11,598,318	11,484,507

DEC 2024 (VERIFIED DEC CASH)

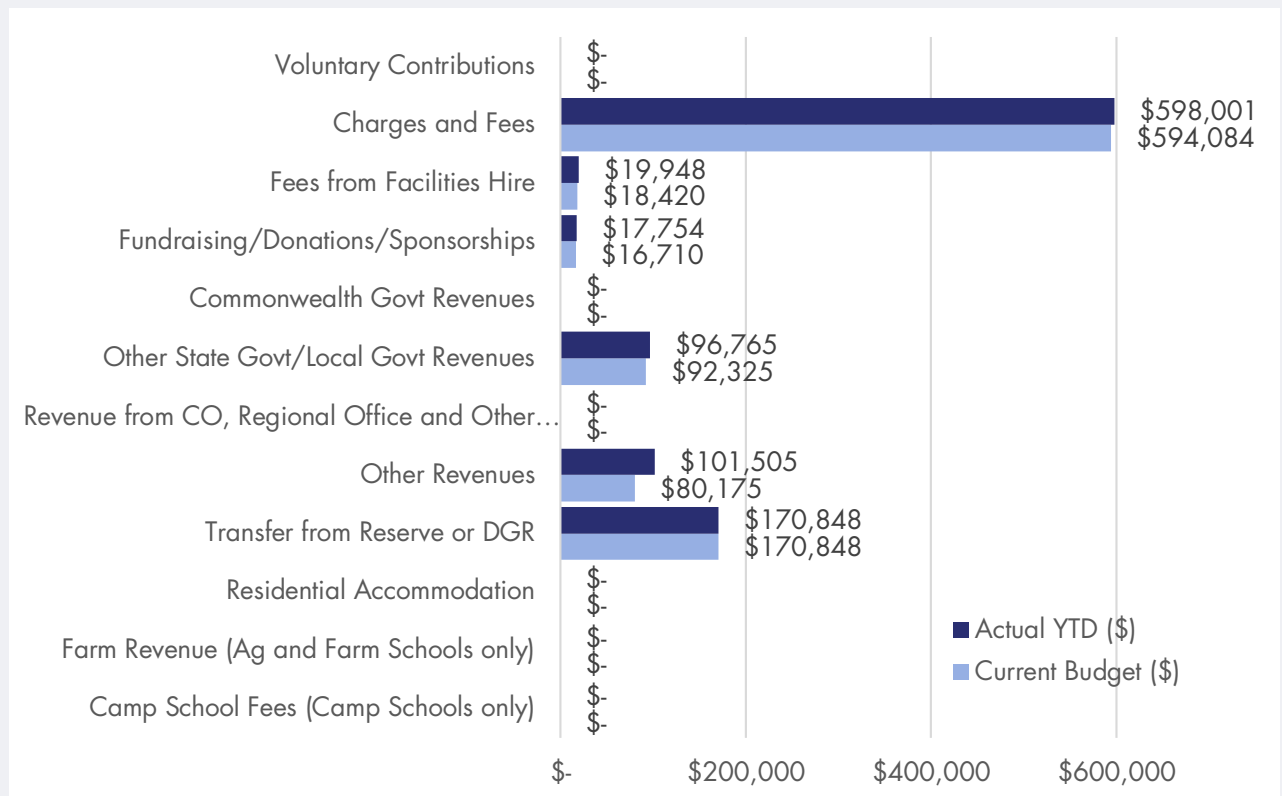


FINANCIALS

DEC 2024 (VERIFIED DEC CASH)



DEC 2024 (VERIFIED DEC CASH)





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Mindarie Senior College
14 Elliston Parade
Mindarie WA 6030
PH: (08) 6207 5500

www.mindarie.wa.edu.au