



## Atwell College Board Meeting Minutes

**6:00 pm Monday 11<sup>th</sup> August 2025**

### 1.0 Open and Welcome

**Present:** Nicholas Alexeeff, Nicole Boak, Samantha Brown, Berry Johnston, Kate Linton, Natalie Machin (Chair), Koukla McCutcheon, Darren Payton (Minutes).

**Apologies:** Ken Bohan, Cameron Henderson, Sam Higgins, Jennifer Parker, Kunal Verma.

**Absent:**

### 2.0 Acknowledgement of country

We respectfully acknowledge the past and present Elders and traditional custodians of this land, the land of the spiritual rainbow serpent, the Waakal. It is a privilege for the Atwell College community to be standing on Whadjuk Noongar country.

### 3.0 Declaration of conflicts of interest

Any conflicts of interest with any agenda items identified by individual board members?

### 4.0 Minutes of Previous Meeting

Review minutes of previous meeting. Acceptance of minutes. Accepted: Sam Brown Seconded: Berry Johnston

### 5.0 Business Arising

ITEM	ITEM TYPE	LED BY	TIME (min)	DISCUSSION/PROGRESS REPORT	ACTION/TIMELINE
5.1 Public School Review <i>(Appendix 1)</i>	Discussion	Darren	5	The Public School Review conducted on Tuesday 1 <sup>st</sup> July 2025, confirmed the College demonstrated sufficient and sustainable progress towards meeting the standard in relation to the recommendations of each domain. The Review highlighted leadership has brought stability, visibility and clear direction for staff, contributing to a sense of unity and purpose. High levels of teacher efficacy are evident through shared commitment to accountability and responsibility for every student's success. Transparent and consultative processes, distributed leadership and strategic improvement planning are now clearly in place at Atwell College, reflecting a positive culture shift. The leadership of the Deputy Principals was also recognised as a significant contributing factor to the progress achieved to date.	The next Public School Review inclusive of all Domains will be scheduled for 2027.

## OFFICIAL

### 6.0 Agenda

6.1	Finance ( <i>Appendix 2</i> )	Information	Darren	5	1. Student-Centred Funding Statement 2. One-Line Budget Statement 3. Cash Report 4. School Financial Summary	Financial Reports presented at the meeting.
6.2	Curriculum Presentations	Information	Darren	2	Darren has spoken to the Heads of Learning Area, and they are willing to present their data reviews at Board meetings and respond to any questions arising from the presentation or relating to their learning areas in general.	Kate to invite three HLAs to present to the Board meeting.
6.3	Student Leadership Shirts	Discussion	Koukla	5	Student designs for student leadership team discussed at the last Board meeting. The shirts would designate student leaders with a design on each side and a leader title on the back of the shirts.	Carried over to the next Board meeting.

### 7.0 General Business

7.1	2025 Tell Them From Me Survey – Teachers Responses ( <i>Appendix 3</i> )	Information	Darren	2	The Tell Them From Me Survey was conducted earlier this year for parents, staff and students. The teachers' responses indicated improvements in many categories.	Tell Them from Me Survey presented to the meeting.
7.2	Year 10 Subject Choices	Discussion	Berry	4	Discussion on the reduction of a couple of subject choices in Health and Physical Education.	Berry to follow up with Aaron Harwood.

### 8.0 Next Meeting:

8<sup>th</sup> September 2025

### 9.0 Meeting Close:

**Chair:** .....Natalie Machin.....

**Signature:**  .....

**Date:** .....11<sup>th</sup> August 2025.....

## Appendix 1:



Department of  
Education

Your ref:  
Our ref: D25/0580547  
Enquiries

Darren Payton  
Principal  
Atwell College  
201 Brenchley Drive  
ATWELL WA 6164

Dear Darren

I refer to the one year follow up review for the relationships and partnerships, leadership and use of resources domains following Atwell College's Public School Review in Term 2, 2024.

I am advised that Kate Wilson, Director, Public School Review and Kristy Watson, Principal, Eastern Hills Senior High School, met with you, your deputy principals, members of staff and the School Board and P&C, to consider the extent to which the college has made sufficient and sustainable progress against the report's recommendations for the domains listed above.

The advice received confirms the college has demonstrated sufficient and sustainable progress towards meeting the Standard in relation to the recommendations in each domain.

I am informed your leadership has brought stability, visibility and clear direction for staff, contributing to a sense of unity of purpose. The review team has reported you have significantly elevated levels of positive engagement across all stakeholders. Further noted is your genuine resolve to provide transparent decision making to build staff and community confidence and trust, while also displaying the courage to welcome robust conversations.

I am also advised high levels of teacher efficacy are evident through a shared commitment to accountability and responsibility for every student's success. This is reported to be evidenced by a collaborative culture founded on a professional learning communities structure, featuring data-informed decision making to support the effective deployment of resources, and in turn, the delivery of impactful pedagogy, that paves the path to individual success for all students.

I also note the acknowledgment and actioning of improvements to build the presence and profile of the college in the community and throughout the Cockburn Central Education Network, with a focus on linking community expectations and aspirations with programs and offerings.

It is evident that transparent and consultative processes, distributed leadership, and strategic improvement planning is now in place at Atwell College, and you are to be congratulated for leading this positive culture shift. The leadership of your deputy principals has also been recognised as a significant contributing factor to the progress that has been made to date.

Atwell College is to be congratulated for its professional commitment by first, noting the areas for improvement and second, implementing strategies that have resulted in significant progress towards the improvements desired.

The next Public School Review of Atwell College, inclusive of all domains, is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.

I wish you and the staff continued success in your endeavours to provide high quality education for your students.

Yours sincerely

Steven Watson  
Deputy Director General, Schools  
- 3 JUL 2025

cc. Raechelle Lee, Executive Director, Strategy and Policy  
Sue Cuneo, Director of Education, South Metropolitan Education Region  
Rohan Smith, Assistant Director of Education, South Metropolitan Education Region  
Jo Stephens, Assistant Director of Education, South Metropolitan Education Region  
Chair, School Board, Atwell College

## Appendix 2:



Operational- Jul 2025

## Student-Centred Funding Statement

Issued on 31 July 2025

<b>School:</b>	Atwell College	<b>School Year:</b>	Jul 2025
<b>Region:</b>	South Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	21.2

## Student-Centred Funding - Jul 2025

Per Student Funding:	\$9,160,520.00
Student and School Characteristics:	\$7,271,467.97
Disability Adjustments:	\$206,722.18
Targeted Initiatives:	\$725,585.25
Operational Response Allocation:	\$606,384.05
Regional Allocation:	\$740.00
<b>Total Jul 2025:</b>	<b>\$17,971,419.45</b>

## Per Student Funding - At Census

	Funded Student FTE	Amount
Per Student	Below Threshold	Above Threshold
Year 7	115.00	\$1,228,085.00
Year 8	124.00	\$1,324,196.00
Year 9	135.00	\$1,441,665.00
Year 10	143.00	\$1,527,097.00
Year 11	175.00	\$2,009,175.00
Year 12	142.00	\$1,630,302.00
<b>Total</b>	<b>834.00</b>	<b>\$9,160,520.00</b>

## Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	33.00	\$77,484.00
Disability	278.98	\$6,421,379.05
English as an Additional Language or Dialect	14.00	\$46,186.00
Social Disadvantage	247.45	\$233,879.65
<b>Sub Total</b>		<b>\$6,778,928.70</b>
School Characteristics		
Enrolment-Linked Base		\$492,539.27
Locality		\$0.00
<b>Sub Total</b>		<b>\$492,539.27</b>
<b>Total</b>		<b>\$7,271,467.97</b>



## Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	33.00	\$77,484.00
Disability		
Disability	137.00	\$6,246,979.00
Educational Adjustment	141.98	\$174,400.05
<b>Disability - Total</b>	<b>278.98</b>	<b>\$6,421,379.05</b>
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	14.00	\$46,186.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
<b>English as an Additional Language or Dialect - Total</b>	<b>14.00</b>	<b>\$46,186.00</b>
Social Disadvantage		
Social Disadvantage Decile 1	53.42	\$82,608.06
Social Disadvantage Decile 2	91.26	\$95,631.24
Social Disadvantage Decile 3	102.77	\$55,640.35
<b>Social Disadvantage - Total</b>	<b>247.45</b>	<b>\$233,879.65</b>
<b>Total Student Characteristics</b>		<b>\$6,778,928.70</b>

**Note:** Please refer to the appropriate support sheet for further details on the calculations in the table above.

## Targeted Initiatives (Detail)

	Amount
Student Allowances: Secondary Assistance Scheme - Clothing Allowance	\$7,800.00
Student Allowances: Secondary Assistance Scheme - Education Program Allowance	\$32,430.00
Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Targeted Initiative: Career Taster Program DTWD	\$3,000.00
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Disability and Inclusion Support	\$2,309.48
Targeted Initiative: Expansion of Complex Behaviour Coordinators	\$19,696.52
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$26,957.94
Targeted Initiative: Professional Learning for New Employees (EBA)	\$329.93
Targeted Initiative: Small Group Tuition	\$31,514.44
Targeted Initiative: Small Scale Election Commitments	\$50,000.00
Targeted Initiative: Specialist Career Practitioners	\$131,310.15
Targeted Initiative: Vocational Education and Training Teachers Professional Learning	\$659.85
<b>Total</b>	<b>\$344,988.96</b>

## Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: VET delivered to secondary students	257.61	\$305,900.54
Targeted Initiative: Small Secondary Schools	834.00	\$56,370.60
Targeted Initiative: Additional Educational Adjustment	31.77	\$18,325.15
<b>Total</b>		<b>\$380,596.29</b>



Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	\$10,254.08
Operational Response: Base for schools with department endorsed education support program	\$502,412.00
Operational Response: Host School Psychologists	\$425.00
Operational Response: Hydrotherapy Pool Chemicals (Education Support)	\$14,074.00
Operational Response: Hydrotherapy Pools Technical Officers (Education Support)	\$44,033.60
Operational Response: Program Kaartdijin School Reimbursements	\$28,041.58
Operational Response: Support for Rehabilitation (Graduated Return to Work)	\$494.18
Operational Response: Teacher Relief - Curriculum Assessment and Strategic Policy	\$1,649.61
Operational Response: WA Education Awards	\$5,000.00
Total	\$606,384.05

Regional Allocation (Detail)

	Amount
Regional Allocation: South Metro PEAC Regional Allocation	\$740.00
Total	\$740.00

Operational-Jul 2025

## Operational One Line Budget Statement

Issued on 31 July 2025

<b>School:</b>	Atwell College	<b>School Year:</b>	Jul 2025 ( Verified Jun Cash)
<b>Region:</b>	South Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	21.2
<b>One Line Budget – Jul 2025</b>			
	<b>Current Budget</b>	<b>Actual YTD</b>	<b>Variance</b>
Carry Forward (Cash):	\$ 473,365	473,365	0
Carry Forward (Salary):	\$ 859,595	859,595	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 17,944,466	17,944,466	0
Locally Raised Funds:	\$ 1,224,461	419,165	805,296
<b>Total Funds:</b>	\$ 20,501,887	19,696,591	805,296
<b>EXPENDITURE</b>			
Salaries:	\$ 16,122,456	8,965,911	7,156,546
Goods and Services (Cash):	\$ 2,304,997	1,142,096	1,162,901
<b>Total Expenditure:</b>	\$ 18,427,453	10,108,007	8,319,447
<b>Variance:</b>	\$ 2,074,434	9,588,585	-7,514,151

## Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$473,365.00	\$473,365.00	\$0.00
Carry Forward (Salary)	\$859,594.82	\$859,594.82	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$17,944,466.27	\$17,944,466.27	\$0.00
Per Student	\$9,160,520.00	\$9,160,520.00	\$0.00
School and Student Characteristics	\$7,271,467.97	\$7,271,467.97	\$0.00
Disability Adjustments	\$206,722.18	\$206,722.18	\$0.00
Targeted Initiatives	\$725,585.25	\$725,585.25	\$0.00
Operational Response Allocation	\$606,384.05	\$606,384.05	\$0.00
Regional Allocation	\$740.00	\$740.00	\$0.00
School Transfers – Salary	\$-1,486,606.20	\$-1,486,606.20	\$0.00

Operational-Jul 2025

School Transfers - Cash	\$1,487,421.64	\$1,487,421.64	\$0.00
Department Adjustments	\$-27,768.62	\$-27,768.62	\$0.00
<b>Locally Raised Funds (Revenue)</b>	<b>\$1,224,461.00</b>	<b>\$419,165.33</b>	<b>\$805,295.67</b>
Voluntary Contributions	\$40,019.00	\$40,018.94	\$0.06
Charges and Fees	\$276,377.00	\$242,214.95	\$34,162.05
Fees from Facilities Hire	\$70,000.00	\$48,964.55	\$21,035.45
Fundraising/Donations/Sponsorships	\$28,616.00	\$25,735.00	\$2,881.00
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$1,000.00	\$0.00	\$1,000.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$108,449.00	\$62,231.89	\$46,217.11
Transfer from Reserve or DGR	\$700,000.00	\$0.00	\$700,000.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$20,501,887.09</b>	<b>\$19,696,591.42</b>	<b>\$805,295.67</b>

## Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$16,122,456.48	\$8,965,910.97	\$7,156,545.52
Appointed Staff	\$15,266,597.66	\$8,150,584.45	\$7,116,013.22
New Appointments	\$40,532.30	\$0.00	\$40,532.30
Casual Payments	\$772,294.00	\$772,294.00	\$0.00
Other Salary Expenditure	\$43,032.52	\$43,032.52	\$0.00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$2,304,997.00</b>	<b>\$1,142,095.63</b>	<b>\$1,162,901.37</b>
Administration	\$113,444.00	\$23,649.51	\$89,794.49
Lease Payments	\$0.00	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$756,147.00	\$386,391.00	\$369,756.00
Buildings, Property and Equipment	\$687,971.00	\$328,833.56	\$359,137.44
Curriculum and Student Services	\$632,507.00	\$294,551.08	\$337,955.92
Professional Development	\$96,840.00	\$79,305.39	\$17,534.61
Transfer to Reserve	\$0.00	\$0.00	\$0.00
Other Expenditure	\$18,088.00	\$29,365.09	\$-11,277.09
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$18,427,453.48</b>	<b>\$10,108,006.60</b>	<b>\$8,319,446.89</b>



Operational-Jun 2025

## Cash Report

Issued on 31 July 2025

<b>School:</b>	Atwell College	<b>School Year:</b>	Jun 2025 ( Verified Jun Cash)
<b>Region:</b>	South Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	21.2

## One Line Budget – Cash Component – Jun 2025

	Current Budget	Actual YTD	Variance	%Budget
Carry Forward:	\$ 473,365	473,365	0	100.00%
Student-Centred Funding (Including School Transfers and Department Adjustments):	\$ 1,655,346	851,813	803,533	51.46%
Locally Raised Funds:	\$ 1,224,461	419,165	805,296	34.23%
<b>Total Cash Budget:</b>	<b>\$ 3,353,172</b>	<b>1,744,343</b>	<b>1,608,829</b>	<b>52.02%</b>

## EXPENDITURE

Goods and Services:	\$ 2,304,997	1,142,096	1,162,901	49.55%
<b>Total Cash Expenditure:</b>	<b>\$ 2,304,997</b>	<b>1,142,096</b>	<b>1,162,901</b>	<b>49.55%</b>
<b>Variance:</b>	<b>\$ 1,048,175</b>	<b>602,247</b>	<b>445,927</b>	

## Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$40,019.00	\$40,018.94	\$0.06	100.00%
Charges and Fees	\$276,377.00	\$242,214.95	\$34,162.05	87.64%
Fees from Facilities Hire	\$70,000.00	\$48,964.55	\$21,035.45	69.95%
Fundraising/Donations/Sponsorships	\$28,616.00	\$25,735.00	\$2,881.00	89.93%
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00	%
Other State Govt/Local Govt Revenues	\$1,000.00	\$0.00	\$1,000.00	.00%
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00	%
Other Revenues	\$108,449.00	\$62,231.89	\$46,217.11	57.38%
Transfer from Reserve or DGR	\$700,000.00	\$0.00	\$700,000.00	.00%
Residential Accommodation	\$0.00	\$0.00	\$0.00	%
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
<b>Total</b>	<b>\$1,224,461.00</b>	<b>\$419,165.33</b>	<b>\$805,295.67</b>	<b>34.23%</b>

Operational-Jun 2025

## Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$113,444.00	\$23,649.51	\$89,794.49	20.85%
Lease Payments	\$0.00	\$0.00	\$0.00	%
Utilities, Facilities and Maintenance	\$756,147.00	\$386,391.00	\$369,756.00	51.10%
Buildings, Property and Equipment	\$687,971.00	\$328,833.56	\$359,137.44	47.80%
Curriculum and Student Services	\$632,507.00	\$294,551.08	\$337,955.92	46.57%
Professional Development	\$96,840.00	\$79,305.39	\$17,534.61	81.89%
Transfer to Reserve	\$0.00	\$0.00	\$0.00	%
Other Expenditure	\$18,088.00	\$29,365.09	\$-11,277.09	162.35%
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00	%
Residential Operations	\$0.00	\$0.00	\$0.00	%
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00	%
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
<b>Total</b>	<b>\$2,304,997.00</b>	<b>\$1,142,095.63</b>	<b>\$1,162,901.37</b>	<b>49.55%</b>



Operational-Jul 2025

School Financial Summary

Issued on 31 July 2025

School:	Atwell College	School Year:	Jul 2025 ( Verified Jun Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

Furniture & Fitt Resource Rese	\$	200,000.00
Cleaning/Gardening Equip Reser	\$	45,000.00
Curriculum Resource Reserve	\$	69,999.90
Library Books Replacement Rese	\$	10,000.00
Multi-Media Reserve	\$	100,000.00
Photocopier Reserve	\$	30,000.00
IPS General Reserve	\$	154,527.00
Total for all Reserve Accounts	\$	1,696,026.90

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 473,365	473,365	0
Carry Forward (Salary):	\$ 859,595	859,595	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 17,944,466	17,944,466	0
Locally Raised Funds:	\$ 1,224,461	419,165	805,296
Total Funds:	\$ 20,501,887	19,696,591	805,296
<b>EXPENDITURE</b>			
Salaries:	\$ 16,122,456	8,965,911	7,156,546
Goods and Services (Cash):	\$ 2,304,997	1,142,096	1,162,901
Total Expenditure:	\$ 18,427,453	10,108,007	8,319,447
Variance:	\$ 2,074,434	9,588,585	-7,514,151

Student-Centred Funding	
Per Student	\$ 9,160,520.00
School and Student Characteristics	\$ 7,271,467.97
Disability Adjustments	\$ 206,722.18
Targeted Initiatives	\$ 725,585.25
Operational Response Allocation	\$ 606,384.05
Regional Allocation	\$ 740.00
Total	\$ 17,971,419.45

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 18,468,927
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 17,730,170
10% of carry forward	\$ 302,899
Total Minimum Expenditure	\$ 18,033,069
<b>Current Forecast Expenditure</b>	
Salaries	\$ 16,122,456
Goods and Services (Cash Expenditure)	\$ 2,304,997
Total Forecast Expenditure (cash and salaries)	\$ 18,427,453

Bank Account Balances (Cash)	
Bank Account	\$ 1,967,421.35
Investment Account(s)	\$ 323,224.68
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 2,290,646.03

\*Reserve balances are included in the total

Reserve Account Balances	
Administration Server Reserve	\$ 19,500.00
Office Equipment Reserve	\$ 12,000.00
Plant & Equipment Cafe HE Rese	\$ 60,000.00
Plant&Equip Technologies Reser	\$ 120,000.00
School Bus Reserve	\$ 80,000.00
Building Fabric & Infra Reserv	\$ 350,000.00
BFI Grounds/Shade	\$ 200,000.00
Computer Resource Reserve	\$ 245,000.00



Appendix 3:

Focus on Learning: A Planning Tool for School Communities

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Atwell College. More detailed results for each measure follow.

Survey between 25 Mar 2025 and 27 Apr 2025



Survey between 05 Mar 2024 and 03 Apr 2024

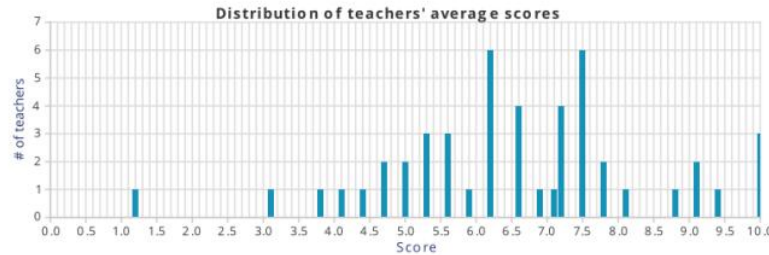


Survey between 25 Mar 2025 and 27 Apr 2025

Eight Drivers of Student Learning

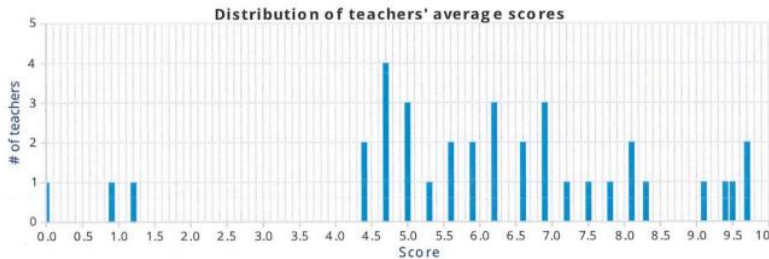
Leadership

School Mean	6.6
School leaders have helped me establish challenging and visible learning goals for students.	6.7
School leaders have helped me create new learning opportunities for students.	6.1
School leaders have provided me with useful feedback about my teaching.	6.3
School leaders have helped me improve my teaching.	6.4
School leaders have provided guidance for monitoring student progress.	6.9
I work with school leaders to create a safe and orderly school environment.	7.9
School leaders have taken time to observe my teaching.	5.3
School leaders have supported me during stressful times.	7.1



Survey between 05 Mar 2024 and 03 Apr 2024

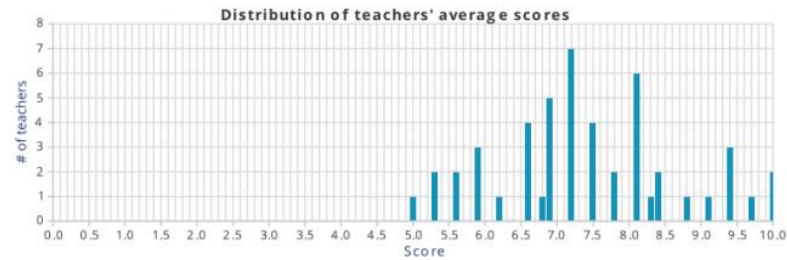
School Mean	6.1
School leaders have helped me establish challenging and visible learning goals for students.	6.0
School leaders have helped me create new learning opportunities for students.	5.4
School leaders have provided me with useful feedback about my teaching.	5.6
School leaders have helped me improve my teaching.	6.2
School leaders have provided guidance for monitoring student progress.	6.1
I work with school leaders to create a safe and orderly school environment.	7.4
School leaders have taken time to observe my teaching.	4.7
School leaders have supported me during stressful times.	6.5



Survey between 25 Mar 2025 and 27 Apr 2025

## Collaboration

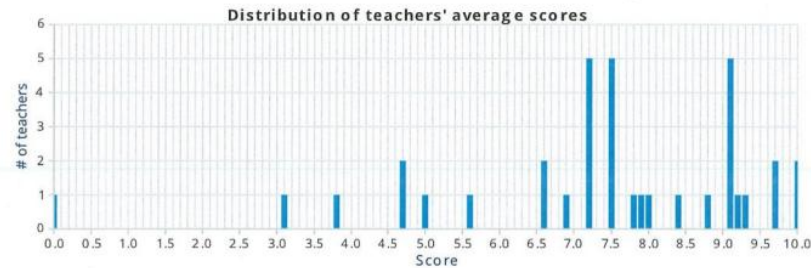
School Mean	7.4
I work with other teachers in developing cross-curricular or common learning opportunities.	6.6
Teachers have given me helpful feedback about my teaching.	6.9
I talk with other teachers about strategies that increase student engagement.	7.9
Other teachers have shared their learning goals for students with me.	6.6
Teachers in our school share their lesson plans and other materials with me.	7.2
I discuss my assessment strategies with other teachers.	8.3
I discuss learning problems of particular students with other teachers.	8.2
I discuss my learning goals with other teachers.	7.8



Survey between 05 Mar 2024 and 03 Apr 2024

## Collaboration

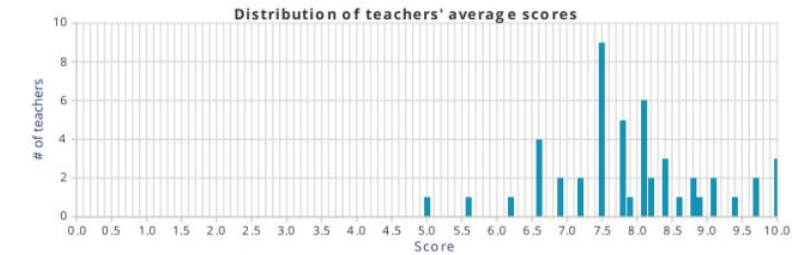
School Mean	7.3
I work with other teachers in developing cross-curricular or common learning opportunities.	7.1
Teachers have given me helpful feedback about my teaching.	6.5
I talk with other teachers about strategies that increase student engagement.	8.1
Other teachers have shared their learning goals for students with me.	6.9
Teachers in our school share their lesson plans and other materials with me.	7.0
I discuss my assessment strategies with other teachers.	8.2
I discuss learning problems of particular students with other teachers.	7.8
I discuss my learning goals with other teachers.	7.2



Survey between 25 Mar 2025 and 27 Apr 2025

## Learning Culture

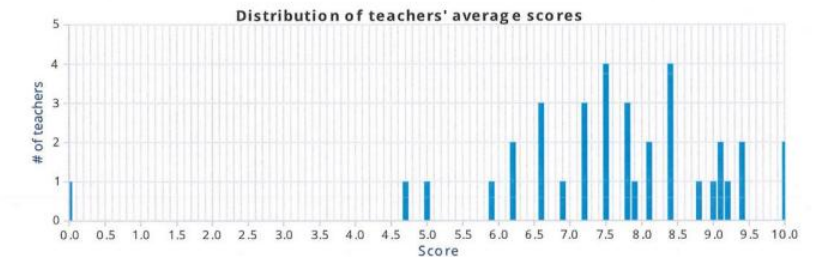
School Mean	7.9
I give students written feedback on their work.	7.8
I talk with students about the barriers to learning.	7.5
In most of my classes I discuss the learning goals for the lesson.	8.1
Students become fully engaged in class activities.	7.1
I monitor the progress of individual students.	8.4
I am effective in working with students who have behavioural problems.	8.3
I set high expectations for student learning.	8.8
Students find class lessons relevant to their own experiences.	7.4



Survey between 05 Mar 2024 and 03 Apr 2024

## Learning Culture

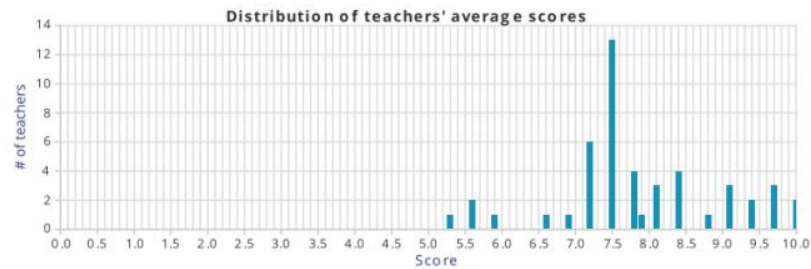
School Mean	7.5
I give students written feedback on their work.	7.6
I talk with students about the barriers to learning.	7.6
In most of my classes I discuss the learning goals for the lesson.	7.9
Students become fully engaged in class activities.	6.5
I monitor the progress of individual students.	7.9
I am effective in working with students who have behavioural problems.	7.3
I set high expectations for student learning.	8.2
Students find class lessons relevant to their own experiences.	6.5



Survey between 25 Mar 2025 and 27 Apr 2025

## Data Informs Practice

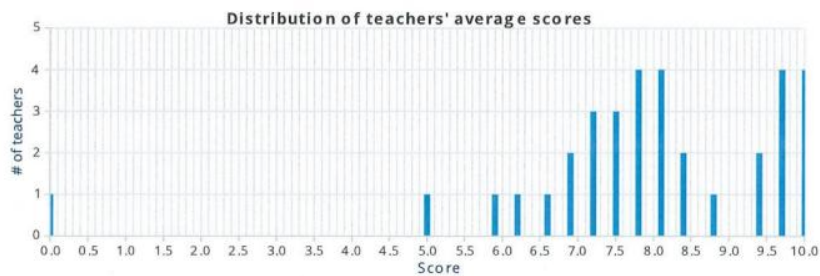
School Mean	7.9
My assessments help me understand where students are having difficulty.	8.2
I use formal assessment tasks to help students set challenging goals.	8.0
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.6
I use formal assessment tasks to discuss with students where common mistakes are made.	7.8
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.0
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.0
I use results from formal assessment tasks to inform my lesson planning.	8.3
I give students feedback on how to improve their performance on formal assessment tasks.	8.1



Survey between 05 Mar 2024 and 03 Apr 2024

## Data Informs Practice

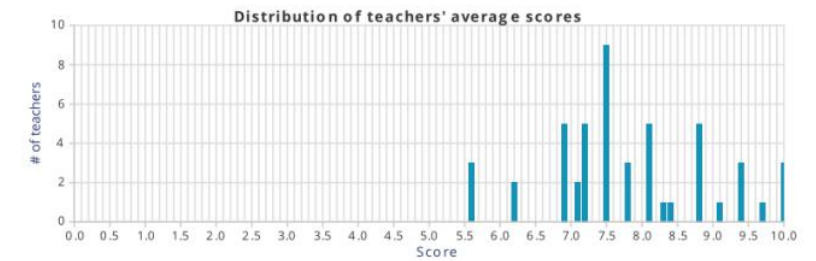
School Mean	7.9
My assessments help me understand where students are having difficulty.	8.1
I use formal assessment tasks to help students set challenging goals.	7.9
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.6
I use formal assessment tasks to discuss with students where common mistakes are made.	8.1
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	7.5
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.0
I use results from formal assessment tasks to inform my lesson planning.	8.5
I give students feedback on how to improve their performance on formal assessment tasks.	8.2



Survey between 25 Mar 2025 and 27 Apr 2025

## Teaching Strategies

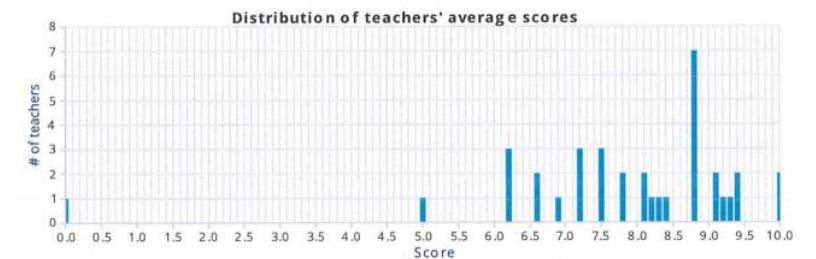
School Mean	7.8
I help students set challenging learning goals.	7.6
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.7
Students receive written feedback on their work at least once every week.	4.8
I can easily identify unproductive learning strategies.	8.2
My students are very clear about what they are expected to learn.	8.5
I use two or more teaching strategies in most class periods.	8.4
Students receive feedback on their work that brings them closer to achieving their goals.	7.9
I discuss with students ways of seeking help that will increase learning.	7.9



Survey between 05 Mar 2024 and 03 Apr 2024

## Teaching Strategies

School Mean	7.8
I help students set challenging learning goals.	7.9
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.6
Students receive written feedback on their work at least once every week.	5.5
I can easily identify unproductive learning strategies.	7.9
My students are very clear about what they are expected to learn.	7.9
I use two or more teaching strategies in most class periods.	8.2
Students receive feedback on their work that brings them closer to achieving their goals.	7.8
I discuss with students ways of seeking help that will increase learning.	8.1

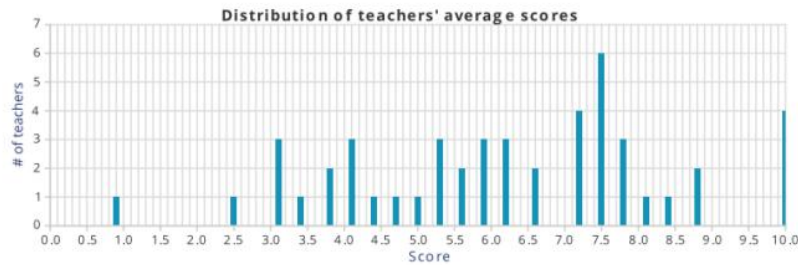




Survey between 25 Mar 2025 and 27 Apr 2025

## Technology

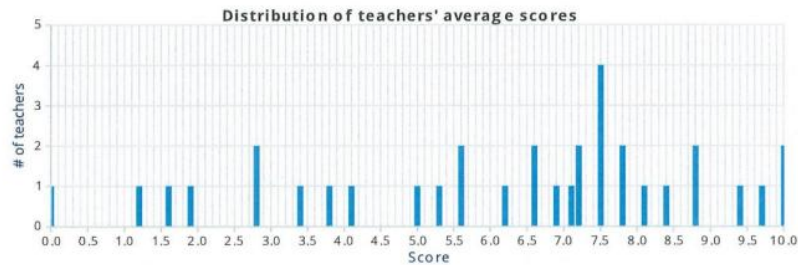
School Mean	6.2
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.0
I use computers or other interactive technology to give students immediate feedback on their learning.	6.0
Students use computers or other interactive technology to track progress towards their goals.	5.8
I help students set goals for learning new technological skills.	6.3
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	6.0
I help students use computers or other interactive technology to undertake research.	6.8
I help students to overcome personal barriers to using interactive technology.	6.5
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.3



Survey between 05 Mar 2024 and 03 Apr 2024

## Technology

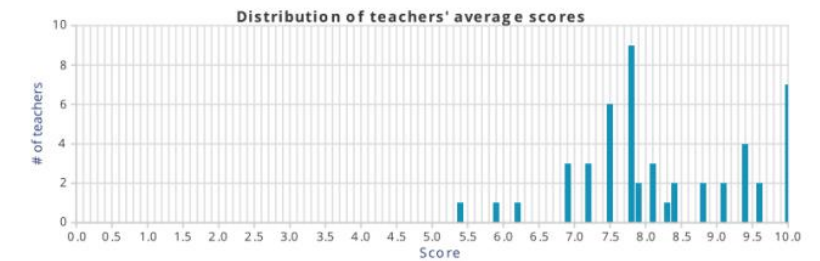
School Mean	6.2
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.9
I use computers or other interactive technology to give students immediate feedback on their learning.	6.0
Students use computers or other interactive technology to track progress towards their goals.	5.0
I help students set goals for learning new technological skills.	6.2
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.9
I help students use computers or other interactive technology to undertake research.	6.4
I help students to overcome personal barriers to using interactive technology.	6.2
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.1



Survey between 25 Mar 2025 and 27 Apr 2025

## Inclusive School

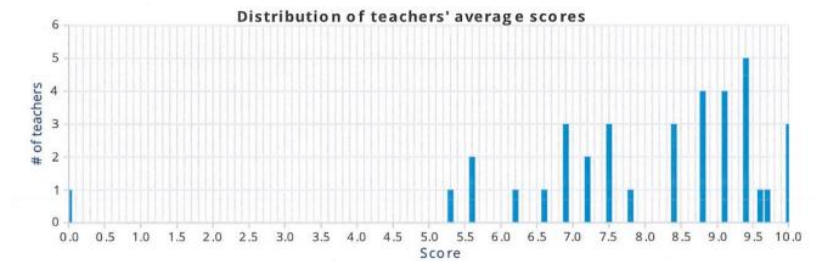
School Mean	8.2
I am regularly available to help students with special learning needs.	7.8
I strive to understand the learning needs of students with special learning needs.	8.5
I establish clear expectations for classroom behaviour.	9.3
I help low-performing students plan their assignments.	7.6
I make sure that students with special learning needs receive meaningful feedback on their work.	7.5
I make an effort to include students with special learning needs in class activities.	8.4
I use individual education plans to set goals for students with special learning needs.	8.5
I create opportunities for success for students who are learning at a slower pace.	8.1



Survey between 05 Mar 2024 and 03 Apr 2024

## Inclusive School

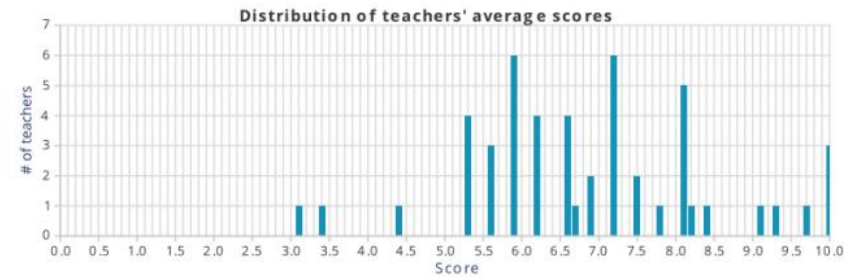
School Mean	8.0
I am regularly available to help students with special learning needs.	7.4
I strive to understand the learning needs of students with special learning needs.	8.2
I establish clear expectations for classroom behaviour.	8.6
I help low-performing students plan their assignments.	7.3
I make sure that students with special learning needs receive meaningful feedback on their work.	7.6
I make an effort to include students with special learning needs in class activities.	8.4
I use individual education plans to set goals for students with special learning needs.	8.0
I create opportunities for success for students who are learning at a slower pace.	8.1



Survey between 25 Mar 2025 and 27 Apr 2025

### Parent Involvement

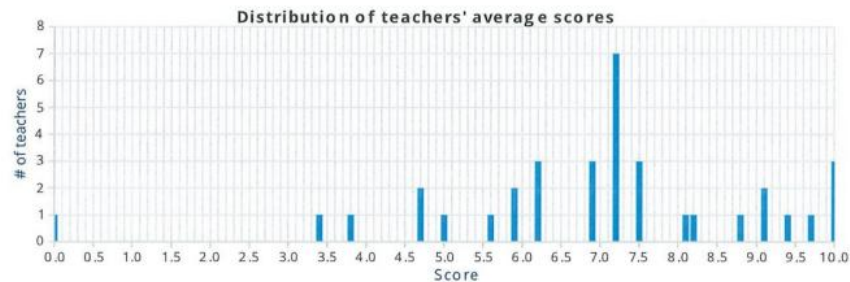
School Mean	6.9
I work with parents to help solve problems interfering with their child's progress.	8.1
I share students' learning goals with their parents.	6.5
I use strategies to engage parents in their child's learning.	7.2
I ask parents to review and comment on students' work.	4.3
I am in regular contact with the parents of students with special learning needs.	6.8
Parents understand the expectations for students in my class.	7.8
I make an effort to involve parents and other community members in creating learning opportunities.	6.2
Parents are regularly informed about their child's progress.	7.8



Survey between 05 Mar 2024 and 03 Apr 2024

### Parent Involvement

School Mean	7.0
I work with parents to help solve problems interfering with their child's progress.	7.7
I share students' learning goals with their parents.	6.9
I use strategies to engage parents in their child's learning.	7.2
I ask parents to review and comment on students' work.	4.6
I am in regular contact with the parents of students with special learning needs.	6.4
Parents understand the expectations for students in my class.	7.2
I make an effort to involve parents and other community members in creating learning opportunities.	7.0
Parents are regularly informed about their child's progress.	7.9



### Four Dimensions of Classroom and School Practices

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Atwell College are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

Survey between 25 Mar 2025 and 27 Apr 2025



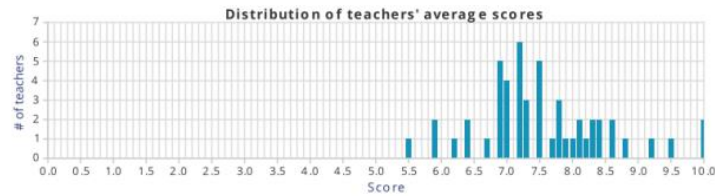
Survey between 05 Mar 2024 and 03 Apr 2024



Survey between 25 Mar 2025 and 27 Apr 2025

## Challenging and Visible Goals

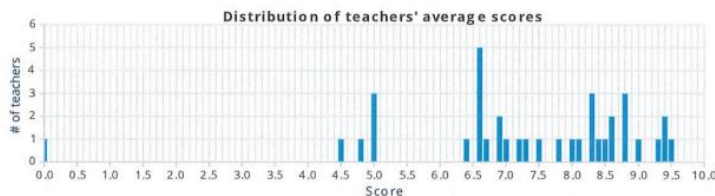
School Mean	7.6
School leaders have helped me establish challenging and visible learning goals for students.	6.7
I help students set challenging learning goals.	7.6
I use formal assessment tasks to help students set challenging goals.	8.0
I share students' learning goals with their parents.	6.5
In most of my classes I discuss the learning goals for the lesson.	8.1
I establish clear expectations for classroom behaviour.	9.3
Other teachers have shared their learning goals for students with me.	6.6
I help students set goals for learning new technological skills.	6.3
School leaders have provided guidance for monitoring student progress.	6.9
My students are very clear about what they are expected to learn.	8.5
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.0
Parents understand the expectations for students in my class.	7.8
I set high expectations for student learning.	8.8
I use individual education plans to set goals for students with special learning needs.	8.5
I discuss my learning goals with other teachers.	7.8
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.3



Survey between 05 Mar 2024 and 03 Apr 2024

## Challenging and Visible Goals

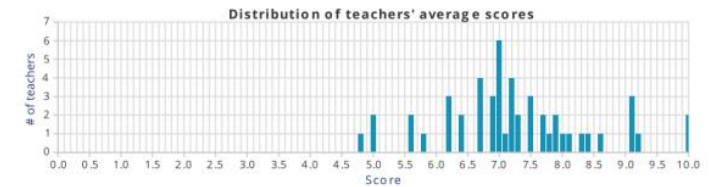
School Mean	7.3
School leaders have helped me establish challenging and visible learning goals for students.	6.0
I help students set challenging learning goals.	7.9
I use formal assessment tasks to help students set challenging goals.	7.9
I share students' learning goals with their parents.	6.9
In most of my classes I discuss the learning goals for the lesson.	7.9
I establish clear expectations for classroom behaviour.	8.6
Other teachers have shared their learning goals for students with me.	6.9
I help students set goals for learning new technological skills.	6.2
School leaders have provided guidance for monitoring student progress.	6.1
My students are very clear about what they are expected to learn.	7.9
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.0
Parents understand the expectations for students in my class.	7.2
I set high expectations for student learning.	8.2
I use individual education plans to set goals for students with special learning needs.	8.0
I discuss my learning goals with other teachers.	7.2
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.1



Survey between 25 Mar 2025 and 27 Apr 2025

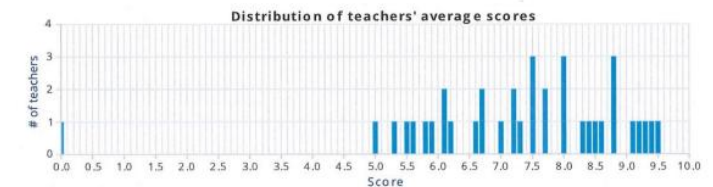
## Planned Learning Opportunities

School Mean	7.3
I work with other teachers in developing cross-curricular or common learning opportunities.	6.6
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.0
School leaders have helped me create new learning opportunities for students.	6.1
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.7
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.6
I use strategies to engage parents in their child's learning.	7.2
Students become fully engaged in class activities.	7.1
I help low-performing students plan their assignments.	7.6
Teachers in our school share their lesson plans and other materials with me.	7.2
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	6.0
I work with school leaders to create a safe and orderly school environment.	7.9
I use two or more teaching strategies in most class periods.	8.4
I use results from formal assessment tasks to inform my lesson planning.	8.3
I make an effort to involve parents and other community members in creating learning opportunities.	6.2
Students find class lessons relevant to their own experiences.	7.4
I create opportunities for success for students who are learning at a slower pace.	8.1



Survey between 05 Mar 2024 and 03 Apr 2024

School Mean	7.3
I work with other teachers in developing cross-curricular or common learning opportunities.	7.1
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.9
School leaders have helped me create new learning opportunities for students.	5.4
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.6
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.6
I use strategies to engage parents in their child's learning.	7.2
Students become fully engaged in class activities.	6.5
I help low-performing students plan their assignments.	7.3
Teachers in our school share their lesson plans and other materials with me.	7.0
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.9
I work with school leaders to create a safe and orderly school environment.	7.4
I use two or more teaching strategies in most class periods.	8.2
I use results from formal assessment tasks to inform my lesson planning.	8.5
I make an effort to involve parents and other community members in creating learning opportunities.	7.0
Students find class lessons relevant to their own experiences.	6.5
I create opportunities for success for students who are learning at a slower pace.	8.1

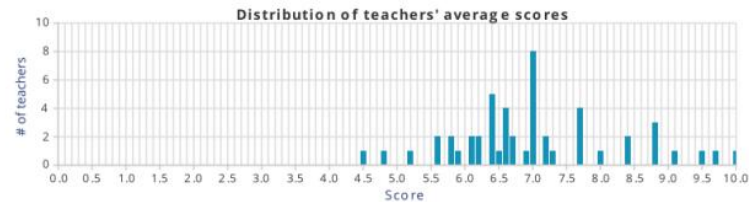




Survey between 25 Mar 2025 and 27 Apr 2025

## Quality Feedback

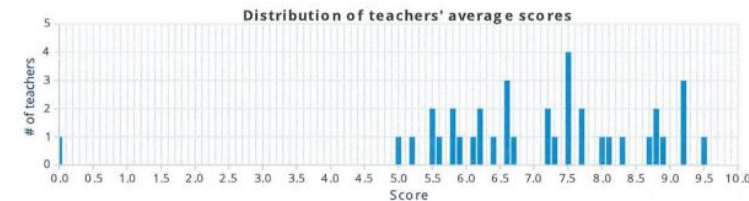
School Mean	7.0
I give students written feedback on their work.	7.8
I am regularly available to help students with special learning needs.	7.8
Teachers have given me helpful feedback about my teaching.	6.9
I use computers or other interactive technology to give students immediate feedback on their learning.	6.0
School leaders have provided me with useful feedback about my teaching.	6.3
Students receive written feedback on their work at least once every week.	4.8
I use formal assessment tasks to discuss with students where common mistakes are made.	7.8
I ask parents to review and comment on students' work.	4.3
I monitor the progress of individual students.	8.4
I make sure that students with special learning needs receive meaningful feedback on their work.	7.5
I discuss my assessment strategies with other teachers.	8.3
I help students use computers or other interactive technology to undertake research.	6.8
School leaders have taken time to observe my teaching.	5.3
Students receive feedback on their work that brings them closer to achieving their goals.	7.9
I give students feedback on how to improve their performance on formal assessment tasks.	8.1
Parents are regularly informed about their child's progress.	7.8



Survey between 05 Mar 2024 and 03 Apr 2024

## Quality Feedback

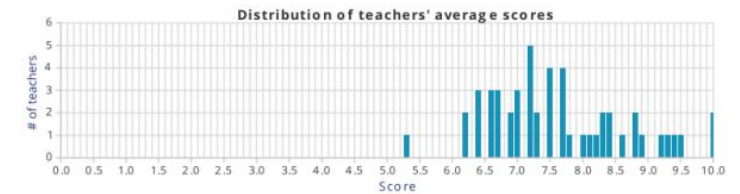
School Mean	7.0
I give students written feedback on their work.	7.6
I am regularly available to help students with special learning needs.	7.4
Teachers have given me helpful feedback about my teaching.	6.5
I use computers or other interactive technology to give students immediate feedback on their learning.	6.0
School leaders have provided me with useful feedback about my teaching.	5.6
Students receive written feedback on their work at least once every week.	5.5
I use formal assessment tasks to discuss with students where common mistakes are made.	8.1
I ask parents to review and comment on students' work.	4.6
I monitor the progress of individual students.	7.9
I make sure that students with special learning needs receive meaningful feedback on their work.	7.6
I discuss my assessment strategies with other teachers.	8.2
I help students use computers or other interactive technology to undertake research.	6.4
School leaders have taken time to observe my teaching.	4.7
Students receive feedback on their work that brings them closer to achieving their goals.	7.8
I give students feedback on how to improve their performance on formal assessment tasks.	8.2
Parents are regularly informed about their child's progress.	7.9



Survey between 25 Mar 2025 and 27 Apr 2025

## Overcoming Obstacles to Learning

School Mean	7.6
My assessments help me understand where students are having difficulty.	8.2
I work with parents to help solve problems interfering with their child's progress.	8.1
I talk with students about the barriers to learning.	7.5
I strive to understand the learning needs of students with special learning needs.	8.5
I talk with other teachers about strategies that increase student engagement.	7.9
Students use computers or other interactive technology to track progress towards their goals.	5.8
School leaders have helped me improve my teaching.	6.4
I can easily identify unproductive learning strategies.	8.2
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.0
I am in regular contact with the parents of students with special learning needs.	6.8
I am effective in working with students who have behavioural problems.	8.3
I make an effort to include students with special learning needs in class activities.	8.4
I discuss learning problems of particular students with other teachers.	8.2
I help students to overcome personal barriers to using interactive technology.	6.5
School leaders have supported me during stressful times.	7.1
I discuss with students ways of seeking help that will increase learning.	7.9



Survey between 05 Mar 2024 and 03 Apr 2024

## Overcoming Obstacles to Learning

School Mean	7.4
My assessments help me understand where students are having difficulty.	8.1
I work with parents to help solve problems interfering with their child's progress.	7.7
I talk with students about the barriers to learning.	7.6
I strive to understand the learning needs of students with special learning needs.	8.2
I talk with other teachers about strategies that increase student engagement.	8.1
Students use computers or other interactive technology to track progress towards their goals.	5.0
School leaders have helped me improve my teaching.	6.2
I can easily identify unproductive learning strategies.	7.9
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	7.5
I am in regular contact with the parents of students with special learning needs.	6.4
I am effective in working with students who have behavioural problems.	7.3
I make an effort to include students with special learning needs in class activities.	8.4
I discuss learning problems of particular students with other teachers.	7.8
I help students to overcome personal barriers to using interactive technology.	6.2
School leaders have supported me during stressful times.	6.5
I discuss with students ways of seeking help that will increase learning.	8.1

