

'PREPARING STUDENTS FOR LIFE'

Business Plan 2020 - 2023

Our Purpose

At Manea Senior College we prepare students for life, developing in them the general capabilities and enterprise skills that will help them succeed.

Our goal is to develop young adults who are '**capable and connected**', with an emphasis on learning for life.

General capabilities and enterprise skills:

- Literacy & numeracy
- ICT capability
- Critical and creative thinking
- Ethical & intercultural understanding
- Personal and social capability (including resilience)
- Problem solving
- Communications skills
- Digital literacy
- Teamwork
- Presentation skills
- Financial literacy



MEANINGFUL PATHWAYS

Offering relevant and flexible educational experiences that provide:

- High quality opportunities in VET, ATAR and General courses, alongside other flexible options;
- Inspiration and a sense of purpose to engage in lifelong learning; and
- Post college direction for students.



SKILL DEVELOPMENT

Developing:

- Learning strategies and transferable skills that enable our young people to engage with a complex world;
- A set of skills and characteristics to meet the challenges of change in order to assist in navigating the future; and
- Adaptable, flexible and resilient learners.



RELATIONSHIP BUILDING

Making learning relevant, engaging and meaningful by providing opportunities that develop:

- Understanding of wider local, national, and global contexts;
- Connections with communities at the College and in the wider contexts that provide authentic learning experiences; and
- Peer and enterprise networks.



ACTIVE LEARNING

Creating a culture of learning that:

- Encourages the application of knowledge, deep learning and critical thinking;
- Has a clear focus on effective teaching through current pedagogical practice; and
- Enhances student ownership and active engagement with their learning.

Choice • Respect • Responsibility • Success



2020 - 2023 Business Plan



PREPARING STUDENTS FOR LIFE

Meaningful Pathways
Relationship Building
Skill Development
Active Learning



Choose
MANEA

Choose
SUCCESS

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Our **PURPOSE**



At Manea Senior College we prepare students for life, developing in them the general capabilities and enterprise skills that will help them succeed.

Our goal is to develop young adults who are 'capable and connected', with an emphasis on learning for life.

Our **VALUES**



Every student enrolling at Manea has the trust of our staff. It is expected that the trust given to the students will assist them in meeting the four core values guiding the cultural practices at Manea.

- Choice
- Respect
- Responsibility
- Success

Preparing Students for life

At Manea we recognise the importance of general capabilities and seek to develop enterprise skills central to long-term success.

Our Context and Approach

Manea Senior College located in Bunbury is the largest provider of senior schooling outside the Perth Metropolitan area. This is a significant achievement for a regional public school with no feeder schools or local intake area. A cornerstone of our success has been the establishment of a workplace culture, adopting a first name basis and treating students as young adults, with a strong emphasis on working relationships and accountability. This approach prepares our students for what they will experience when they move to higher education, training and employment, thereby developing independent and responsible young adults, building upon their unique interests, capabilities and aspirations.

At Manea, everyone has an important role or 'job' to play. Central to this approach is the understanding that, students, just like staff, are accountable for their 'jobs' and overall performance, as they will be in life after College. As part of this workplace approach we seek to teach our students to be responsible and accountable for their actions in all aspects of College life. Our students are supported and emboldened to be the key drivers of their future, so that they recognise their own strengths, passion and are empowered to be agents of their own learning.

Our Strategic Direction

Whilst ATAR and VET are important and often seen as the end-product of education, there is an increasing awareness of the different and developing skills required for life. "Schooling should be helping to equip young people with the tools they need to become engaged thinkers, resilient and resourceful learners, creative problem solvers and active members of their communities" (Lamb, Maire, & Doeke, 2017, p. 3).

Employers are increasingly searching for people with strong analytical skills who can implement appropriate strategies to solve problems in unfamiliar contexts. Students with critical thinking skills which they can apply to a range of practical situations in their personal, social and working lives will become flexible and adaptable lifelong learners.

At Manea we recognise the importance of general capabilities and seek to develop enterprise skills central to long-term success. The end goal is to embed strategies that allow capabilities, and skills to be interwoven within students' courses (ATAR, General, VET and other), and developed through projects and professional learning workshops. This approach will provide students with a blend of inquiry-based, authentic real world experiences and teacher directed instruction.



General capabilities and enterprise skills:

- Literacy & numeracy
- ICT capability
- Critical and creative thinking
- Ethical & intercultural understanding
- Personal and social capability (including resilience)
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- Communications skills
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- Teamwork
- Presentation skills
- Financial literacy



Developing capable and connected young adults

Our Strategic **DIRECTION**

Our goal is to develop young adults who are 'capable and connected', with an emphasis on learning for life.



Meaningful Pathways

Offering relevant and flexible educational experiences that provide:

- High quality opportunities in VET, ATAR and General courses, alongside other flexible options;
- Inspiration and a sense of purpose to engage in lifelong learning; and
- Post college direction for students.

Skill Development

Developing:

- Learning strategies and transferable skills that enable our young people to engage with a complex world;
- A set of skills and characteristics to meet the challenges of change in order to assist in navigating the future; and
- Adaptable, flexible and resilient learners.

Relationship Building

Making learning relevant, engaging and meaningful by providing opportunities that develop:

- Understanding of wider local, national and global contexts;
- Connections with communities at the College and in the wider contexts that provide authentic learning experiences; and
- Peer and enterprise networks.

Active Learning

Creating a culture of learning that:

- Encourages the application of knowledge, deep learning and critical thinking;
- Has a clear focus on effective teaching through current pedagogical practice; and
- Enhances student ownership and active engagement with their learning.

Our FOCUS AREAS



A strong emphasis on working relationships and accountability

Meaningful Pathways
Skill Development
Relationship Building
Active Learning

Meaningful **PATHWAYS**

DIRECTION

Offering relevant and flexible educational experiences that provide:

- High quality opportunities in VET, ATAR and General courses, alongside other flexible options;
- Inspiration and a sense of purpose to engage in lifelong learning; and
- Post college direction for students



Supporting students to be the
key drivers of their future



Providing high quality opportunities in VET, ATAR and General courses, alongside other flexible options.

Our focus is to:

- Provide a wide range of courses, training offerings, skills sets and endorsed programs for students that provide meaning and direction
- Continue to implement and explore further signature programs including the Health and Medical Specialist Program, Emergency Services Cadets, Crabbing Project, and other opportunities
- Investigate the concept of a portfolio of best work and Statement of Participation that articulates the Manea journey and the various activities and skills attained by students along the way
- Explore the implementation of career counselling opportunities for students and parents
- Promote work placement or work shadowing opportunities for all students
- Continue the implementation and expansion of professional learning sessions for students
- Utilise the Manea Alumni as guest speakers and mentors
- Provide opportunity for university pathway students to take a project based general course/program
- Educate our parents, students and community on pathways and value of each, including alternative pathways
- Promote the successes from all pathways to demonstrate the possibilities available
- Identify and develop future staff leaders through mentoring and coaching strategies

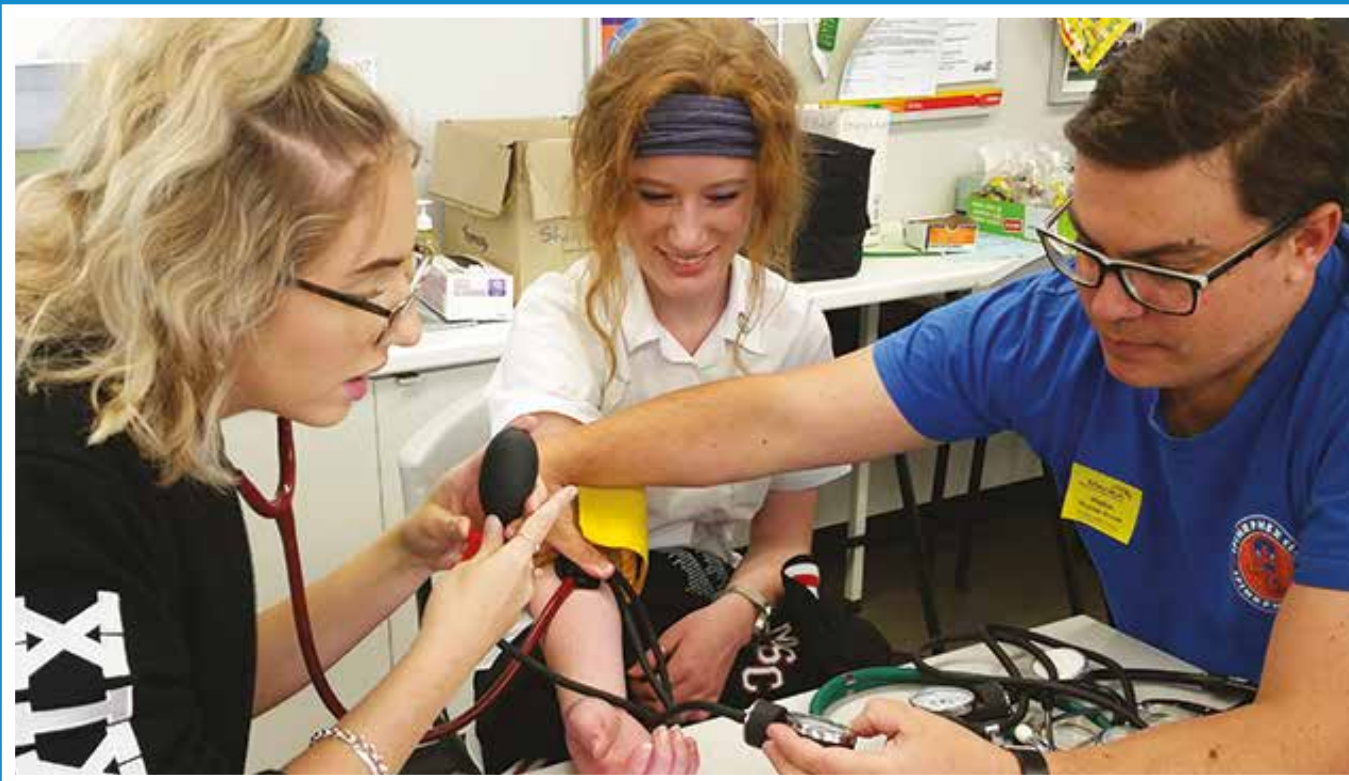
Skill DEVELOPMENT

DIRECTION

Developing:

- Learning strategies and transferable skills that enable our young people to engage with a complex world;
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Developing learning strategies and transferable skills that enable our young people to engage with a complex world

Our focus is to:

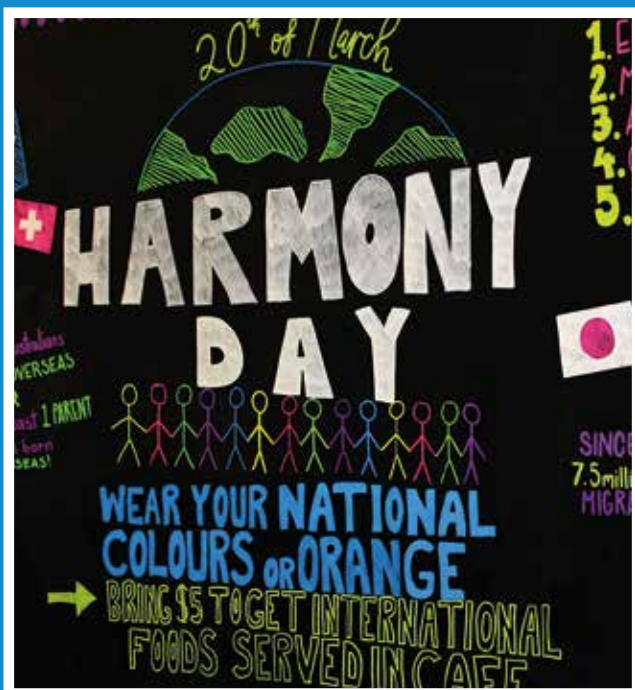
- Place value on student and staff wellbeing
- Explore project based learning opportunities that promote critical thinking, problem solving, creativity, and engagement
- Showcase student projects and work
- Continue the implementation and expansion of professional learning sessions that include skill development opportunities for staff and students
- Educate our parents, students and community on skills for the future and our approach to preparing students for life
- Investigate the concept of a portfolio of best work and Statement of Participation that articulates the Manea journey and the various activities and skills attained by students along the way
- Provide a wide range of courses, training offerings, skills sets and endorsed programs for students that provide meaning and direction
- Encourage group work and collaborative practice
- Explicitly teach learning strategies, and other identified skills to students
- Professional learning for staff on the general capabilities and enterprise skills and how to incorporate them into existing and emerging/new courses
- Re-investigate mentor classes or a mentoring program for students with a skills focus
- Develop and implement a Student Wellbeing Program
- Utilise existing and future partnerships and networks to provide opportunities for students
- Explore the option for all students to practice interview skills and develop communication and presentation skills
- Continue to implement teen Mental Health First Aid with students
- Promote work placement or work shadow opportunities for students

Relationship **BUILDING**

DIRECTION

Making learning relevant, engaging and meaningful by providing opportunities that develop:

- Understanding of wider local, national, and global contexts;
- Connections with communities at the College and in the wider contexts that provide authentic learning experiences; and
- Peer and enterprise networks.



Developing independent and responsible young adults



Developing connections with the community that provide authentic learning experiences

Our focus is to:

- Build understanding of the importance of positive and caring relationships to success
- Maintain and develop partnerships and networks with industry, businesses and agencies to improve opportunities and outcomes for students
- Develop student connection to industry networks
- Foster College pride through events and celebrations, community, cultural and collaborative projects, and by promoting all of our successes to the wider community.
- Collaborate with local secondary schools to explore opportunities for students
- Encourage community service opportunities
- Collaborate with precinct partners and broader training providers to improve opportunities for students
- Develop and implement a Student Wellbeing Program
- Implement classroom observation strategies and course feedback surveys to provide feedback to staff
- Explore the implementation of 'clubs' based upon student and staff interest/skills
- Re-investigate the concept of mentor classes (past strategy) or a mentoring program for students
- Develop cultural understanding, empathy and respect across the College by building relationships with the broader community.

Active LEARNING

DIRECTION

Creating a culture of learning that:

- Encourages the application of knowledge, deep learning and critical thinking;
- Has a clear focus on effective teaching through current pedagogical practice; and
- Enhances student ownership and active engagement with their learning.



Providing authentic learning experiences relevant to the world around us



Creating a culture of learning that encourages the application of knowledge, deep learning and critical thinking.

Our focus is to:

- Apply a consistent approach to teaching and learning, utilising our Lesson Design Framework
- Establish Learner Responsibilities for students
- Explicitly teach learning skills, moving students from passive to more engaged learners
- Develop and maintain a culture of reflective practice
- Continue the action learning and collaborative practice focus for staff through the Action Performance Plan
- Implementation of a range classroom observation strategies to provide feedback for staff
- Explore project based learning opportunities that promote problem solving, creativity and engagement in classes
- Make learning authentic to the world around us
- Engage students with Individual Pathway Planning
- Explore short and long term work placement or work shadow opportunities for students
- Incorporate cultural understanding within course delivery
- Develop and implement an approach to BYOD within every class
- Staff professional learning to increase confidence and capacity
- Review Year 11 courses and content with a view to incorporating skill development and active learning opportunities
- Explore opportunities for learning beyond the classroom
- Explore High Impact Teaching Strategies (HITS) – *State of Victoria, Department of Education and Training*

Our Achievement TARGETS



Student Achievement Targets

- Attendance - Target 65%
Students attending at 90% or above (Semester 1)
- Attainment - Target 90% (aspiring to 95%)
Achieving ATAR 55+ or Cert II or higher
- ATAR Data - Target 70%
Achieving 70+ ATAR
- ATAR Data - Target 20%
Achieving 90+ ATAR
- OLNA Data - Target 100%
OLNA Attainment (Y12 - Category 3)
- VET Data - Target 45%
Cert III or higher achievement by VET students
- VET Data - Target 90%
Cert II or higher achievement by VET students
- WACE Achievement - Target 95% (aspiring to 100%)

Other Targets

- ABE data
Establish baseline data in relation to ABE
(Attitude, Behaviour and Effort ratings on College reports)
- Post-college pathways
Establish baseline data in relation to the % of students achieving their first choice post-college pathway
- Survey data (SCFS, NSOS)
Maintain/progress student, staff and parent satisfaction with the College at 4.0+ (using a 5 point scale of 1 Strongly Disagree to 5 Strongly Agree) across a range of identified survey items

Self Assessment REVIEW

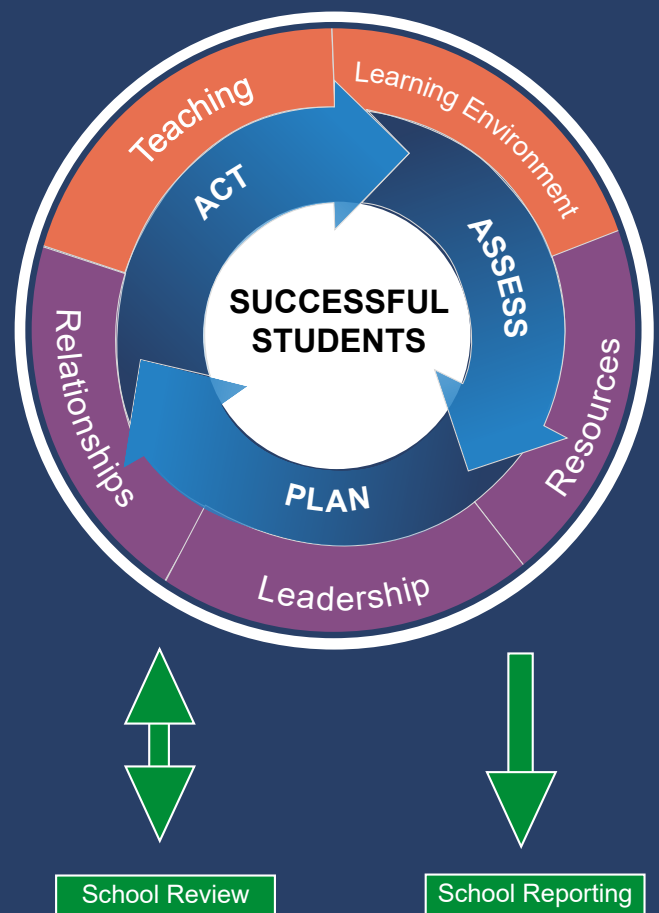
Our Self-Assessment and Review Process

Our College maintains a reflective self-assessment process involving the Leadership Team, College Board, Teaching and Support Staff.

The self-assessment process involves gathering relevant data within agreed timelines and making judgements about our performance. The process considers a range of data and information that reflects student performance, program effectiveness, staff performance, feedback from parents/ caregivers, staff and students.

The analysis informs our strategies for improvement in the priority areas outlined in this Business Plan. Progress in meeting the targets outlined in this Business Plan underpins a bi-annual self-review. The self-assessment process enables the College community to respond to the dynamic and evolving needs of our College.

The Business Plan and the analysis of data are translated into Operational Plans and these plans are implemented and reviewed each year.



Our Operational PLANS



Recognising the importance of planning at the individual and organisational level

The 2020 – 2023 Business Plan is supported by annual operational plans in the following portfolio areas:

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

In addition, the Business Plan is supported by staff at the classroom level through our Action Performance Planning processes.



Strategic Plan LINKS

Our Business Plan also reflects and enacts The Department of Education Strategic Plan for WA Public Schools 2020 – 2024.

Every student, every classroom, every day.

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified public school system.
5. Partner with families, communities and agencies to support the educational engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.

GLOSSARY

ABE	Attitude, Behaviour and Effort ratings (on College reports)
ATAR	Australian Tertiary Admission Rank
BYOD	Bring Your Own Device
OLNA	Online Literacy and Numeracy Assessment
NSOS	National School Opinion Surveys
SCFS	Student Course Feedback Surveys
SCSA	School Curriculum and Standards Authority
VET	Vocational Education and Training
WACE	Western Australia Certificate of Education

REFERENCES

Lamb, S., Maire, Q., & Doeke, E (2017). *Key Skills for the 21st Century: an evidence-based review*. Centre for International Research on Education Systems.

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Choose Manea - Choose Success

Contact Us

Manea Senior College

Robertson Drive, Bunbury

Phone: 9721 0600

Email: manea.sc@education.wa.edu.au

Website: www.maneasc.wa.edu.au

