



2025

ANNUAL REPORT



MINDARIE
SENIOR COLLEGE

WHERE YOUR FUTURE BEGINS

WHERE YOUR FUTURE BEGINS

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

MISSION

Our 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.

LEARNING ENVIRONMENT

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.

The College operates on extended hours, up to 4.15pm on two days per week. This allows the College to timetable the normal classes over four days with Wednesday being timetable free. This allows a number of students, as part of their studies, to experience learning through structured-work-placement, Training Providers and other community organisations.

Students have the opportunity to learn in a modern and exciting facility that enhances the establishment of a young adult environment.

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



PRINCIPAL'S REPORT

It is with great pleasure that I present the 2025 Mindarie Senior College Annual Report. This report provides 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, outline of the range of school programs offered, and the financial position of 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 desire and confidence to make a valued contribution to the community. I acknowledge and thank our staff for their professionalism and continued commitment to improving student learning outcomes.



This report highlights the achievements of our 2025 Year 12 cohort, key updates from each Learning Area, and progress against the targets of our College Business Plan. In its second year, the plan continued to show positive progress towards our ambitious goals.

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.

The following snapshot of 2025 achievement shows that the College is a place that provides meaningful pathways for all students.

- Our highest ATAR was 99.15
- 8 students gained an ATAR over 90
- 23 students received SCSA Certificates of Distinction or Merit recognising their consistent high achievement over Years 11 and 12
- 93% of all students achieved their WACE (higher than the State average of 90%)
- 98% of our ECU UniPrep students successfully completed the course
- 82% of eligible students qualified for direct access to university
- 97% of external VET certificates were successfully completed, and 91% for the school-based VET courses
- OLNA:
 - 99% achieved the Numeracy
 - 98% Reading
 - 99% achieved their Writing.

Strong enrolments allow the College to offer an outstanding range of courses and programs. Effective work by the marketing and enrolments teams has generated strong interest, with a waiting list for Year 11 in 2026.

I acknowledge and value the College Board for its diverse skills and expertise in supporting school decision-making and performance review processes. Strong partnerships with the local community also contribute greatly to our work, as school success depends as much on the wider community as on the efforts of students and staff.

I encourage our community to read this report, alongside information on our website, Facebook page, and newsletters, to gain a full understanding of the College's purpose and direction. I thank all who have contributed to the significant achievement of our students, particularly our teachers who create positive and productive learning experiences. I am confident that after reading this report, you will share our view that Mindarie Senior College is a school of excellence and choice in the northern suburbs.

A handwritten signature in black ink, appearing to be 'J Bromage'.

Mr Jonathan Bromage
Principal

CHAIR OF THE BOARD REPORT



Dear Members of the Mindarie Senior College Community,

I am pleased to present the Chair of the Board Report for 2025, sharing the achievements and progress of Mindarie Senior College over the past year. The College has continued to deliver high-quality educational opportunities, foster student wellbeing, and strengthen connections with our local community and as we reflect on 2025, the Board acknowledges the collective efforts of staff, students, parents, carers and community partners in contributing to the College's success.

In 2025, our Year 12 students achieved excellent outcomes across ATAR, VET and university preparation pathways, as highlighted in the Principal's Report.

Our staff were again recognised for their innovation, leadership and professional excellence. IT Technician Dillan Bailey and Library Officer Patricia Clyde received the WATSSA Innovator of the Year Award for the Workplace Learning Logbook mobile application, which has replaced the traditional paper logbook for students on work placement. Manager of Corporate Services, Emilynne Evans, was a finalist in the WASBPA Manager of Corporate Services Award, and School Principal Jonathan Bromage received a scholarship to participate in Leadership WA's Signature Leadership Program, further strengthening leadership capacity connected with the College.

Investment in facilities and sustainability remained a priority. The College secured \$75,000 in federal government funding for a new Outdoor Education storage facility. State government funding from the Schools Clean Energy Technology Fund for 100 new rooftop solar panels, will help reduce our environmental footprint and operating costs while modelling responsible environmental stewardship.

In 2025, the College also established a three-year partnership with Real Schools to further develop a restorative school culture. This collaboration strengthens relationships between young people, teachers, parents and the community through professional learning, in-class support and community resources, promoting social-emotional development and supporting students to take responsibility for their actions.

I warmly congratulate the Class of 2025 on their achievements and wish them every success in their future endeavours. This year also marks a personal transition in my role: after 13 rewarding years as Chair of the College Board, I will be standing down from the position while continuing to serve as a Board member. It has been a privilege to lead the Board and to work alongside fellow members, Jonathan, staff and our community in supporting the College's growth and success.

In closing, I extend my sincere gratitude to our leadership team, teaching and support staff, students, parents, carers and community members for their ongoing commitment to Mindarie Senior College. Together, we will continue to strive for excellence, nurture student wellbeing, and create opportunities that enable every student to reach their full potential and contribute positively to our community.

Warm regards,

A handwritten signature in black ink that reads "Tracey Roberts". The signature is written in a cursive, flowing style.

Tracey Roberts MP
Chairperson, Mindarie Senior College Board

YEAR 12 RESULTS

In 2025, 351 students completed their schooling at Mindarie Senior College in Year 12, one of the largest Year 12 cohorts in the State with 93% of those students achieving their WACE. This was above the public-school result (90%).

24 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.

5

CERTIFICATES OF MERIT

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

18

SUBJECT CERTIFICATE OF EXCELLENCE

Awarded to candidates in the top 0.5% of each ATAR course, based on the examination score, in a course where at least 100 candidates sit the ATAR course examination.

1

Of our Year 12 student cohort, 15% studied four or more ATAR subjects and 28% studied at least one Certificate II course or higher.

47% of students achieved an ATAR above 70, and the College recorded its highest ever median ATAR of 81.1.

Politics & Law and Physical Education Studies were announced by SCSA as a courses in which students were in the top 15% of all students in that course Statewide (public and private).

The final mean scaled score in Media Production and Analysis, Visual Arts, Biology, Integrated Science, Maths Applications, Physical Education Studies, Chemistry, Health Studies, Psychology, Food Science and Technology, and Accounting and Finance 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, 159 were due to complete the qualification, with 91% achieving the full qualification.



YEAR 12 RESULTS

ATAR COURSES WITH STUDENTS ACHIEVING HIGHER THAN THE STATE MEAN

| | 2025 | 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 | | | | | ✓ | |
| Physical Education Studies | ✓ | | | | | |
| Politics and Law | ✓ | | | | | |
| Psychology | | ✓ | | ✓ | | |
| Visual Art | | | | | ✓ | ✓ |

SCSA publishes the numeracy, reading and writing outcomes of Year 12 public school students. The percentage of students who prequalified by achieving Band 8 or higher in Year 9 NAPLAN was compared with the percentage who met the standard by the end of Year 12.

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

| ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA) | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 |
| Reading | | | | | | | |
| School (WACE eligible) | 321 (98%) | 384 (99%) | 321 (98%) | 356 (99%) | 353 (98%) | 363 (98%) | 341 (98%) |
| Writing | | | | | | | |
| School (WACE eligible) | 324 (99%) | 381 (99%) | 325 (99%) | 357 (99%) | 352 (98%) | 365 (99%) | 338 (97%) |
| Numeracy | | | | | | | |
| School (WACE eligible) | 326 (99%) | 380 (98%) | 322 (98%) | 342 (95%) | 344 (96%) | 351 (95%) | 325 (93%) |

Outstanding results were achieved again, reflecting factors including additional funding providing FTE to Academic Support for students and a whole College focus on high academic standards.

2025 IMPROVEMENT TARGETS

Mindarie Senior College continually seeks to improve outcomes for students.

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

Progress on these targets are 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 (out of a 5-point scale).

We consistently receive overwhelmingly positive feedback from parents verbally and via email, the results highlight parent satisfaction. Students are traditionally less satisfied in any survey. As an "average" we are on target.

| 2025 Parent | 2025 Student |
|-------------|--------------|
| 4.25 | 3.9 |

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





2025 STUDENT IMPROVEMENT TARGETS

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.

| Question (agree & strongly agree) | Year 11 2024 | Year 12 2025 |
|---|--------------|--------------|
| I am healthy, both physically and mentally | 4.26 | 4.26 |
| I can deal with things that happen in my life | 4.27 | 4.27 |
| I am happy with myself | 4.22 | 4.22 |
| AVERAGE: | 4.25 | 4.25 |



TARGET 3

ATTENDANCE

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

| 2025 Semester 1 | 2025 Semester 2 |
|-----------------|-----------------|
| 81.8% | 76.6% |

Second semester's result shows the typical decline in attendance we see as the school year nears the end.

TARGET 4

ONLINE LITERACY AND NUMERACY ASSESSMENT

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

| OLNA |
|------|
| 97% |

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 OLN. Since 2021, 1.2 fulltime equivalent (FTE) was allocated for Academic and OLN support. This will be continued in 2026.





2025 STUDENT IMPROVEMENT TARGETS

TARGET 5

WACE

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

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----|------|------|------|------|------|------|------|------------|
| MSC | 92% | 89% | 89% | 88% | 92% | 93% | 94% | 93% |

93% of Mindarie Senior College students achieved WACE, 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 | |
|------------------|-----|
| 159 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, with an overall 90% success rate.

We have introduced a new internal course offering, a Cert II in Work Skills, to improve our offerings for WACE students at risk.



TARGET 7

UNIVERSITY ENTRANCE

Over 80% of eligible students qualify for university entrance.

| Eligible Students | | Total TISC offers | Success Rate |
|-------------------|----|-------------------|--------------|
| ATAR Pathway | 62 | 90 | 81.8% |
| ECU PREP | 48 | | |

The College has an ongoing focus to improve successful pathways. Some of these initiatives included strategies in study techniques through Elevate Education. Course teachers, using teaching and learning strategies in class, engaged students effectively. A targeted focus on lesson design objectives and the course syllabus was also used.

ECU UniPrep (Schools) has been initiated as a strategy for our lower end ATAR students to provide an alternative pathway to higher education.

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

TARGET 8

ATAR

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

| ATAR PATHWAY | @Census | @Exam 1 | @Exam 2 |
|--------------|-------------|-------------|-------------|
| Year 11 | 134 (31.98) | 130 (31.86) | 113 (27.83) |
| Year 12 | 64 (17.25) | 64 (18.82) | 64 (18.82) |

The table above shows the number of students in the ATAR Pathway and percentage of the cohort.

This is our most challenging target, given the statewide move away from ATAR study continues. Alternative pathways to university, exam pressure and student mental health are all key factors in the continued decline.

Reduced drop off could be achieved by not allowing students to start in ATAR. However, we encourage students to challenge themselves by selecting ATAR when they enter Year 11 which increases 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 students are in the correct pathway.

As part of the College’s ongoing review, we undertake student, parent 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. This means the results are displayed differently to previous years.

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.

The following 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.

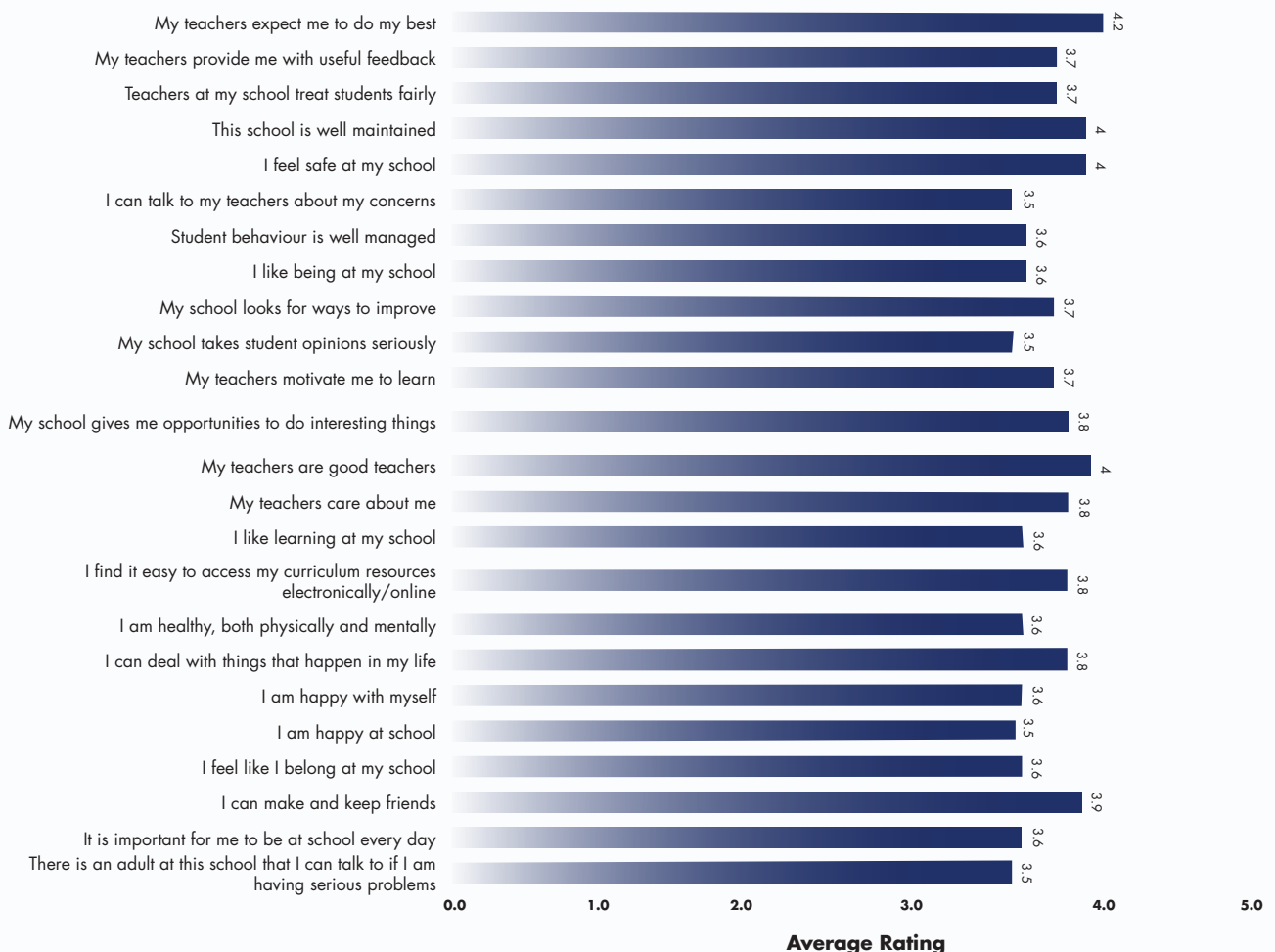
2025 Student Survey

486 students responded to the survey in 2025.

Strengths

- My teachers expect me to do my best (4.2)
- My school is well maintained (4)
- I feel safe at school (4)
- My teachers are good teachers (4)
- I can make and keep friends (3.9)

Student Survey



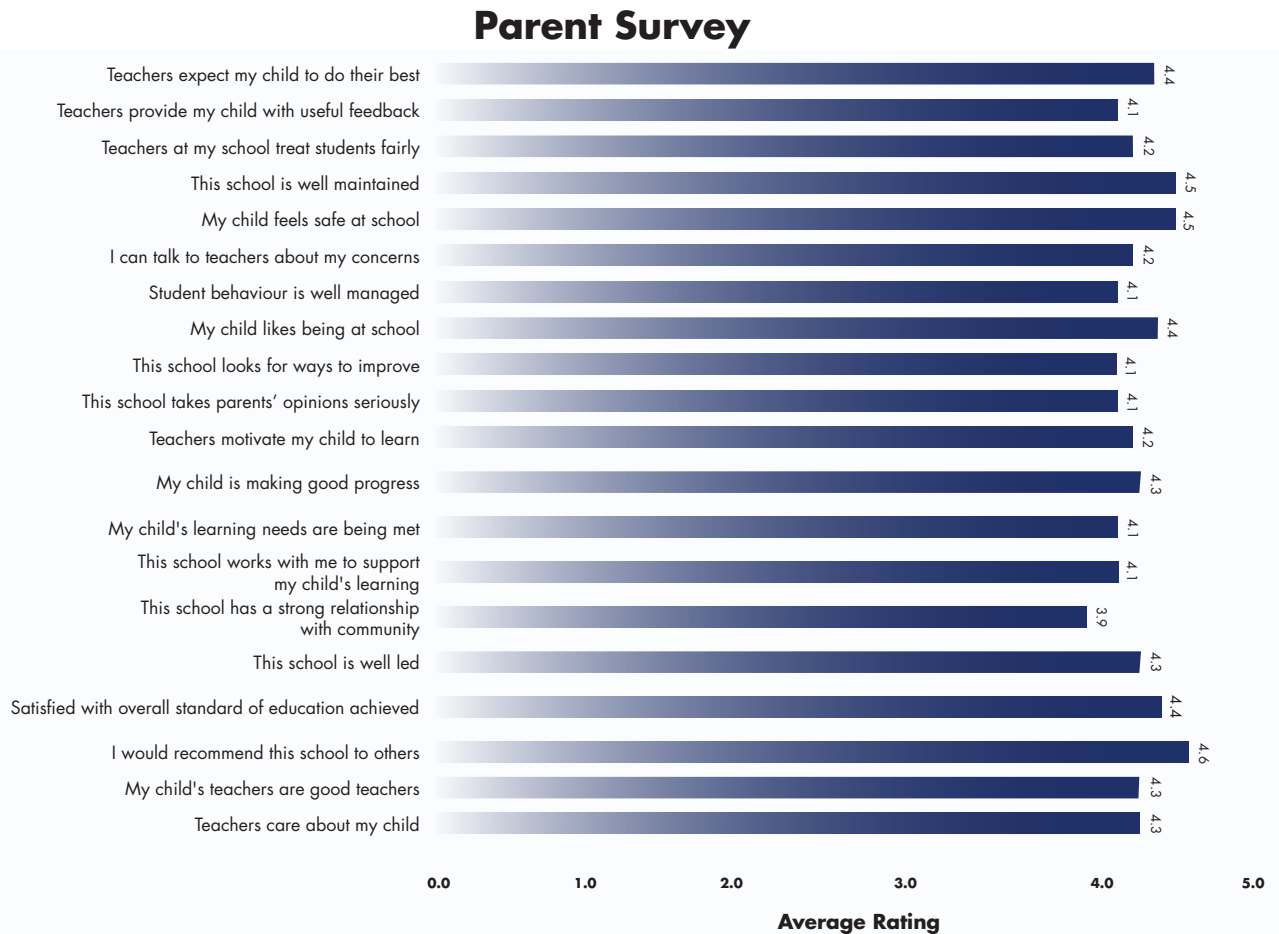
2025 Parent Survey

The parent survey indicates consistently high satisfaction with the College, with most items receiving scores of 4 out of 5 or higher this year. Parents are asked to complete the survey at the end of Term Three.

There were 119 responses to the 2025 survey.

Strengths

- This school is well maintained (4.5)
- My child feels safe (4.5)
- My child likes being at this school (4.4)
- I would recommend this school to others (4.6)



2025 Staff Survey

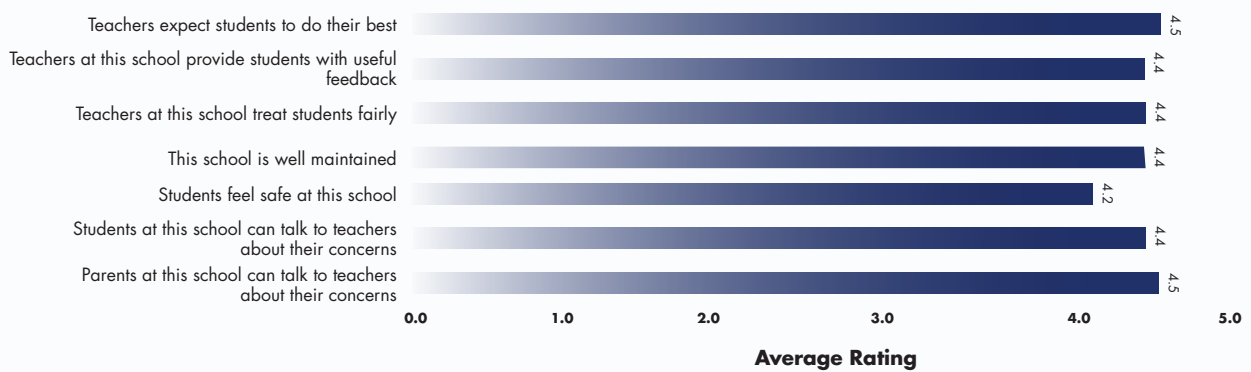
The staff survey was also extremely positive. Staff are respected and well supported at the College and work together to improve student outcomes.

48 staff members responded to the survey in 2025.

Strengths

- Teachers at this school expect students to do their best (4.5)
- Parents at this school can talk to their teachers about their concerns (4.5)
- I would recommend this school to others (4.5)
- Teachers at this school are good teachers (4.5)
- Teachers at this school care about their students (4.5)

Staff Survey



2025 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 WAVE (Wellbeing, Acceptance, Vision, Empowerment) Mentor Program. Through this program, our students had ongoing access to an array of guest speakers covering topics targeted at meeting the needs of our students, gathered from student survey data. 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 2025. R U Legal also came to the College and spoke to our students about the implications and consequences of decision making.

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 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 students' work was displayed at St. George's Cathedral Art Exhibition and the prestigious Young Originals exhibition to showcase the incredible talent we have at the College. Year 11 Visual Arts students also connected with the arts at Mindarie Primary School's Art Exhibition to select two students to win the Mindarie Senior College Art Prize. The Music students represented the College at the WA Public Schools Contemporary Music Ensemble Festival and were awarded a 'Distinction' for their performance. Our General Year 12 Dance students performed their Hip-Hop routine, designed by esteemed choreographer Nelle Hokianga, at the Secondary School to Stage Competition. Nelle continued to partner with both Year 12 Dance classes to create incredible routines for our Arts Showcase in June and September. Our Year 11 Dance students also performed at the School to Stage Competition and achieved 2nd place in the Jazz section for their routine choreographed by dance teacher Alexandra Trick. We invited past Dance students from the College



2025 KEY FOCUS AREA HIGHLIGHTS

to work with our Dance classes - they welcomed the opportunity to teach lessons and choreograph routines both for fun and for our annual Dance Showcase at Arts Week.

The College's strong relationship with the veterans and residents of the Cambrai RAAFA Retirement Village continued to flourish throughout the year. A contingent of students, accompanied by Principal Jonathan Bromage and teacher James McNeill, participated in the ANZAC Day Commemoration at Cambrai Village, taking on key roles within the ceremony and representing the College with distinction. Several days later, veterans, dignitaries, and invited guests from Cambrai visited the College to take part in an evocative ANZAC ceremony. This service centred on the 110th anniversary of the Gallipoli campaign and provided students with a meaningful opportunity to engage with Australia's military history and honour those who served.

In November, Mr Bromage and Mr McNeill returned to Cambrai for the Remembrance Day Commemoration, further strengthening the enduring connection between the College and the Village community. Additionally, Mr Bromage, Mr McNeill, and a small cohort of students were invited to participate in the Vietnam Veterans Commemoration held at the Quinns Rocks Returned Services League in September. This solemn occasion, attended by notable public figures and local veterans, offered another important opportunity for students and staff to pay their respects and engage with members of the wider veteran community.

2025 was a successful year for the Sustainability Committee. A core-group of 15 students continued the 'Sustainability Crew'. 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 'Our World, Our Responsibility' which formed the basis for the chosen exhibitors at the Expo. In Term 3, The Sustainability Expo was again a success, and students eagerly engaged with exhibitors including Messines Bee Farm, West Oz Wildlife, Perth Reptile Company, WasteSorted Schools, City of Wanneroo, Bunnings, Keep Australia Beautiful and the Water Corporation. Sustainability Co-Coordinator, Renae Jackson, attended the WasteSorted High School Workshop and Selena Tate attended the WasteSorted Student Meet at Emmanuel College with three Year 12 students. A group of staff and students attended a beach clean-up 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 \$5,500. This grant was successful and will pay for a centralised recycling hub in 2026. View the Sustainability highlights section for further updates.

The College conducted the Mindarie Senior College Opinion Survey with students, parents and teachers. Year 11s also complete a Student Wellbeing survey on entry; the Year 12s complete the same survey on exit. This provides details on students' perception of their own resilience. The results between Year 11 2024 and Year 12 2025 showed a steady belief that students felt well both physically and mentally. The College continues to seek authentic ways to collect and utilise the voice of students to incorporate 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 Work Health Safety & Wellbeing, Department of Education, Mike Gilbert- Deputy Principal, Port School, Eve Kamugisha- University student, and former College Captain, Rania Soliman- Acting Director, North Metro TAFE, Senior Sergeant Darryl Fuller- Clarkson Police Station, Professor Caroline Mansfield- Executive Dean, Edith Cowan University, Emily Gorst- Road Safety and Drug Education, Chelsea Trail- University student, and former College Captain, and Belinda Bewick- Principal, Tapping Primary School.

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 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. This year, the College launched its W.A.V.E. Program through Mentor. The program focuses on Wellbeing, Acceptance, Vision and Empowerment and supports students' growth and development across a range of topics from goal setting and grade reflection, to taxes, superannuation and celebrating difference and diversity. Student feedback from 2024 noted that many felt they weren't getting enough sleep. As a result, we included a 'sleep hygiene' presentation in our 2025 program utilising the expertise of our Community Health Nurse. We continually review the program as a whole to integrate students' needs more authentically into what we deliver.

Odie and Walter, our resident Oodles, continue to work as the College therapy dogs. The pair are a great source of happiness for our students, and an enormous boost of serotonin for staff as well.

Our annual RUOK? Day was celebrated by all students on College grounds through fun activities and free treats such as cupcakes and cookies. The treats included a conversation starter attached to them which linked to the RUOK message highlighting the importance of checking in with each other and supporting positive mental health. The WAVE 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 truck and magician were a particular highlight!

To further our commitment to cultural responsiveness, the College hosted its second Diversity Expo. Students enjoyed dynamic performances by Corroboree For Life 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, Artifactory, Blind Cricket WA, F.I.S.H and College staff. As part of Harmony Week, T&E teacher, Joseph Te Maihengia White, continued his annual tradition of preparing a Hangi feast for Year 11 students, fostering a sense of community as students and local guests came together to cook, share a meal, and connect. The meal was accompanied by an emotional cultural performance from local Maori community members which made the occasion particularly special. The College also recognised NAIDOC Week and Reconciliation Week through dedicated WAVE presentations and teacher designed lesson hooks connected to the curriculum. The Diversity Committee organised a collection of sports equipment that was donated to FairGame, a charity providing underserved communities the opportunity for a healthier lifestyle. 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.

This year saw staff engage in a long-term Action Research project, where they were supported in setting goals and trialling digital pedagogy and its connection with Instructional Intelligence. Staff projects featured a concise focus in either Concept Attainment, Collaborative Work, Artificial Intelligence (AI), Assessment. Staff presented their findings in a sharing session at the end of Term 3. Highlights included adoption of Padlet, the development of AI literacy for students, and collaboration using OneNote Class Notebook. This project has contributed to staff awareness of a Whole School Pedagogy in Digital Learning and Instructional Intelligence, valuing both consistency and variety in College classrooms.

Focus Area 3: Leadership

Teacher leaders across the College continued to be provided with a range of opportunities. Staff were able to grow their leadership through opportunities to lead courses, deliver professional learning, or sit on College committees and working parties. 46 staff members contributed to the leadership of the College across 11 working parties and committees in 2025. Our aspirant process continued to identify 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 continued to provide opportunities for aspiring staff in the Year Leader roles, with the Year 11 Leader for 2025 being advertised and filled in Term 4, as well as two new roles created within Student Services. Two teaching staff representatives were selected to be the voice of teaching staff on the College Board.



2025 KEY FOCUS AREA HIGHLIGHTS

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 | Member of WACE Course Advisory Committees | 9 |
| WACE ATAR Exam Marker | 10 | Externally Set Task Writer | 3 |
| Externally Set Task Marker | 8 | | |

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

The Student Council led their peers throughout 2025, with ten Year 11s and eight 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 the Year 11 River Cruise, Year 12 Ball, Yearbook, Leavers' tops, and volunteering 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 a small group of Year 11 and 12 students from Risshisha High School in Tokyo, Japan. Students nominated themselves as Ambassadors and were ‘buddied’ with our Japanese visitors for the three-week visit. Students took part in the typical life of an ‘Aussie student’, joining the Ambassadors in their classes and enjoying social activities around the College. Our Ambassadors were exceptional in welcoming and supporting the students and represented our College well, making friendships to last a lifetime. We look forward to hosting more Risshisha High School students when they visit in 2026.

Focus Area 4: 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 2025 the College applied for several grants, and secured \$75,000 government funding for a new Outdoor Education storage facility to be built. The College also received funding from the Schools Clean Energy Technology Fund (SCETF) for the installation of 100 new rooftop solar panels (to be installed in Term Two 2026). The Sustainability Crew also received funding to provide a recycling hub outside the library.

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 to contribute to the Mentor Program, delivering presentations to students on topics such as, goal setting, Mental Health & Wellbeing, cultural diversity, nutrition, parenting a child with a disability, and resilience. 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

Mindarie Senior College's high-quality teaching and learning is proudly our core business. In 2025, the College focused on supporting high-quality teaching through a Professional Learning Strategy, building on well-established skills in Instructional Intelligence, embedding peer coaching, and promoting ICT and digital learning programs, while introducing a new partnership with Real Schools to promote restorative classroom practices consistently across the College.

The leadership team at the College, led by the Professional Learning Coordinator, selected five staff champions to drive the implementation of the first year of practising restoratively at Mindarie Senior College. Under the guidance of Candice Brown from Real Schools, staff have invested professional learning time throughout 2025 in the use of affective language, positive priming, implementation of circles, classroom architecture and using stored responses to enhance our current teaching practices that celebrate our students' positive behaviours, and hold students accountable for their actions.

Throughout 2025, 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 creation of engaging Digital Learning resources that enhance student results within classrooms, the seven-teaching staff of the Instructional Leadership Team and the seven staff of the ICT Working Party collaborated to support staff identify, plan, implement, reflect and share their action learning plans. Collaboration and sharing of teaching practice, both within learning areas and during whole staff meetings, allowed teachers to showcase what was working in their classrooms and plan ways to adopt the practices of others 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 them 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 was fundamental in reflection upon current teaching and learning practices while embedding affective language through the Real Schools partnership. This year, we also placed a particular focus on Externally Set Tasks (EST), with the Technology and Enterprise staff 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.

We also worked with College stakeholders to more formally articulate our reporting criteria, creating new ABEs (attitude, behaviour, effort) through collaborative consultation, resulting in the creation of more concise ABEs and a consistent understanding of ABE application to the behaviour of students, which can be seen demonstrated in every classroom across the College. This collaborative exercise prompted deeper discussion about our College culture and led us to investigate opportunities that might strengthen our interactions with our young people. This further underpinned our partnership with Real Schools in 2025. Over the next two years, we will seek to grow our understanding of Restorative Practice and how it can assist in developing student regulation and self-awareness.

Members of the ICT Committee attended the WA Education Summit to update their knowledge of technological trends in education, which prompted further action in the face of Artificial Intelligence implications for privacy and the identified opportunities for refining the College's approach to data analysis. Through the ICT Committee, the College has continued to build capacity in its underlying infrastructure with upgrades to Moodle to improve stability and security of student access to digital learning materials. In addition, the Compass School Management system has been further adopted to streamline and improve the administrative processes including events, links to necessary websites, and for completing a range of internal processes. The Digital Onboarding program for students was refined in response to these changes and has led to improvements in user-friendliness and consistency at the beginning of the 2026 College year. Furthermore, the Bring Your Own Device (BYOD) and Students Online – Acceptable Usage policies were simplified and updated to ensure compliance with the Department of Education guidelines. Students are starting to benefit from long term BYOD loan arrangements on a needs basis, which has helped provide equitable access to the required equipment for learning, and for inclusion in a digital future.



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 reviewing comprehensive class profiles through a more streamlined process, teachers planned their curriculum based on individual student needs and reflected on student achievement in course reflections each semester. The Engagement and Attendance Coordinator, and Student Studies Coordinator Roles were developed and staffed for 2026 prioritising our College focus on the link between attendance and student achievement.

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 2025 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 2025, the College continued to provide targeted, high-level support for students engaged in College SAER (Students at Educational Risk) programs. This included literacy and numeracy specialist support for students who are yet to meet the OLN requirements.

Our Learning Support Coordinator continued to support and monitor our Students with Special Education Needs. Contact was made with SSEN families at the end of 2024 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.





The College renewed its commitment to the Follow the Dream program, aligning with Governor Stirling Senior High School to provide opportunities for Aboriginal and Torres Strait Islander students attending MSC. The students can opt in to receive additional tutoring from College staff to support their individual progress and achievement, as well as unique cultural experiences organised through Follow the Dream and the Foundation for Indigenous Sustainable Health (FISH).

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.

Over the past two years, the College has reintroduced Learning Area-specific scholarships for incoming Year 11 students. Throughout their time at Mindarie Senior College, recipients are monitored for academic progress, behaviour, and attendance to ensure they remain eligible for the full scholarship across two years.

In 2024, scholarships were awarded in Arts (Performance), Arts (Visual), Humanities, and Maths/Science. All recipients achieved outstanding results in Year 11 in 2025. Each student received at least one course award in their scholarship learning area for achieving the highest result in a subject, and the Maths/Science recipient was also named on the 2025 Maths/Science Honour Board. Last year, scholarships were awarded in Maths/Science, Arts (Performance), Humanities, and Technology and Enterprise for the Year 11 cohort of 2026.

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.

The Talented & Elite Athletes Mindarie (TEAM) program was a flagship initiative, delivering outstanding outcomes for student-athletes striving for excellence in both sport and academics. The program enrolled 25 students in Year 11, each selected for their demonstrated commitment, performance potential, and dedication to high-level training and competition. Throughout the year, students were supported through a structured and holistic framework that prioritised performance development, academic success, and personal wellbeing. The program integrated sport-specific conditioning, injury prevention education, strength and conditioning principles, and recovery strategies, ensuring athletes developed the essential knowledge and understanding required for elite competition across a flexible timetable. At the same time, strong academic monitoring and staff collaboration enabled students to effectively balance the demands of training, travel, and competition with their educational responsibilities. The achievements of the 2025 cohort were exceptional with 14 TEAM students progressing to represent Western Australia at state level in their respective sports, reflecting both individual talent and consistent development. These accomplishments are a testament to the students' discipline, resilience, and professionalism, as well as the comprehensive support structures embedded within the program. There is a high retention rate to students applying and selecting the program for Year 12 in 2026, feedback from the students was overwhelmingly positive with many claiming that the TEAM program allowed them the much-needed flexibility to achieve their sporting and academic goals.

271 Colours Awards for Academic Achievement, Endeavour, Community Engagement, and Performance were given to students across Years 11 and 12, with 27 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, Facebook page and Instagram profile.



2025 KEY FOCUS AREA HIGHLIGHTS

2025 Grade Achievement in Foundation/General/ATAR Pathways

| 2025 Year 11 Foundation Courses | | | | | |
|---------------------------------|-----|------|----|------|---|
| Grade | A | B | C | D | E |
| % | 4.1 | 33.3 | 50 | 12.5 | 0 |

| 2025 Year 11 General Courses | | | | | |
|------------------------------|------|------|------|-----|-----|
| Grade | A | B | C | D | E |
| % | 15.1 | 34.1 | 36.1 | 9.8 | 4.7 |

| 2025 Year 11 ATAR Courses | | | | | |
|---------------------------|------|------|------|------|-----|
| Grade | A | B | C | D | E |
| % | 11.8 | 21.1 | 37.8 | 20.9 | 8.3 |

| 2025 Year 12 Foundation Courses | | | | | |
|---------------------------------|---|------|------|---|---|
| Grade | A | B | C | D | E |
| % | 0 | 66.7 | 33.3 | 0 | 0 |

| 2025 Year 12 General Courses | | | | | |
|------------------------------|------|------|------|-----|-----|
| Grade | A | B | C | D | E |
| % | 14.9 | 32.3 | 39.6 | 8.5 | 4.6 |

| 2025 Year 12 ATAR Courses | | | | | |
|---------------------------|------|------|------|-----|-----|
| Grade | A | B | C | D | E |
| % | 19.2 | 38.7 | 34.5 | 6.7 | 1.0 |



2025 LEARNING AREA HIGHLIGHTS

THE ARTS

Awards and Achievements

- Acknowledgement of past MSC Arts students working in the industry with a photo wall of students at the entrance of the PA Theatre.
- One ATAR Visual Art student had artwork purchased by the College with funds donated by Mark Folkard MLA. All Art Acquisition Awards are displayed at the College.
- One ATAR Visual Art student had their art practice acknowledged in the inaugural Sam Bloor Emerging Artist Award, with funds donated by MSC Alumni Sam Bloor. One Year 12 ATAR Visual Art student had artwork selected for the MSC Greeting Card.
- Three students were nominated by the College for consideration for Pulse 2025.
- One student was nominated by the College for consideration for the Lester Youth Prize.
- One Year 11 ATAR Visual Art student was selected for Young Originals, at the Spectrum Gallery in ECU, Mt Lawley.
- Two Year 11 ATAR Visual Art students were selected to display work at St George's Art Exhibition.
- Fostered a relationship with Mindarie Primary School, with ATAR Visual Art students, awarding a lower and upper primary school art award.
- Year 11 General Dance won second prize in the Jazz category of the School to Stage dance competition at Newman College.
- Music students performed WA Public Schools' Contemporary Music Ensemble festival and received a "Distinction".
- A selection of paintings from Year 11 & 12 ATAR and General Visual Art students displayed at the Director General of Education's office.

Excursions

- Year 11 & 12 ATAR Visual Art students participated in a drawing and painting workshop with artist Andy Quilty.
- ATAR Visual Art students attended excursions to Pulse at the Art Gallery of WA.
- Year 12 General Visual Art students participated in an artist workshop with MSC graduate, Sam Bloor at the College.
- Year 11 & 12 General Dance students per-

formed at the Schools to Stage dance competition at Newman College.

- Year 12 General Dance students participated in workshops with One Mob Studios.
- ATAR & General Drama students attended performers' Q&A session and performance of "Beauty and the Beast" at Crown Theatre.
- Year 11 & 12 ATAR Drama students attended an interactive excursion and workshops with the Joondalup Festival.
- Year 12 ATAR Drama students attended an excursion to the Black Swan performance of Speaking in Tongues.

College Events

- Year 11 & 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 displayed work during Arts Showcase at Arts Night & Arts Week.
- Three Year 12 Music students performed at the Year 12 Presentation Evening.
- Year 11 & 12 Photography students exhibited their work at Arts Week.
- Media students successfully filmed all performances during Arts Week.
- Dance students presented a showcase of their work titled "On the Floor" at Arts Week and Arts Night.
- Year 12 ATAR Drama performed candidate's choice monologues (WACE Exam) for Arts Week.
- Year 11 & 12 Drama students performed original pieces at Arts Week.





2025 LEARNING AREA HIGHLIGHTS

HEALTH AND PHYSICAL EDUCATION

Awards and Achievements

- 15 students were State or National representatives in the following sports; athletics, touch football, swimming, gymnastics, soccer, rowing, pickleball, softball, cricket and golf.
- Students competed in Interschool Sporting competitions throughout the year; Basketball, Surfing and Bodyboarding and Futsal.

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 ran by the P.A.R.T.Y 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 plus 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.
- 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.
- TEAM students attended an excursion to the Athletic Institute to focus on recovery, nutrition and conditioning.

College Events

- Year 11 Outdoor Education students gained their Surf Rescue Certificate from Surf Lifesaving WA through our Surf Cadets program.
- Year 11 Health Studies students ran the annual Health Expo, bringing health agencies to the school to promote awareness of current health issues in our community.
- Year 12 Certificate II in Sport Coaching students gained their Senior First Aid accreditation and coached local primary school students.
- Year 11 and 12 Physical Education students were given instruction from specialist coaches from Touch Football WA.
- Health Studies students were involved in learning correct Yoga practice from a former MSC student.
- 13 of our Year 12 cadets gained their skipper's ticket.
- Year 11 Cadets gained first aid certificates.





HUMANITIES

Awards and Achievements

- Two students entered a Young Writers Award.

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 Whiteman Park, Pasta in the Valley and The Margaret River Chocolate Factory.
- Year 11 Ancient History students attended the Terracotta Warrior Exhibition at the WA Museum.

College Events

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





MATHS AND SCIENCE

Excursions/Incursions

- For the final time, Year 12 Integrated ATAR students visited Neil Hawkins Park to analyse the water quality, both biotically and abiotically. SCSA has unfortunately terminated this course.
- The Year 12 Psychology class visited Perth Zoo to enhance their understanding of methods of learning and behaviour modification.
- The Year 11 ATAR Biology class 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 during Term 1.
- 'Help' sessions were available to students most Wednesdays, 10:30am – 12:00pm.
- Tutorial classes in Science ATAR 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 & ENTERPRISE

Excursions/Incursions

- 45 students achieved their First Aid Certificates as part of the Certificate II in Community Services course.
- Year 11 Children, Family and Community classes visited Atlantis Day Care. They also had guest speakers from Paint the Town Red, Meningitis Trust and RA.
- Year 12 Woodwork students made grazing boards which will be used at various College events and functions.

Competitions

- 37 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 included:

- Students and parents attended the annual Careers Expo hosted by MSC.
- A Career Practitioner was available to work with students individually or in groups, and with parents as requested.
- A series of Career Development sessions focusing on future career pathways were offered to students and those interested registered to attend the sessions.
- Year 12 ATAR and Uni Preparation students attended a TISC presentation in preparation for their university application.

- Year 12 ATAR students participated in a University course exploration activity via the TISC website.
- 'One on One' student appointments were held with an ECU course advisor.
- 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 130 businesses hosting these students. Ten students gained apprenticeships through their work placement.





2025 LEARNING AREA HIGHLIGHTS

VET HIGHLIGHTS

Students had access to the full suite of internal and external VET opportunities, ranging from Certificate II to Certificate IV.

These included:

- 9 School-based Trainees (SBT and SBAT)
- 20 students undertaking a Pre-apprenticeship in School (PAiS) program, in electrical, engineering, building and construction, and plumbing industries.
- 65 students enrolled in VET Delivered to Secondary Schools TAFE Profile courses (fee free) in 29 different qualifications, delivered for 1 or 2 days per week at 10 TAFE campuses.
- 30 students undertaking 'fee free' qualifications through four private Registered Training Organisations.
- 11 students enrolled in 'Fee for Service' qualifications through two private Registered Training Organisations.

Four qualifications were delivered by MSC teachers on our campus, under an auspicing arrangement with two private Registered Training Organisations (IVET and Skills Strategies International), with 173 Year 12 students enrolled:

- FNS20120 Certificate II in Financial Services
- SIS20321 Certificate II in Sport Coaching
- CHC32015 Certificate II in Community Services
- CUA20620 Certificate II in Music





EXTERNAL VET PROGRAMS

- 135 students participated in external VET programs in 35 different qualifications delivered off-campus by both private and public Registered Training Organisations.
- 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: 46 students
 - Certificate III: 43 students
 - Certificate IV: 18 students

SCHOOL BASED TRAINEESHIPS

- 1 trainee PSP20122 Certificate II in Retail Services
- 7 trainees SIR30216 Certificate III in Retail Services
- 4 trainees SIR20216 Certificate II in Retail Services





2025 LEARNING AREA HIGHLIGHTS

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. In 2025 the team organised and managed:

Services and Support

- Overseeing and coordinating the Mentor/WAVE Program
- Supporting and working with the Student Council
- R U Legal and School Psychologist Mental Health talks
- Overseeing and supporting student attendance and behaviour (via our new Engagement and Attendance Co-ordinator)
- Social-emotional support and guidance
- Ongoing opportunities for academic reviews
- Continuing to implement the National Mental Health Framework 'Be You' into the Mentor/WAVE 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/WAVE Program
- Working alongside external agencies to support the wellbeing of students
- Embedding life-skills throughout the Mentor Program
- Working alongside external agencies to support the wellbeing of students.

Functions and Activities

- Meet the Mentor Parent Information Evening
- Supporting Your Child Through Senior School brochure
- Colours Awards ceremonies
- Year assemblies
- Year 11 River Cruise
- Year 11 Reward Camp
- Year 12 College Ball
- Year 12 Presentation Night
- Leavers' Breakfast
- Health and drug education sessions via our College Community Health Nurse

- Nutrition Education Sessions
- World's Greatest Shave
- RUOK? Day
- College Board representation
- ANZAC assembly
- Attendance reward 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
- Road and Car Safety presentation
- Tax, Debts and Loans presentation
- The Arts & Mental Health Workshop
- Culture presentation by Mr White
- Sexual Health presentation by the Community Health Nurse
- PRIDE Mentor/WAVE lesson
- The Importance of Sleep presentation





STUDENT STUDIES

Opportunities offered to students included:

- Preparation day for Year 12 ATAR students to set goals, review 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 coming semester.
- Year 11 and Year 12 Report Review through mentors 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.
- Elevate Education workshops for Year 11 students providing exam preparation skills to be successful.
- ATAR exam boost sessions in Term 3 for Year 12 students in the lead up to 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 WACE.
- Third year of ECU UniPrep Schools run in College with 48 students. 90% of students achieved all 4 units.
- End of each term students calculate their predicted ATARs.
- Oversee the running of OLNA assessment and OLNA support throughout the College, with 99% of students achieving the OLNA requirement for WACE.





2025 LEARNING AREA HIGHLIGHTS

LIBRARY

The Library Resource Centre strives to ensure students have access to the resources they need to meet their academic goals. It also promotes literacy in its various forms. During 2025 the library offered collections of contemporary resources in support of the requirements of students. Online resources including e-books, specifically curated research, audiobooks, films and documentaries were always available to students.

The library is a safe space, advocating 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 help is given, and competencies improved. The emphasis on digital technologies as a growing key part of learning is still a focus area for the library.

In 2025 library staff continued to help students in the digital online environment of the College throughout the year. Equitable access is still a key focus, and resources are available when needed, particularly in support of our BYOD policies. Students continue to be exposed to, and encouraged to experiment with, emerging technologies.

Throughout the year the library is home to displays of student work. Notable events celebrated include RUOK, Safer Internet Day, Harmony Week, and others. The library world celebrates Book Week throughout Australian schools and the 2025 theme of "Book an Adventure" saw the library take a trip around the epicurean world.

During 2025 the library remained home to the successful ECU UniPrep in Schools program. The welcoming environment afforded by the library was frequented by students studying and researching their academic courses during 2025. Students can expect the same warm reception from the library in 2026.





SUSTAINABILITY

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

Miss Renae Jackson and Ms Selena Tate were the 2025 Sustainability Coordinators and achieved some excellent outcomes, building on existing practices around the College. The continued development of a "Sustainability Crew", saw a core group of 15 students assist the Sustainability Expo, helping to educate students on sorting waste and sharing ideas through regular meetings. The crew were a voice for the students and via regular meetings shared their passion for the environment and 'Our World, Our Responsibility'. This formed the basis for the chosen Sustainability Expo exhibitors.

The Sustainability Expo continued to be a success with students eagerly engaged with exhibitors including Messines Bee Farm, West Oz Wildlife, Perth Reptile Company, WasteSorted Schools, City of Wanneroo, Bunnings, Keep Australia Beautiful and the Water Cooperation. The Sustainability Crew ran a mentor challenge leading up to the Expo, asking students to collect ring pulls from aluminium cans. The mentor group collecting the most received a prize. Ring pulls are made from high-grade, clean aluminium, perfect for recycling. Wheelchairs for Kids melt these down, using the aluminium to help manufacture durable, custom-built wheelchairs for children in need around the world. We collected 5.9 kg - over 19,000 ring pulls in less than four weeks, with Mentor Group 11.1 contributing an impressive 1.95 kg. A massive feat!

All classes have a bin sorting station that includes general waste, a comingling box and a Containers for Change bin. Through assemblies and mentor groups, students continue to be educated and reminded where to place their rubbish. We continued to see 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 \$834, a 30% increase from 2024, resulting in 8,342 bottles diverted from landfill. This money was used to provide incentives to students to continue to engage in sustainable practices i.e. vouchers at the Sustainability Expo and a reward lunch for the 'Sustainability Crew'.

To strengthen students' understanding of effective waste sorting, mentor classes took responsibility for emptying the comingling boxes and Containers for Change bins on a four-week rotation. This process was integrated into the Mentor teacher program to boost consistency and engagement. In 2026, we plan to implement a mentor sustainability lesson to continue teaching effective recycling practices.

The Terracycle recycling station continued to be well used for batteries, old mobile phones, bread tags, and we expanded this by collecting coffee pods. At the end of 2025 we initiated a new partnership with Eco-Batt, who provides a drum for safe storage, collection, transport and recycling of eligible batteries. This includes all alkaline batteries, easily removable single cell lithium-ion batteries, E-bike/E-scooter batteries less than 5kg and power tool batteries. We are excited to be a safe, community collection point for the batteries and look forward to our students engaging with this next year.

Renae Jackson attended a funded professional learning WasteSorted High School Workshop at John Curtin College. This provided an insight into implementing successful programs and shared what other WA schools are doing to help the environment. Selena Tate attended the WasteSorted Student Meet at Lynwood Senior High School with three Year 12 students. The Year 11 Material Design Textile students attended an excursion to Clarkson Good Sammy's where they purchased a garment to upcycle as part of their studies into environmental waste in the textile industry.

We successfully renewed our WasteSorted Schools Accreditation and completed a comprehensive waste audit of the College. We applied for and were awarded a \$5,500 grant to establish a new recycling hub outside the library. This centralised hub will collect empty makeup and hair products, oral care items, pens and markers, glasses, and household cables - key items students can divert from landfill.



2025 LEARNING AREA HIGHLIGHTS

DIVERSITY COMMITTEE HIGHLIGHTS 2025

The Diversity Committee focuses on ways in which the College can meet the Aboriginal Cultural Standards Framework (ACSF). The committee organises celebrations of Harmony Week, Reconciliation Week and NAIDOC Week, as well as embedding the ACSF in College practices.

The Diversity Committee renewed their Reconciliation Action Plan (RAP) at the end of 2025, leading the College into a new era aimed at focusing on key community partnerships and developing stronger relationships with Aboriginal and Torres Strait Islander stakeholders.

Celebration of Harmony Week 17 - 21 March

On Tuesday, 18 March, the College proudly hosted its annual Diversity Expo, celebrating our strong culture of respect, diversity and inclusion.

During Mentor and lunch, students explored a vibrant range of stalls and food trucks, enjoying interactive activities and engaging experiences.

Highlights of the Expo included:

- An energising Japanese drumming workshop with Taiko On. Students experienced powerful synchronised percussion under the guidance of leader and teacher Simon Vanyai.
- Mrs Chester's How Do We Say Hello exhibit.
- Mr Brown Montgomery's Who Are We Mindarie digital map. Students pinpointed their birthplaces, highlighting our diverse student population.
- Chief Robinson-Kinson's popular bracelet creation station.
- FISH (Foundation for Indigenous Sustainable Health), hosted a session for Aboriginal and Torres Strait Islander students to discuss ideas and goals for the year ahead.
- Corroboree For Life performed an amazing cultural dance experience.
- Headspace Joondalup.
- Youth Pride Network.

On Thursday, 20 March, Year 11 students were delighted to try Mr White's famous traditional Maori Hangi feast and were treated to a cultural performance from community members.

National Reconciliation Week 27 May - 3 June

Mentor resources were created around 'now more than ever'. Students researched key events such as Sorry Day and Mabo Day. They also created artwork that was displayed in the College.

NAIDOC Week 6 July - 13 July

In 2025 NAIDOC Week fell during the school holidays, therefore the College celebrated it during Term 3. In Mentor, students were taught the background of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Throughout the Year

- Welcome to Country performed at Presentation Evening in partnership with Olman Walley.
- Acknowledgement to Country was offered at the College Ball, and the opening of the Sustainability Expo. Acknowledgement of Country was also offered at the beginning of all assemblies and key College events.
- The Acknowledgement of Country is published 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 Diversity Committee met regularly to create resources for staff and students to promote the cultural diversity of the College, and what it means to be inclusive.



FINANCIALS

FINANCIAL SUMMARY AS AT 31 DECEMBER 2025

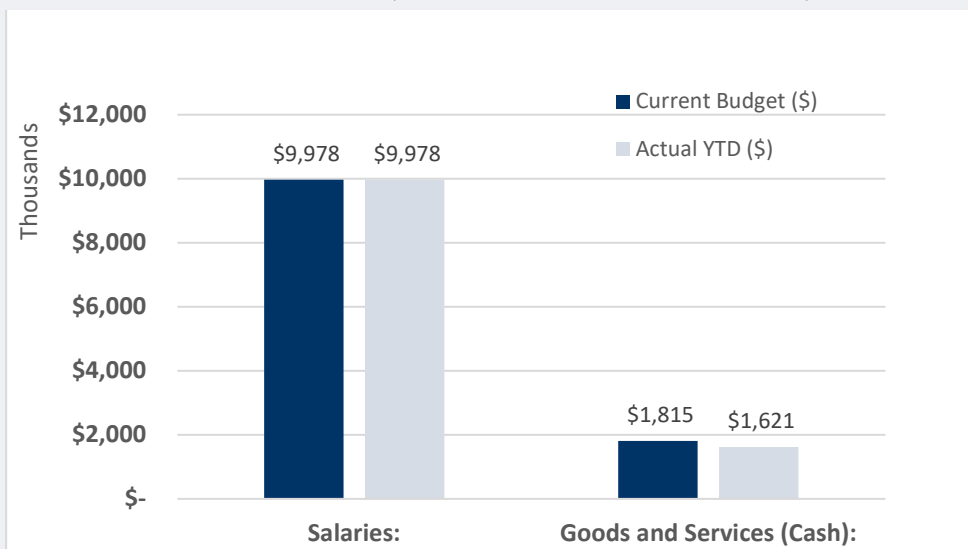
| INCOME - Dec 2025 (Verified Dec Cash) | | |
|--|----------------------------|------------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash) | 164,768 | 164,768 |
| Carry Forward (Salary) | 464,337 | 464,337 |
| STUDENT-CENTRED FUNDING | | |
| Per Student | 9,047,028 | 9,047,028 |
| School and Student Characteristics | 957,751 | 957,751 |
| Disability Adjustments | 0 | 0 |
| Targeted Initiatives | 889,365 | 889,365 |
| Operational Response Allocation | 13,953 | 13,953 |
| Total Funds: | 10,908,097 | 10,908,097 |
| TRANSFERS AND ADJUSTMENTS | | |
| Regional Allocation | 0 | 0 |
| School Transfers – Salary | (615,231) | (615,231) |
| School Transfers - Cash | 607,725 | 607,725 |
| Department Adjustments | (36,900) | (36,900) |
| Total Funds: | (44,406) | (44,406) |
| LOCALLY RAISED FUNDS (REVENUE) | | |
| Voluntary Contributions | 0 | 0 |
| Charges and Fees | 577,435 | 572,708 |
| Fees from Facilities Hire | 41,200 | 42,082 |
| Fundraising/Donations/Sponsorships | 17,000 | 15,295 |
| Commonwealth Govt Revenues | 0 | 0 |
| Other State Govt/Local Govt Revenues | 92,431 | 102,431 |
| Revenue from CO, Regional Office and Other schools | 0 | 0 |
| Other Revenues | 140,067 | 135,789 |
| Transfer from Reserve or DGR | 23,360 | 23,360 |
| Residential Accommodation | 0 | 0 |
| Farm Revenue (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees (Camp Schools only) | 0 | 0 |
| Total Funds: | 891,493 | 891,665 |
| TOTAL | 12,384,289 | 12,384,461 |

FINANCIALS

CASH EXPENDITURE

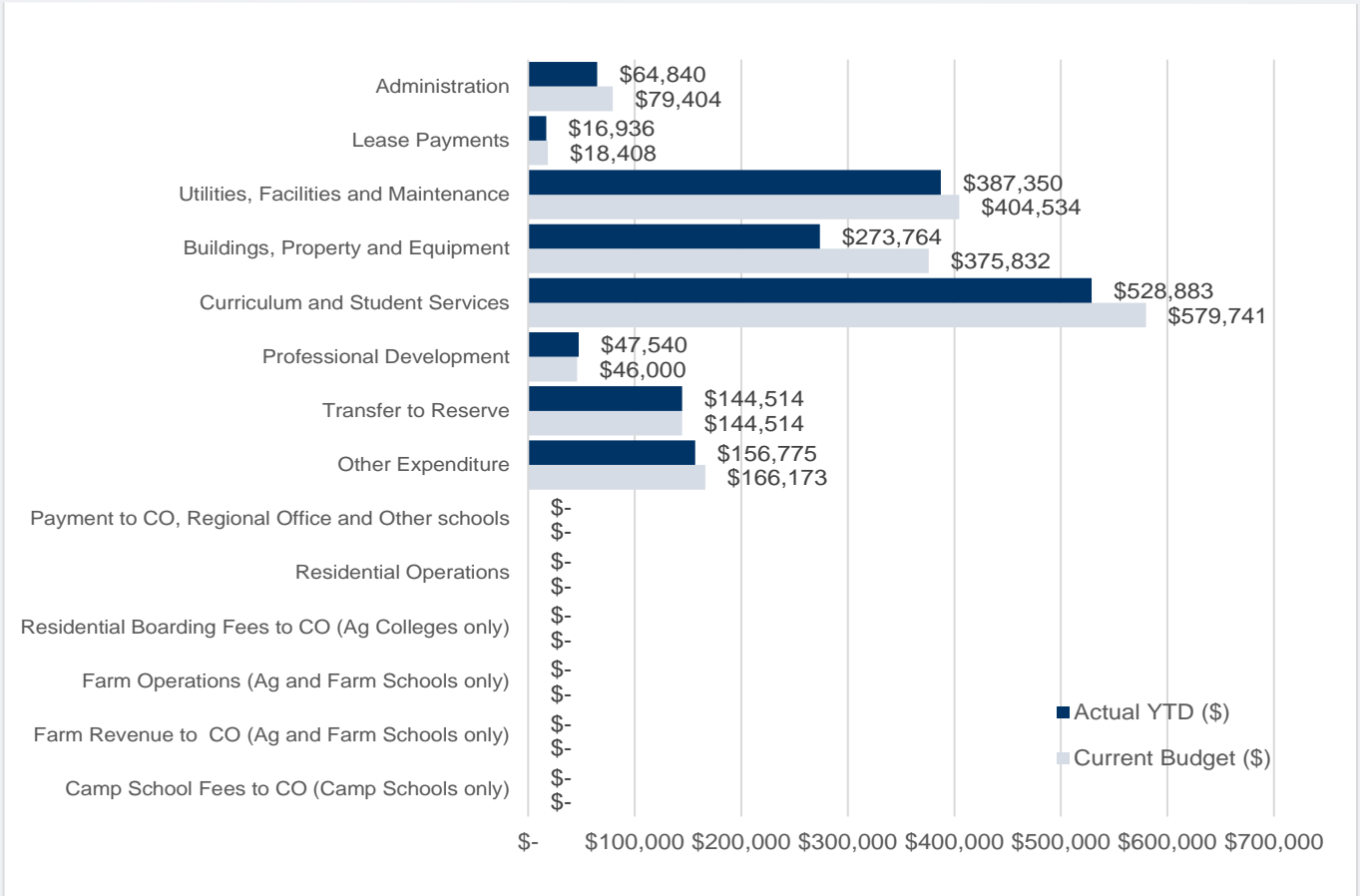
| EXPENDITURE - Dec 2025 (Verified Dec Cash) | | |
|--|---------------------|-------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| SALARIES | | |
| Appointed Staff | 9,530,789 | 9,530,789 |
| New Appointments | 0 | 0 |
| Casual Payments | 425,703 | 425,703 |
| Other Salary Expenditure | 21,944 | 21,944 |
| Total Funds: | 9,978,436 | 9,978,436 |
| GOODS AND SERVICES (CASH EXPENDITURE) | | |
| Administration | 79,404 | 64,840 |
| Lease Payments | 18,408 | 16,936 |
| Utilities, Facilities and Maintenance | 404,534 | 387,350 |
| Buildings, Property and Equipment | 375,832 | 273,764 |
| Curriculum and Student Services | 579,741 | 528,883 |
| Professional Development | 46,000 | 47,540 |
| Transfer to Reserve | 144,514 | 144,514 |
| Other Expenditure | 166,173 | 156,775 |
| 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: | 1,814,606 | 1,620,602 |
| TOTAL | 11,793,042 | 11,599,038 |

DEC 2025 (VERIFIED DEC CASH)

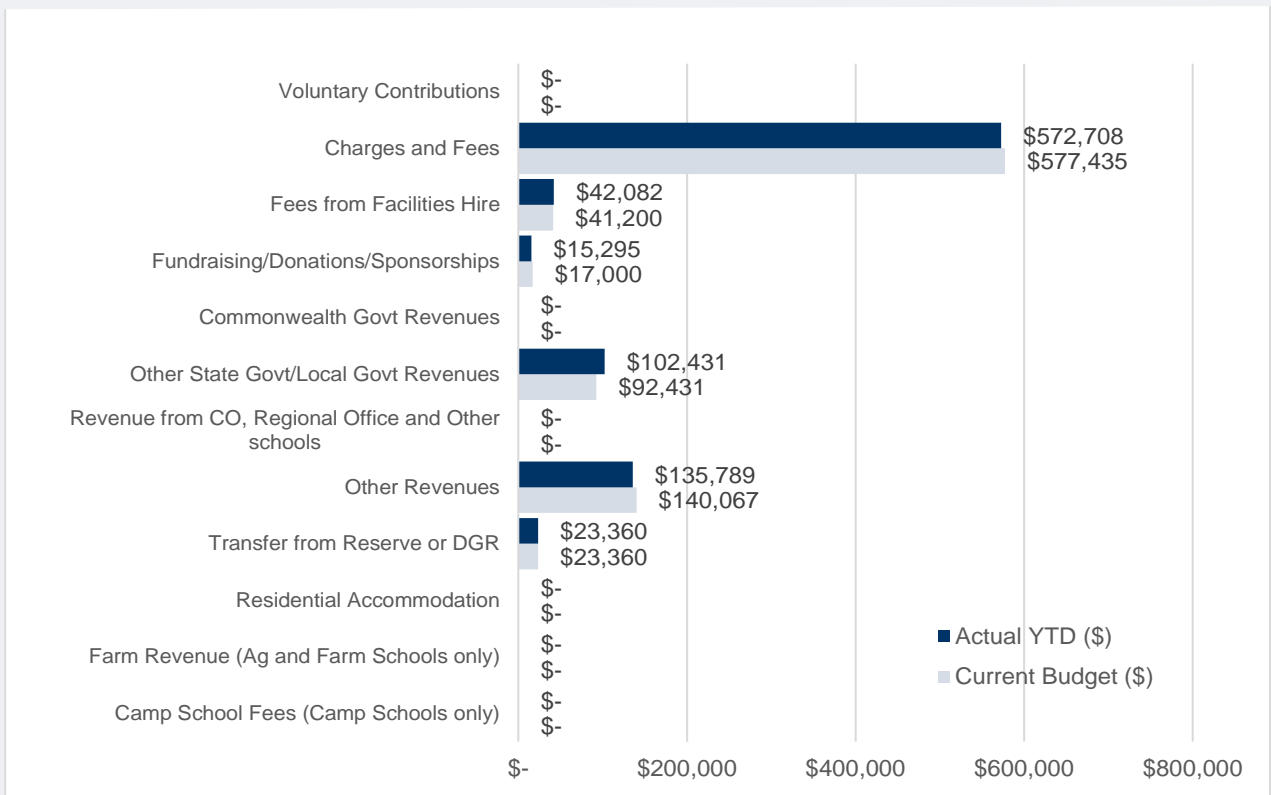


FINANCIALS

DEC 2025 (VERIFIED DEC CASH)



DEC 2025 (VERIFIED DEC CASH)





**MINDARIE
SENIOR COLLEGE**

Where Your Future Begins

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