



ATWELL COLLEGE

Embracing the Future



Annual Report

2023



The Atwell College Community respectfully acknowledges 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.

Principal's Report

Darren Payton

2023 was a productive and rewarding year for Atwell College, marked by strong progress across key areas of our strategic plan.

Over the course of the year, the college was led by three Principals, and each of us greatly appreciated the support received from students, staff, parents, and the wider community. Kolin van der Wal will return to Atwell College in 2024, following Long Service Leave, while Michael Ciccotosto and I will resume our roles as Deputy Principals.

Staff have worked diligently to develop and implement a complex and detailed Strategic Improvement Plan (SIP) that provides direction for the Atwell College Business Plan 2023–2025. The SIP reporting points will continue to be reviewed regularly by initiative leading staff to ensure alignment with our Business Plan performance indicators.

There has been a strong commitment to professional growth among staff, with many engaging in initiatives aimed at improving teaching practice and student outcomes. A number of staff completed the five-day professional learning programme with Teach Well, focusing on High Impact Teaching Strategies with an equally large cohort commencing in 2024.

Our Year 12 students achieved excellent academic results, including the highest ATAR mean in Atwell College's history. In addition, we recorded our highest graduation rate and OLNA pass rate since the assessment's introduction. These outcomes reflect the dedication of both students and staff, and the effectiveness of our student counselling and academic support programmes introduced in 2020.

Our educational achievements would not be possible without the ongoing support of the College Board and the Parents and Citizens Association. Their contribution to governance, planning, and fundraising have played a key role in shaping the direction and development of Atwell College.

We were selected for a \$1,000,000 grant to upgrade our Science, Technology, Engineering and Mathematics (STEM) facilities, following an application submitted in 2021. Planning is currently underway, with construction expected to commence in December 2024. This investment will enhance the Technologies learning area, including refurbishing existing facilities in H Block and the purchase of new equipment.

Throughout the year, staff have continued to provide high-quality learning experiences while maintaining a safe, inclusive, and engaging environment. The achievements outlined in this report reflect the collective efforts of our college community.

I would like to thank all students, staff, and parents for their support throughout the year. Your contributions, both collective and individual, continue to make Atwell College a dynamic and inclusive learning community.



Student Leaders



The Arts - Drama Production





Our Context

Atwell College is a modern and progressive government secondary school in the suburb of Atwell, south of the Perth metropolitan area. The college is experiencing a student enrolment adjustment given the opening of two adjacent public secondary schools decreasing our local catchment area. At census in February 2023, the College had 1,075 students, down from 1261 in 2022, 1,398 in 2021, and 1,421 in 2020.

Our combined purpose is to provide every student the opportunity to maximise their learning, achieve their potential and transition into a meaningful post school pathway in a safe, supportive and engaging learning environment. Multiple educational pathways provide direct connection and opportunity for further study at University, TAFE or other Training Organisations and Employment once students leave our college.

Our staff firmly believe that every student can make progress in their learning given the appropriate teaching and support. They strive to deliver engaging, high impact lessons which meet the diverse learning needs of their students. They strive to provide all students with a positive and engaging learning experience. The use of contemporary technology is an integral part of the teaching, learning, and working environment.

Atwell College implements Positive Behaviour Support (PBS) as a whole school approach designed to support overall student wellbeing and engagement with learning. Positive behaviours are encouraged, recognised, and developed in all aspects of the College life. Respect, tolerance of difference and inclusion are themes that are embodied in our practices. Our PBS values are reinforced with our regular PBS lessons focussing on individual aspects of Consideration, Respect and Responsibility.

Our high quality academic and vocational curriculum is supported by a large variety of cultural, artistic, and sporting extracurricular programmes and activities to enhance the educational experience for all students. Our Netball Specialist Programme (recognised as a Tier 1 Programme by Netball WA) and our Rugby League Specialist Programme (supported by NRLWA) provide opportunities for those students who demonstrate positive attitudes and have athletic ability and a passion for these sports.

Our Endorsed Education Support Programme is specially designed to cater for students with a range of disabilities. A team of highly trained Education Support staff provide innovative programmes for students in a safe, practical environment.

Atwell College strives to be an active participant in the community, seeking opportunities to form partnerships which enhance opportunities for our students. We believe successful schooling involves strong partnerships between the school, parents, and the community, which assists building character, strengthening social values and enabling opportunity to achieve success.

Our school collaborates with our partner primary schools through the Central Cockburn Education Network (CCEN). Learning partnerships are formed with Atwell Primary School, Harmony Primary School, Jandakot Primary School, Success Primary School and the College. Programmes within the CCEN support student extension, student achievement and student social and emotional development.



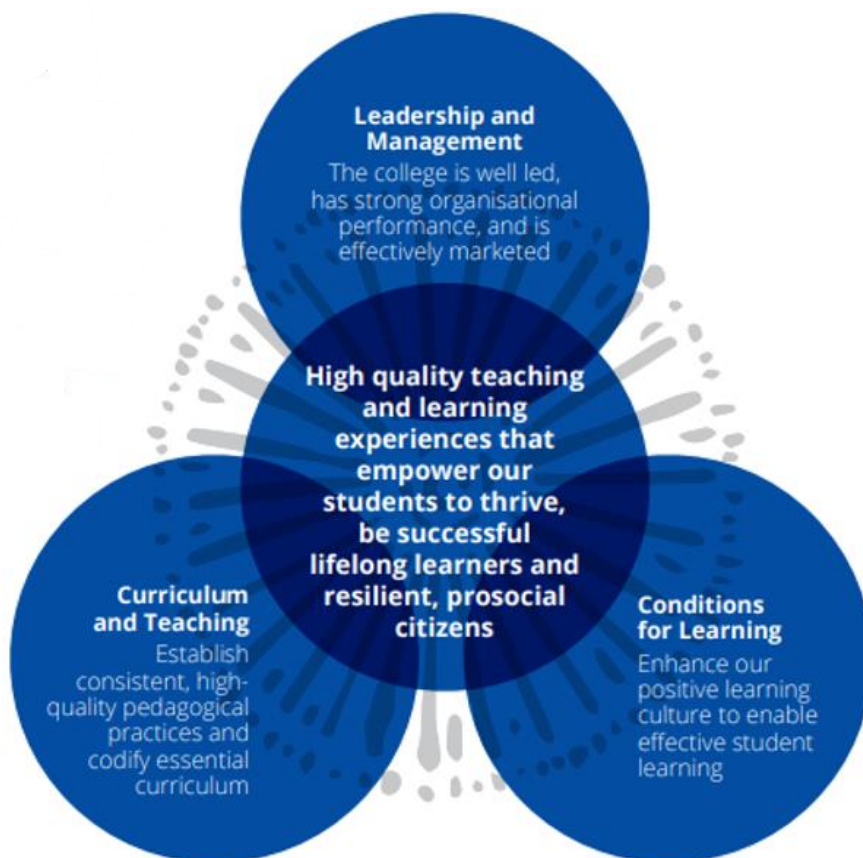
Atwell College Strategic Priorities 2023 – 2025

Our 2023 – 2025 Business Plan focus areas are responsive to our identified improvement needs and deliver upon the Western Australia Department of Education priorities as detailed in Every Student, Every Classroom, Every Day; Strategic Directions for Public Schools 2020 – 2024 and Building On Strength.

Our shared moral purpose is at the heart of our strategic improvement plan. It underpins every aspect of our planning operation and performance.

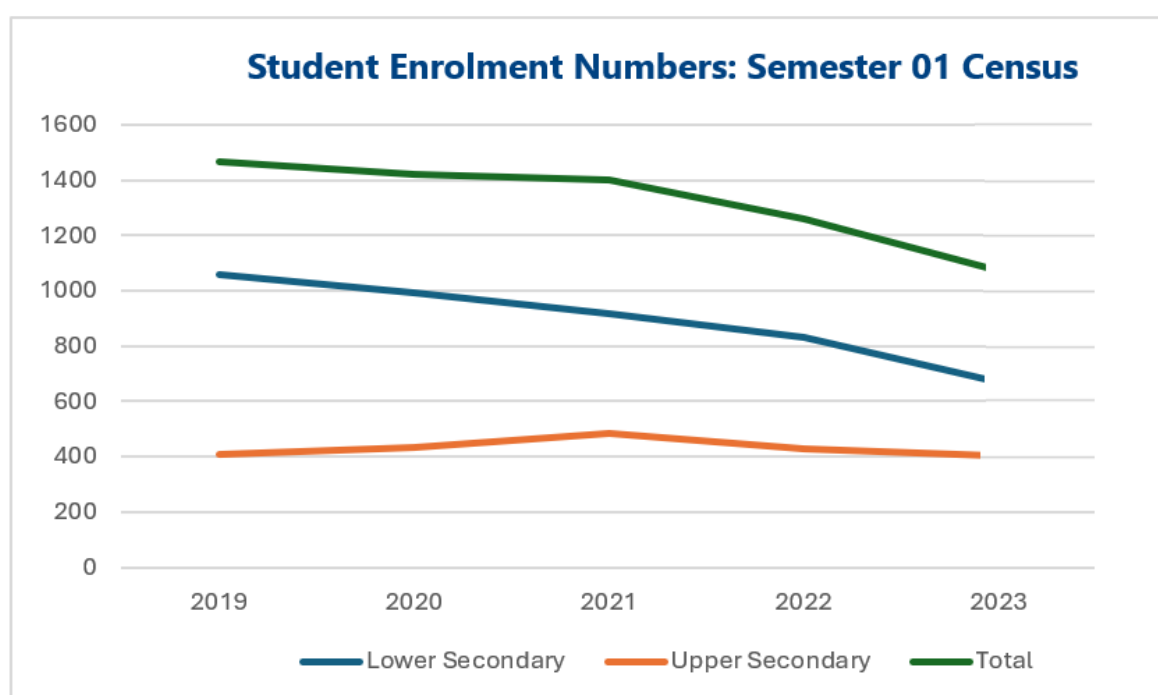
Our three priority areas target what we have identified as the drivers of strengthened student outcomes into the future, as informed by contemporary research and evidence of best practice.

In a consolidated model of distributed leadership that values aspiration and innovation, responsibilities for major work streams within each focus area are led by staff from across the College. These staff who are at different stages of their careers, volunteered to facilitate the achievement of our initiatives.



Student Numbers

Semester 1	2019	2020	2021	2022	2023
Lower Secondary	1056	990	915	833	671
Upper Secondary	408	431	483	428	404
Total	1464	1421	1398	1261	1075



Analysis: Student numbers in Lower Secondary have reduced since 2020 following the opening of Hammond Park Secondary College, with a further decline in 2023 following the opening of Piara Waters. The student population will start to settle in 2027 when Piara Waters reaches Year 12.

Attendance Rates

	School	WA Public Schools
2022	78.2%	80.4%
2023	83.0%	82.5%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2022	83%	79%	78%	75%	80%	77%
2023	88%	83%	81%	81%	81%	86%

Analysis:

Secondary attendance rates in 2023 improved by 4.8% from 2022. Attendance was slightly stronger than Western Australian public schools with a 0.5% margin.

All year groups had increased attendance rates from 2022, with significant improvements in Year 12 achieving a 9% increase, 6% in Year 8 and 10 and 6% in Year 11.

Non-attendance management

The College works closely with parents and students regarding the importance of regular school attendance and providing explanation for absences. A case management approach is implemented to support students identified with attendance concerns restore regular attendance.



STUDENT SERVICES - *PBS*

This year, Atwell College officially became a Positive Behaviour Support (PBS) School. PBS is a school-wide approach to guiding behaviour. It builds on and integrates a range of existing strategies to improve behaviour, learning, and safety. It's a proactive approach where expected behaviours are explicitly taught, and it supports students to make better choices. PBS views inappropriate behaviour in the same way that problems in reading or mathematics are viewed as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. PBS is an evidence-based approach which focuses on high standards, early intervention, and self-discipline.

With the introduction of PBS, our

behaviour matrix underwent a review process which involved staff and student leaders at Atwell College refining and designing a matrix of desired behaviours. We have also developed an image-based matrix to support our Education Support students. Our school values of, We show Respect, We strive to Achieve and We are Responsible, have been incorporated into our matrix which is displayed in all classrooms and common areas of the school as a visual reminder to students, staff, and community.

In Term 3, we started to explicitly teach the expected behaviours defined in our matrix, with the PBS team rolling out fortnightly lessons that had a new focus being presented to students. During the

two weeks, staff acknowledged students who demonstrated the expected behaviour by giving out PBS points. As students accumulate PBS points, they become eligible to go into a draw at our assemblies to win JB HI-FI vouchers and canteen vouchers. As we grow with PBS, we are looking to develop more rewards and establish a PBS store.

We have held several PBS events this year such as BBQs that have been held twice a term, where students have been given vouchers for a free sausage sizzle for demonstrating our expected behaviours. Students have also had the opportunity to be involved in other activities such as Friday Fundays and reward excursions.

Behaviour Expectations  ATWELL COLLEGE			
	SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
LEARNING AREAS	<ul style="list-style-type: none"> Use appropriate language in school. Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings. 	<ul style="list-style-type: none"> Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings. 	<ul style="list-style-type: none"> Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings.
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Behaviour Expectations  ATWELL COLLEGE			
	SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
LEARNING AREAS	<ul style="list-style-type: none"> Demonstrate mutual respect and use appropriate language in school. Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings. 	<ul style="list-style-type: none"> Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings. 	<ul style="list-style-type: none"> Follow school rules and regulations. Respect others' personal space and belongings. Follow school rules and regulations. Respect others' personal space and belongings.
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STUDENT SERVICES - *STUDENT LEADERSHIP*

2023 has been an incredible year of achievement for our Student Leadership group. After opening up positions to all students by way of an application and interview process, our team numbers have grown and made so many more things possible.

Highlights of the year include training and teambuilding days at Point Peron and Fremantle Escape Rooms. Watching our senior leaders work with the junior members of the team and guide them through problem-solving has been a joy. We also had the pleasure of learning from Mr David Castelanelli, of the Levitate Leadership Program, who worked with the team on public speaking skills and planning. As a result, all our leaders have grown

and developed in their roles. This has been especially evident in the growing confidence of speakers at assembly and the willingness of leaders to volunteer for all manner of tasks, including conducting tours of the school for our partner primary schools.

In addition to being a team of highly skilled workers running our awareness days and fundraisers, the Student Leadership Team have worked hard as advocates for the student body. Each week, leaders have met and discussed ideas to improve both the physical environment and school culture. Proposals and petitions have been presented in our college's executive meetings with the Principal. We have

seen an increase in environmental and community initiatives being presented, led, and supported by students.

Staff have appreciated that all our leaders are active role models and mentors. Their assistance in the Year 6 Transition and welcoming new students is unparalleled in making the school a friendlier place. Our Year 7 cohort has reported feeling safe and supported by having access to a team of students who will listen and help them at school.

We thank our Year 12 students for their contributions to the team and the legacy you have left behind is of kindness, enthusiasm, and persistence.



ARTS - *MUSIC*

This year we have had a focus on public performance. Our students have participated in various in-school and community showcases throughout the year, demonstrating their abilities in singing, playing instruments and original compositions. Students have had the opportunity to collaborate with one another within classroom music ensembles in addition to our well-established range of extra-curricular ensembles, such as the Guitar Ensemble, Atwell College Intermediate Band and the Rock Band. This year the Atwell College Intermediate Band has joined forces with the Atwell Area Concert Band with the primary students.

Some performance highlights include:

- Semester One College Open Night
- Semester One Arts Showcase
- WA Classical Guitar Ensemble Festival 2023
- The 2023 Contemporary Band Festival
- Year 11 students Alayna Ahearn and Kamalia Fallow

performing for the Term 3 Staff breakfast

- Term 3 Lunchtime concert
- Year 12 'The Last Hurrah' Showcase
- Guitar Trio – Charlie Linn, Tusha Bajik and Jack Martin – performing for the year 12 Graduation at Optus Stadium.
- Michelle Luo's Flute Solo for the Year 12 Graduation at Optus Stadium.
- Termly music performances at lower and upper school assemblies.

As always, a huge thank you to the wonderful IMSS teachers who support the students in the learning of their instruments; Mrs Erryn Booth (flute), Ms Jane Taylor (Clarinet and Saxophone), Mr Steve Richter (Drums), Mr Nigel McIntyre (Brass), Mr Mat Fagan (Electric guitar and bass) and Mr Simon Rovis-Hermann (Classical guitar). Our instrumental students are very fortunate to have such amazing teachers.

We still have a performance or two to see out before the end of the year and look forward to continuing this momentum into 2024.





HEALTH AND PHYSICAL EDUCATION - *NETBALL*

We had another fantastic year that produced consistent results and the program celebrated some amazing team and individual achievements during the year! We welcomed Miss Lani McKee as a new staff member to our program, alongside our long-serving Netball Co-ordinator Ms Sharon Dawson.

TERM 1:

In Week 5 our newest members of the Year 7 program went on an excursion to Darling Range Sports College to be involved in a mini clinic with specialist staff from Melville, Darling Range and Atwell College respectively and then participated in some scratch match gameplay to develop their skills.

Also, in Week 5 our year 9 and 10 program classes went on an excursion to the Gold Netball Centre to participate in a day of scratch matches against Byford Secondary College and Melville SHS to hone their skills and strategies ready for team selections for upcoming competitions.

In week 6 our Year 7 and 8 Program classes participated in a scratch match round-robin day with Melville SHS and Byford. Our Year 10 Netball Program students coached and umpired very professionally to also develop their skills off the court.

Week 9 was our Tier 1 HUB Day opportunity for development with Netball WA a privilege of being an Endorsed Program. The selected

players got to learn from West Coast Fever staff and players and gained some court time playing against other Netball WA Specialist Schools.

UMPIRE DEVELOPMENT:

In Term 1 our Year 7-8 Netball classes gained umpiring development working with Netball WA on an introduction to umpiring course. The players completed both theory and practical components to gain more skills in officiating.

TERM 2:

SSWA High School Cup Carnivals were held at both Fremantle and Perth Netball Associations for respective age groups. At PNA our Top 2 Year 9/10 Teams dominated and at the FNA Carnivals,





DESIGN AND TECHNOLOGY

Materials Design Technology- Woodwork & Metalwork

MDT students have been focused on learning to use all workshop equipment this year. Students in woodwork have made a variety of projects including pedestal tables, chopping boards, miniature bookshelves, jewellery boxes and more. In metals, students have made recipe racks, basketball hoops, paint stirrers, barbeque spatulas and pens.

Engineering

Engineering students have worked in both Mechatronics and Mechanical contexts this year. Our year 11 students have made a billy cart as a small group project and our Year 12s made autonomous robotic vehicles that were designed, programmed, and built independently. Students in lower school years designed projects using Computer Aided Drawing (CAD) for refugee shelters as well as learnt about electronics through the construction of a sensor-driven buggy.

STEM: Subs-in-Schools National Final

Atwell College represented Western Australia at the National Subs-in-Schools competition. Our team of five students achieved great results in the competition and won awards for the top-performing submersible. Our students had an amazing opportunity to see Sydney and enjoyed some tourism opportunities visiting Manly Beach and Circular Quay.





EDUCATION SUPPORT

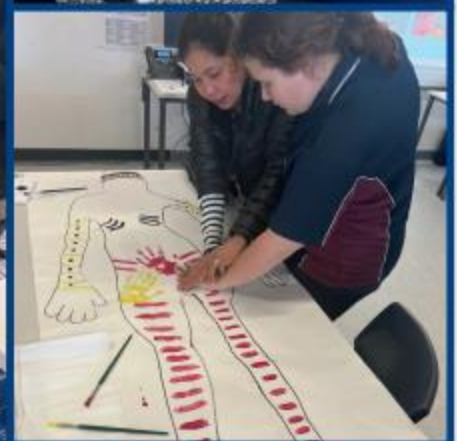
ES7

In 2023, our Year 7 Education Support students have accomplished numerous milestones in their academic, personal, and social growth, emphasising self-regulation tailored to each student's unique needs. Throughout the year, these students actively engaged in diverse programs covering literacy, numeracy, health, and protective behaviours. Additionally, they have developed their independent living skills through participation

in our Cooking and Hydrotherapy programs. Furthermore, they delved into the rich history of Aboriginal art in Australia, exploring the traditional techniques employed across various artworks.

This year, the students have enthusiastically taken part in several events, including the Wildcats Basketball excursion, the Year 7-9 athletics carnival, the Wildlife WA incursion and the Net-Set-Go program. Each student contributed to the best of their individual abilities

and thoroughly enjoyed the experiences. They also celebrated being the class winners of the "Guess the Book" quiz during Book Week! 2023 has brought us a year filled with personal growth, the forging of new bonds, and unforgettable experiences, and we eagerly anticipate what 2024 holds for us!





AVET

The AVET year 11 students have had a busy year learning new skills in our micro-enterprise coffee shop "The Drip". Students have learnt many transferrable skills such as making merchandise, taking orders, making and delivering hot drinks, taking payments, giving change as well as recording purchases.

Our weekly community access outings to Gateways have seen students develop and practice independence skills such as catching public transport, navigating busy shopping complexes, using money to make purchases, communicating to ask for information and ordering food. We also had a wonderful time at the careers expo and the Wildcat's basketball tournament.

AVET - T

The 2023, year 12 AVET Transition class has smashed through the year! Whilst making memories with our friends here at Atwell, we have learned skills that have prepared us for the next chapter in our lives. We have shared great memories with each other, many laughs and supported each other through our final year. These include the fun outings shared as a class to the local youth centre and library, the Fremantle Esplanade, Kings Park, Perth Convention Centre, and Elizabeth Quay. We have learnt all about the amazing public transport system that we have, which has allowed us to build our independence and help us stay connected to our friends. This has helped prepare us for the workforce by learning about employment, future goals, and different pathways. A major focus that we shared this year is learning about emotional regulation, keeping on top of our mental health and healthy ways we can keep active in our community. These are all skills that we will use every day and we look forward to what the future has to offer.

Phoebe McGillivray
Education Support Teacher



VOCATIONAL EDUCATION AND TRAINING

Atwell College continues to be a leader in secondary school VET programs, offering many combinations for individualised future pathways towards further study and/or employment options. Atwell College is also able to help facilitate student transitions through a range of on-campus and off-campus qualifications and work experience via the Authority Developed Workplace Learning (ADWPL) program.

On-Campus VET

Nationally recognised and industry-standard qualifications are offered to students in the ATAR, General and VET pathway programs. Through partnerships with Registered Training Organisations such as iVET and Skills Strategies International, Certificate IV TAE trained Teachers at the College have been able to deliver a range of qualifications. The qualifications available at the College during 2023:

Certificate II in Hospitality

Certificate II in Outdoor Recreation

Certificate II in Sport & Recreation

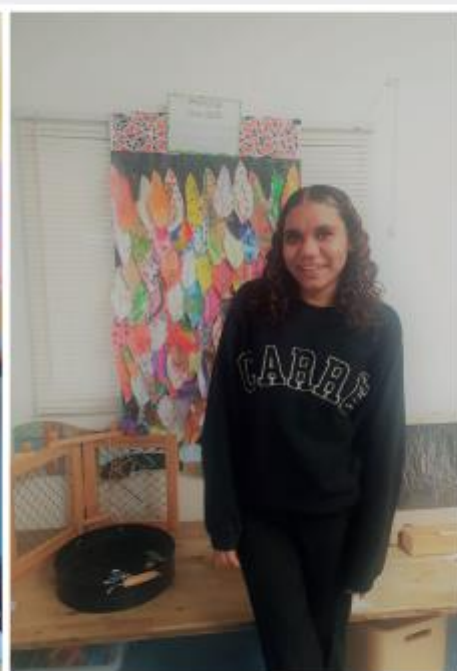
Certificate II in Community Services

Certificate II in Workplace Skills

Off-Campus VET

In 2023, selected Year 11 and 12 students have accessed qualifications with other training providers outside of Atwell College. VET Program students attend school Monday to Wednesday and TAFE and/or work placement on Thursdays and Fridays. Through partnerships with the State and Private Training Providers North Metro TAFE, South Metro TAFE, College of Electrical Training, Fremantle Education Centre, MPA Skills and Health Science Hub the students at Atwell College could complete a range of qualifications.

These certificate qualifications that were completed off campus over 2023:



Qualification

Certificate II in Plumbing

Certificate II in Building and Construction (Pathway - Trades)

Certificate IV in Preparation for Health and Nursing Studies

Certificate II in Rural Operations

Certificate II in Automotive Electrical Technology

Certificate II in Automotive Servicing Technology

Certificate II in Automotive Vocational Preparation

Certificate III in Aviation (Remote Pilot)

Certificate II in Workplace Skills

Certificate III in Business

Certificate III in Legal Services

Certificate III in Library and Information Services

Certificate IV in Business

Certificate II in Community Services

Certificate III in Early Childhood Education and Care

Certificate III in Education Support

Certificate III in Community Services

Certificate IV in Education Support

Certificate IV in Community Services

Certificate II in Construction Pathways

Certificate II in Surveying and Spatial Information Services

Certificate III in Screen and Media

Certificate III in Health Services Assistance

Certificate III in Population Health

Certificate III in Information Technology

Certificate IV in Information Technology

Certificate II in Engineering

Certificate II in Engineering Pathways

Certificate III in Engineering - Technical

Certificate III in Laboratory Skills

Certificate II in Government

Certificate II in Civil Construction

Certificate II in Fishing Operations

Certificate II in Retail Cosmetics

Certificate II in Retail Services

Certificate III in Retail

Certificate II in Sport and Recreation

Certificate II in Outdoor Recreation

Certificate III in Fitness

Certificate II in Hospitality

Certificate II in Kitchen Operations

Certificate III in Events

Certificate II in Supply Chain Operations

Certificate II in Electrotechnology (Career Start)

Year 11 Workplace Learning

In 2023, approximately 130 Year 11 and 12 students had the opportunity to complete Authority Developed Workplace Learning (ADWPL). The Year 11 Workplace Learning students typically spent one day at an off-campus TAFE program and one day a week at a Workplace Learning placement.

To complete the requirements of ADWPL students had to undertake between 110 and 220 hours of work experience and record their tasks and observations in an ADWPL journal.

Year 11 and 12 Workplace Learning students work with a range of employers in a range of industries including Buggles Atwell, Duxton Hotel Perth, Auto Masters South Fremantle, DRB Electrics, Kim Turner Real Estate and Challenger Ford to name a few.

School-Based Traineeships

School-Based Traineeships (SBTs) are a fantastic opportunity for some of our VET students to combine part-time employment, school studies and a nationally recognised combination all while earning valuable unit equivalence toward their WACE. A School Based Trainee typically completes three days of school, and one - two days of paid work placement during the week. They must complete the theory components of the qualification in their own time and also demonstrate competence at their work placement.

We currently have two Year 10 SBTs who are working towards one of the following qualifications:

Certificate II in Retail Services

We also have Year 11 SBTs who are working towards one of the following qualifications:

Certificate II in Retail Services

Certificate II in Automotive Serving Technology

Certificate II in Workplace Skills

Certificate III in Retail

We also had a number of Year 12 SBTs who are working towards one of the following qualifications:

Certificate II in Retail Services

Certificate II in Automotive Serving Technology

Certificate II in Government

Certificate III in Early Childhood Education and Care

Certificate III in Retail

The Top Student – Workplace Learning (ADWPL)

Year 12 student James Cockfield was awarded the Top Student for Workplace Learning

The Top Student - Vocational Education and Training

Year 12 student Xavier Hawira was awarded the Top Student for Vocational Education

The Dux of VET 2023

Year 12 student Shenae Shepherd was awarded the Dux of VET Pathway





ENGLISH

It has been an exciting year in English! Our Year 7s completed posters on studied novels, Year 8s spent time reading the ballads of Wilfred Owen and Rupert Brooke, the Year 9s tackled the works of Shakespeare, Year 10 students studied the power of protest poetry, the Year 11s delved into the world of

conspiracy theories and the Year 12s spent some time at Curtin preparing for their WACE exams.

What are the English teachers reading?

Ms Brown – *Tennison* by Lynda La Plante

Mrs Duffy – *Wifedom* by Anna Funder

Mr Francis – *Sellout: The Major-Label Feeding Frenzy that Swept Punk, Emo, and Hardcore (1994-2007)* by Dan Ozzi

Miss Gicic – *Blockchain Revolution* by Alex and Don Tapscott

Mr Hasson – *The Alchemist* by Paulo Coelho

Mrs Heyder – *From Boys to Men* by Maggie Dent 'From Boys to Men'

Miss Lane – *The Missing Trees* by Elif Shafak

Miss Lukies – *The Last Tudor* by Philippa Gregory

Ms Mackie – *Beyond the Story* by BTS

Mrs Newman – *The Assassination of Brangwain Spurge* by Eugene Yelchin and M.T. Anderson

Mrs Pereira – *Exiles* by Jane Harper

Miss Ralston – *Speaking in Tongues* by Tom Tilley





MATHS

Greetings, fellow explorers of the mathematical realm! This year in the mathematics department we have focused on incorporating authentic, hands-on experiences to engage the interest of all learning styles. From the thrill of running a babysitting business, calculating costs for care to the artistry of designing the perfect spinner, and an exhilarating "Amazing race" activity. Our adventures have shown that maths is not just numbers on paper- it's a tool for unlocking the wonders of the world around us.

Students in the Numeracy Intervention Program have been delving into essential mathematical terminologies rooted in everyday contexts. Precision in using accurate language and definitions is paramount in effective mathematics education. This practice prevents confusion, ensuring students comprehend concepts thoroughly as they apply to further real-life mathematical problems.

Upholding consistent and precise linguistic conventions within mathematics stands as a beacon for comprehension, nurturing self-

assurance, and furnishing students with the tools to articulate their notions adeptly. As they consolidate their knowledge of place value, partitioning, and mental strategies for addition and subtraction, this linguistic prowess fortifies understanding, fosters effective communication, and solidifies the bedrock for forthcoming mathematical pursuits.

This year we also host the open night. Our open night was the pièce de résistance, a gala where maths took the spotlight and dazzled all who attended. Picture a world of math puzzles that teased the brain, a lolly jar challenge that tested elimination skills (with sweet rewards, of course!), the exhilarating experience of navigating a Sphero through the obstacles using iPads and building a geometric dome using toothpicks and marshmallows. It was a night where minds ignited with curiosity and numbers transformed into interactive wonder.

As we reflect on this remarkable year, one truth remains: mathematics is not a subject confined to classrooms;

it's a dynamic force that guides our real-world endeavours. Whether it's nurturing children, caring for our elderly, crafting spinner artistry, or engaging in Open Night marvels, mathematics shapes our perceptions and empowers our aspirations.

So, here's to a year of exploration, collaboration, and endless possibilities. As we close this chapter, let us carry forward the lessons learned – that mathematics is the bridge between logic and creativity, connecting us to the world and each other. As we step into the future, we do so with hearts full of gratitude for the mathematical odyssey that continues to unfold. Cheers to numbers that inspire, equations that resonate, and the journey that knows no bounds!

Our team of staff is committed and focused, intent on offering the best that we can for all the students we have the privilege of teaching. We look forward to a great year ahead in 2023.

Ingrid Vidot-Emercy
Head of Mathematics.





SCIENCE

A return to normality

After three years of disruption, the Science Learning Area was thrilled to return to normality in 2023. Caring, engaging, and educative lessons were our focus of the year, augmented with Science enrichment through the use of Science Inquiry, Science Incursions, and an almost full suite of Science excursions. We rolled out General Chemistry in Year 12 for the first time this year, one of only a few schools state-wide to offer what is a very popular course at Atwell College.

We kicked off the year with the annual Gold Industries Group incursion, where practising geologists visited the school and taught our students how to discover gold-bearing minerals. In Term 2, the Year 9 AEP class went on an overnight excursion with Miss Daniel, Mr Gray, and Mr De Swardt to the

Dryandra Woodland near Narrogin to study ecosystems and successful management of Australian biodiversity. Stunningly, one group sighted the very rare and elusive numbat during their radio tracking and scat activities. Our Year 12 Human Biology students conducted the most successful bacterial transformation experiment yet at

Atwell College, producing glowing green bacterial colonies without any contaminants. This deeply impressed professional scientists at the Harry Perkins Institute of Medical Research, where the same class produced stunning PCR results during their excursion to the Institute to conduct biotechnology.





HUMANITIES AND SOCIAL SCIENCES

2023 has once again shown students why the study of Humanities and Social Sciences (HaSS) is so important. News headlines around the uncertain state of the Australian and global economy dominated. The talk of families was about the continued increases in prices of everyday goods and services and the increasing cost of living. Australia had its first referendum in over 20 years, with views from both sides in the media.

These events and more showed the vital importance of students studying HaSS to develop their understanding of Australian and global interactions and events. Students developed key critical thinking skills necessary in the modern world and in many jobs. Students in Years 7-10 studied the four HaSS strands of History, Geography, Economics & Business and Civics & Citizenship.

In April the College gathered to pay their respects and acknowledge those who have served their country through an ANZAC service. It was amazing to see students take pride in this service, and show their respects to past and present servicemen and women. We also had the honour of having former Atwell College student

Seaman Jordan Robshaw serving on HMAS Kuttabul act as a guest speaker, as well as have support from the Member for Cockburn, David Scaife MLA and the Mayor of Cockburn, Logan Howlett in attendance.

During the year we focused on incorporating authentic, hands-on experiences to engage the interest of all learning styles. Year 7 classes were able to connect the local, regional and global impacts of their own actions in a "Water Cycle in a Bag" experiment. They also explored the liveability of their own area, and compared that to other countries of the world. Year 8 students developed their understanding of natural disasters and the human adaptation to them. Recent natural disasters including the Morocco earthquake and Hawaiian fires also dominated discussions in the classroom.

Students also reviewed the Australian Constitution as well as explored the process for constitutional change as part of the 2023 Australian Indigenous Voice referendum. Some classes in Years 7, 8 and 9 also participated in the Australian History Competition,

with a number of students in each cohort achieving a fantastic Merit or Distinction grade, putting them within the top results in Australia for their history analytical and interpretive skills.

As part of their food security program, Year 9 students investigated how the Department of Primary Industries is securing WA's future through the development of a new breed of apple. Students had the opportunity to taste the Bravo apple and compare it with other apple varieties currently on the market. They learnt about some of the unique features of the Bravo which contains flavonoids, browns less when cut, and can be grown in multiple parts of Western Australia to avoid cold storage and bruising.

As part of National Sorry Day, HaSS teacher Mr van Dijk invited a guest speaker Joel Swift, to speak to the lower school students about his family experience during the Stolen Generation and his Olympic journey. Students learnt about dedication and aspiration despite Joel's tough upbringing and background.

HEALTH AND PHYSICAL EDUCATION

HPE

As is always the case, it's been another busy year in the Health and Physical Education Learning Area. Our three major specialty programs (Rugby League, Netball and Outdoor Education) will have their own write-ups, highlighting some of the major achievements however the following is a summary of some of what has happened in Physical Education in the year 2023.

ZONE CARNIVALS 2023

Zone Sports Carnivals for all year groups (Years 7-10) were back on in 2023 post-COVID cancellations in 2022. Nearly three hundred students represented Atwell College in AFL, Soccer, Basketball and Netball throughout the four carnivals which involved all the high schools across our network.

There were a number of strong team performances with the best being overall champion school titles in Year 8 Netball, Year 9 Netball and Year 10 AFL.

Well done to all students who participated and thanks to the staff who coached those teams to victory.

VOLUNTEER HELPERS

Once again, our students have been extremely active helping out as volunteer officials at events held throughout the year in our community. We were active at the Atwell and Harmony Primary School Athletics carnivals in 2023, along with District Summer and Winter Sports Carnivals, which involve all the local Primary Schools in the area.

As part of their Sport and Recreation course, our Year 11 students assisted at these events, providing great support for Primary staff in the successful running of these popular school events.

We thank all the students who were part of those days and commend them on the community service that they provided.



Atwell College Health and Physical Education students do a wonderful job supporting community sporting events and show great leadership in their roles as coaches and officials.

ATHLETICS CARNIVAL 2023

The Atwell College Athletics Carnival was bigger and better in 2023, with over 500 students involved as either an athlete or an official making, for a great day in Term 3. It was pleasing to see such a large number of athletes come along to compete and represent their house.

The results of the carnival are listed below along with the Champion Athletes from each year group.

Thanks to all the staff and student helpers on the day for making the carnival such a success.

Results and individual award winners.

2023 HOUSE CARNIVAL RESULTS

1st – ATLAS 3362

2nd – POSEIDON 2837

3rd – ZEUS 2634

4th – APOLLO 2547

ARTS - VISUAL ARTS

This year in Visual Art...

This year 8 Visual Arts saw the students creating their own unique Harry Potter-inspired 'Mandrake' sculpture. Designs will also be inspired by the works of Artists who create plant sculptures, such as Marc Quin, Rayer Sader Bujana and Emeric Chantier. Mandrakes were constructed using the papier-mâché technique, followed by painting with acrylics. Year 8's second large task, after studying the works of contemporary fantasy Surrealism artworks, students explored Mythical and Fantasy animals as the basis for creating a watercolour painting of their own Surrealist creature design.

Year 10's Term 1 project was to investigate the photorealistic style of Chuck Close and develop an A1 charcoal and soft media drawing of a person who inspired them culturally, historically, or

personally. The term 2 project was to create an animal painting on canvas with a strong focus on pattern. Students were asked to investigate artists such as Dean Russo, Anya Brock, Vanessa Perske, Sally Morgan, Michelle Gilks Amok Island and Martin Watson. Term 3 saw the Year 10's design and create a clay pinch pot constructed Munny Bunny, based on their investigation of Pop Vinyls and Munny Bunnies.

Year 11's Semester 1 saw the students design, make, and decorate a representation of a living organism, whether human, insect, animal, or creature (real or imagined) form as a sculpture on canvas. In semester two the students were asked to design and develop a series of paintings that reflect an aspect of the Western Australian/Australian landscape or seascape. Use collage and/or hand colouring (paint, oil pastels etc) to create a unique state series of artworks.



Year 12's Semester 1 project was to investigate their own culture/s through drawing and painting. Thinking of Frida Kahlo and how she incorporates her Mexican heritage into her self-portrait works, the students were to design and develop a self-portrait painting that depicts their culture. Semester two the Year 12's were given free reign with what and how they'd like to paint their final painting. The only instructions given were to investigate plants, animals, and patterns to develop ideas for a painting that reflects the theme "The upside down of chemical elements".

Year 10





TECHNOLOGIES - *HOME ECONOMICS*

2023 has been a productive year in Home Economics with students involved in a variety of school and community-related activities. Students developed life skills and increased critical thinking ability while learning about teamwork, problem-solving, and improving their communication skills.

In the Year 9 Master Meals course, students had the opportunity to explore their culinary creativity. Students researched a chef of their choice and prepared a dish inspired by the chef's cooking style. Additionally, they tackled the Tea Cake Challenge, showcasing their skills in food presentation. In Year 9 Multicultural Foods, the focus is on street food, and the students have been busy creating a diverse range of multicultural-style recipes. They've also had the chance to make homemade pasta and have recently been designing their own pasta dish creations.

The focus in Year 10 has been café cookery and entertaining with foods, a great lead into upper school

hospitality. The students unleashed their creativity by designing their own cupcakes and crafting delectable café-style pizzas to cater to different dietary requirements. They also delved into the fascinating realm of cheeses by creating their own personalised cheeseboards after learning about various cheeses and menu courses.

Year 11 & 12 Food Science & Technology students further increased their knowledge of local produce, producing meals from seasonal ingredients and supporting the Buy West Eat Best campaign. Students looked at the functional properties of food and how they are used in food production to create exciting products and developed skills using various processing techniques in practical applications and investigations. The focus also has been on healthy food choices and understanding the benefits of healthy eating.

Year 11 and 12 Certificate II in Hospitality students demonstrated their skills by successfully catering

for various functions and events within the school. This included the Year 12 Farewell Breakfast, operating a staff Coffee Club each week to improve their barista skills, and catering and serving the Share the Dignity Morning Tea Fundraiser Event organised by Children, Family and Community students as their assessment task. The students were rewarded by attending Bentley Pines Training Restaurant at South Metropolitan TAFE where they were given a tour of the facilities and enjoyed a lunch provided by Bentley TAFE Hospitality students. The presentation and commitment of the students was exceptional throughout the year.

Textiles and Fashion classes reflected on sustainable practices in the fashion industry and sourced by designing and developing items and garments using second-hand textile products. Students also researched the effects of the fashion and textile industry on the environment. They created bags while learning skills required to produce other items made during the course.

LANGUAGES

On October 13, the year 12 Japanese students - Jack Rafala, Brandon Tandean and Laura Liao - spent their final Period 4 class cooking up a range of delicious Japanese dishes including okonomiyaki, sushi, deep-fried prawn and vegetable tempura and takoyaki, washed down with Japanese green tea and finished off with traditional sweets such as pocky pocky. Continuing into their lunch break, they were able to invite and share their feast with some of their other Year 12 friends. It was a fun and resounding success for them.



Priority One

Leadership and Management

Goal: The College is well led, has strong organisational performance, and is effectively marketed.

A. Leadership and Management			
Objective		2022	2023
1.1	Educator Impact Leaders Survey: Crafting a vision		.87
	Developing people		.83
	Building relationships		.88
	Modelling excellence		.85
	Catalysing change		.86
	Communicating effectively		.83
	Driving accountability		.87
	Nurturing culture		.83
	Managing issues		.86
1.2	Tell Them From Me (TTFM) – Survey: Leadership	5.6	6.1
1.3	Level 3 classroom teachers at Atwell College	2	1
1.4	TTFM – Teacher Survey: Collaboration	7.6	7.3
1.5	School Culture Survey: Question 5		2.84
	Question 6		3.04
	Question 7		2.65
1.6	School Culture Survey: Question 9		2.93
1.7	Policies and processes in place by review processes.		66%
1.8	Year 7 students from: Atwell Primary School	38%	38%
	Harmony Primary School	40%	31%
	Jandakot Primary School	22%	14%
	Success Primary School	24%	18%

Priority Two

Curriculum and Teaching

Goal: Establish consistent, high quality pedagogical practices and codify essential curriculum.

B. Curriculum and Teaching			
Objective		2022	2023
2.1	TTFM – Teacher Survey: Teaching Strategies	7.7	7.8
	Technology	5.8	6.2
	Quality Feedback	6.8	7.0
	TTFM - Student Survey: Effective learning time	5.7	5.4
	Relevance	4.9	4.7
	Rigour	5.4	5.3
2.2	TTFM – Teacher survey: Data Informs Practice.	7.8	7.9
2.3	Long Form Leading Indicator Survey.		3.9
2.4	Literacy and numeracy practices: Year 7		x4 (L&N)
	Year 8		x4 (L&N)
	Year 9		x4 (N)
2.5	TTFM – Teacher Survey: Inclusive School	8.0	8.0
	Overcome Learning Obstacles	7.4	7.4
2.6	TTFM – Student Survey: Value school outcomes	47%	44%
	Plan to finish Year 12	54%	56%
	Plan apprenticeship or TAFE	14%	16%
	Plan to go to university	30%	33%

Priority Three

Conditions for Learning

Goal: Enhance our positive learning culture to enable effective student learning.

C. Conditions for Learning			
Objective		2022	2023
3.1	i) TTFM Teacher Survey: Learning Culture	7.8	7.5
	ii) TTFM Student Survey: Teacher – student relations	4.8	5.0
	Positive learning climate	4.9	5.1
	Expectations for success	6.0	5.8
3.2	i) TTFM Student Survey: Positive relationships	76%	71%
	Positive behaviour at school	85%	84%
	Positive goal orientation	40%	39%
	Bullying and harassment	34%	39%
	Feel safe attending school	25%	29%
	Advocacy at school.	2.5	2.7
	iii) Positive behaviour (PBS) points.	56,926	46,657
	iv) Suspension rate: Semester One	8.9%	8.3%
3.3	Semester Two	10.1%	9.5%
	Attendance (Regular): Semester One	25.6%	45.3%
3.4	Semester Two	37.7%	39.7%
	TTFM Student Survey: Positive sense of belonging	39%	42%
	Moderate or high anxiety	34%	33%
	Moderate or high depression	38%	35%
	Positive self-esteem	43%	46%
	Eudemonic well-being	35%	40%
	Positive hedonic well-being	79%	72%
	Positive self-regulation	34%	38%

Student Achievement and Progress

2023 NAPLAN RESULTS

Total Students

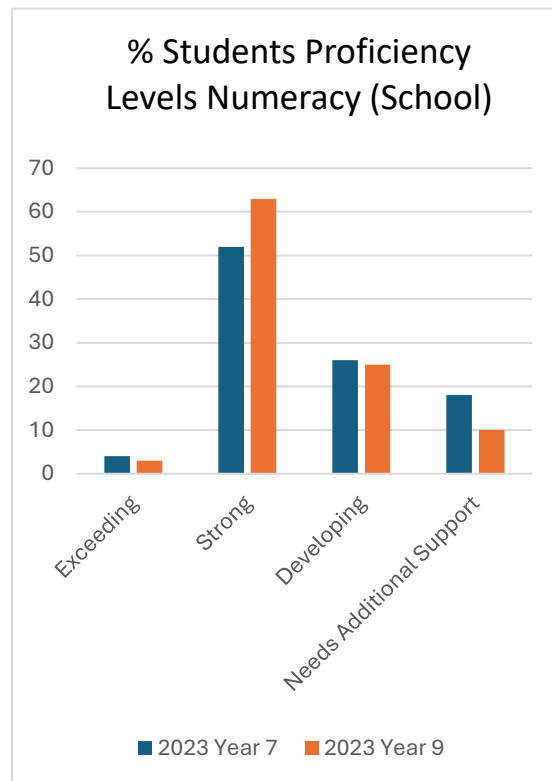
NAPLAN	Numeracy	
	2023	
	Year 7	Year 9
Number of Students	119	167

Average Test Score

NAPLAN	Numeracy	
	2023	
	Year 7	Year 9
School Average Score	506	559
WA Public School Average Score	529	571

% Students Proficiency Levels (School)

NAPLAN	2023	
	Year 7	Year 9
	Year 7	Year 9
Exceeding	4	3
Strong	52	63
Developing	26	25
Needs Additional Support	18	10



Total Students

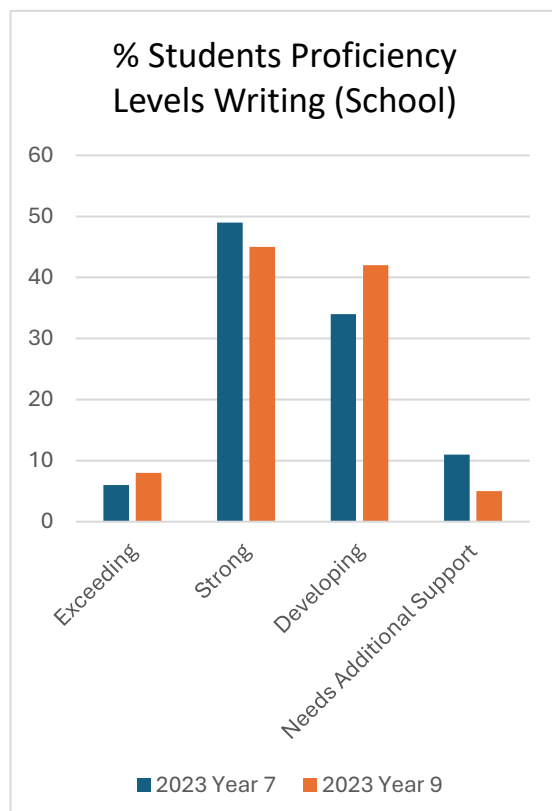
NAPLAN	Writing	
	2023	
	Year 7	Year 9
Number of Students	126	166

Average Test Score

NAPLAN	Writing	
	2023	
	Year 7	Year 9
School Average Score	512	559
WA Public School Average Score	521	562

% Students Proficiency Levels (School)

NAPLAN	2023	
	Year 7	Year 9
	Year 7	Year 9
Exceeding	6	8
Strong	49	45
Developing	34	42
Needs Additional Support	11	5



Total Students

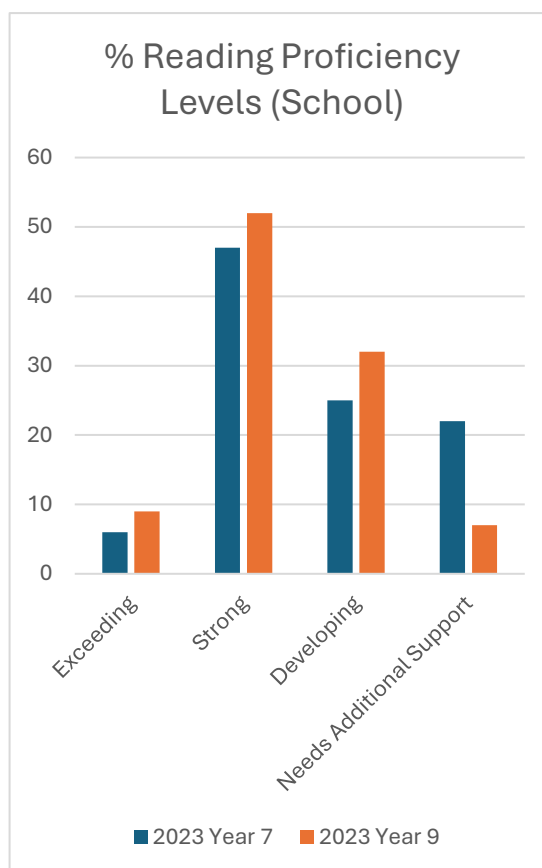
NAPLAN	Reading	
	2023	
	Year 7	Year 9
Number of Students	125	164

Average Test Score

NAPLAN	Reading	
	2023	
	Year 7	Year 9
School Average Score	490	560
WA Public School Average Score	522	566

% Students Proficiency Levels (School)

NAPLAN	2023	
	Year 7	Year 9
Exceeding	6	9
Strong	47	52
Developing	25	32
Needs Additional Support	22	7



Total Students

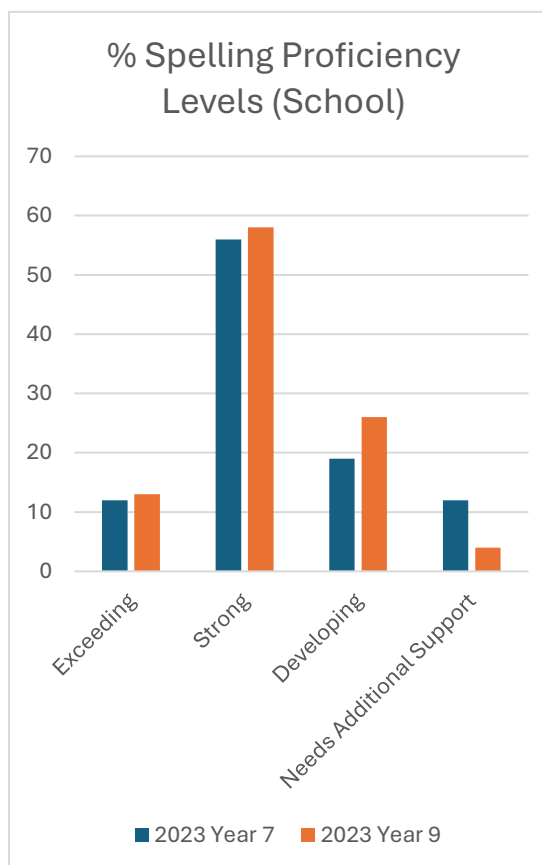
NAPLAN	Spelling	
	2023	
	Year 7	Year 9
Number of Students	124	156

Average Test Score

NAPLAN	Spelling	
	2023	
	Year 7	Year 9
School Average Score	521	563
WA Public School Average Score	536	566

% Students Proficiency Levels (School)

NAPLAN	2023	
	Year 7	Year 9
Exceeding	12	13
Strong	56	58
Developing	19	26
Needs Additional Support	12	4



Total Students

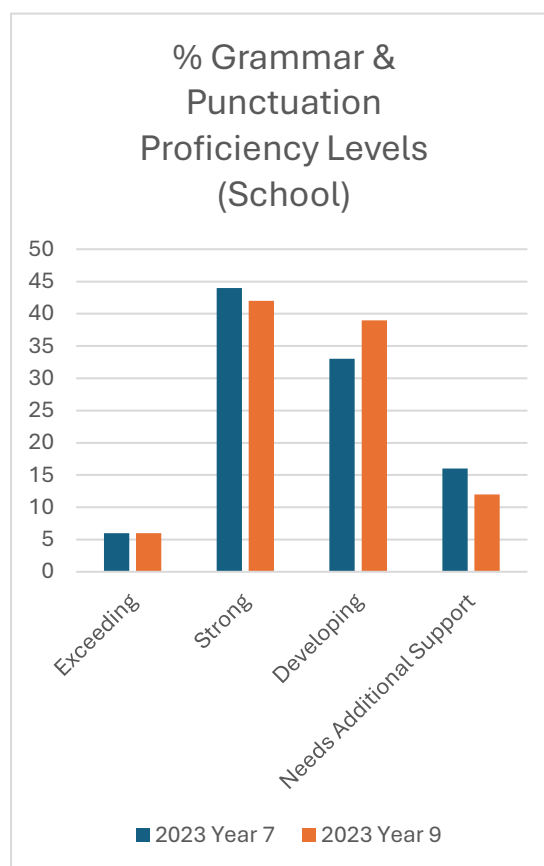
NAPLAN	Grammar & Punct.	
	2023	
	Year 7	Year 9
Number of Students	124	156

Average Test Score

NAPLAN	Grammar & Punct.	
	2023	
	Year 7	Year 9
School Average Score	512	540
WA Public School Average Score	526	553

% Students Proficiency Levels (School)

NAPLAN	2023	
	Year 7	Year 9
	Year 7	Year 9
Exceeding	6	6
Strong	44	42
Developing	33	39
Needs Additional Support	16	12



Analysis:

Comparative performance results are within one standard deviation of expected school performance.

Year 7 2023 NAPLAN performance has generally strengthened and is trending positively, except for Numeracy and Spelling. Average scores have improved on like school results although still marginally behind in all areas.

Year 9 2024 NAPLAN performance in Writing and Reading continue to trend positively although still behind average scores of like schools. Numeracy and Spelling average scores have remained relatively low since 2022 and are lower than like schools. Grammar and Punctuation is improved for Year 9 where we are slightly ahead of like schools.

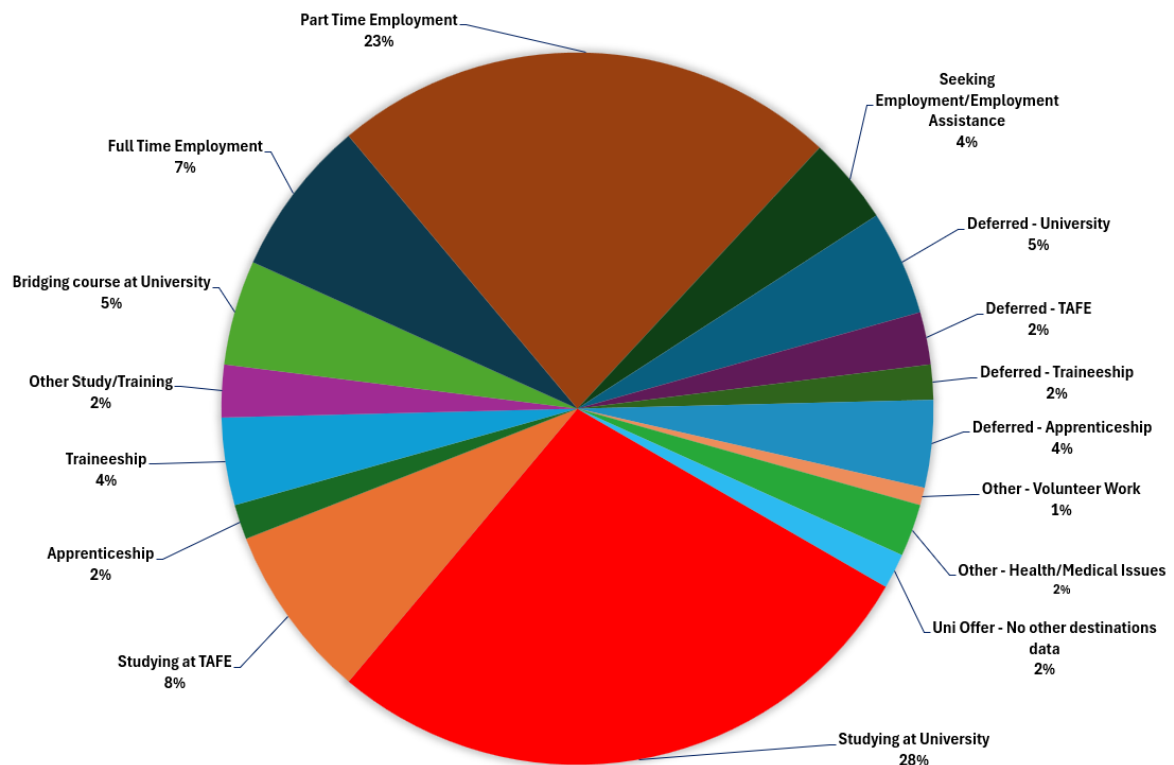
Student Achievement and Progress

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2023	2022	2021	2020	2019	2018
School count (% Cohort)	34 (16%)	33 (12%)	53 (20%)	49 (20%)	39 (16%)	47 (18%)
School (% WACE eligible)	23%	17%	29%	29%	23%	27%
ATAR COURSE ENROLMENTS						
Year 12 Course enrolments count of students						
6+ ATAR courses	4 (2%)		2 (1%)	1 (<1%)	7 (3%)	8 (3%)
4-5 ATAR courses	30 (14%)	33 (12%)	51 (19%)	48 (20%)	32 (13%)	39 (15%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	81.33	68.6	72.0	64.05	70.85	65.25
Expected performance	0.77	-0.63	-0.15	-1.19	-0.21	-0.82
Like Schools	76.03	76.05	76.58	73.65	72.62	73.97
Public schools	82.8	81.9	80.25	79.25	78.25	79.5
ATAR performance – count of students (% of ATAR students)						
99+				1 (2%)		
90-98.95	7 (21%)	4 (12%)	7 (13%)	5 (10%)	5 (13%)	3 (6%)
80-89.95	13 (38%)	5 (15%)	10 (19%)	7 (14%)	3 (8%)	5 (11%)
70-79.95	2 (6%)	5 (15%)	12 (23%)	8 (16%)	12 (31%)	8 (17%)
55-69.95	6 (18%)	12 (36%)	10 (19%)	14 (29%)	13 (33%)	14 (30%)
<55	6 (18%)	7 (21%)	14 (26%)	14 (29%)	4 (10%)	15 (32%)
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2023	2022	2021	2020	2019	2018
School	146 (68%)	189 (69%)	181 (68%)	167 (68%)	168 (70%)	169 (64%)
Like Schools	72%	69%	74%	72%	59%	62%
State	68%	64%	70%	70%	65%	63%
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	133 (91%)	159 (84%)	160 (88%)	140 (84%)	127 (76%)	141 (83%)
Like Schools (%)	93%	91%	91%	90%	90%	87%
Public Schools (%)	90%	89%	89%	89%	89%	89%
School (Cohort)	133 (62%)	159 (58%)	160 (60%)	140 (57%)	127 (53%)	141 (54%)

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2023	2022	2021	2020	2019	2018
Reading						
School (WACE eligible)	143 (98%)	185 (98%)	175 (97%)	157 (94%)	159 (95%)	163 (96%)
School (S02 census)	145 (90%)	183 (88%)	177 (86%)	159 (87%)	160 (88%)	178 (91%)
School (Cohort)	150 (69%)	201 (74%)	193 (73%)	176 (72%)	169 (70%)	187 (71%)
Writing						
School (WACE eligible)	143 (98%)	182 (96%)	173 (96%)	161 (96%)	158 (94%)	162 (96%)
School (S02 census)	145 (90%)	181 (87%)	175 (85%)	163 (89%)	159 (87%)	176 (90%)
School (Cohort)	147 (68%)	198 (73%)	187 (70%)	178 (73%)	166 (69%)	186 (71%)
Numeracy						
School (WACE eligible)	140 (96%)	176 (93%)	171 (94%)	152 (91%)	149 (89%)	158 (93%)
School (S02 census)	141 (88%)	176 (84%)	174 (84%)	154 (84%)	150 (82%)	171 (87%)
School (Cohort)	144 (67%)	192 (70%)	185 (70%)	170 (69%)	158 (66%)	179 (68%)
Met literacy and numeracy requirement						
School (WACE eligible)	136 (93%)	171 (90%)	167 (92%)	145 (87%)	139 (83%)	151 (89%)
School (S02 census)	137 (85%)	171 (82%)	169 (82%)	147 (80%)	140 (77%)	164 (84%)
School (Cohort)	139 (64%)	182 (67%)	176 (66%)	157 (64%)	145 (60%)	171 (65%)
VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2023	2022	2021	2020	2019	2018
School VET enrolments	102 (47%)	181 (66%)	175 (66%)	182 (74%)	181 (75%)	183 (70%)
Funded VET students	75%	75%	75%	75%	78%	82%
Level of highest qualification achieved (of VET enrolled students)						
Certificate IV	12 (12%)	15 (8%)	25 (14%)	28 (15%)	16 (9%)	21 (11%)
Certificate III	16 (16%)	19 (10%)	16 (9%)	12 (7%)	19 (10%)	18 (10%)
Certificate II	58 (57%)	105 (58%)	102 (58%)	111 (61%)	113 (62%)	107 (58%)
Certificate I	1 (1%)	2 (1%)	1 (1%)			1 (1%)
No certificate completed	15 (15%)	40 (22%)	31 (18%)	31 (17%)	33 (18%)	36 (20%)
Students with more than one qualification (% of VET enrolments)						
3+ qualifications	18 (18%)	15 (8%)	22 (13%)	7 (4%)	22 (12%)	18 (10%)
2 qualifications	21 (21%)	37 (20%)	34 (19%)	43 (24%)	37 (20%)	35 (19%)
Endorsed programs unit equivalents achieved						
Number	113	164	154	142		

Student Destinations Survey

2023 Year 12 Cohort



These students (126) represent 78% of the second semester cohort.

Analysis:

The percentage of Atwell College students who participated in the post school destination survey was 78%, which was significantly higher than the 52% of the previous year.

The percentage of students who intend to undertake further training at TAFE was higher than previous cohorts and the state average.

The percentage of students across remaining categories was generally comparable but lower than the state average.

Those aspiring to university was similar to previous cohorts, and reflective of the state trend and average.

The percentage of students who intended to engage in part-time employment was notably higher than previous cohorts, but also reflective of the state trend and average.

School Income by Funding Source

2023 Financial Summary

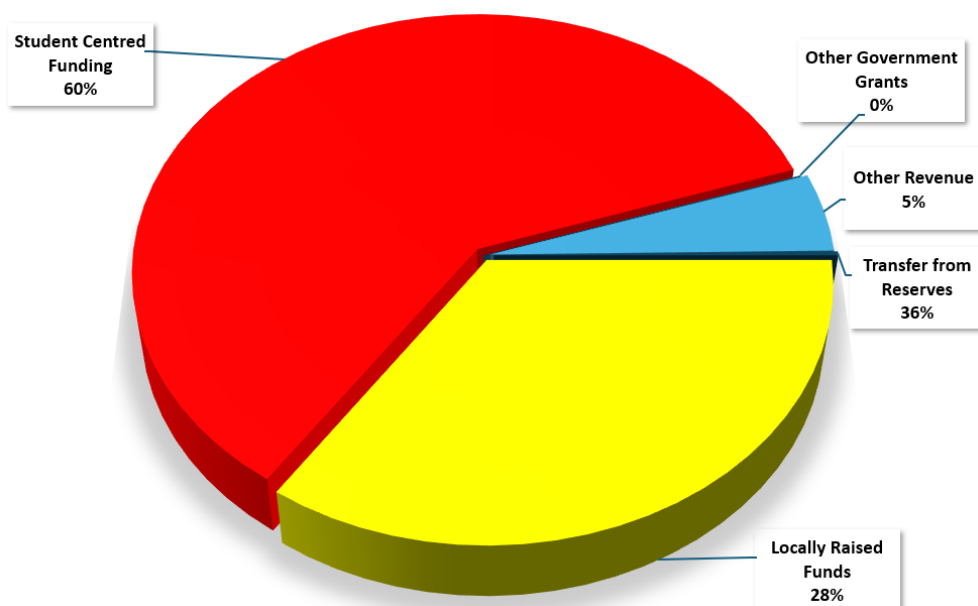
This year the College balanced financially although the reduction of students and the resulting reduction in income significantly reduced our reserves and our ability to invest in improvements to classrooms and student facilities.

Debt recovery is at a low level for fees and payments exceeding 12 months overdue.

School reserves are reduced following declining student numbers and we will need to implement a refined process of allocations to provide allocated reserves to ensure ongoing replacement of materials and resources.

Revenue – Cash and Salary	Budget	Actual
Voluntary Contributions	\$53,856	\$53,856
Charges and Fees	\$457,504	\$431,582
Fees from Facilities Hire	\$65,732	\$65,732
Fundraising/Donations/Sponsorships	\$85,975	\$85,975
Other Govt/Local Govt Revenues	\$1,000	\$1,000
Other Revenues	\$110,295	\$110,295
Total Locally Raised Funds	\$779,888	\$753,966
Opening Balance	\$775,917	\$775,917
Student Centred Funding	\$1,362,996	\$1,362,996
Total Cash Funds Available	\$2,918,800	\$2,892,879
Total Salary Allocation	\$16,542,927	\$16,542,927
Total Funds Available	\$19,625,555	\$19,599,633

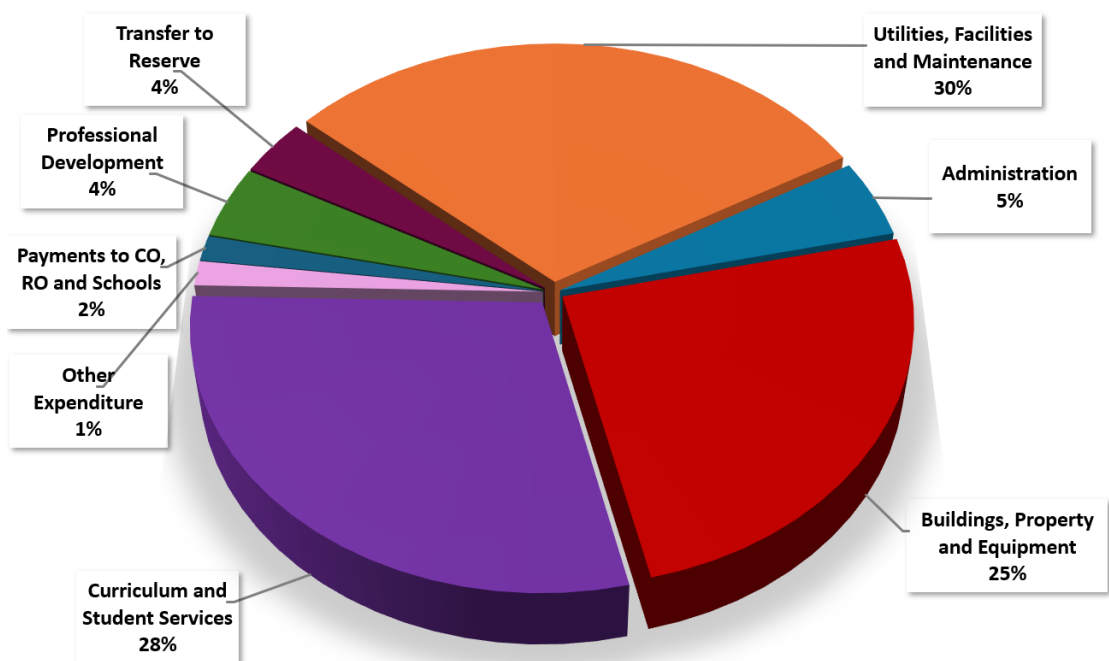
2023 Actual Cash Sources



Expenditure – Cash and Salary

	Budget	Actual
Administration	\$128,950	\$57,302
Buildings, Property and Equipment	\$675,800	\$493,983
Curriculum and Student Services	\$788,497	\$654,840
Other Expenditure	\$40,612	\$19,502
Payments to CO, RO and Schools	\$41,685	\$41,685
Professional Development	\$120,000	\$59,861
Transfer to Reserve	\$95,130	\$95,130
Utilities, Facilities and Maintenance	\$822,307	\$660,953
Administration	\$128,950	\$57,302
Total Goods and Services Expenditure	\$2,712,981	\$2,083,256
Total Forecast Salary Expenditure	\$16,542,927	\$16,542,927
Total Expenditure	\$19,255,908	\$18,626,183
Cash Budget Variance	\$369,647	\$973,450

2023 Goods and Services expenditure Budget





ATWELL COLLEGE

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