Atwell College Board Meeting Minutes
18:00 pm Monday 29th July 2024

1.0 Meeting opened:

2.0 Welcome

2.1 Attendance

Present: Nicole Boak, Ken Bohan, Samantha Brown, Michael Ciccotosto, Samantha Higgins, Berry Johnston, Kate Linton, Natalie Machin, Koukla McCutcheon, Jennifer Parker, Darren Payton, Edward Proudler, Nicole Richardson, Kye Slawinski.

Apologies:

Absent: Cindy van der Wal

	ITEM	ITEM TYPE	LED BY	TIME (min)	DISCUSSION/PROGRESS REPORT	ACTION/TIMELINE
2.2	Acknowledgement of country		Darren	1	We respectfully acknowledge the past and present Elders and traditional custodians of this land, the land of the spiritual rainbow serpant, the Waakal. It is a prvilege for the Atwell College community to be standing on Whadjuk Noongar country.	
2.3	Declaration of conflicts of interest		Darren	1	Any conflicts of interest with any agenda items identified by individual board members?	None
3.0	**Minutes of Previous Meeting**					
3.1	Review minutes of previous meeting		Darren	2	Acceptance of minutes. Accepted: Kate Linton Seconded: Nicole Boak	Minutes accepted

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

4.0	**Business Arising**					
4.1	2024 New Student Members	Welcome	Darren	3	Welcome student representatives. Kye Slawinski Year 12 (School President) and Koukla McCutcheon Year 11 (School Leader).	
4.2	Atwell College Faction Names	Information	Kye & Koukla	3	Kye and Koukla presented details regarding surveys to take place on proposed Faction Names. During Term 2 a discussion begun on more appropriate names for the Faction groups rather than the current Male God names. Three options will be voted on by the students. 1. Elements, Kaal (Fire), Kep (Water), Mar (Wind) and Boodja (Earth). 2. Plants, Yongka (Kangeroo Paw), Kwondong (Blue Marble), Boolkaala (Banksia), Djara (Jarrah). 3. aircraft, Falcon (General Dynamics F16), Lightning (Lockheed P38), Hornet (Boeing F18), Hurricane (Hawker). The Board expressed positive feedback for the students selecting the names.	Voting to take place Tuesday 30th July for an implementation for 2025. The colours to remain the same. The voting outcome will be given at the next Board meeting.
4.3	Principal	Information	Darren	2	Appointment extended to 24th January 2025.	
5.0	**Agenda**					
5.1	Finance *(Appendix 1)*	Information	Darren	10	Reference to agenda attachments. Overall budget, Historical Summary Report, Salaries Plan and Cash Budget Tool. A slight improvement in the current balances with an option to move $300,000 back into the reserve account.	Darren offered to provide explanation sheets of any of the statements if any Board member emails.
5.2	Public School Review *(Appendix 2)*	Discussion	Darren	20	Public School Review discussed and direction for Term 2, 2025 review established. Operational Planning will be required moving forward to meet the recommendations of the review. Discussion on the direction to go back to the format previously used in 2021 for operational plans.	Darren meeting with Vicki McKeown, Ass. Director of Education, SMERO on Thursday to discuss strategy moving forward.

5.3	SAER Policy *(Appendix 3)*	Discussion	Nicole	10	Draft SAER Policy presented to the Board for consideration. Fiona Williams worked through the policy and produced this draft.	Board members will email suggestions or questions to Nat to pass onto Nicole.
6.0	**General Business**					
6.1	Minutes Amendment	Discussion	Berry	2	Addition of action to item 5.2 Outdoor Education - Decision to be reviewed in June 2025 for planning in 2026. Darren to investigate options for Outdoor Education with SIDE.	Board agreed with the amendment and it was added to the Minutes of 10.06.24.
7.0	**Next Meeting –** Week 28, 2024 (Monday 02.09.24) 18:00 Meeting time.					
8.0	**Meeting Close: 18:50**					

Chair: ...Natalie Machin.................................   Signature: ....~mal~..   Date: ...21-10-2024..

Department of
Education
GOVERNMENT OF
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Cash Report

Issued on 23 July 2024

School:	Atwell College	**School Year:**	Jul 2024 (Verified Jun Cash)
Region:	South Metropolitan Region	**Aria:**	0
		Distance to Perth (km):	21.2

One Line Budget – Cash Component – Jul 2024

		Current Budget	Actual YTD	Variance	%Budget
Carry Forward:	$	809,622	809,622	0	100.00%
Student-Centred Funding (Including School Transfers and Department Adjustments):	$	199,069	69,832	129,237	35.08%
Locally Raised Funds:	$	1,219,018	1,054,023	164,995	86.46%
Total Cash Budget:	$	**2,227,709**	**1,933,477**	**294,232**	**86.79%**

EXPENDITURE

		Current Budget	Actual YTD	Variance	%Budget
Goods and Services:	$	2,087,673	997,431	1,090,242	47.78%
Total Cash Expenditure:	$	**2,087,673**	**997,431**	**1,090,242**	**47.78%**
Variance:	$	**140,036**	**936,046**	**-796,010**	

Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	$39,811.00	$39,810.95	$.05	100.00%
Charges and Fees	$296,632.00	$201,040.21	$95,591.79	67.77%
Fees from Facilities Hire	$60,000.00	$25,968.19	$34,031.81	43.28%
Fundraising/Donations/Sponsorships	$30,242.00	$24,841.04	$5,400.96	82.14%
Commonwealth Govt Revenues	$.00	$.00	$.00	%
Other State Govt/Local Govt Revenues	$.00	$.00	$.00	%
Revenue from CO, Regional Office and Other schools	$.00	$.00	$.00	%
Other Revenues	$92,333.00	$62,362.91	$29,970.09	67.54%
Transfer from Reserve or DGR	$700,000.00	$700,000.00	$.00	100.00%
Residential Accommodation	$.00	$.00	$.00	%
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00	%
Camp School Fees (Camp Schools only)	$.00	$.00	$.00	%
Total	**$1,219,018.00**	**$1,054,023.30**	**$164,994.70**	**86.46%**

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Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	$121,700.00	$35,038.50	$86,661.50	28.79%
Lease Payments	$.00	$.00	$.00	%
Utilities, Facilities and Maintenance	$753,119.00	$396,790.18	$356,328.82	52.69%
Buildings, Property and Equipment	$344,509.00	$259,332.24	$85,176.76	75.28%
Curriculum and Student Services	$768,263.00	$272,606.37	$495,656.63	35.48%
Professional Development	$90,000.00	$22,854.38	$67,145.62	25.39%
Transfer to Reserve	$.00	$.00	$.00	%
Other Expenditure	$9,957.00	$10,684.27	$-727.27	107.30%
Payment to CO, Regional Office and Other schools	$125.00	$125.00	$.00	100.00%
Residential Operations	$.00	$.00	$.00	%
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00	%
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00	%
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00	%
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00	%
Total	**$2,087,673.00**	**$997,430.94**	**$1,090,242.06**	**47.78%**

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Operational One Line Budget Statement

Issued on 23 July 2024

School:	Atwell College	School Year:	Jul 2024 (Verified Jun Cash)

Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

One Line Budget – Jul 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	809,622	809,622	0
Carry Forward (Salary):	$	163,828	163,828	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	17,399,059	17,399,059	0
Locally Raised Funds:	$	1,219,018	1,054,023	164,995
Total Funds:	$	19,591,527	19,426,532	164,995
EXPENDITURE				
Salaries:	$	16,617,385	8,605,972	8,011,412
Goods and Services (Cash):	$	2,087,673	997,431	1,090,242
Total Expenditure:	$	18,705,058	9,603,403	9,101,654
Variance:	$	886,469	9,823,129	-8,936,660

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	$809,622.00	$809,622.00	$.00
Carry Forward (Salary)	$163,827.64	$163,827.64	$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	$17,399,059.05	$17,399,059.05	$.00
Per Student	$10,328,929.00	$10,328,929.00	$.00
School and Student Characteristics	$5,748,640.14	$5,748,640.14	$.00
Disability Adjustments	$335,648.03	$335,648.03	$.00
Targeted Initiatives	$593,949.55	$593,949.55	$.00
Operational Response Allocation	$546,724.40	$546,724.40	$.00
Regional Allocation	$740.00	$740.00	$.00
School Transfers – Salary	$-237,776.92	$-237,776.92	$.00

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

	Current Budget	Actual YTD	Variance
School Transfers - Cash	$120,000.00	$120,000.00	$.00
Department Adjustments	$-37,795.15	$-37,795.15	$.00
Locally Raised Funds (Revenue)	$1,219,018.00	$1,054,023.30	$164,994.70
Voluntary Contributions	$39,811.00	$39,810.95	$.05
Charges and Fees	$296,632.00	$201,040.21	$95,591.79
Fees from Facilities Hire	$60,000.00	$25,968.19	$34,031.81
Fundraising/Donations/Sponsorships	$30,242.00	$24,841.04	$5,400.96
Commonwealth Govt Revenues	$.00	$.00	$.00
Other State Govt/Local Govt Revenues	$.00	$.00	$.00
Revenue from CO, Regional Office and Other schools	$.00	$.00	$.00
Other Revenues	$92,333.00	$62,362.91	$29,970.09
Transfer from Reserve or DGR	$700,000.00	$700,000.00	$.00
Residential Accommodation	$.00	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00	$.00
Total	**$19,591,526.69**	**$19,426,531.99**	**$164,994.70**

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	$16,617,384.75	$8,605,972.40	$8,011,412.35
Appointed Staff	$15,064,136.85	$7,771,865.75	$7,292,271.10
New Appointments	$482,408.60	$.00	$482,408.60
Casual Payments	$1,027,553.33	$790,820.68	$236,732.65
Other Salary Expenditure	$43,285.97	$43,285.97	$.00
Goods and Services (Cash Expenditure)	$2,087,673.00	$997,430.94	$1,090,242.06
Administration	$121,700.00	$35,038.50	$86,661.50
Lease Payments	$.00	$.00	$.00
Utilities, Facilities and Maintenance	$753,119.00	$396,790.18	$356,328.82
Buildings, Property and Equipment	$344,509.00	$259,332.24	$85,176.76
Curriculum and Student Services	$768,263.00	$272,606.37	$495,656.63
Professional Development	$90,000.00	$22,854.38	$67,145.62
Transfer to Reserve	$.00	$.00	$.00
Other Expenditure	$9,957.00	$10,684.27	$-727.27
Payment to CO, Regional Office and Other schools	$125.00	$125.00	$.00
Residential Operations	$.00	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00
Total	**$18,705,057.75**	**$9,603,403.34**	**$9,101,654.41**

Historical Summary Report

Issued on 23 July 2024

School Name:	Atwell College	School Code:	4184

A. Per Student Funding at Census

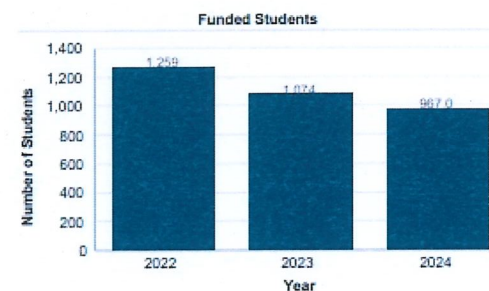|	2022		2023		2024	
	Funded Student FTE	Amount	Funded Student FTE	Amount	Funded Student FTE	Amount
Year 7	159.00	$1,499,369.00	144.00	$1,445,040.00	124.00	$1,287,988.00
Year 8	197.00	$1,857,315.00	148.00	$1,485,180.00	134.00	$1,391,858.00
Year 9	182.00	$1,715,070.00	203.00	$2,037,105.00	143.00	$1,485,341.00
Year 10	294.00	$2,771,146.00	176.00	$1,766,160.00	201.00	$2,087,787.00
Year 11	207.00	$2,098,325.00	236.00	$2,546,204.00	175.00	$1,954,225.00
Year 12	220.00	$2,230,860.00	167.00	$1,801,763.00	190.00	$2,121,730.00
Total Per Student	**1,259.00**	**$12,172,085.00**	**1,074.00**	**$11,081,452.00**	**967.00**	**$10,328,929.00**

The figures above are prior to census verification adjustments, if applicable

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B. Enrolments at Census

	2022	2023	2024
Funded Students	1,259.00	1,074.00	967.00
Aboriginal Students	49.00	51.00	32.00
English as an Additional Language or Dialect	1.00	3.00	16.00
Disability Level 1	7.00	7.00	5.00
Disability Level 2	26.00	25.00	26.00
Disability Level 3	24.00	33.00	37.00
Disability Level 4	40.00	31.00	31.00
Disability Level 5	10.00	8.00	11.00
Disability Level 6	3.00	4.00	4.00
Disability Level 7	1.00	1.00	1.00
Unfunded Students	56.00	49.00	35.00
Total Students	**1,315.00**	**1,123.00**	**1,002.00**

The figures above are prior to census verification adjustments, if applicable

Funded Students

C. School Characteristics Funding at Census

	2022	2023	2024
Enrolment-Linked Base	$0.00	$159,366.42	$305,015.97
Locality	$0.00	$0.00	$0.00
Total	**$0.00**	**$159,366.42**	**$305,015.97**

The figures above are prior to census verification adjustments, if applicable

D. Student Characteristics Funding at Census

	2022		2023		2024	
	Funded Student FTE	Amount	Funded Student FTE	Amount	Funded Student FTE	Amount
Aboriginality – Total	**49.00**	**$102,165.00**	**51.00**	**$112,506.00**	**32.00**	**$73,088.00**
Disability	111.00	$4,415,468.00	109.00	$4,418,882.98	115.00	$4,895,570.00
Educational Adjustment	148.12	$154,311.59	118.48	$133,020.85	130.37	$153,352.92
Disability – Total	**259.12**	**$4,569,779.59**	**227.48**	**$4,551,903.83**	**245.37**	**$5,048,922.92**
English as an Additional Language or Dialect	1.00	$2,928.00	3.00	$9,300.00	16.00	$51,344.00
English as an Additional Language or Dialect – Total	**1.00**	**$2,928.00**	**3.00**	**$9,300.00**	**16.00**	**$51,344.00**
Social Disadvantage Decile 1	66.15	$90,685.60	70.21	$101,993.49	67.89	$102,198.21
Social Disadvantage Decile 2	123.19	$114,342.13	109.61	$107,688.01	104.88	$106,859.83
Social Disadvantage Decile 3	139.98	$66,937.66	129.43	$65,733.76	116.40	$61,211.21
Social Disadvantage - Total	**329.32**	**$271,965.39**	**309.25**	**$275,415.26**	**289.17**	**$270,269.25**
Total Student Characteristics		**$4,946,837.98**		**$4,949,125.09**		**$5,443,624.17**

The figures above are prior to census verification adjustments, if applicable

E. Student-centred Funding Totals

	December 2022	December 2023	2024 Year to date
Per Student Funding:	$12,172,085.00	$11,081,452.00	$10,328,929.00
Student and School Characteristics:	$4,946,837.98	$5,108,491.51	$5,748,640.14
Disability Adjustments:	$244,287.94	$36,725.91	$335,648.03
Student Allowances: Secondary Assistance Scheme - ABSTUDY Supplement Allowance	$79.00	$0.00	$0.00
Student Allowances: Secondary Assistance Scheme - Clothing Allowance	$4,485.00	$3,450.00	$2,530.00
Student Allowances: Secondary Assistance Scheme - Education Program Allowance	$49,996.25	$29,610.00	$32,195.00
Targeted Initiative: Additional Educational Adjustment	$0.00	$28,642.44	$25,468.65
Targeted Initiative: Additional support for delivery of mental health programs	$11,648.96	$12,369.24	$12,753.51
Targeted Initiative: Career Learning Toolkit for Years 8 and 9 Students	$10,215.14	$0.00	$0.00
Targeted Initiative: Career Taster Program DTWD	$0.00	$0.00	$3,000.00
Targeted Initiative: Chaplaincy and Student Wellbeing Program	$0.00	$0.00	$24,817.23
Targeted Initiative: Commonwealth Grants	$0.00	$50,253.36	$0.00
Targeted Initiative: Curriculum Support Professional Learning (EBA)	$0.00	$621.57	$0.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$25,138.83	$24,168.28	$19,782.76
Targeted Initiative: In School State Funded Chaplaincy Program	$2,239.99	$3,408.84	$0.00
Targeted Initiative: Inspiring Australia - Science Engagement Programme - Sponsorship	$25,000.00	$0.00	$0.00
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$11,648.96	$12,369.24	$12,753.51
Targeted Initiative: Maritime Industry School Pathways	$50,500.00	$0.00	$0.00
Targeted Initiative: National School Chaplaincy Programme	$20,280.00	$0.00	$0.00
Targeted Initiative: National Student Wellbeing Program	$0.00	$20,280.00	$0.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$11,648.96	$12,369.24	$12,753.51
Targeted Initiative: Specialist Career Practitioners	$118,182.09	$123,692.43	$127,535.12
Targeted Initiative: Teacher Development Schools	$44,000.00	$0.00	$0.00
Targeted Initiative: VET delivered to secondary students	$315,983.78	$321,166.19	$320,360.26
Targeted Initiatives Total	**$701,046.96**	**$642,400.83**	**$593,949.55**
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	$154,853.48	$0.00	$0.00
Operational Response: Attraction and Retention	$2,897.75	$28,592.22	$0.00
Operational Response: Base for schools with department endorsed education support program	$446,231.00	$472,200.00	$488,727.00
Operational Response: Host School Psychologists	$0.00	$1,515.00	$525.00
Operational Response: Hydrotherapy Pool Chemicals (Education Support)	$13,660.00	$13,797.00	$13,935.00
Operational Response: Hydrotherapy Pools Technical Officers (Education Support)	$38,573.60	$41,154.10	$42,767.40
Operational Response: Personal Care in Schools Payments	$1,085.00	$1,607.27	$770.00
Operational Response: WA Curriculum Support	$5,000.00	$4,887.00	$0.00
Operational Response Allocations Total	**$662,300.83**	**$563,752.59**	**$546,724.40**
Regional Allocation: South Metro Hosting Regional Teams in Schools	$0.00	$1,400.00	$740.00
Regional Allocation: South Metro Regional Network	$0.00	$67,112.76	$0.00
Regional Allocation: South Metro Regional Operational Response Allocation	$120,579.83	$100,000.00	$0.00
Regional Allocations Total	**$120,579.83**	**$168,512.76**	**$740.00**
Sub Total (TIORRAs)	**$1,483,927.62**	**$1,374,666.18**	**$1,141,413.95**
Census Verification Budget Adjustment:	$0.00	-$10,468.47	$0.00
Grand Total:	**$18,847,138.54**	**$17,590,867.13**	**$17,554,631.12**

F. Operational Dashboard – Salary

	December 2022	December 2023	2024 Year to date
	PP 26	PP 26	PP 15
Carry Forward	$788,932.80	$509,381.19	$163,827.64
Student-Centred Funding	$18,618,822.13	$17,474,843.94	$17,475,562.53
School Transfers	-$2,422,007.72	-$1,238,306.84	-$237,776.92
Department Adjustments	-$42,548.69	-$39,163.54	-$37,795.15
Total Funds	**$16,943,198.52**	**$16,706,754.75**	**$17,363,818.10**
Period Spend	$1,198,907.28	$1,220,527.15	$842,613.60
YTD Spend	$16,433,817.33	$16,542,927.11	$8,605,972.40
YTD Balance	**$509,381.19**	**$163,827.64**	**$8,757,845.70**
Projected Expenditure (HRMIS)	$16,433,817.33	$16,542,927.11	$15,898,243.50
Future Planned Expenditure (Planning)	$0.00	$0.00	$719,141.25
Forecast Expenditure	**$16,433,817.33**	**$16,542,927.11**	**$16,617,384.75**
Forecast Variance	**$509,381.19**	**$163,827.64**	**$746,433.35**
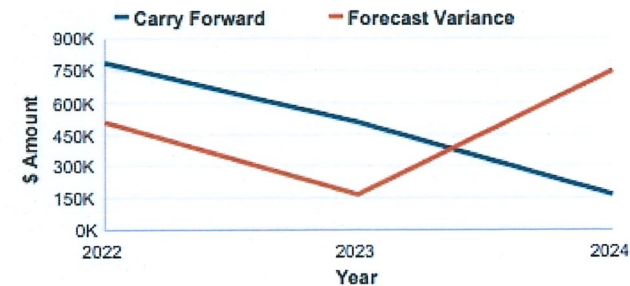
G. Operational Dashboard – Cash

	December 2022	December 2023	2024 Year to date
	Verified Dec	Verified Dec	Verified Jun
Carry Forward	$491,481.00	$775,917.00	$809,622.00
Student-Centred Funding	$228,316.41	$126,491.66	$79,068.59
School Transfers	$2,422,367.84	$1,236,504.00	$120,000.00
Department Adjustments	$0.00	$0.00	$0.00
Locally Raised Funds	$1,012,744.70	$779,887.78	$1,219,018.00
Total Funds	**$4,154,909.95**	**$2,918,800.44**	**$2,227,708.59**
YTD Spend (Goods and Services)	$3,389,417.99	$2,083,256.62	$997,430.94
YTD Balance	$765,491.96	$835,543.82	$1,230,277.65
Forecast Expenditure	**$4,058,682.48**	**$2,712,981.12**	**$2,087,673.00**
Forecast Variance	**$96,227.47**	**$205,819.32**	**$140,035.59**
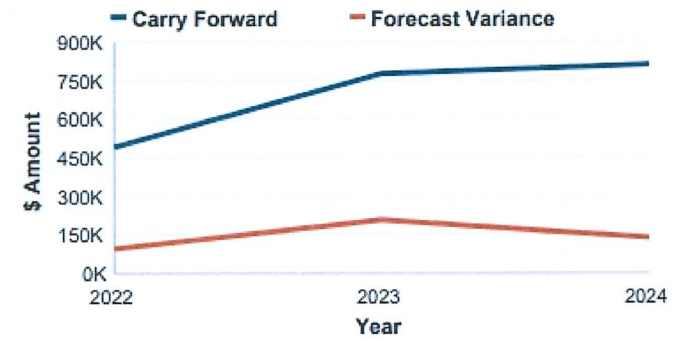
H. Reserves

	December 2022	December 2023	2024 Year to date
Transfer to Reserve Accounts	$800,000.00	$95,130.00	$0.00
Transfer from Reserve and DGR Accounts	$237,096.00	$5,526.00	$700,000.00
Balance of Reserve Accounts	$1,936,064.90	$2,025,668.90	$1,325,668.90
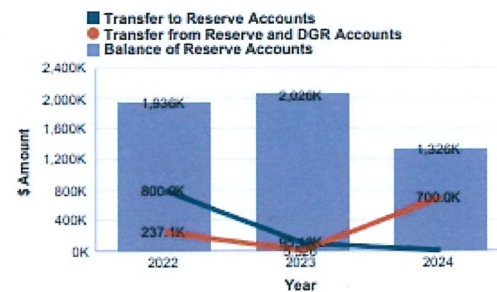
I. Funded Student FTE (at census) vs Salary Expenditure

Year	Funded Student FTE	Total Salaries Expenditure
2020	1,414.00	$17,633,735.57
2021	1,395.00	$17,963,703.89
2022	1,259.00	$16,433,817.33
2023	1,074.00	$16,542,927.11
2024	967.00	$16,617,384.75

Year	Funded Student FTE Change	% Change (Students)	Total Salaries Expenditure Change	% Change (Salaries)
2020 to 2021	-19.00	-1.3%	$329,968.33	1.9%
2021 to 2022	-136.00	-9.7%	-$1,529,886.56	-8.5%
2022 to 2023	-185.00	-14.7%	$109,109.78	0.7%
2023 to 2024	-107.00	-10.0%	$74,457.64	0.5%

In 2024, $719,141.25 is future planned expenditure.

Funded Student FTE vs Salary Expenditure

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA
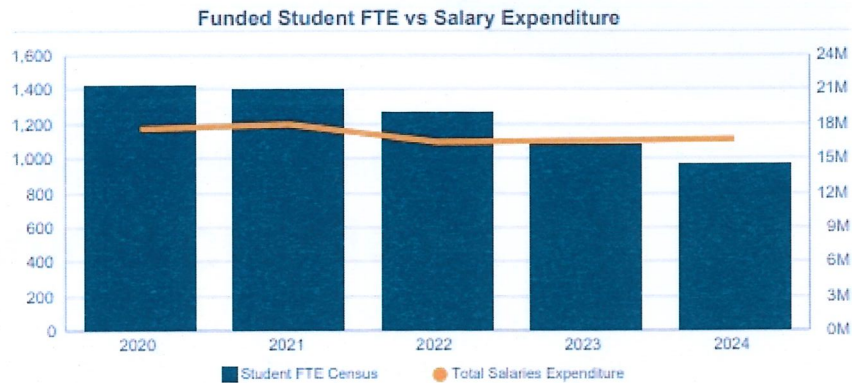
Shaping the future

Atwell College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact
PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 2008, Atwell College is located 21 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The college's endorsed Education Support Program supports the unique educational and personal needs of students with a disability to maximise opportunities for academic engagement and achievement.

The college has an Index of Community Socio-Educational Advantage rating of 1008 (decile 4).

There are currently 972 students enrolled from Year 7 to Year 12. Independent Public School status was gained in 2011.

Community and parent involvement is encouraged through the Parents and Citizens' Association (P&C) with the College Board maintaining strategic oversight.

The first Public School Review of Atwell College was conducted in Term 1, 2020. This 2024 Public School Review report provides a current point of reference for the college's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal and executive team prioritised undertaking the school review process in the best interests of the community and students, despite several changes to the leadership team structure over recent years.
- The Electronic School Assessment Tool (ESAT) submission highlighted a clear alignment and focus to the Public School Review Standard.
- A feature of the ESAT was the articulation of authentic and sincere reflections about the school's performance, including the identification of future planned actions to progress the school's improvement journey.
- The leadership team led the self-assessment process with staff. There was transparent engagement of staff, students and community members with a broad range of views incorporated during the self-assessment and validation phases of the review.
- Staff, student, family and community engagement with the review team during validation meetings was open and undertaken in the spirit of supporting continued school improvement.

The following recommendations are made:

- Enhance whole-school self-assessment processes to ensure that the final step of asking 'how are we going', in relation to the work being undertaken, is clearly articulated and that analysis assesses the value of approaches.
- When submitting evidence, consider undertaking a comprehensive analysis and succinctly annotating the evidence in the ESAT, demonstrating the impact of the evidence that has been submitted.

Relationships and partnerships

Inclusive, safe and student-centred approaches reflect the college ethos of students first. Internal and external partnerships ensure that college staff and students contribute to, and are supported by, the local community.

Commendations

The review team validate the following:

- Communication structures between staff and between the college and families support the delivery of transparent, timely and relevant information to all stakeholders.
- There is a shared commitment to seek feedback from parents, students and staff and to enacting changes where required. This is demonstrated through the recent collection of survey data using the Tell Them From Me platform.
- Partnerships with a suite of therapy providers, including Rocky Bay, support students enrolled in the endorsed Education Support Program with the provision of highly specialised therapy spaces.
- The College Board meets regularly and members have a sound understanding of their governance roles and responsibilities. Training is regularly held for Board members, including induction for new members.
- The P&C provides a forum for parents and community members and is a vital means of connection between the college, its leaders and the wider community.

Recommendations

The review team support the following:

- Explore further opportunities to engage and connect with local primary school students and staff throughout the Cockburn Central Education Network to highlight the strengths of the college.
- Build the presence of the college within the Cockburn community to understand and address declining enrolment numbers, linking community expectations and aspirations with programs and offerings.
- Enhance and embed the professional learning communities' collaborative structure, aligned to the vision and priorities of the college.

Learning environment

The positive learning environment is supported through the shared commitment of staff, students and the community to the college values of showing respect, striving to achieve and being responsible.

Commendations

The review team validate the following:

- Resourcing at the college level, in cooperation with regional resources such as the Engage program, demonstrates the college's commitment to raise levels of student attendance to meet expected levels.
- A strong Positive Behaviour Support (PBS) Committee, with representatives from all learning areas, leads the messaging with the college community on consistent application of behaviour expectations.
- Students affirm that their voice is valued in the determination of strategies and programs to meet their needs. They cite their involvement in PBS planning as an example of the college adopting their input.
- The endorsed Education Support program demonstrates best practice in planning for the learning needs of a large proportion of the student population. This includes those enrolled in mainstream curricula through the process of individualised planning for students with additional needs, supported by partnerships with the Department's Special Educational Need schools.
- Processes for managing and meeting the needs of students at educational risk are effective, privileging partnerships with students and families in planning and goal setting for educational growth.

Recommendations

The review team support the following:

- Work with the Cockburn community, including local council resources and Elders, to enhance the delivery of a culturally responsive learning environment and practices.
- Using the established relationships with families, seek to build processes and strategies that foster, support and reward improved levels of regular attendance among students.
- Consider bespoke delivery of the You Can Do It or another fit for purpose social emotional learning program in the endorsed Education Support Program.

Leadership

Despite the challenges associated with changes in leadership there is cohesion and engagement with school improvement among staff, demonstrated by their commitment to working in collaboration.

Commendations

The review team validate the following:

- A unified school vision is driven by a focus on quality teaching. There is a shared commitment to working collaboratively across the college in the area of instructional improvement.
- Lead allied professionals support consistency in practice and access to supports for all students. These staff are highly valued by students, families and the wider staff cohort.
- Opportunities to lead are provided to staff, including the provision of roles such as year coordinators, second in charge curriculum leaders and acting heads of learning areas. Engagement with the Western Australian Future Leaders Framework assists leaders to guide the development of the skills of aspirant staff.

Recommendations

The review team support the following:

- Collectively define and document the responsibilities of leadership roles within the executive team and throughout the college's distributed leadership structure.
- Build a whole school understanding of agreed approaches to change management at the college, including transparency through consultation when seeking data driven improvements in student performance.
- Review the school improvement plan and clarify the college vision in consultation with staff, determining the best way to maximise staff understanding and engagement with the school's priorities.
- Implement and embed consistent performance and development processes with all staff, with a focus on supporting the improvements in areas of college priority including high impact instruction.

Use of resources

The Principal, manager corporate services (MCS) and leadership team have aligned financial decision making in responding to enrolment trends and a curriculum and support profile that meets the needs of current students is emerging.

Commendations

The review team validate the following:

- The Finance Committee assists the Principal and MCS with the construction of the annual budget, and financial reports noted by the Board aid the transparent management of college resources.
- The school has had a period of augmented human resourcing while maintaining historical staffing and program structures. The current focus seeks to better balance the salaries and cash budget.
- Programming and staffing in the endorsed Education Support Program is aligned with the needs of the child. The provision of specialist technology and equipment ensures that the program is well resourced.
- The college's focus on embedding processes that are not reliant on specific personnel is assisting to provide a sustainably resourced structure.
- Devices and related ICT[1] are provided to students through class sets of iPads and dedicated laboratories, prioritised on the premise that no one should be disadvantaged.

Recommendations

The review team support the following:

- Continue to define and embed transparency in decision making aligned to student characteristics funding, ensuring there are clear defensible links between funding and programs that meet the needs of students.
- Engage with the Department's student-centred funding model team to review and plan for the effective deployment of resources with current and projected enrolment data, and the needs of current students as a focus.

Teaching quality

Led by a cohort of teacher 'champions', there is a commitment by staff and leaders to deliver consistency in evidence-based lesson design and instructional practice throughout the college, aligned to Teaching for Impact.

Commendations

The review team validate the following:

- Integrating Teach Well high impact instructional strategies alongside the agreed iSTAR model has assisted in building the instructional leadership and capability of staff, reducing variability in many learning areas.
- Professional learning supports staff at point of need in their implementation of High Impact Teaching Strategies. Regular staff surveys gauge the comfort levels of teachers in applying these in classrooms.
- Six staff have commenced in the Teach Well Instructional Lead Fellowship, exemplifying the college's commitment to the provision of coaching and feedback to all staff on their teaching practice.
- A suite of cross curricula professional learning communities are established to link classroom practice and approaches to college strategic priorities to the approaches of individual learning areas.
- The endorsed Education Support Program, specialist sport and school-based academic extension programs enable targeted individualised approaches to differentiating the learning to serve student need.
- The use of student learning profiles and systematic and inclusive documented education planning for students, including application of the ABLEWA[2] curriculum, assists staff to support individual students.

Recommendations

The review team support the following:

- Deliver coaching opportunities and feedback for staff on their teaching practice through trained staff following their participation in the Teach Well Instructional Lead Fellowship.
- Review and refine school-wide approaches to formalise the implementation of a whole-school approach to literacy and numeracy support for students within operational plans that contain aspirational targets.

Student achievement and progress

There is a clear commitment on the part of senior and middle leaders to the use of student achievement and progress data as the evidence base for decision making throughout the college.

Commendations

The review team validate the following:

- A focused effort, including professional learning for staff timetabled to ATAR[3] courses, has resulted in a rise in the school's median ATAR of over 20 points, supporting community confidence in the college.
- Against the changing and broadening landscape of post-school destinations, staff have undertaken individualised student counselling involving family members to match students to meaningful pathways.
- Endorsed Education Support Program students have achievements tracked through individualised data, aligned to ABLEWA, ensuring they meet progress goals in personal growth, academic and social domains.
- Strategies implemented to support students at risk of not achieving OLNA[4] have resulted in growth to 9 per cent of students attaining the qualification. WACE[5] achievement rates are comparable to like schools at 9 per cent.
- Staff are committed to communicating openly with students and families regarding academic progress and achievements. Students report feeling informed about the progress they are making in their courses.

Recommendations

The review team support the following:

- Provide professional learning that supports the continued growth of the leadership team in data literacy.
- Ensure that staff responsibility for data collection and analysis is articulated in a defined cycle which incorporates the actions to be taken in the wake of data analysis.
- Define a whole-school integrated approach to the implementation of effective intervention, ensuring that allied professional support for students is targeted at point of need.

Reviewers	
Rohan Smith **Director, Public School Review**	Debra Unwin **Principal, Dianella Secondary College** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the relationships and partnerships, leadership and use of resources domains only, is scheduled for Term 2, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.

Melesha Sands
Deputy Director General, Schools

References

1   Information and communications technology
2   Abilities Based Learning Education, Western Australia
3   Australian Tertiary Admission Rank
4   Online Literacy and Numeracy Assessment
5   Western Australian Certificate in Education

ATWELL COLLEGE

Conditions for Learning & Student Voice
Behaviour Management

Embracing the Future

Students At Educational Risk Policy

Purpose

To ensure the early identification of Students At Educational Risk (SAER) of not achieving their potential, through a range of evidence-based procedures. Atwell College identifies, responds to, and supports the diverse needs of all students so they are able to engage with the content and standards defined in the Western Australian Curriculum and in accordance with the Western Australian Department of Education *'Students at Educational Risk Policy and Procedures'*.

Our Values

At Atwell College, we:

Show Respect
- respect and value the strengths that all students possess.
- are dedicated to supporting every student, by fostering a respectful and inclusive environment.

Strive to Achieve
- believe all students can actively engage in their learning given appropriate support and teaching and learning experiences.
- are committed to providing targeted support to help students achieve their full potential.

Be Responsible
- believe a shared responsibility and collaborative approach will support students at educational risk.
- are responsible for ensuring reliable research and evidence-based programs underpin any intervention strategy.

Definitions

SAER is the acronym for 'Students at Educational Risk'. It refers to students to students whose academic, social and or emotional attributes are a barrier to engagement with the Western Australian Curriculum.

PBS is the acronym for 'Positive Behaviour Support'. It is a whole-school framework that focusses on teaching students how to behave appropriately and rewarding them when they do so.

Gatekeeper is the term given to staff who are trained to discuss suicide risk with students.

Risk Factors are those that may impact a student's ability to achieve their potential. These include, but are not limited to:
- Irregular school attendance
- Social/emotional issues
- Medical conditions
- Diagnosed or Imputed Disability
- Environmental factors (school, family, community), including Child Protection and Family Support matters.
- English as an Additional Language or Dialect (EAL/D)

Roles and Responsibilities

In providing for students at educational risk each level of the school must take responsibility for its contribution to improving outcomes for all students.

The Principal, Deputy Principals, Program Co-Ordinators, Head of Learning Areas, Teachers, Education Assistants and the Student Services team will work together to:

- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk.
- Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk,
- Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk,
- Ensure that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk,
- Ensure that teaching and relevant support staff engage in professional learning so that they can identify and address the specific needs of their students.
- Encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk.

Student Services Team

- Deputy Principal – Student Services
- Student Services Coordinator 7-9
- Student Services Coordinator 10-12
- Year Coordinators for all year groups 7-12
- Lead Education Assistant supporting SEN and SAER students.
- Student Services School Officer
- Attendance Officer
- School Psychologists
- Chaplain
- Community Health Nurses
- First Aid Officer

SAER Team

- Deputy Principal Student Services
- Student Services Coordinators
- Education Support Program Coordinator
- Lead Education Assistant – Supporting student with Special Educational Needs
- School Psychologists
- School Community Health Nurses
- School Chaplain

Teachers are responsible for:

- Developing and delivering high quality curriculum, responsive to the individual needs of students at educational risk.
- Using performance data and intended educational outcomes as key elements of planning for students at educational risk.
- Maintaining ongoing communication with parents for students at educational risk.
- Implementing individualised plans i.e. Risk Management Plans, Individual Support Plans, Positive Behaviour Support Plans, SEN Plans.
- Reporting on the educational progress of students.
- Implementing *Atwell College's Positive Behaviour Support Policy* and;
- Referring any academic concerns to Head of Learning Area.

Heads of Learning Areas (HoLAS) are responsible for:

- Supporting teachers to implement all individualised plans.
- Analysing data to identify students at academic risk to differentiate the curriculum.
- Supporting teachers to improve their knowledge of catering for students at risk through performance management process, such as professional reading or professional learning opportunities.
- Supporting teachers with classroom behaviour in line with *Atwell College Behaviour Management flowchart*.
- Working collaboratively with the SAER team to achieve best outcomes for students.

SAER Coordinators/Team are responsible for:

- Facilitating SAER processes by working collaboratively with all stakeholders.
- Consulting with teachers in relation to teaching and learning to support students' needs.
- Addressing SAER by triaging access to appropriate supports.
- Developing, distributing and monitoring the implementation of plans i.e. Risk Management Plans and Support Plans and monitoring their use and effectiveness by regularly reviewing these.
- Providing teachers or parents/caregivers with information on support that may be available from external service providers.
- Maintaining a whole school SAER database of all students at educational risk in the school, including up to date records of individualised planning.

### School Psychologists are responsible for:

- Ensuring the SAER process is followed whenever there is a concern for a particular student.
- Consulting with staff on behavioural, emotional, and educational matters, including Gatekeeper assessment.
- Participating in case management processes and attending case conferences.
- Gaining informed consent from the parent/caregiver before engaging in any formal observations, consultations, and assessments.
- Keeping a record of all contact that involves an individual student.
- Providing timely and accurate feedback to parents and teachers.
- Liaising with outside agencies to gather further information to support teachers in their planning for individual students.
- Planning preventative whole-school, group, and individual interventions.
- Sharing knowledge and current research with teaching staff.

Gatekeeper trained staff are responsible for:

- Timely completion of a standardised risk assessment for students of concern.
- Consulting following completing a risk assessment with other Gatekeeper trained staff.
- Completing the standardised Suicide Risk Assessment form and storing them appropriately.
- Informing parents, where appropriate when a Risk Assessment has taken place.
- Consulting with Student Services Coordinator around developing a Risk Management Plan, including a review date.
- Updating professional learning around Risk Assessment processes as required.

Multi-Tiered Systems of Support

The Multi-Tiered Systems of Support (MTSS) framework is a three-tier approach to the identification and support of students at risk. The MTSS framework takes a proactive and positive approach by providing graduated interventions in increasing levels to help promote academic, social, and emotional, and behaviour skills.
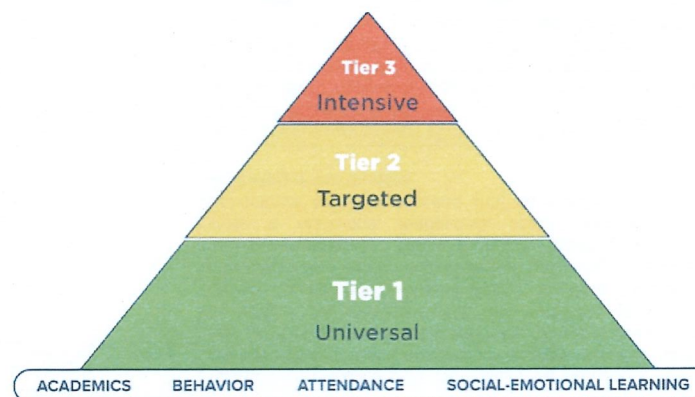
Tier 1 Prevention: Core College Instruction for ALL
This encompasses the entire college with core instructions and evidence-based strategies that target **ALL** students to build student capacity. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students are monitored to see who is and isn't responding to these strategies to prevent Tier 2 intervention.

Tier 2 Intervention: Strategic Instruction
Some students need a little extra assistance in meeting academic, social, emotional and behavioural goals. It is in Tier 2 that these individuals receive that help. At a classroom level, adjustment to teaching and learning programs are required to meet student's needs. Interventions supplement classroom instruction, but do not replace it. Analysis of whole school data and SAER procedures guide the development of short term, targeted intervention programs delivered in small group settings.

Tier 3 Case Management: Intensive Intervention
Specific and intensive support is offered to students in Tier 3. Strategies are designed to address limited progress in areas of targeted intervention. Programs may replace and are additional to class instruction. In Tier 3 students are case managed at an individual level and are provided with supports requiring collaboration with external agencies such as psychologists and therapists.

MTSS Academics

Tier I **(Classroom Level)**	All students receive high quality curriculum and instruction supported by *High Quality Teaching at Atwell College Policy* in the general education classroom. Teacher uses whole school approaches to literacy and numeracy and assist all students through differentiated instruction. They implement assessment adjustments for students who qualify.
Tier 2 **(SAER Coordinator)**	Students are identified through PAT, literacy and numeracy testing, NAPLAN and OLNA data and the WACE tracker. Atwell College provides guidance around supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum. These small groups may include Literacy and Numeracy Intervention, OLNA/ ATAR Workshops, Follow the Dream and Career Education Workshops. The relevant team will collect data and monitor progress.
Tier 3 **(Intensive Intervention)**	Students who are not making noticeable progress at Tier 2 action will proceed to Tier 3 at the discretion of the SAER team. Students will continue to be monitored through the SAER Team, providing intense support to the students with the greatest needs, with frequent data collection and progress monitoring. Intensive supports may include, IEP's, SEN planning or alternative pathway counselling.

MTSS Behaviour

Tier I **(Classroom Level)**	Atwell College is a Positive Behaviour School (PBS), all students are explicitly taught positive behavioural expectations that are defined in our Behaviour Matrix. All teachers use a consistent approach aligned to the *Atwell College Procedures to Support Positive Student Behaviours* document.
Tier 2 **(SAER Coordinator)**	Students are referred to the relevant Student Services staff who provide supplemental targeted behavioural or relationship building interventions usually in small groups with data collection and progress monitoring.eg Positive Behaviour Support Plans; transition timetables, referrals to supports e.g. Chaplain/School Psychologists/ Community Health Nurse; referral to targeted intervention programs, such as GRIT.
Tier 3 **(Intensive Intervention)**	Students continue to be monitored providing student centred planning to develop customised, individual interventions with frequent data collection and progress monitoring. These interventions are built on the data from tier 2 interventions. Student Services staff will work with external agencies such as SSEN:BE and FAIRE or work with alternate care schools such as PORT School, Alta 1, SMYL or other appropriate schools to provide supports.

MTSS Attendance

Tier I **(Classroom Level)**	All classrooms promote a positive learning environment and staff maintain accurate attendance records. Teachers monitor attendance of each class and where there are unexplained absences that may impact on the student's capacity to complete the educational program this is followed up as per *Atwell College Attendance Policy*.
Tier 2 **(SAER Coordinator)**	Students are identified through attendance data and targeted attendance intervention is aimed at students within the moderate attendance category (69% - 79%). Student Services staff develop attendance plans to engage and motivate students to achieve their attendance targets. Other targeted attendance procedures may include course counselling, pathway planning to explore alternatives for disengaged students and engagement programs to encourage attendance.
Tier 3 **(Intensive Intervention)**	Students whose attendance meets the severe attendance category (below 60%) are referred to Student Service Coordinators who will continue to monitor attendance and provide individual interventions through case management processes. Student Services Coordinators will work with the student and their family to investigate barriers to attending school. They may link them in with external programs and services such as Participation, Engage Program, Alta 1, SMYL and Fast Track Fremantle.

MTSS Social and Emotional

Tier I **(Classroom Level)**	All teachers create a safe and welcoming classroom that reinforces the college values. Year Coordinators engage with their year groups as a first point of contact for pastoral care. Whole school programs are run to support the general health and wellbeing of all students, these include Social and Emotional lessons for Year 7 students, the Health curriculum and faction initiatives that encourage a sense of belonging and connectedness. These programs assist students in developing skills in resilience, leadership, conflict resolution, help seeking behaviours and other areas that contribute to the overall mental wellbeing of the student.
Tier 2 **(SAER Coordinator)**	Where necessary groups of identified students are referred for a more targeted approach to address their wellbeing needs. Student Services staff review Compass data around behaviour, wellbeing, and attendance to determine areas of need and implement year group appropriate programs, such as Social and Emotional Learning Program, GRIT and mindfulness activities. Atwell College liaises with external agencies to deliver mental health education such as Teen Mental Health First Aid, Exam stress sessions, Reg Frogs and Dr Yes as a proactive measure to support students' wellbeing.
Tier 3 **(Intensive Intervention)**	Students with more complex needs or mental health diagnosis may be referred to the SAER team with consultation from external agencies such as SENN:MH, CAMHS or Headspace. Students at this level may be referred to alternative programs or care schools. The SAER team case manages and actively track student progress and may refer out to external supports.

Risk Management – Suicidal Ideation and Non-Suicidal Self Injury

All Risk Assessment documents have been produced in accordance with the *School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury (NSSI)* document produced by the Department of Education (linked in the appendices). All cases of suicidal ideation and NSSI are triaged immediately.

Once a risk is determined, either by direct or indirect disclosure, the student must be risk assessed by a staff member trained in the Gatekeeper Suicide Prevention training or another allied health professional. Staff must consult with another Gatekeeper-trained member of Student Services on both the risk assessment and whether risk is deemed imminent. Parent/guardian must be informed of any Gatekeeper assessment.

If emergency situations deem risk of NSSI and/or suicidal behaviour as imminent:
- First, make sure the student is safe not left unattended.
- Call 000 if necessary.
- Apply first aid, call and ambulance if required and attend hospital if required.
- Once student is safe, monitor and inform Executive staff immediately if there are concerns.
- Contact parent/guardian.

Once student is calm, a nominated Gatekeeper-trained staff member is to:
- Discuss with student the need to run a Risk Assessment and conduct this as soon as possible.
- Contact parent/guardian, where able, to gain permission to complete a Risk Assessment, or contact parent/guardian after the assessment has been completed.
- If student is unwilling to engage with staff, offer that they can do a phone assessment with CAMHS Crisis Connect or otherwise the need for them to attend the Emergency Department at the hospital
- If self-injury has occurred or there is an intent to self-injure, the school must inform the parent/guardian that the child should be taken to a GP or Emergency Department for assessment.
- Staff member to provide hospital with as much relevant information as possible and ensure that the hospital is aware of Duty of Care until parent arrives.
- Send parent/guardian crisis numbers and supports.

Case Management

Not all students who are triaged by Student Services are directly case managed. Students who meet the criteria for case management are students involved in high level incidents, or those who form an ongoing concern in the areas of Behaviour, Attendance, Social and Emotional and Mental Health. These students are assigned a Case Manager. This staff member will oversee strategies to support the student and communicate information from around the college. They will be the main point of contact for parents and the student concerned.