Manea Senior College
2014
Annual Report
Manea Senior College (MSC), an Independent Public School in Bunbury, is the only school that specialises in senior schooling in the South West region of Western Australia. The College caters for Year 11 and 12 students seeking university or vocational pathways. MSC opened its doors for students on February 2, 2009, with 150 Year 11 students enrolled, which soared to 502 students in 2014. The College also became the first secondary school in Western Australia to implement a Health and Medical Specialist program, which commenced in 2013.

The history of the College commenced in the 1960s, when the Bunbury City Council, led by then Mayor, the late Dr Ernie Manea, created a vision for an education and training precinct. Located between Edith Cowan University (ECU) and South West Institute of Technology (SWIT), MSC students have the opportunity to combine their school courses with nationally recognised certificate or university studies. The presence of the Bunbury Regional Hospital and St John of God Hospital within the same precinct enhances student opportunities particularly for those participating in the Health and Medical Specialist Program. Students at MSC experience challenging, invigorating and inspiring learning opportunities and teaching practices from carefully selected, expert teachers.

The College has a well established reputation for its results, young adult, university style, disruption free learning environment and accommodating the course needs, learning styles and providing flexible, innovative approaches designed for young adults. MSC attracts students from a range of schools, including significant numbers from catholic and independent schools and students from over 30 different local, interstate and overseas schools. Manea serves a special role in the South West, catering for students across the entire region, making us a truly regional College.

Vision
Manea Senior College provides the foundation for students to find their place in the global community, developing values and social capabilities to become active and responsible members of society. Manea Senior College is the senior College of choice, producing graduates who are independent learners, highly regarded by community, industry, employers, our precinct partners, health and medical organisations and other educational institutions.

Mission
Manea Senior College empowers young adults to advance in their careers and lives by creating a learning environment built on high standards, trust, respect and support, flexibility, treating students as individuals. The College fosters and promotes amongst its students a sense of being valued and belonging to the College community. It is committed to working collaboratively with the community to create an inclusive, innovative and flexible environment that motivates and engages students to maximise their outcomes. Manea Senior College utilises its unique location and adult ethos to maximise the opportunities for collaboration and partnerships with precinct partners to achieve the shared outcomes that the education precinct is aiming to accomplish.
2014 saw Manea Senior College complete its fifth year as an independent public school, increase its senior schooling course offerings to the largest in the South West and reach a school population of 502.

Manea continued to select the highest quality, subject specialist teachers to support its achievement of quality student performance. Manea used 2014 to build and consolidate on the opportunities established in 2012 and 2013 through our strategic location and outstanding working relationships with ECU and SWIT. Manea continued to offer courses not provided by other schools in the region, including the Health and Medical Specialist Program, Certificate III Laboratory Science and Certificate IV Work, Health and Safety. 2014 saw the introduction of English as an Additional Language/Dialect course catering for students from Manea and other local schools. The afterhours courses of Dance and Design also continued their increased popularity for young people in the region.

Manea continued to commit to using student performance data to drive engaging teaching and learning practices based around ICT. The College expanded its flexible, innovative approaches to timetabling and used a variety of strategies and programs to address the needs of the diverse backgrounds of its students.

Manea continued to develop its culture of being a highly reflective school and as such, has thoroughly reviewed its academic performance for Year 11 and 12 students against benchmark, achievement and stretch targets and is pleased with the results, making the Top 50 Schools (for Stage 3 ATAR Performance) for the first time; two students joining the 99 ATAR Club; 77% of VET students achieving a certificate II or higher with 51% of Manea VET students actually achieving a certificate III or higher – an excellent achievement as Manea continues to pursue the attainment of higher level qualifications for its students.

On behalf of the Manea Senior College Community, we present the 2014 College Annual Report.

Yours Sincerely

Rod Rykers Matt Granger
Principal Chair College Board
RELATIONSHIPS: Building and maintaining highly effective relationships with Students, Parents, Staff, Wider Community, Business Sector, Precinct Partners, Universities and other stakeholders.

RIGOUR AND RESULTS: Maintaining high standards in the fields of Academic Achievements, Teaching and Learning, Leadership, Conduct and Social Skills.

REPUTATION: Continuing our reputation for exceptional Academic and Social Outcomes, Professional Approach to everything we do and our Responsive, Innovative, Young Adult Environment.

RELEVANCE: Ensuring the Academic and Social Opportunities, Career Pathways, Teaching, Leadership, Professionalism and Purpose for students coming to Manea Senior College remains.

ROUTINES: Maintaining and developing highly efficient and effective organisational management structure, a unique culture, polices, procedures, timetabling, teaching and learning strategies and resource allocation appropriate for the MSC learning environment.
2014 HIGHLIGHTS

• 99% WACE achievement in 2014 compared to 96.8% in public schools statewide
• 51% of VET students completed a Certificate II or higher
• Certificate II completion rates have increased from 21% in 2010 to 77% in 2014
• Manea ranked in the Top 50 schools in the state for WACE Stage 3 course scores of 75+
• Applied Information Technology Stage 3, Geography Stage 3 & English Stage 2 were recognised by the School Curriculum and Standards Authority for the percentage of students who achieved a WACE Course score of 75 or more
• 16 Students achieved an ATAR above 90 (20% of our ATAR population)
• 4 Certificates of Commendation were awarded to students who obtained at least 20 ‘A’ grades in course units or equivalents
• 1 Certificate of Distinction was awarded to a student whose result placed them in the top 0.5% of students in the course based on their Stage 3 course results
• An increase in ATAR Participation Rates to 42% in 2014, up from 33% in 2013
• An increase in ATAR Performance with individual students scoring 75+:
  • 23% in 2014
  • 17% in 2013
• Ten courses with final scaled scores above ‘like’ schools, DoE schools and the State:
  • Stage 3 Applied Information Technology
  • Stage 3 Chemistry
  • Stage 3 Design
  • Stage 3 English
  • Stage 3 Literature
  • Stage 3 Mathematics: Specialist
  • Stage 3 Physics
  • Stage 3 Visual Arts
  • Stage 2 Computer Science
  • Stage 2 English
• 2014 Graduates also attained over $60,000 in scholarships for University courses including 2 Curtin Principal Award Scholarships, a Harry Perkins Excellence Scholarship to Curtin and the St Catherine’s University of Western Australia Engineering Excellence Scholarship.
• Janene Wells – Finalist for WA Secondary School Teacher of the Year

Janene Wells
Finalist for WA Secondary School Teacher of the Year
**KEY PERFORMANCE INDICATOR**

**Achievement**

<table>
<thead>
<tr>
<th>Benchmark (BM)</th>
<th>Achievement (AT)</th>
<th>Stretch Target (ST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WACE Graduation/Attainment Rates</td>
<td>VET Students Attainment Target</td>
<td></td>
</tr>
</tbody>
</table>

**WACE Graduation/Attainment Rates**

- **BM**: 90%
- **AT**: 96%
- **ST**: 100%

Includes those for indigenous students, to within the target scale.

**2014 result**: 99%

**Median ATAR**

- **BM**: 72
- **AT**: 75
- **ST**: 78

**2014 result**: 73.4

**VET Students Attainment Target**

- **BM**: 73%
- **AT**: 85%
- **ST**: 100%

Percentage of VET students gaining a Certificate II or above.

**2014 result**: 77%

**Senior School Attainment Target**

- **BM**: 70%
- **AT**: 96%
- **ST**: 100%

Achieve the target of an ATAR of 55+ and/or Cert II achievement.

**2014 result**: 75%
Year 11 Attendance Rates

- **Bench Mark**
  - Achievement 87%
  - Stretch 93%

- **Achievement**
  - 90%

- **Stretch**
  - 93%

2014 result: 91%

Indigenous Student Attendance Rates

- **Bench Mark**
  - Achievement 87%
  - Stretch 93%

- **Achievement**
  - 90%

- **Stretch**
  - 93%

2014 result: 87.9%

Year 12 Attendance Rates

- **Bench Mark**
  - Achievement 88%
  - Stretch 93%

- **Achievement**
  - 90%

- **Stretch**
  - 93%

2014 result: 90%

Overall Attendance

Percentage of students attending on a regular basis 90%+

- **Bench Mark**
  - Achievement 88%
  - Stretch 93%

- **Achievement**
  - 90%

- **Stretch**
  - 93%

2014 result: 67%

Percentage of Students Suspended

- **Bench Mark**
  - Achievement 2%
  - Stretch 0%

- **Achievement**
  - 1%

- **Stretch**
  - 0%

2014 result: 1.1%

ONPAR Strategy Usage

Percentage uptake of teacher implementation of College wide pedagogy (ONPAR)

- **Bench Mark**
  - Achievement 90%
  - Stretch 100%

- **Achievement**
  - 95%

- **Stretch**
  - 100%

2014 result: 81%
Learning Area Highlights
and Recommendations

Art, Design & Technology

Highlights:
• Visual Art course median was 7% above the state average
• Business Stage 3 achievement in examinations was well above the state average
• Applied Information Technology Stage 3 achieved an average of 59.6% significantly above the expected, based student achievement in Year 11 (2013)

Recommendations:
✓ Focus on some discrepancy between examination performance and course performance and reassess assessment weightings
✓ Continue internal and external moderation

English

Highlights:
• Stage 1 course median was 10% above the state average
• 67% of students had English as their best or second best subject score
• Stage 2 scores were scaled upwards by 15.8 marks compared to 1.2 marks in 2013
• 2 students achieved a rank in the top 10% of students in the state for Literature Stage 3
• All Literature Stage 3 Manea students were scaled up by an average of 14.3 marks
• Significant increase in number of students who performed better in examinations with an average of 6.3 mark increase in 2014 compared to 0.1 mark increase in 2013.
• 10 students achieved above 75 as a final scaled score for English

Recommendations:
✓ Some grades were too high overall - concentrate on uniformity of achievement against grades
✓ Limit standard deviation spread to be more uniform between examination and course marks

Health & Physical Education

Highlights:
• Significantly high average across all Physical Education subjects
• Year 11 Dance had small student numbers which makes comparability difficult, however the small cohort achieved above the state average

Recommendations:
✓ Utilise examiners reports and ATAR data to identifying any areas of weakness for the purpose of student improvement
✓ Stretch the top achieving students and focus on improving performance of students at the lower end of the scale
Mathematics

Highlights:

• Average for Stage 1 students was higher than the state average. The range and standard deviation are lower, indicating more consistent results.

• Good results in Year 11 which led to an excellent correlation in Year 12 for many students in 2014.

• Stage 3 students had the majority of marks between 43% and 79%. This indicates that Manea students are performing comparably at this level with other schools across the state.

• Largest cohort of students studying Stage 3 Mathematics courses since the College opened.

• Mathematics Specialist had an average mark of 64% compared to 61% for the state. Median was lower than the state, at 56% compared to 60%. These differences were due to the top students performing very strongly and hence improving the mean score.

Recommendations:

✓ More background and preliminary work for Year 11s, including basic skills needed for the course, and consistent study and tutorial expectations of all students.

✓ Continued internal shared assessment creation and marking.

✓ Increased use of ICT strategies to continue to extend the top students and provide them with high level, examination-style practise questions.

✓ Focus on more concrete, scaffolded tasks for some of the under achieving students to help them reach at least a satisfactory standard and improve their confidence in mathematics.

Science

Highlights:

• Physics and Chemistry had significantly higher median and mean results for MSC than the state.

• Chemistry had a strong spread of results with some students achieving results above 95% overall.

• Stage 1 Science scores were well above expected results in overall achievement and well above state and DoE schools.

• Human Biology Stage 3 results were well above like schools and the state.

Recommendations:

✓ Avoid student achievement ‘clumping’ both in middle and higher end of achievement.

✓ Modify assessments to include a higher component of cross marking between classes.

Studies of Society and Environment:

Highlights:

• Geography Stage 3 median score for MSC students was 7% higher than the state average.

• Economics and History results were slightly down from 2013 however expected results from Year 11 to Year 12 were higher than predicted.

• Psychology Stage 3 showed strong similarities in terms of averages and grade distribution compared to schools state-wide.

Recommendations:

✓ More stringent approach to marking overall, and particularly in relation to some individual assessments.

✓ Increased inclusion of academic opportunities for advanced students to extend themselves, as well as a more focussed approach to under achieving students.
Achieving English Language Competency (ELC):
MSC has in place strategies and systems which are intended to ensure not only that all students achieve ELC, but their competence improves during their studies at the College. Staff reinforce high standards of achievement at all levels of English, recognised in the community by the understanding that our students have genuinely achieved the grades awarded. All Year 12 students received a ‘C’ grade in at least one English course over Years 11 and 12 - the minimum required to meet graduation requirements. In addition an external audit was conducted and this provided staff with further points of reference to consolidate ELC requirements.

Literacy and Numeracy Testing:
New students are tested for literacy and numeracy levels, prior to commencing studies at the College. These tests provide all staff with a comprehensive profile of student literacy and numeracy levels, used to inform course planning. This testing has moved to an online process, which provides more immediate results for further counselling. Information from this testing is collated on a database accessible by all staff to provide background information for teachers to assist with their planning processes.

Moderation Processes:
Moderation is an ongoing yearly process that staff at Manea continually participate in. Staff conduct internal moderation with colleagues and network with colleagues across the State in accordance with SCSA guidelines. In addition, small group moderation with colleagues in other schools was also successfully undertaken.

Tutoring:
The College incorporates highly qualified tutors to provide students with the best chance to achieve the highest level possible. Evidence has shown that students who take advantage of this tutoring have made significant improvements in their literacy levels. Numerous tutors were employed covering a variety of subjects. Surveys conducted throughout the year found more than 95% of students saw the tutors as “approachable and available”.

Triple A Student Support:
The criterion for selection for this group was based on the DoE Policy for Gifted & Talented students. The top 10% of high achievers of the Year 12 students are included in the program - both ATAR and VET.

Students were once again exposed to lunches with the Principal and guest speakers. Year 11 students participated in the Science Café at UWA and were also given a rewarding communication and bonding excursion to the Yallingup Maze.
Highlights:

• Significant improvement in 2014 with 51% of VET students completing qualifications at certificate III or higher
• Certificate II completion rates have increased from 21% in 2010 to 77% in 2014

Recommendations:

✓ Greater focus on Work Place Learning completion rates
✓ Increase options and ability of students to complete a Certificate IV in Year 12

Wide range of Certificates completed by Year 12 Students as at Graduation:

- Certificate I in Business
- Certificate I in Information Technology
- Certificate I in Leadership Development
- Certificate I in Resources and Infrastructure Operations
- Certificate I in Work Preparation (Community Services)
- Certificate II in Animal Studies
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Applied Language
- Certificate II in Automotive Servicing Technology
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Emergency Medical Service First Response
- Certificate II in Outdoor Recreation
- Certificate II in Retail Make-Up and Skin Care
- Certificate II in Retail Services
- Certificate II in Sampling and Measurement
- Certificate II in Sport Coaching
- Certificate II in Sport and Recreation
- Certificate II in Telecommunications
- Certificate II in Warehousing Operations
- Certificate III in Basic Health Care
- Certificate III in Business Administration
- Certificate III in Disability
- Certificate III in Information, Digital Media and Technology
- Certificate III in Sport and Recreation
- Certificate III in Work Health and Safety
- Certificate IV in Preparation for Entry into Nursing
- Certificate IV in Work Health and Safety
FINANCIAL REPORT
31st December 2014

Contingencies Revenue - Budget vs Actual

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$1,901,983.20</td>
<td>$1,901,982.23</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>$353,370.92</td>
<td>$353,370.92</td>
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<tr>
<td>Total Contingency Funds Available</td>
<td>$2,255,354.12</td>
<td>$2,255,353.15</td>
</tr>
<tr>
<td>Total Salary Allocation</td>
<td>$5,174,447.00</td>
<td>$5,174,447.00</td>
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<tr>
<td>Total Funds Available</td>
<td>$7,429,801.12</td>
<td>$7,429,800.15</td>
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</table>

Contingencies Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Contingencies Expenditure</td>
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<td>$1,863,329.94</td>
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<tr>
<td>Total Salary Expenditure</td>
<td>$5,174,447.00</td>
<td>$5,042,826.00</td>
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<tr>
<td>Total Expenditure</td>
<td>$7,360,456.41</td>
<td>$6,906,155.94</td>
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</table>

Current Year Actual Contingencies Revenue Resources

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers, $317,300</td>
<td></td>
</tr>
<tr>
<td>Locally Generated Revenue, $424,467</td>
<td></td>
</tr>
<tr>
<td>Doll Grants, $486,007</td>
<td></td>
</tr>
<tr>
<td>Other Govt Grants, $29,162</td>
<td></td>
</tr>
<tr>
<td>Other, $835,067</td>
<td></td>
</tr>
</tbody>
</table>

Cash Position

Total Bank Balance: $1,304,709.77
**STUDENT ENROLMENTS**

Semester 1 Data (Census)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
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<tbody>
<tr>
<td>2014</td>
<td>502</td>
</tr>
<tr>
<td>2013</td>
<td>437</td>
</tr>
<tr>
<td>2012</td>
<td>377</td>
</tr>
<tr>
<td>2011</td>
<td>352</td>
</tr>
<tr>
<td>2010</td>
<td>301</td>
</tr>
<tr>
<td>2009</td>
<td>148</td>
</tr>
</tbody>
</table>

**STUDENT GRADES**

Student Grade Distribution 2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15.6%</td>
<td>15.1%</td>
</tr>
<tr>
<td>B</td>
<td>30.2%</td>
<td>28.6%</td>
</tr>
<tr>
<td>C</td>
<td>38.3%</td>
<td>43.7%</td>
</tr>
<tr>
<td>D</td>
<td>12.3%</td>
<td>10.4%</td>
</tr>
<tr>
<td>E</td>
<td>3.5%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
Australian Education Ministers have determined that all Australian Schools will participate in parent, student and staff opinion surveys.

All WA public schools are required to administer these surveys at the least every two years, which commenced in 2014.

These surveys are used to gain opinions on various aspects of schools performance and operation.

**Rating Score, based on a likert scale survey conducted at the end of 2014:**

- (5) Strongly agree
- (4) Agree
- (3) Neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

**Abbreviations:**

<table>
<thead>
<tr>
<th>BM</th>
<th>Bench Mark Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Achievement</td>
</tr>
<tr>
<td>ST</td>
<td>Stretch Target</td>
</tr>
</tbody>
</table>

**Business Satisfaction Opinion**

Sample questions asked on Business Satisfaction Survey:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What benefits do you see from your sponsorship of MSC?”</td>
<td>100%</td>
</tr>
<tr>
<td>“I’m satisfied with our partnership with MSC”</td>
<td>80%</td>
</tr>
<tr>
<td>“Our Sponsorship allows us to support the College which family or friends attend.”</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Overall Student Opinion

<table>
<thead>
<tr>
<th>Safe Environment</th>
<th>BM</th>
<th>AT</th>
<th>ST</th>
<th>2014 result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.2</td>
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<tr>
<td>MSC models a workplace environment</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Students treated as young adults</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Students are better prepared for work/study</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.1</td>
</tr>
</tbody>
</table>

## Overall Staff Opinion

<table>
<thead>
<tr>
<th>Safe Environment</th>
<th>BM</th>
<th>AT</th>
<th>ST</th>
<th>2014 result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Standard of Education</td>
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<td>4.4</td>
<td>4.8</td>
<td>4.8</td>
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<tr>
<td>Community Relationships</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.6</td>
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</table>

## Overall Parent Opinion

<table>
<thead>
<tr>
<th>Safe Environment</th>
<th>BM</th>
<th>AT</th>
<th>ST</th>
<th>2014 result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>Standard of Education</td>
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<td>4.4</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>Community Relationships</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.5</td>
</tr>
<tr>
<td>Communication</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>MSC models a workplace environment</td>
<td>4.0</td>
<td>4.4</td>
<td>4.8</td>
<td>4.4</td>
</tr>
<tr>
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<td>4.4</td>
<td>4.8</td>
<td>4.5</td>
</tr>
<tr>
<td>Students are better prepared for work/study</td>
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<td>4.4</td>
<td>4.8</td>
<td>4.4</td>
</tr>
</tbody>
</table>
The College’s Indigenous population engaged in a variety of pathways in 2014. Of the three Year 12 Indigenous students in 2014 all met graduation requirements, and five Year 11 students were successful to progress into Year 12, 2015.

The College has continued its investment in the full time employment of an Indigenous Teacher, who also undertakes the role of Aboriginal Education Coordinator. Indigenous students were, again for 2014, very active participants in all aspects of the College, including College Ball and Country Week. One student completed a School Based Traineeship.

MSC was also involved in hosting students from the Djidi Djidi Primary School. The purpose was to foster a stronger link to the Indigenous students of Djidi Djidi and emphasise that academic success can open many various and interesting pathways for them. Students from MSC became mentors to these visiting students. Other success stories for these wonderful young adults included two leaving College early to take up full time positions and traineeships entering the workforce successfully.

To continue meeting the needs and improving the outcomes for Indigenous students into 2015, the following recommendations have been made:

✓ Continue role of Aboriginal Education Coordinator; tutoring of students and track student progress including assessment completion and attendance.

✓ Incentive and recognition awards to encourage attendance, improvement and participation in College activities.

✓ Build community relationships by encouraging Aboriginal people and organisations to utilise the College facilities and engage with students and staff at MSC.

✓ Encourage Manea Aboriginal Alumni students to become involved as mentors for current Manea students.

✓ Timetable opportunities at College for students to work on Traineeship modules.
Students were involved in 2 camps in Year 11, the first involved visiting 4 universities in two days and the other involved being part of the Allied Health student group conference run by WAALHIIBE and SPINREFX.

Students were part of the St John South West Regional seminar and then went on to explain their involvement with the Rural Clinical School Medical Students in the creation of a Crash Scene EdiSIM.

Students in Year 12 were involved in a 4 day camp flying up to Geraldton. This was heavily subsidised by Rural Health West and involved working with the Western Australian Centre for Rural Health – WACRH University of Western Australia. A trip was taken to Mullewa to see rural and remote medicine.

Students also produced exhibits for the Childside Expo day, the Leonardo School Science Day and the Science Spectacular.

Year 11 students were invited to a tour of Fiona Stanley Hospital and the Notre Dame University medicine talk.

Year 11 students were also involved in a First Aid post rub by St John Ambulance for the first 2 days of Leavers Week.

Years 12’s were farewelled in June with a celebratory dinner.

The average ATAR scores for Year 12 HMSP students in 2014 was 72.25, with 4 University Scholarships Awarded to students as a result of their involvement in this program.

Students in 2014 attained entry into courses ranging from Psychology at Curtin to Biomedical Science at Notre Dame and Nursing at Monash University in Melbourne.