



1.2 Development Opportunities
Professional learning and leadership development opportunities for staff and students.
(Links to SAS, HQT, EL, SGS)



1.3 Community Relationships
Making learning relevant, engaging and meaningful by seeking opportunities that support students to learn through real world examples and application by maintaining strategic alliances with our community.
(Links to SAS, HQT, EL, SGS)



1.4 Wellness
An emphasis on student and staff connectedness to Manea – a sense of belonging; the promotion of wellbeing and resilience for all staff and students; career education, development and pathway plans for all students that assist in the transition post school; and individual student goal setting for each course and their overall pathway – a sense of purpose from the outset. (Links to SAS, HQT, EL)



1.1 Young Adult Workplace Environment
Continue to develop and enhance our unique learning environment with a focus on the physical, social, technical and workplace elements. One that provides students with the knowledge, skills and values ('hidden curriculum') to succeed in life at and beyond the College.
(Links to SAS, HQT, EL)



1.5 Attraction and Retention
Seek and retain quality staff with expertise and collaborative teaching and learning skills, whilst continuing to attract and engage students from across the region. (Links to SAS, HQT, EL)

LEARNING ENVIRONMENT



TEACHING & LEARNING

2.4 Reflection

Continue the culture of effective performance through self-reflective practices and development opportunities for all staff. (Links to SAS, HQT, EL, SGS)

2.3 Extended learning opportunities

Opportunities beyond the classroom and mandated curriculum that inspire, motivate, educate and challenge thinking. (Links to SAS, HQT, EL)

This may include but not be limited to community involvement, guest speakers, forums, online videos/talks, work placements and the exploration of 'value add' programs and opportunities such as Health and Medical Specialist Program, Community Service, Mathematics Challenges and Cadets.

2.1 Classroom teaching practice

Pedagogy that meets the needs of all students, where they receive the quality teaching support which enables them to engage and participate in their selected pathway and achieve their academic potential. (Links to SAS, HQT)

Focus areas: Instructional Strategies; Explicit Teaching; Questioning; Feedback; Lesson Design Framework; Collaboration; Innovation and Technology; Inclusivity; and Learning how to learn (metacognition).

2.2 Collaborative practices

Staff engage in professional learning through an Action Performance Plan to enhance teaching practice with a focus on collaboration, learning from each other, observation and action learning. (Links to SAS, HQT, EL)



Manea Senior College Business Plan 2016 - 2019



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 innovative, independent learners, highly regarded by community, industry, employers, our precinct partners, health and medical organisations and other educational institutions.

mission statement

Manea Senior College transitions young adults in their final years of secondary schooling into successful, innovative, respectful, courageous and dedicated young adults. The College empowers young adults to advance in their careers and lives by creating a learning environment built on high standards, trust, respect, support, flexibility and accountability.

The College fosters and promotes amongst its students a sense of being valued and belonging to the College community. Manea Senior College is committed to working collaboratively with its community to create an inclusive, innovative and flexible environment that motivates and engages students to maximise their outcomes. Manea Senior College utilises its unique co-location with South Regional TAFE and Edith Cowan University to maximise its adult ethos and the opportunities for collaboration and partnerships to achieve the shared outcomes that the education precinct is aiming to achieve.

choice, respect, responsibility & success

The culture at Manea Senior College is based on that of a professional workplace, where positive and productive behaviours are acknowledged, valued and celebrated. The Manea Community is embodied by the four key elements of Choice, Respect, Responsibility and Success.

Manea students are coached, supported and encouraged to make adult, pro-active choices, take ownership of their decision making and how it affects their future. At Manea, it is expected that students conduct themselves with maturity and self-discipline and that the choices made by students reflect these qualities.

Respect for self, others and the environment is a valued attribute of students, allowing the Manea Community to operate in a highly focused, cooperative manner. Producing global citizens that value the opinions and experiences of others, as well as caring for their environment is the core business of Manea Senior College.

The Manea Community values personal conduct characterised by high levels of responsibility. Students are expected to be organised, self-motivated learners and conduct themselves according to this philosophy.

glossary

ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
NSOS	National School Opinion Surveys
SCSA	School Curriculum and Standards Authority
VET	Vocational Education and Training
WACE	Western Australia Certificate of Education

strategic direction

The 2016 – 2019 Business Plan provides a strategic direction for Manea Senior College for the next four years.

The Independent Public School Review, conducted in March 2016, was highly successful with the College receiving commendations in the following areas:

- Being a significant provider of both ATAR-based senior school courses and VET programs within the south-west region
- The maintenance of strong ATAR results accompanied by increases in the percentage of students undertaking these courses
- High numbers of students gaining Certificate II or better VET qualifications
- Relationships between staff and students that are strong, based on mutual respect and staff willingness to support the learning for all students
- Embedding an adult-learning ethos and developing a strong sense of responsibility in students for their learning
- The high opinion that parents have of the safety, leadership and standard of education delivered at the college
- The strong performance management processes for teachers that has led to a positive classroom culture and a commitment to continuous improvement on the part of college staff
- The establishment of partnerships that are providing significantly improved opportunities and outcomes for students

operational plans

The 2016 – 2019 Business Plan is supported by annual operational plans in the following portfolio areas:

- Curriculum and Academic Performance
- Student Services
- Teaching and Learning
- Vocational Education and Training

The Business Plan also reflects and enacts *The Department of Education Strategic Plan for WA Public Schools 2016 – 2019, High Performance – High Care.*

- Priority 1: Success for All Students (SAS)
- Priority 2: High Quality Teaching (HQT)
- Priority 3: Effective Leadership (EL)
- Priority 4: Strong Governance and Support (SGS)



priority 1: learning environment

Outcome	Measurement Tools
<p>1.1 Young Adult Workplace Environment</p> <p>Continue to develop our unique learning environment with a focus on the physical, social, technical and workplace elements. One that provides students with the knowledge, skills and values (“hidden curriculum”) to succeed in life at and beyond the College. (Links to SAS, HQT, EL)</p>	<ul style="list-style-type: none"> • Student + Parent + Staff surveys (NSOS) • Student Course Feedback Surveys • Lesson observation data • Student Report Attribute data • Self-Reflection Findings (Written Report) • Staff Job satisfaction ratings • Meeting workplace expectations – comparison of student self-reflection and student report attribute data.
<p>1.2 Development opportunities</p> <p>Professional learning and leadership development opportunities for staff and students. (Links to SAS, HQT, EL, SGS)</p>	<ul style="list-style-type: none"> • Professional learning data for staff • Leadership opportunities for staff • Student activities and participation rates • Leadership opportunities for students • Leadership Surveys
<p>1.3 Community Relationships</p> <p>Making learning relevant, engaging and meaningful by providing opportunities that support students to learn through real world examples and application by maintaining strategic alliances with our community. (Links to SAS, HQT, EL, SGS)</p>	<ul style="list-style-type: none"> • Anecdotal evidence of: <ul style="list-style-type: none"> - Events - Guest speakers - Sponsor and Board involvement • Student + Parent + Staff surveys (NSOS) • Leadership Surveys
<p>1.4 Wellness</p> <p>An emphasis on student and staff connectedness to Manea – a sense of belonging; the promotion of wellbeing and resilience for all staff and students; career education, development and pathway plans for all students that assist in the transition post school; and individual student goal setting for each course and their overall pathway – a sense of purpose from the outset. (Links to SAS, HQT, EL)</p>	<ul style="list-style-type: none"> • Student + Parent + Staff surveys (NSOS) • Attendance rates - regular attendance • Student Services/wellness data • Career development plans for students • Student self-reflection data • Leadership Surveys
<p>1.5 Attraction and retention</p> <p>Seek and retain quality staff with expertise and collaborative teaching and learning skills, whilst continuing to attract and engage students from across the region. (Links to SAS, HQT, EL)</p>	<ul style="list-style-type: none"> • Workforce Plan Data • Data related to advertised vacancies, applications • Student enrolment data

priority 2: teaching & learning

Outcome	Measurement Tools
<p>2.1 Classroom Teaching Practice Pedagogy that meets the needs of all students. One where students receive the quality teaching support which enables them to engage and participate in their selected pathway and achieve their academic potential. (Links to SAS, HQT)</p>	<ul style="list-style-type: none"> • Student + Parent + Staff surveys (NSOS) • Course feedback surveys - Students • Lesson observation • Self-Reflection Findings (Written Report) • Action performance plan • Action research findings (publication) • Professional learning data for staff
<p>2.2 Collaborative Practice Staff engage in professional learning through an Action Performance Plan to enhance teaching practice with a focus on collaboration, learning from each other, observation and action learning. (Links to SAS, HQT, EL)</p>	<ul style="list-style-type: none"> • Student + Parent + Staff surveys (NSOS) • Peer observations, Action Performance Plan outcomes and data • Professional learning data for staff
<p>2.3 Extended learning opportunities Opportunities beyond the classroom and mandated curriculum that inspire, motivate, educate and challenge thinking. (Links to SAS, HQT, EL)</p>	<ul style="list-style-type: none"> • Anecdotal record of events: <ul style="list-style-type: none"> - guest speakers - Ted talks - PL opportunities for students • Student + Parent + Staff surveys (NSOS) • Student participation rates in events, activities, value add opportunities
<p>2.4 Reflection Continue the culture of effective performance through self-reflective practices and development opportunities for all staff. (Links to SAS, HQT, EL, SGS)</p>	<ul style="list-style-type: none"> • Self-reflection meeting records; Self-Reflection Findings (Written Report) • Staff job satisfaction ratings • Student + Parent + Staff surveys (NSOS) • Meeting workplace expectations – comparison of student self-reflection and student report attribute data.
<p>Student Performance</p>	<ul style="list-style-type: none"> • ATAR Achievement Data • VET Achievement Data • OLN Achievement Data • WACE Attainment Data • Attendance Rate Data

our overarching priorities

relationships

Building and maintaining highly effective relationships with students, parents, staff, wider community, business sector, precinct partners, universities and other stake holders.

relevance

Ensuring the academic and social opportunities, career pathways, teaching, leadership, professionalism and purpose for students coming to Manea Senior College.

reputation

Continuing our reputation for exceptional academic and social outcomes, professional approach to everything we do and our responsive, innovative, young adult environment.

routines

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

rigour & results

Maintaining high standards in the fields of academic achievements, teaching and learning, conduct and social skills.

