

EMBRACING  
THE FUTURE



ATWELL COLLEGE



**Annual Report**

2025

# Acknowledgement of Country



**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

Atwell College has continued to thrive during 2025, particularly with further growth in Positive Behaviour Support (PBS). This includes representation from all learning areas, consistent messaging and the application of behaviour expectations. Student, parent and community voices have been instrumental in shaping strategies and programmes to meet student needs and community expectations. The Student Leadership Group remains strong and vibrant, and I am grateful to all who have served as members, your contributions have been vital in creating a truly inclusive school.



The Atwell College Board boasts strong representation, and I extend my thanks to Year 12 student representatives, Koukla McCutcheon and Cameron Henderson, who generously gave their time this year to provide a student perspective in the governance of the College.

The Public School Review conducted this year commended Atwell College for its strengths in *Relationships and Partnerships, Leadership and Use of Resources*, and recommended our return to a three year review cycle. These commendations would not have been possible without the hard work of the Atwell College Board, P&C, staff and students' dedication in fostering a welcoming and inclusive culture at Atwell College. I extend my heartfelt thanks for your contribution. Special thanks go to the College Board Chairperson, Natalie Machin, P&C President, Hayley King and Deputy Principals, Brent Passchier, Kate Linton and Letitia Michael.

Our commitment to high impact teaching and learning continued in 2025, with three further cohorts of teaching staff completing the Teach Well Masterclass and another cohort completing the Instructional Lead Fellowship. This commitment will continue in 2026, with our priority focus on Teaching and Learning leading to the refinement our teaching model and improved student outcomes.

2025 also saw the completion of the state of the art STEM centre, costing over \$1.2 million and including significant refurbishment of the metal fabrication and machine workshops, as well as the information technology centre. The funding, originally granted in 2021, was extended and increased by the Department of Education to accommodate rising materials and construction costs. The newly revised STEM programme will now commence in 2026, with all students participating in STEM classes through Technologies and Digital Technologies in Year 7 and 8.

Finally, thank you students, parents and community members for your contribution to Atwell College and for the respect and kindness you have shown us. I wish all students a healthy and happy break over the festive season and to the Year 12 students leaving us, all the best in your future endeavours.

# 2025 GRADUATING CLASS



## Our Context

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Atwell College is a modern and progressive government secondary school located in the suburb of Atwell, south of the Perth metropolitan area. The College is experiencing a shift in student enrolment following the opening of two nearby public secondary schools, which reduced our local intake area. At the February 2025 census, Atwell College enrolled 838 students, a change from 1,075 in 2023, 1,261 in 2022 and 1,398 in 2021. While this adjustment presents new planning considerations, it also strengthens our focus on personalised learning and community connection.

We work to ensure every student is provided with the opportunity to maximise their learning, achieve their potential and transition confidently into a meaningful post school pathway. Students are supported to thrive in a safe, inclusive and engaging learning environment where success is understood as both academic achievement and personal growth. Multiple pathways create clear opportunities for further study at University, TAFE or other training providers, alongside strong connections to employment options that support students as they step into life beyond school.

Our staff design high impact, engaging lessons that recognise and respond to the diverse learning needs present in every classroom. Contemporary technology is used thoughtfully across teaching, learning and administration to enhance connection, efficiency and student engagement. This commitment to professional excellence and continuous improvement shapes the everyday experience of our students.

Atwell College implements Positive Behaviour Support as a whole school approach that strengthens student wellbeing and learning engagement. Positive behaviours are encouraged, recognised and developed in all aspects of College life. Respect, consideration and responsibility form the foundation of the relationships and interactions within our community. Regular PBS lessons ensure that these values are unpacked, reinforced and applied in practical ways within the daily routines of school.

Our academic and vocational curriculum is broad, engaging and future focused, supported by a diverse range of cultural, artistic and sporting programs designed to extend student experiences beyond the classroom. The Netball Specialist Program, recognised as a Tier 1 Program by Netball WA, provides high quality athletic and leadership opportunities for students who demonstrate commitment, enthusiasm and potential.

Our Endorsed Education Support Program provides a specialised and supportive learning environment for students with special needs. A dedicated team of highly skilled staff design innovative, practical and individualised programs to enable students to learn with confidence and independence in a safe and nurturing setting.

Atwell College is committed to being an active contributor to our wider community, building partnerships that enhance learning, strengthen belonging and expand opportunities for our students. We believe strong relationships between the College, families and the broader community are central to successful schooling.

Our school works closely with our partner primary schools through the Central Cockburn Education Network. This collaboration with Atwell, Harmony, Jandakot and Success Primary Schools builds clear and consistent learning pathways. CCEN initiatives support student extension, academic improvement and social and emotional development, ensuring our young people experience continuity, connection and challenge as they move into secondary schooling.



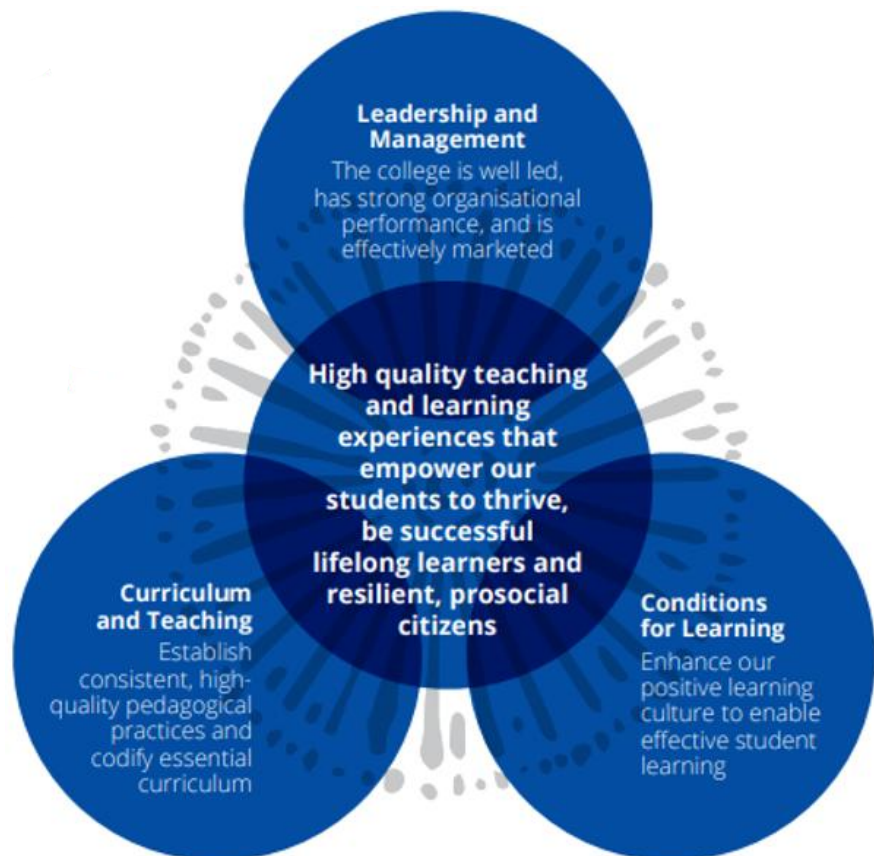
## Atwell College Strategic Priorities 2023 – 2025

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.

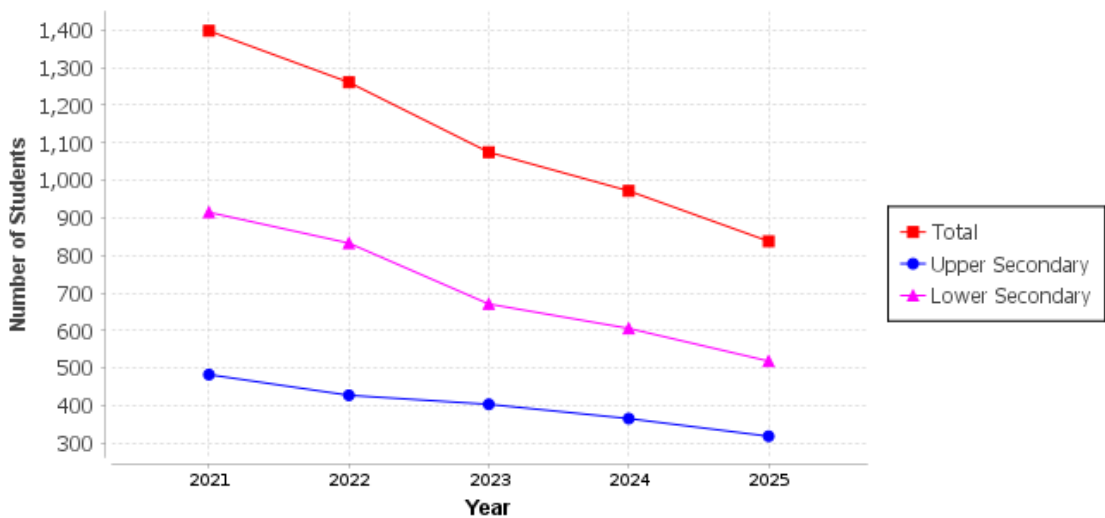
In a consolidated model of distributed leadership that values aspiration and innovation, responsibilities for major work streams within each focus area are led by staff from across the College. These staff who are at different stages of their careers, volunteered to facilitate the achievement of our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



# Student Numbers

	2019	2020	2021	2022	2023	2024	2025
Lower Secondary	1056	990	915	833	671	606	519
Upper Secondary	408	431	483	428	404	366	319
<b>Total</b>	<b>1464</b>	<b>1421</b>	<b>1398</b>	<b>1261</b>	<b>1075</b>	<b>972</b>	<b>838</b>

Semester 1 Student Numbers



## Analysis:

The College is experiencing a shift in student enrolment following the opening of two nearby public secondary schools, Hammond Park and Piara Waters, which reduced our local intake area. At the February 2025 census, Atwell College enrolled 838 students, a change from 1,075 in 2023, 1,261 in 2022 and 1,398 in 2021. While this adjustment presents new planning considerations, it also strengthens our focus on personalised learning and community connection.

# Attendance Rates

	School	WA Public Schools
2022	78.2%	80.4%
2023	83.0%	82.5%
2024	82.5%	82.2%
2025	81.6%	81.7%

## Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2022	83%	79%	78%	75%	80%	77%
2023	88%	83%	81%	81%	81%	86%
2024	86%	83%	78%	84%	81%	84%
2025	87%	80%	84%	77%	83%	80%
WA Public School 2025	87%	83%	81%	80%	80%	79%

### Attendance analysis:

The school's overall attendance rate has remained broadly stable over the four year period, consistently tracking close to WA Public School averages. In 2025, the school recorded an attendance rate of 81.6%, marginally below the 81.7% state average, and broadly consistent with the slight downward trend observed statewide.

Attendance patterns in 2025 reflect a continuation of the cohort trends evident in 2024. Performance relative to WA Public Schools varies by year level with Year 7, 9, 11 and 12 attendance rates equal to or above WA Public School averages, demonstrating strong engagement for these cohorts. Year 8 and 10 attendance declined compared with 2024 and sat below the state averages, indicating targeted intervention is required for these groups.

This pattern suggests that while several cohorts are maintaining or improving their engagement, specific year levels require strengthened case management and early intervention strategies.

### Non-attendance management

The college maintains a proactive and structured approach to attendance. Staff work closely with parents and students to reinforce the importance of regular attendance and ensure all absences are explained. Students identified as having attendance concerns are supported through a case management model, enabling tailored strategies to restore consistent attendance and re-engage them in learning.



## POSITIVE BEHAVIOUR SUPPORT PROGRAM 2025

*If 2025 had its own soundtrack, Atwell College's Positive Behaviour Support (PBS) Program would be playing the biggest hits on repeat.*

This year, staff handed out over 100,000 PBS points, celebrating students who consistently demonstrated our school values of being Responsible, Achieving and Respectful. That's a mountain of points empowering the PBS shop into one of the busiest hotspots in the college.

The PBS shop was a massive hit, with students trading in their points for everything from water bottles and backpacks to headphones and vouchers. Some became master planners, saving up like financial wizards, while others couldn't resist the instant thrill of spending big. Either way, the system encouraged everyone to stay motivated and keep making positive choices.

But PBS in 2025 wasn't just about prizes, it was about creating a safe and inclusive environment where students can thrive. Wellness Warriors Wednesday brought sports, teamwork, and plenty of school spirit to the middle of the week. Then we had the Togetherness Thursday Mixers, where students made new friends, shared plenty of laughs, and went head-to-head in Xbox and boardgame battles (let's just say the competitive streaks definitely came out!)

Breakfast Club on Mondays and Wednesdays was also a highlight, starting the day with warm toasties, cheeky laughter, and good company which made early morning lessons a lot easier to handle. And running alongside it all were the PBS Lessons, tying the program together in class and reminding us why these values matter so much.

Looking back, 2025 has been a standout year for PBS. It wasn't just about collecting points or grabbing prizes. It was about creating a school culture where positive behaviour is noticed, celebrated, and encouraged every day. Here's to carrying that same energy into 2026, one point, one prize, and one positive choice at a time.





# STUDENT LEADERSHIP

This year, our Student Leaders have continued to show exceptional dedication, teamwork and school spirit. From the beginning of the year, they embraced opportunities to develop their leadership skills at the GRIP Leadership Conference and during a team-building excursion to Point Peron.

For the second year in a row, our leaders proudly represented the school at the ANZAC Day Parade, where they also delivered speeches honouring the occasion. Throughout the year, they have contributed to school life in many ways, including supporting the Breakfast Club, helping with lunchtime sports as part of the Wellness Warrior program, and coordinating Togetherness Thursday, a wellbeing space for students to connect and recharge.

In collaboration with our school chaplain, the leaders also took part in a mentoring program that helped build student capacity and strengthen peer connections. They played key roles in R U OK? Day, Open Night and Year 7 Orientation and Transition Week, and continued to confidently run and lead assemblies.

Our Student Leaders have shown dedication, creativity and resourcefulness in helping to make our school a more connected and caring, and inclusive community. We thank them for their commitment and leadership throughout the year and wish our Year 12 Student Leaders all the best as they take their leadership experience into the next chapter of their lives.

## Student Services Team





## DANCE

2025 saw the return of Dance at Atwell College, led by the wonderful Ms Doray.

The Year 7 Dance Troop performed a lively and energetic performance at the Semester 1 Performing Arts Showcase to "Pon De Replay" by Rihanna. The girls were dedicated to after-school rehearsals and enjoyed getting up on stage



## MUSIC

This year, our music students have continued to grow not only in skill but in confidence—stepping into the spotlight with boldness and creativity. Each performance has reflected the dedication and passion of our young musicians.

Students have collaborated 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 Contemporary Band, and the Rock Band.

Some 2025 performance highlights include:

- » Term One College Open Night
- » Semester One Arts Showcase
- » The 2025 Contemporary Band Festival
- » Year 12 'The Last Hurrah' Lunchtime concert

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 Ravis-Hermann (Classical guitar). Our instrumental students are very fortunate to have such amazing teachers.

With the Semester 2 Showcase and Graduation performances still to come, the momentum is strong and the music is louder than ever.

***Here's to a year of growth, collaboration, and unforgettable performances!***





*2025 produced great competition results and netball skill improvements for our athletes!*

The program celebrated some amazing team and individual achievements during the year. We thank Sharon Dawson and Lani McKee for leading the Netball Program this year alongside Mr McLeod and Miss Turner-Wallace.

**Semester 1:**

Our Year 7 program was involved in a mini carnival gameday with specialist staff from Melville and Byford Secondary College. Our Year 10 Netball Program students coached and umpired to develop their skills off the court.



Our students got an opportunity to learn from West Coast Fever player Mwai Kumwenda who visited our school and talked about the challenge in performing at both a National and International level, which was very encouraging for all of our up-and-coming developing athletes. Mwai's visit inspired the girls, showing them the effort and commitment required to excel in netball and to never give up your dreams!

Our Year 8, 9 and 10 teams fought competitively in their Zone Carnivals with one of our Year 9 teams finishing undefeated and taking first place!!

**UMPIRE DEVELOPMENT:**

During Semester 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.

- » Year 8 netball class attained their Foundation Umpire Accreditation
- » Year 9 netball studied for and achieved their Rules of Netball Examination

Our Year 9s were able to test their umpiring development and all performed successfully as officials for the West Coast Fever Primary School Cup and impressed Netball WA Officials on the day!



**Semester 2:**

Scratch matches against Emmanuel, Ashdale SC, John Forrest SHS and Joseph Banks College kept the players motivated as their netball season quietened.

Our Year 9 Program also successfully competed in the Danjoo Koorling Cup (Hosted by Harrisdale SHS) and all teams competed in the West Coast Fever Cup (Specialist Netball Schools Carnival).

**COACHING DEVELOPMENT:**

- » Year 10 Netball class attained their Foundation Coach Accreditation
- » Year 8 Netball class completed a Sports Medicine Australia – Sports Taping workshop
- » Year 7 Netball class learned the aspects of the KNEE program for safety and injury prevention in netball

Our Year 10 Program coached and umpired our teams at the Netball WA Multicultural Day Carnival in Term 3. One of our Year 9 teams won overall, remaining undefeated all day!

The Net Set Go Coaching Program once again, was inclusive of our education support students at the College and the Year 10 class worked hard to coach these students the fundamentals of the netball in lessons over 3 weeks.

**INDIVIDUAL ACHIEVEMENTS 2025:**

Fever in Time Program:

- » Graecyn Luff (Fever in Time 14U Squad)

Aboriginal Academy:

- » Leticia Fitzgerald (Aboriginal Academy Development Squad)

West Australian Netball League Programs & Teams:

- » Year 10 Lily Kiel (Rangers Futures)
- » Year 11 Nadia Shorten (Rangers 21U Team)

2025 was a consistently high-performing year and we are proud of the girls from Years 7 - 12 that represented the College!





## DESIGN & TECHNOLOGY – 2025 EV CHALLENGE

*If 2024 was a warm-up lap, then 2025 was Atwell College hitting the accelerator.*

This year marked Atwell's second recent entry into the eV Challenge Powered by ReEnergise Digital STEM, Australia's longest-running electric motorsport competition. Since 2001, this event has pushed teams to design, build and race a single-seat electric vehicle capable of completing as many laps as possible in one hour—using only a tightly limited amount of electrical energy. With Junior (Y7–10), Senior (Y10–12), and Open divisions, the competition attracts future engineers from across the state... plus a few brave "special project" teams.

A Late Start... and a Lot of Determination

Unlike 2024, when the team met after school, the 2025 eV Challenge shifted into the timetable as a full Year 11 Engineering class project. One small catch: Atwell's STEM facilities were undergoing a major upgrade. Translation? No vehicle construction until Term 3. With the race locked in for November 2 at Tiger Kart Club, our students had limited time to get their new cars ready for this year's event.

Despite the tight schedule, the team pushed hard and managed to complete one brand-new car for this year's event. That meant our race lineup featured the trusty 2024 veteran "Sir Eddie" and our freshly completed machine, proudly—if mysteriously—named "Chicken Nuggets."



### Meet the Cars: Sir Eddie & Chicken Nuggets

Sir Eddie, our Senior division entry, received... let's call it a "minimalist" preparation. The 2025 engineering effort was focused on the new builds, so Sir Eddie's pre-race checklist was essentially:

- » Charge battery
- » Pump tyres
- » Load onto trailer
- » Hope for the best

And incredibly, that was enough for Sir Eddie to deliver an outstanding 5th place finish out of 20 Senior cars, completing 28 laps—just one shy of the winning total.

But the real surprise? Sir Eddie won the Overall Engineering Prize, officially recognised as the best +engineered vehicle in the entire 2025 eV Challenge. The judges were impressed by its aerodynamic shape, clever material choices, and robust double-shear steering design. Even better news: our unfinished 2025 cars share many of these winning features, setting the stage for a strong 2026 comeback.

Meanwhile, Chicken Nuggets—constructed by our Year 12 Metalwork students—rolled into the Open class using an experimental 48V battery system, instead of the usual 36V setup. Out of three Open entrants, it finished a very competitive 2nd place, completed 29 laps, and recorded the 3rd fastest lap time of all 25 cars on track. Not bad for a brand-new build with only a few minutes of testing!

### Eyes on 2026

With more cars nearing completion and a full year of preparation ahead, Atwell College is gearing up for an exciting 2026 season. If this year's results are anything to go by, our students will be making some serious noise—quietly of course, because electric motors.

Wish us luck, and see you on the track!

## 2025 H2GP HYDROGEN GRAND PRIX REVIEW

This year, Atwell College students once again took on the challenge of the Hydrogen Grand Prix (H2GP) STEM competition—an international event that pushes teams to design and race hydrogen fuel cell-powered RC cars.

*The WA State Final in June saw 20 teams battling for a coveted spot in the global showdown, held in Germany.*

Our Year 10 Engineering class stepped up to the task with enthusiasm and innovation. Starting from basic RC kits, they engineered two sleek machines using the Advanced Chassis kits provided by the organisers. Each car was topped with a stunning bodyshell and meticulously designed to be among the lightest and lowest in the field. Students worked tirelessly to optimise weight distribution, placing every component—including the fuel cell electronics—as low as possible for superior handling. They also perfected their pit-stop strategy, minimising time lost when swapping out “hydrosticks,” the hydrogen fuel source.

Race day was a mix of excitement and challenges. Both teams proudly presented their cars to the judges and hit the track. Despite suffering several component failures that kept us from the top positions, our efforts didn't go unnoticed—we clinched the award for Fastest Pit Stop, proving that preparation pays off.

Looking ahead, the remainder of 2025 has been dedicated to research and development for next year's competition. While the 2026 team will feature a new group of Year 10 students, the groundwork laid by this year's engineers promises a stronger showing in the next State Final. And yes, we've got a few secret strategies up our sleeves



# EDUCATION SUPPORT

## C7

What a fantastic year it has been for our Year 7 Education Support class C7. The year started with 8 very excited students ready to begin their journey into high school. Some students attending from the same primary school and others making new friends from day one. With a few tears from some parents, the year still started on a high.

From learning routines and building independence to taking part in excursions, school events, and classroom projects – every student has brought their unique spark to the group. It's been wonderful to watch them celebrate their achievements, both big and small, and develop new skills across all areas of learning.

Each week the students gave their best, whilst participating in Literacy, Numeracy, Protective Behaviours, TAC PAC, Cooking, Life Skills, Art, Swimming, Music and Movement and Community Access. Each student has made amazing personal growth. This amazing group of students has shown resilience, kindness, and an eagerness to learn.

A big thank you to the dedicated staff who have worked alongside these students each day – guiding, supporting, and cheering them on every step of the way.

We are incredibly proud of everything our Year 7 students have achieved this year. We can't wait to see what the future holds for each one of them.

*Cindy Hearsch*



## U10

The year has sped by in U10 where ten year 10 students worked diligently on their individual learning goals. We had many students try out several career tasters this year such as hairdressing and fashion and it was great to see so many students attend the career expo with their families. We ventured out and about on Community Access this year where we worked on travel training, ordering lunch, making purchases and safety in the community. We continue to focus on social connectiveness and effective communication.

We explored Sci-tech on an excursion with the other secondary classes and show cased our dance moves at the disco. We welcomed an extra student in term 3, who turned out to be an Allstar in the Wildcats basketball excursion. We enjoyed many out of school activities such as going to the movies as well as adding to our Life Skills repertoire of cooking, coffee making, cleaning, shredding and printing. What a year!

*Andrea Cooke*



## U11

This year has been an incredible journey for the year 11 students. They've built confidence in their abilities, developed resilience in the face of challenges and strengthened their teamwork skills. The year 11 students have actively engaged in various programs including Numeracy, Literacy, Health, Life-Skills, Micro-Enterprise, HASS and Science gaining new skills and knowledge along the way. Through these experience students have demonstrated support for others whilst growing themselves, gaining valuable work-based skills that will help them explore future pathways. Their pathway exploration journey began with having opportunities to work in new environments, gaining the confidence to tackle real-world tasks, forming a connection with the community and becoming prepared for the opportunities ahead.

This year has also brought some exciting events that students enjoyed including Pirate Day, Fishing, Wildcats Basketball tournament and Community access to name a few. Students have strived to be confident resilient learners having embraced all opportunities presented. The energy and excitement of this year has fuelled determination to take on year 12.

*Weronika Domagalska*



## U12

This amazing group of students have shown maturity, independence, and work ethic throughout their time at Atwell College. Watching them engage in the community, at work placements and begin planning for their future has been inspiring.

This year, the Year 12 students focused on preparing for life after school in practical and meaningful ways. They honed their employment skills in the school-based micro-enterprise coffee shop, The Drip, and other work placements throughout the community. The students engaged in Life Skills with Ms Elliot learning how to cook up a storm! We travelled far and wide during our transport exploration. The highlight of the year was undoubtedly the school ball, where they dressed to impress and danced the night away, celebrating their achievements with style.

We wish each one of them every success as they take on new challenges. Reach for the stars.

*Ms Morton, Ms Megan, Ms Chez, Ms Anne, Ms Tonia, Ms Kaysey, Ms Heeley, and Ms Shiree*

# VOCATIONAL EDUCATION AND TRAINING

## On Campus VET

Nationally recognised and industry standard qualifications are offered to students in the ATAR, General and VET pathway programs. Through partnerships with the 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 2025:

- Certificate II** in Hospitality
- Certificate II** in Outdoor Recreation
- Certificate II** in Sport & Recreation
- Certificate II** in Community Services
- Certificate II** in Workplace Skills

*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.

## Off Campus VET

In 2025, 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 Thursday and Fridays. Through partnerships with the state and private training providers North Metro TAFE, South Metro TAFE, College of Electrical Training, Fremantle Education Centre, NextGen Skills and Health Science Hub the students at Atwell College could complete a range of qualifications.

These certificate qualifications were completed off campus over 2025:

### Qualification

- Certificate IV** in Tertiary Preparation
- Certificate II** in Integrated Technologies (Pre-vocational)
- Certificate II** in Plumbing
- Certificate II** in Building and Construction (Pathway - Trades)
- Certificate II** in Building and Construction (Pathway - Trades)
- Certificate IV** in Preparation for Health and Nursing Studies
- Certificate III** in Defence Industry Pathways
- Certificate II** in Engineering Foundations
- Certificate II** in Building and Construction Technical Support
- Certificate II** in Animal Care
- Certificate III** in Animal Care Services
- Certificate III** in Aviation (Cabin Crew)
- Certificate II** in Workplace Skills
- Certificate III** in Business
- 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 School Based Education Support
- Certificate III** in Community Services
- Certificate II** in Surveying and Spatial Information Services
- Certificate III** in Design Fundamentals
- Certificate III** in Screen and Media
- Certificate II** in Baking
- Certificate III** in Accounts Administration
- Certificate III** in Health Services Assistance
- Certificate II** in Applied Digital Technologies
- Certificate II** in Aeroskills
- Certificate II** in Engineering
- Certificate II** in Engineering Pathways
- Certificate III** in Engineering - Technical
- Certificate III** in Laboratory Skills
- Certificate II** in Civil Construction
- Certificate II** in Autonomous Workplace Operations
- Certificate III** in Beauty 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 III** in Tourism
- Certificate III** in Events
- Certificate III** in Driving Operations
- Certificate II** in Computer Assembly and Repair
- Certificate II** in Electrotechnology (Career Start)

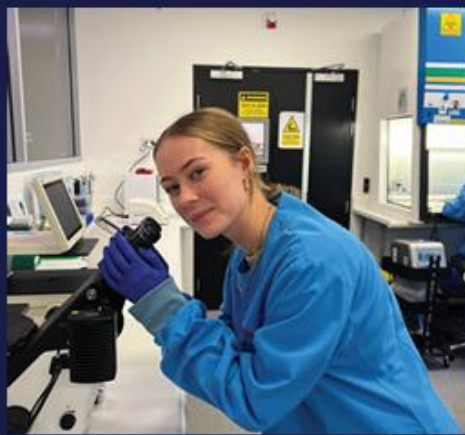
## Year 11 Workplace Learning

*In 2025, approximately 70 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 Fiona Stanley Hospital, Kidz n Sports Melville, Semple Property Group, Titan Ford, NJP Electrical and Harts Painting



# ENGLISH LEARNING AREA

*This year has swirled past in a flurry of poetry, song, stories, advertising, documentary and film.*

Students have spoken and created texts in a variety of forms. Aside from the usual essays and narrative forms, students have created multi-modal texts online and in hard copy. Several beautiful examples of year 7 novel response posters have been included here. Online and handwritten tests and exams are almost complete, and the 2025 leavers have their final WACE hurdle to clear. They are well prepared to round off a successful year in ATAR English and we wish them all the best. We hope all year groups have a well-earned break and in the spirit of reading for pleasure, we have included our annual list of what English teachers are currently reading to inspire you all to add to your own reading lists.



*On the 18th of June, our year 12 ATAR students attended the Curtin University English and Literature Conference.*

This allowed students the opportunity to attend a variety of lectures of their choice, which focused on different areas of the ATAR curriculum. This is an annual excursion which our ATAR English students attend and is met with much positivity from all involved. Below some students have shared their experiences of the day:

To me, the Curtin English Conference acted as an invaluable springboard for my English comprehension and prowess. As a student who has historically found himself towards the lower half of most English classes I've attended, up to and including this year, to say the conference benefited me would be a drastic understatement. Having been given the option to decide which component of my studies to focus upon was a pleasant surprise. I leapt at the opportunity to attend the composing portion of the day. The lecturer proved to have amazing insights that really resonated with me and actually inspired me to write within an extracurricular setting.

*- Hayden Morrison*

The Curtin English and Literature Conference served as a catalyst for increased clarity and nuanced perspectives towards the English ATAR course. The program consisted of a student driven tutorial which allowed students to choose which tutorials they believed would most benefit their studies. Professional lecturers provided applicable and detailed tips as well as providing strategies to maximise marks in each section of the exam. I attended the comprehending, responding and composing section tutorials which focus on exam preparation. Above all, this was a positive experience in my academic journey.

*- Cedric Dayao*

The Curtin English and Literature Conference was an experience imperative to our learning. It helped me unlock my true potential in literary analysis and has enabled me to understand the authors at a deeper level.

*- Shayaan Tamir*



# MATHS DEPARTMENT

## Real-World Challenges, Real-World Thinking.

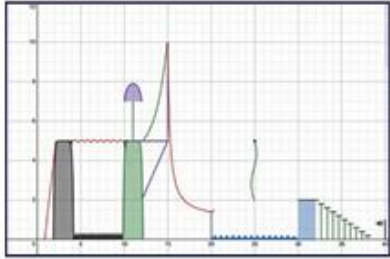
*Who says maths is just numbers on a page? In 2025, our students have been launching ideas (and paper planes!) sky-high, solving real-world problems, and discovering just how useful—and exciting—mathematics can be.*

We kicked off with an energetic Open Night that transformed the Maths area into a hub of activity. The Paper Plane Challenge brought out the inner engineer in everyone, with students and families working together to design, test, and improve their creations. Add in a few brain-teasing Lucky Dip Maths Questions, and the night became a fun-filled celebration of logic, problem-solving, and creative thinking.

Reflecting on the past year, we are once again reminded that mathematics is far more than numbers on a page—it is a way of thinking, creating, and making sense of the world around us. This year, our students engaged in a wide range of rich, hands-on learning experiences that brought mathematics to life in meaningful and practical ways.

From investigating value through a Best Buys project, to calculating perimeter and area in the context of a farm, students were challenged to apply their skills in everyday scenarios.

Creativity met precision as they tackled the design of stadiums and playgrounds, incorporating geometric reasoning, budgeting, and the use of graphing software to bring their ideas to life. These tasks not only reinforced core concepts but also nurtured collaboration, design thinking, and problem-solving.



The real-world focus continued with tasks such as meal planning for families, creating efficient workplace rosters, and graphing real-life scenarios, all of which helped students understand how mathematics informs the decisions we make in our homes, our jobs, and our communities. These projects empowered students to take ownership of their learning and highlighted the relevance of mathematics in daily life.

As we close the chapter on another dynamic year, we celebrate not only the knowledge gained but the creativity, resilience and collaboration that have defined our students' learning. Mathematics continues to serve as the bridge between logic and imagination, empowering students to dream, design, and think critically about the world around them.

Our dedicated team remains committed to nurturing this growth, and we look ahead to the coming year with optimism, gratitude, and an unshakable belief in the potential of every learner who walks through our doors.

*Ingrid Vidot-Emery  
Head of Mathematics*





## SCIENCE LEARNING AREA

### Embracing learning.

*In the current age, where statements such as 'trust the Science' are often expressed, Science is considered a source of certainty.*

But scientists fundamentally value learning, seeking always to improve their explanations and the quality of the investigations they carry out. This year in Science, we embodied those fundamental principles – we aimed to be a solid team who placed improving the quality of our practices at the core of who we are. Our teaching team of Ms Allison, Ms Carreno, Mr Lam, Ms Sun, Ms Yu, Mr Khrongwiriapap and Ms Daniel were supported in all their efforts by Ms Cocks and Ms O'Keefe.

Learning through experiments and the Science Inquiry process is the foundation stone of Science at Atwell College. Year 7's commenced their high school career with a deep dive into laboratory activities such as trebuchets, classification, and boat making. Year 8's commenced their dissection career with hearts and flowers, augmenting this with the study of energy transformations, microscopy, rocks and precious metals. In Year 9, students were initiated into the world of disease, explored the factors that change nervous responses, learnt to observe chemical reactions using our conventions, and explored light including building their dissection skills through the study of the eye. Fancy winning a Hot Wheels race? Choose a Year 10 Atwell College student as your partner! They know the variables that change the speed of an object! These students are also well practised chemists, polishing their skills with a range of reactions throughout their studies. They also extracted DNA and explored the evidences for the change in living things over time held in our archive here at the College.

Senior school too is founded on the Science Inquiry principles. In Year 11 and 12 Human Biology, students dissected and modelled the body systems, learning how to apply that knowledge to improve the human experience. Excursions to the Zoo gave students the opportunity to explore anthropological science inquiry. In Year 11 and 12 Chemistry, industrial and organic application of chemical principles were explored. Quantifying and predicting natural phenomena were the focus of our Year 11 and 12 Physics classes. This was especially evident at the annual STAWA Physics Excursion to Adventure World.

National Science week was celebrated with a variety of Science Inquiries, with a strong coding focus as this year's theme was 'Decoding the Universe'. This was linked to the unique diversity of Australian fauna, and the chemical processes that drive that diversity. During Science week, the Atwell College CREST Club commenced, with keen scientists meeting each week to develop, carry out, and evaluate their own Science inquiries. We kicked off this year investigating the use by dates of the most critical of Australian products – sunscreen! Preliminary results have thrown up some very interesting findings – but further testing is required before we can be confident of our conclusions.

Commemorate with us the Science year of learning that was – 2025.

*Miss Daniel  
Head of Science*





## HUMANITIES & SOCIAL SCIENCES

### *The Humanities and Social Sciences (HASS) Learning Area has had a fantastic 2025.*

Across Years 7 to 12, students have engaged in hands-on learning, exciting excursions, and opportunities to apply their knowledge in creative and practical ways. HASS encompasses four strands: Geography, Economics & Business, History, and Civics & Citizenship.

Our youngest Humanities students explored the water cycle in a creative way, developing their own “water cycle in a bag” projects. These colourful displays brightened K Block classrooms and helped students to understand natural processes in a visual, interactive way. They also connected their Civics studies to real-world events in 2025, discussing how young people are engaging with issues like climate action and representation in government.

Year 8 students built their skills in source analysis and critical thinking, learning to evaluate perspectives in history and geography. They also explored how Australia connects with the wider world, making links to current news stories such as new trade agreements and Australia’s hosting of major sporting events in 2025.

This year, the Year 9s explored a wide range of Humanities topics. In History, they examined the M.A.I.N causes of World War I — Militarism, Alliances, Imperialism, and Nationalism — to better understand how global conflict can emerge. In Geography, students studied the impacts of climate change on Australia’s food security and biomes, highlighting the

importance of sustainability for future generations. In Civics and Citizenship, the class looked at factors that undermine justice through the case study of Andrew Mallard, critically reflecting on the significance of fairness, rights, and the justice system.

Year 10 Humanities students had a busy and engaging year, tackling big ideas while also enjoying hands-on learning experiences. In History, they explored the experiences of Australians at war, especially during World War II, and considered how these events continue to shape communities today. Geography lessons focused on global inequality and human wellbeing, with a special highlight being an incursion from Australian Earth Science Education. Students discovered how warming oceans affect marine life and coastal environments, linking local beaches to global climate challenges. In Economics and Business, students investigated how Australia connects to the world through trade and investment, while in Civics and Citizenship they debated how effectively our democratic system protects rights and freedoms. The mix of critical thinking, real-world examples, and interactive activities helped Year 10s build confidence as they prepare to step into their senior school pathways.



# LANGUAGES

Languages learning area in 2025 has been similar and yet different to the previous year. Majority of the year 7 and 8 students have continued to achieve well in the subject. Students have been encouraged and given the opportunities to participate fully in all language activities. The students engage in learning by actively participating in classwork that include copying down their lesson notes, collaborating in group activities, working in pairs with their peers to complete assigned set task like role-play and origami, taking part in viewing and responding activities, completing Japanese colouring-in sheets, reading and writing Japanese characters such as hiragana, katakana and kanji. Additionally, the students have also been offered flexible participation options such as sharing and writing their answers on the teacher's whiteboard for classroom discussions.

The year 7 Japanese programme focuses on introducing oneself and discovering Japanese culture. In conjunction to the lesson topics, the students were given the opportunities to create and design a poster about themselves. Poster making not only helps the students to enhance understanding and comprehension but also helps to capture students' attention so that they are able to maintain their interest and curiosity in learning the target language. The students' posters are displayed on the classroom door and window to serve as points of reference, reinforcing key concepts learnt in class. Furthermore, the year 8 language programme focuses on family and Japanese culture. The students had the opportunities to create and design a visual family tree by drawing pictures of their family members onto a piece of A3 paper. Each picture of their family members was labelled with the corresponding Japanese term to build vocabulary and reinforce memory.

***Both year 7 and 8 students have learnt about Japanese culture throughout the year. Learning and engaging in cultural activities are beneficial for students mainly because it allows for a deeper cultural understanding and appreciation of Japanese art and history.***

This year, several cultural activities have been incorporated into the language programme where the students have actively engaged and participated in. The cultural activities include reading Japanese manga, drawing and creating anime girls and boys, step by step drawing anime faces from any angles, making and tasting Japanese tea, learning how to hold chopsticks, enjoying and eating traditional Japanese desserts such as mochi (sticky rice cake), wearing and appreciating Japanese traditional clothing such as kimono as well as making origami.





# HEALTH AND PHYSICAL EDUCATION

## Athletics Carnival 2025

A fine, warm day was on offer for the 2025 Whole School Athletics Carnival. Student numbers were positive and the atmosphere was one of anticipation, as all staff and students gathered in the gym for the morning briefing.

After the formalities were done, students from our four house groups Kaal (Red), Mar (Yellow), Kep (Blue) and Boodja (Green) marched out to their first station for the day's competition.

Station activities included the traditional athletics events, along with select novelties and well-earned rest breaks, keeping everyone busy for the day.

After all the stations were completed and all the points were added, the following results were announced:

## 2025 ATHLETICS CARNIVAL RESULTS

<b>1st</b> BOODJA 3762	<b>2nd</b> MAR 3359	<b>3rd</b> KEP 3046	<b>4th</b> KAAL 2868
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The following students should be rightfully acknowledged for their achievement of earning the most points for their house group on the day.

	Champion	House	Runner Up	House
<b>Year 7 Boys</b>	Michal Yang	Kaal	Angus Grey	Boodja
<b>Year 7 Girls</b>	Arya Strom	Boodja	Te-Awhina Pohe	Boodja
<b>Year 8 Boys</b>	Heathcliff Aung	Boodja	Kai Masterson	Mar
<b>Year 8 Girls</b>	Grace Kiel	Mar	Mileena Hall	Kaal
<b>Year 9 Boys</b>	Elijah Afoa	Kaal	Xavier Shorten	Boodja
<b>Year 9 Girls</b>	Deveney Johnston	Boodja	Alexis Saunders	Mar
<b>Year 10 Boys</b>	Kaysan Mogaeka	Boodja	Tyrese Wainohu	Kep
<b>Year 10 Girls</b>	Lily Kiel	Mar	Grace Scolt	Mar
<b>Year 11 Boys</b>	Bryan Domagalski	Kep	Tadgh McNamara	Kaal
<b>Year 11 Girls</b>	Nadia Shorten	Boodja	Tegan Cole	Kaal
<b>Year 12 Boys</b>	Will Barnes	Boodja	Corey Verney	Kaal
<b>Year 12 Girls</b>	Millie Snow	Mar	Layla Smart	Kep





# ARTS

## VISUAL ARTS

*This year, our students have continued to refine their skills across both 2D and 3D art disciplines.*

### Year 9 – Semester 1 (2D Art):

Students explored a variety of techniques including botanical drawing, stencil creation, and street art. They began with still life studies, which informed the design of their own botanical screen-printed tote bags. Building on their stencil-making skills, students then created a 'Street Art Self-Portrait' using spray paint and hand-cut stencils.

### Year 9 – Semester 2 (3D Art):

Students shifted focus to ceramics, designing and constructing a clay cake slice inspired by sketches of pastries and confectionery. In Term 4, they transitioned from clay to paper mache, crafting expressive 3D self-portraits using pulp techniques.

### Year 10 – Semester 1 (2D Art):

The theme centered around Japanese art forms. In Term 1, students studied Manga, focusing on exaggerated facial expressions and hatching techniques, resulting in two Manga-inspired self-portraits. In Term 2, they explored origami and created a pop art origami painting, followed by a vibrant pop art word collage.

### Year 10 – Semester 2 (3D Art):

Students investigated the design of Pop Vinyls and Munny bunnies. They applied their learning by designing and sculpting their own character using the pinch pot clay method.

### Year 11

Students engaged deeply with the elements of art through a mix of 2D and 3D projects, exploring line, shape, texture, and form. Drawing inspiration from iconic masterpieces, they curated their own mini exhibition that showcased influences from cubism, realism, value-scale techniques, and sculptural design.

### Year 12

Students engaged in a personal exploration of culture through drawing and painting. Inspired by Frida Kahlo's integration of Mexican heritage in her self-portraits, they developed artworks that reflected their own cultural identities.



## HOME ECONOMICS

*2025 has been a vibrant year in Home Economics, with students from every year group participating in a wide range of school and community projects.*

Across all year levels, Food Studies students built essential life skills by preparing healthy meals and snacks while practising safe and hygienic food handling. They explored the value of balanced eating and lifestyle choices, as well as the art of presentation through a variety of creative dishes. In Year 10, the emphasis was on café cookery and entertaining, laying the foundation for senior hospitality studies. Highlights included a cupcake design challenge, planning brunches for diverse dietary needs, and completing a two-course meal project after studying menu structure.

Year 11 and 12 Food Science & Technology students broadened their understanding of local ingredients, functional food properties, and a variety of processing methods through both research and practical work.

The Year 11 and 12 Certificate II Hospitality students showcased their professionalism by catering for a range of school events. These included the popular Choc Frenzy for Atwell students, a two-course Parent Night dinner, the weekly staff Coffee Club where they honed barista skills, and the 'Share the Dignity' Morning Tea fundraiser led by Children, Family and Community students. Their efforts were rewarded with a visit to Bentley Pines Training Restaurant at South Metropolitan TAFE, where they toured the facilities and enjoyed a meal prepared by TAFE students. Their dedication and standard of work were consistently outstanding.

Textiles and Fashion students embraced sustainability by reimagining second-hand fabrics into new designs. Their projects explored the environmental impact of the fashion industry, with many producing creative upcycled pieces such as denim shorts. Students also refined their skills by working with woven and stretch fabrics to create sleepwear, along with seasonal garments including winter hoodies and summer skirts. Research tasks included studying fashion history and planning wardrobes through flat lays, inspired by their own creative mood boards.

Childcare students deepened their knowledge of childbirth and the physical, intellectual, and emotional growth of children as individuals. They studied pregnancy and antenatal care, with the highlight for many being the responsibility of caring for a virtual baby. Their reflections and discussions about the experience led to entertaining and insightful storytelling sessions.

Year 11 and 12 Children, Family and Community General classes participated in community projects aimed at raising awareness of services supporting vulnerable groups. Their advocacy work included assembling care packages for the homeless, families experiencing financial hardship, and children in foster care. A key initiative was the 'Share the Dignity' campaign, where students collected personal care products and small luxuries that were packaged and donated to women experiencing homelessness, disadvantage, or domestic violence.

Certificate II Community Services students strengthened their skills by working alongside staff at the Kim Beazley Education Centre, where they organised and delivered educational sessions for students. This hands-on involvement provided valuable real-world experience that reinforced their classroom learning.

The Home Economics staff commend all students for their creativity, effort, and achievements throughout the year.



# Priority One

## Leadership and Management

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

A. Leadership and Management				
	Objective	2023	2024	2025
<b>1.1</b>	Educator Impact Leaders Survey: Crafting a vision	.87	.90	
	Developing people	.83	.89	
	Building relationships	.88	.83	
	Modelling excellence	.85	.89	
	Catalysing change	.86	.85	
	Communicating effectively	.83	.85	
	Driving accountability	.87	.89	
	Nurturing culture	.83	.85	
	Managing issues	.86	.84	
<b>1.2</b>	Tell Them From Me (TTFM) – Survey: Leadership	5.1	6.1	6.6
<b>1.3</b>	Level 3 classroom teachers at Atwell College	1	1	1
<b>1.4</b>	TTFM – Teacher Survey: Collaboration	7.2	7.3	7.4
<b>1.5</b>	School Culture Survey: Question 5	2.84	3.92	
	Question 6	3.04	3.15	
	Question 7	2.65	2.72	
<b>1.6</b>	School Culture Survey: Question 9	2.93	3.03	
<b>1.7</b>	Policies and processes in place by review processes.	66%	100%	100%
<b>1.8</b>	Year 7 students from: Atwell Primary School	38%	24/84 = 29%	24/67 = 36%
	Harmony Primary School	31%	20/65 = 31%	17/68 = 25%
	Jandakot Primary School	14%	10/66 = 15%	11/68 = 16%
	Success Primary School	18%	12/96 = 13%	16/80 = 20%

# Priority Two

## Curriculum and Teaching

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

<b>B. Curriculum and Teaching</b>				
<b>Objective</b>		<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>2.1</b>	TTFM – Teacher Survey: Teaching Strategies	7.9	7.8	7.8
	Technology	5.2	6.2	6.2
	Quality Feedback	6.9	7.0	7.0
	TTFM - Student Survey: Effective learning time	5.5	5.4	5.6
	Relevance	4.9	4.7	4.9
	Rigour	5.4	5.3	5.3
<b>2.2</b>	TTFM – Teacher survey: Data Informs Practice.	8.1	7.9	7.9
<b>2.3</b>	Long Form Leading Indicator Survey.	3.9	4.1	
<b>2.4</b>	Literacy and numeracy practices: Year 7	x4 (L&N)	x4 (L&N)	x4 (L&N)
	Year 8	x4 (L&N)	x4 (L&N)	x4 (L&N)
	Year 9	x4 (N)	x4 (N)	x4 (N)
<b>2.5</b>	TTFM – Teacher Survey: Inclusive School	8.1	8.0	8.2
	Overcome Learning Obstacles	7.3	7.4	7.6
<b>2.6</b>	TTFM – Student Survey: Value school outcomes	43%	44%	44%
	Plan to finish Year 12	53%	56%	48%
	Plan apprenticeship or TAFE	15%	16%	15%
	Plan to go to university	28%	33%	25%

# Priority Three

## Conditions for Learning

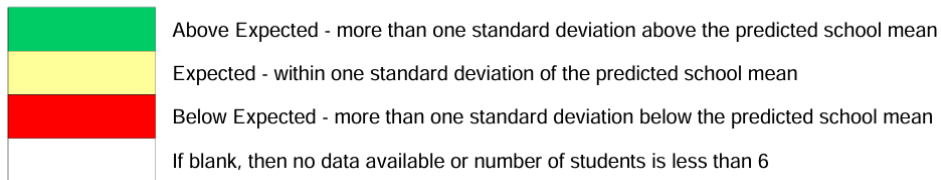
**Goal:** Enhance our positive learning culture to enable effective student learning.

C. Conditions for Learning				
Objective		2023	2024	2025
<b>3.1</b>	i) TTFM Teacher Survey: Learning Culture	7.9	7.5	7.9
	ii) TTFM Student Survey: Teacher – student relations	4.7	5.0	5.0
	Positive learning climate	4.9	5.1	5.0
	Expectations for success	5.8	5.8	6.0
<b>3.2</b>	i) TTFM Student Survey: Positive relationships	70%	71%	68%
	Positive behaviour at school	84%	84%	84%
	Positive goal orientation	40%	39%	41%
	Bullying and harassment	37%	39%	44%
	Feel safe attending school	26%	29%	27%
	Advocacy at school	2.4	2.7	2.5
	iii) Positive behaviour (PBS) points.	46,657	165,427	105,003
	iv) Suspension rate: Semester One	8.3%	8%	7.1%
Semester Two	9.5%	9.3%	6.7%	
<b>3.3</b>	Attendance (Regular): Semester One	45.3%	44.5%	52%
	Semester Two	39.7%	38.9%	46%
<b>3.4</b>	TTFM Student Survey: Positive sense of belonging	38%	42%	38%
	Moderate or high anxiety	34%	33%	33%
	Moderate or high depression	35%	35%	32%
	Positive self-esteem	43%	46%	47%
	Eudemonic well-being	38%	40%	40%
	Positive hedonic well-being	75%	72%	74%
	Positive self-regulation	32%	38%	36%

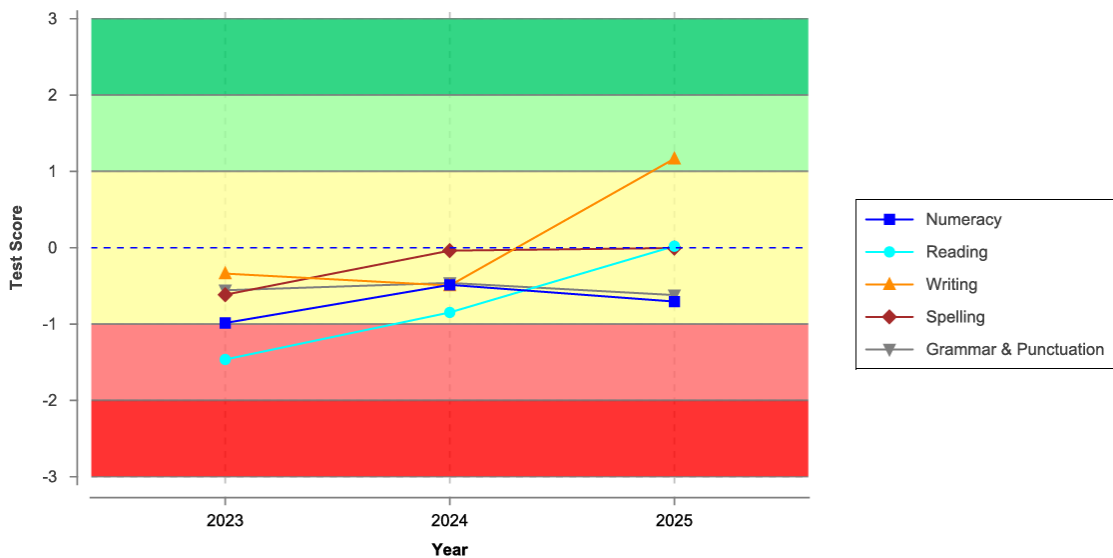
# Student Achievement and Progress

## NAPLAN RESULTS 2023 - 2025

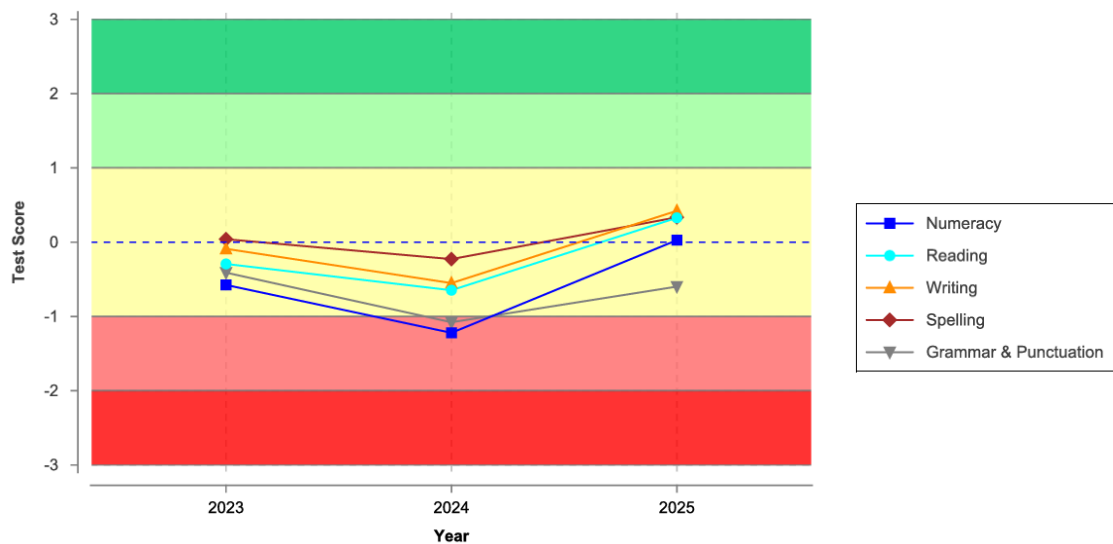
	Year 7			Year 9		
	2023	2024	2025	2023	2024	2025
Numeracy	-1.0	-0.5	-0.7	-0.6	-1.2	0.0
Reading	-1.5	-0.8	0.0	-0.3	-0.6	0.3
Writing	-0.3	-0.5	1.2	-0.1	-0.6	0.4
Spelling	-0.6	-0.0	-0.0	0.0	-0.2	0.3
Grammar & Punctuation	-0.6	-0.5	-0.6	-0.4	-1.1	-0.6



### Comparative Performance Year 7

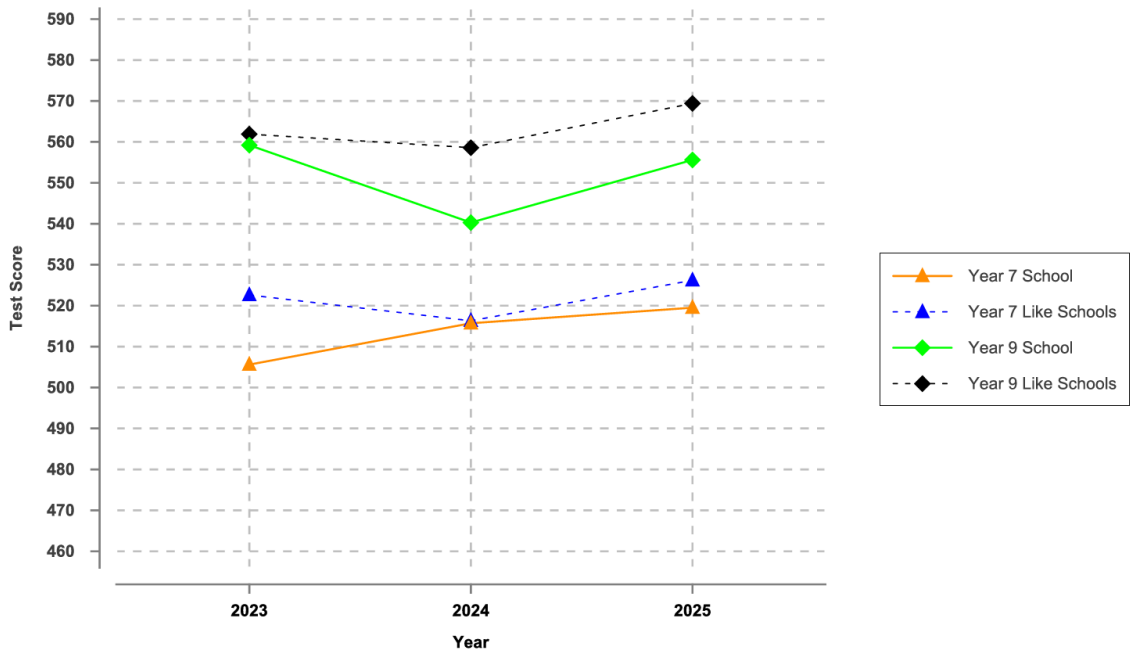


### Comparative Performance Year 9

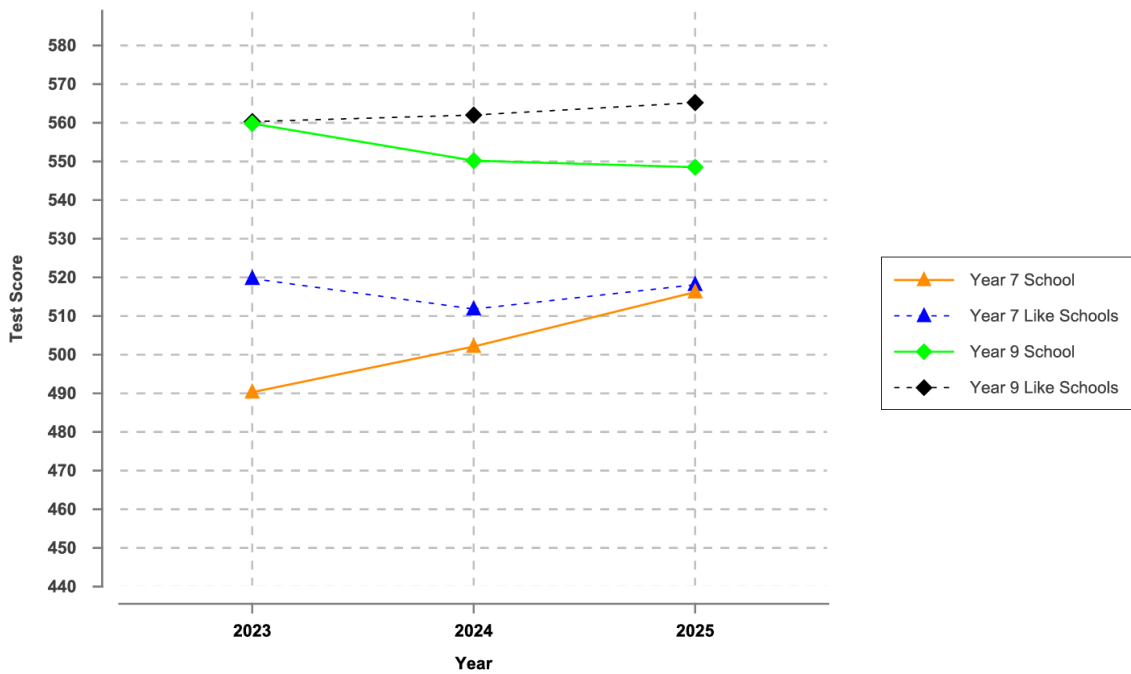




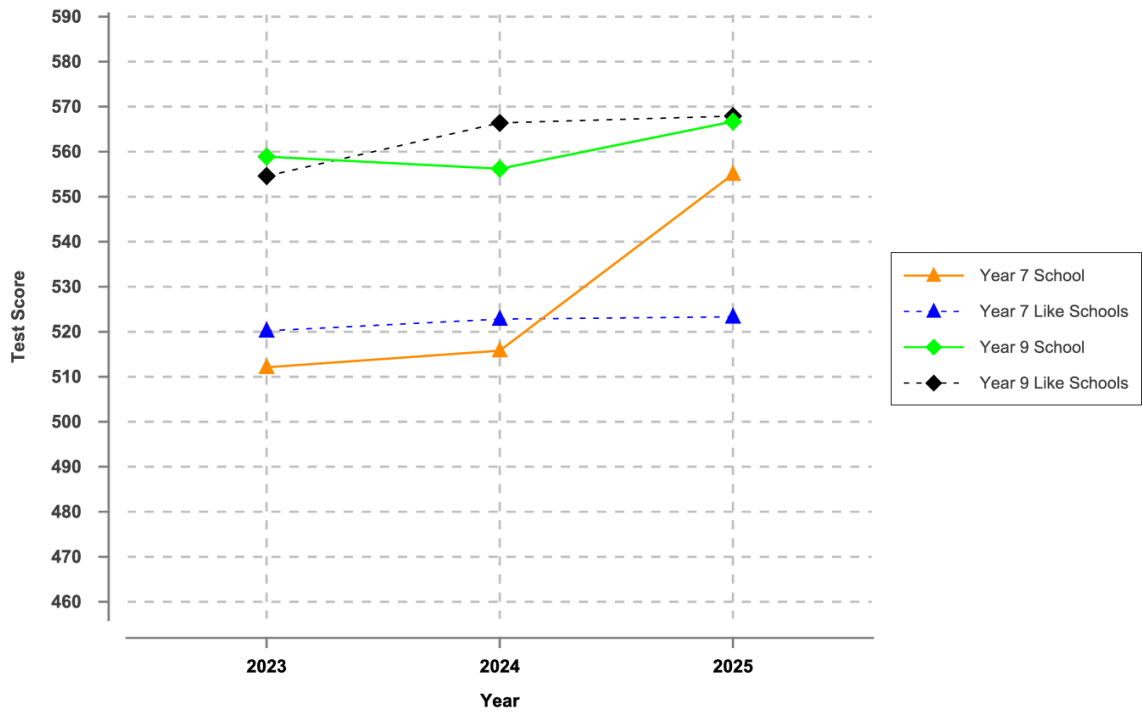
## Longitudinal Summary: Numeracy



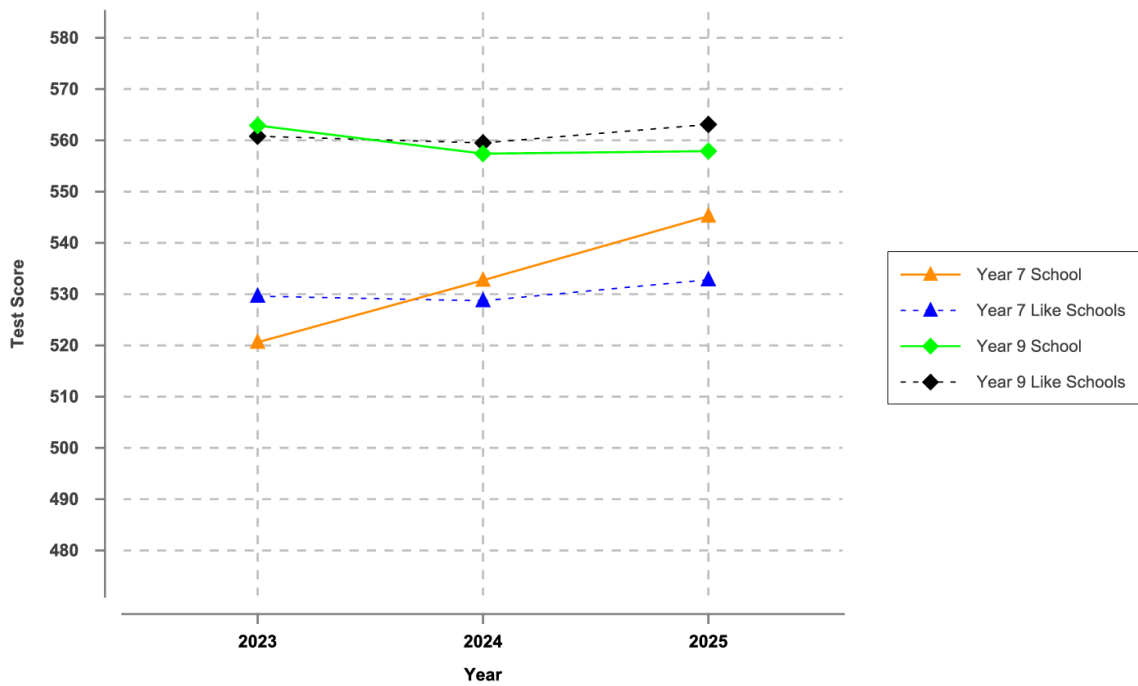
## Longitudinal Summary: Reading



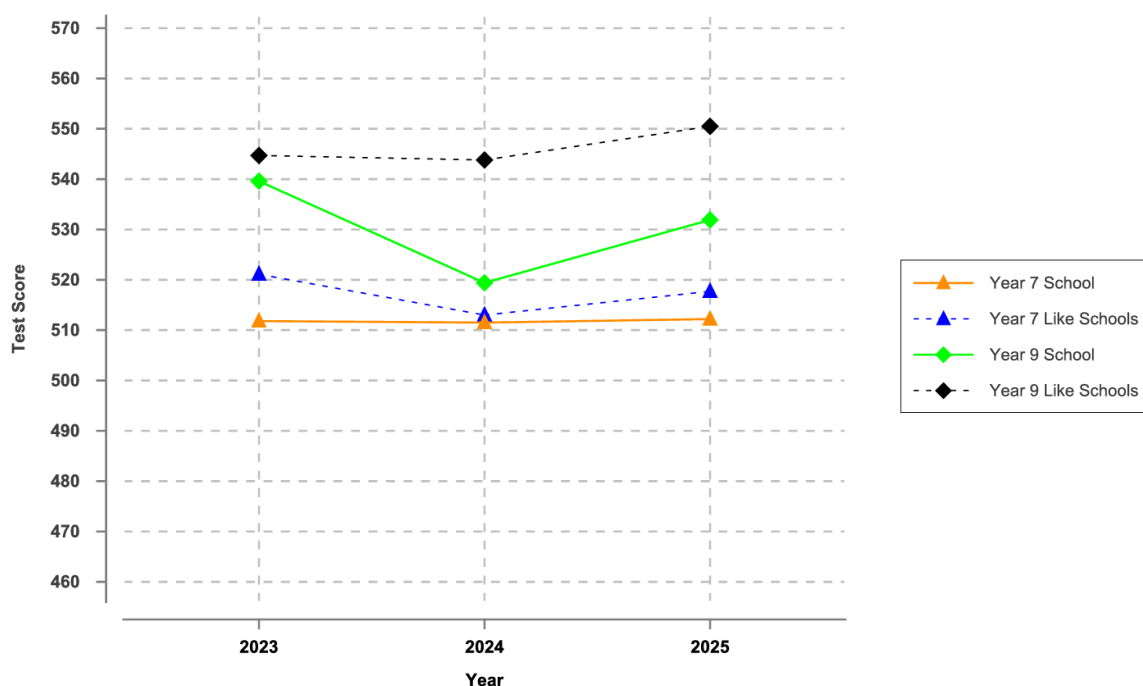
## Longitudinal Summary: Writing



## Longitudinal Summary: Spelling



## Longitudinal Summary: Grammar and Punctuation



### Analysis:

Numeracy from 2023 to 2025 shows a pattern of stability after a dip in 2024 followed by a clear improvement in 2025. Students regained confidence in numeracy and consolidating the skills needed for continued progress as they move through the middle years.

Reading results across the same period are steady, with students performing close to like schools and showing only small shifts year to year. After the slight decline in 2024 students returned to a stronger position in 2025. Students maintained consistent comprehension skills and increasing confidence in understanding and responding to text.

Writing results showed a steady rise from 2023 to 2025, marking the strongest performance. Students are developing greater fluency and control in their writing, and the focus on writing instruction is supporting improved outcomes.

Spelling results dipped in 2024 before a positive turnaround in 2025. Students strengthened their foundational spelling knowledge, and the improvement supports broader literacy development as they move into the senior years of schooling.

Grammar and punctuation results display a consistent pattern across the period, with relatively small fluctuations in performance. Students are maintaining a steady grasp of grammatical conventions, and the improvement in 2025 reflects gradual consolidation of these skills over time.

There is a pattern of stability, recovery and strengthening across the three years, with a positive overall trajectory for our students. Improvements evident in 2025 highlight the impact of sustained literacy and numeracy support and the growing capability of students as they move through their secondary schooling.

# Student Achievement and Progress

## YEAR 12 SECONDARY METRICS

	2020	2021	2022	2023	2024	2025
Completion rate	56.5%	59.9%	58%	59.1%	60.9%	50%
Apparent retention rate	76.4%	81.3%	79.2%	68.5%	60.8%	72.4%
<b>Progress and achievement – Students per NAPLAN band (% meeting the achievement threshold)</b>						
10					17 (11.8%)	9 (22.2%)
9					45 (13.3%)	31 (25.8%)
High band 8					37 (29.7%)	11 (18.2%)
8					37 (16.2%)	44 (15.9%)
7					56 (44.6%)	39 (38.5%)
6					14 (35.7%)	22 (18.2%)
Band 5 or exempt					14	11
Incomplete/No NAPLAN					23	33
<b>Grand total</b>					<b>243 (26.7%)</b>	<b>200 (24.4%)</b>

### Completion rate

The completion rate reflects the proportion of students in the actual and potential Year 12 cohort who achieved the Western Australian Certificate of Education (WACE). This cohort includes students who were enrolled in or attended Year 12 in the cohort year, as well as students who were enrolled in or attended Year 11 in the year prior. Both full-time and part-time students are counted, providing a comprehensive view of the cohort's WACE attainment.

### Retention rate

The retention rate is an apparent measure calculated using Semester 2 census data. It indicates the proportion of students who progress from earlier secondary years through to Year 12. The 2020 Year 12 cohort was the first group to begin secondary schooling in Year 7 rather than Year 8, marking a shift in cohort structure that influences trend comparisons over time.

### Progress and achievement

Progress and achievement is based on the actual and potential Year 12 cohort, capturing students enrolled in or attending Year 12 in the cohort year, along with students who were enrolled in or attended Year 11 the year before. This measure identifies how students performed against the NAPLAN achievement threshold and reflects long-term learning growth across secondary schooling.

High Band 8 refers to students who achieved a Band 8 in Year 9 NAPLAN and subsequently prequalified for OLNA in Numeracy and Reading, Writing, or both. This category represents students demonstrating strong foundational literacy and numeracy skills by the end of lower secondary schooling.

# Student Pathways

## ATAR

	2020	2021	2022	2023	2024	2025
<b>ATAR participation rate: count (% of cohort)</b>						
School	49 (20%)	53 (20%)	33 (12%)	34 (16%)	35 (13%)	18 (9%)
WACE eligible	29%	29%	17%	23%	21%	15%
<b>Year 12 ATAR enrolments: count (% of ATAR students)</b>						
6+ ATAR courses	1 (<1%)	2 (1%)		4 (2%)		
4-5 ATAR courses	48 (20%)	51 (19%)	33 (12%)	30 (14%)	35 (13%)	18 (9%)
<b>ATAR performance: count (% of ATAR students)</b>						
99+	1 (2%)					
90-98.95	5 (10%)	7 (13%)	4 (12%)	7 (21%)	5 (14%)	2 (11%)
80-89.95	7 (14%)	10 (19%)	5 (15%)	13 (38%)	6 (17%)	3 (17%)
70-79.95	8 (16%)	12 (23%)	5 (15%)	2 (6%)	6 (17%)	6 (33%)
55-69.95	14 (29%)	10 (19%)	12 (36%)	6 (18%)	11 (31%)	6 (33%)
<55	14 (29%)	14 (26%)	7 (21%)	6 (18%)	7 (20%)	1 (6%)
English scaled 50+	26 (53%)	33 (62%)	20 (61%)	26 (76%)	20 (57%)	11 (61%)
<b>ATAR performance (tricles): count (% of ATAR students)</b>						
High	6 (12%)	8 (15%)	4 (12%)	7 (21%)	5 (14%)	2 (11%)
Mid	12 (24%)	12 (23%)	8 (24%)	14 (41%)	10 (29%)	6 (33%)
Low	31 (63%)	33 (62%)	21 (64%)	13 (38%)	20 (57%)	10 (56%)

# Student Pathways

## VET

<b>VET participation rate: count (% of cohort)</b>						
School VET enrolments	182 (74%)	175 (66%)	181 (66%)	102 (47%)	131 (50%)	88 (43%)
Funded VET students	75%	75%	75%	75%	79%	81%
<b>Level of highest qualification achieved: count (% of VET enrolled students)</b>						
Certificate IV	28 (15%)	25 (14%)	15 (8%)	12 (12%)	13 (10%)	8 (9%)
Certificate III	12 (7%)	16 (9%)	19 (10%)	16 (16%)	15 (11%)	23 (26%)
Certificate II	111 (61%)	102 (58%)	105 (58%)	58 (57%)	84 (64%)	44 (50%)
Certificate I		1 (1%)	2 (1%)	1 (1%)		
No certificate completed	31 (17%)	31 (18%)	40 (22%)	15 (15%)	19 (15%)	13 (15%)
<b>Students with more than one qualification: count (% of VET enrolments)</b>						
3+ qualifications	7 (4%)	22 (13%)	15 (8%)	18 (18%)	14 (11%)	11 (13%)
2 qualifications	43 (24%)	34 (19%)	37 (20%)	21 (21%)	32 (24%)	26 (30%)
<b>Endorsed programs</b>						
<b>Unit achievement: count (% of cohort)</b>						
All endorsed programs	142	154	164	113	242	73
<b>General</b>						
<b>&lt;4 ATAR and no VET participation rate: count (% of cohort)</b>						
	2020	2021	2022	2023	2024	2025
1-3 ATAR and General		1 (<1%)	3 (1%)			1 (<1%)
General only			22 (8%)	25 (12%)	30 (11%)	24 (12%)

# Student Pathways

## STUDENT NUMBERS

	2020	2021	2022	2023	2024	2025
Semester 1 Census	189	227	220	168	190	143
Semester 2 Census	183	206	209	161	180	140
Students reported to the Authority	212	229	242	167	190	149
Students in the cohort	245	266	273	216	261	203
Alternative pathways: count(% of students in the cohort)						
Year 11 repeat	2		3	3	11	
Left school – NOA	16	28	21	37	41	35
Left school – other verified	8	7	5	1	10	9
Left school – unverified	9	8	7	5	8	13
Total (%)	35 (14%)	43 (16%)	36 (13%)	46 (21%)	70 (27%)	57 (28%)

## WACE

WACE eligible students: count (%)						
	2020	2021	2022	2023	2024	2025
School – cohort	167 (68%)	181 (68%)	189 (69%)	146 (68%)	170 (65%)	117 (58%)
Like Schools	72%	74%	69%	72%	72%	74%
State - DOE	70%	70%	64%	68%	69%	71%
WACE achievement rate: count (%)						
School – cohort	140 (57%)	160 (60%)	159 (58%)	133 (62%)	148 (57%)	100 (49%)
School – WACE eligible	140 (84%)	160 (88%)	159 (84%)	133 (91%)	148 (87%)	100 (85%)
Like Schools (%)	90%	91%	91%	93%	91%	90%
State – DOE	89%	89%	89%	90%	90%	90%
WACE requirements met*: count(%)						
Breadth and depth	165 (99%)	179 (99%)	188 (99%)	146 (100%)	167 (98%)	116 (99%)
C grade (Achievement standard)	159 (95%)	170 (94%)	173 (92%)	140 (96%)	160 (94%)	108 (92%)
English completion	167 (100%)	181 (100%)	189 (100%)	146 (100%)	170 (100%)	117 (100%)
Literacy and numeracy	145 (87%)	167 (92%)	171 (90%)	136 (93%)	156 (92%)	107 (91%)

# School Income by Funding Source

## 2025 Financial Summary

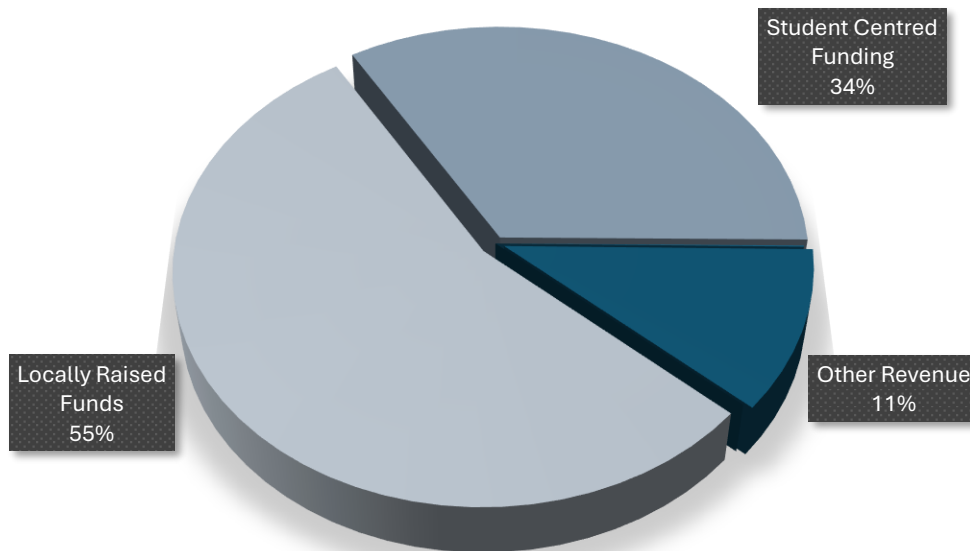
This year we continued with the College financial balance in a positive position and were able to further invest in improvements to classrooms and student facilities as well as expanding the number of Education Support classrooms.

Debt recovery improved although still at low level for fees exceeding 12 months overdue.

School reserves have improved after halting the period of decline last year and we implemented a refined process of reserve allocations to ensure ongoing replacement of equipment and resources.

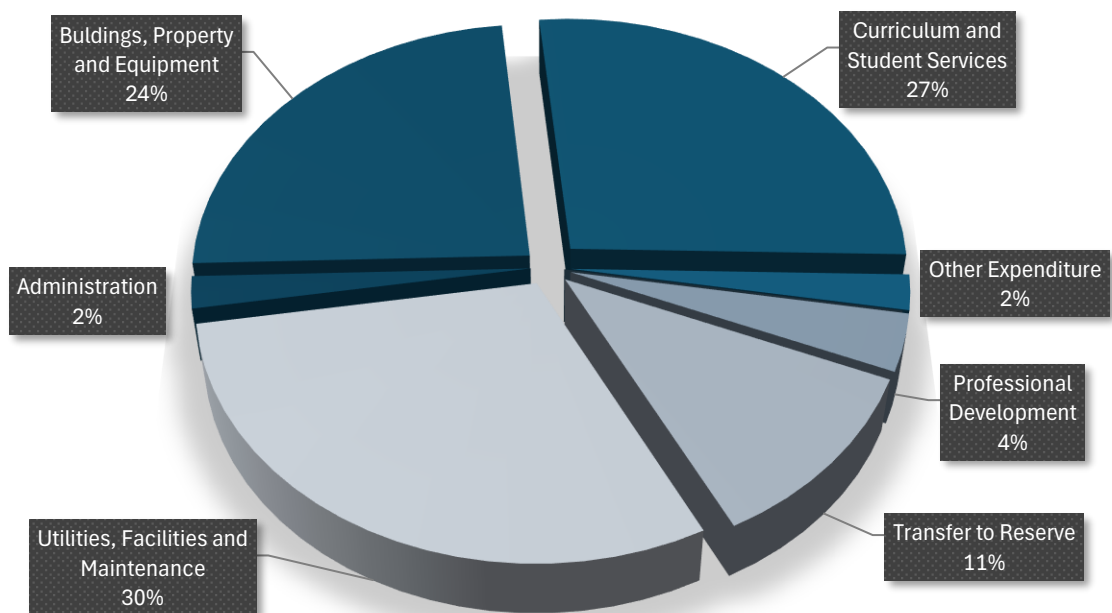
Revenue – Cash and Salary	Budget \$	Actual \$
Voluntary Contributions	46,568	46,568
Charges and Fees	372,371	372,393
Fees from Facilities Hire	86,317	87,953
Fundraising / Donations / Sponsorships	36,361	35,582
Other Government / Local Gov. Revenues	1,000	1,000
Other Revenues	131,352	131,570
<b>Total Locally Raised Funds</b>	<b>673,969</b>	<b>682,066</b>
Opening Balance	473,365	473,365
Student Centred Funding	418,939	418,939
<b>Total Goods and Services (Cash) Funds Available</b>	<b>2,722,527</b>	<b>2,530,976</b>
Total Salary Allocation	16,030,081	16,030,081
<b>Total Funds Available</b>	<b>20,284,832</b>	<b>20,292,929</b>

## 2025 Actual Cash Sources



<b>Expenditure – Cash and Salary</b>	<b>Budget \$</b>	<b>Actual \$</b>
Administration	98,466	51,190
Lease Payments	0	0
Utilities, Facilities and Maintenance	823,959	759,704
Buildings, Property and Equipment	657,982	606,422
Curriculum and Student Services	728,372	679,889
Professional Development	92,993	91,762
Transfer to Reserve	285,694	285,694
Other Expenditure	35,061	56,316
Payment to CO, Regional Office and Other Schools	0	0
<b>Total Goods and Services Expenditure</b>	<b>2,722,527</b>	<b>2,530,976</b>
Total Forecast Salary Expenditure	16,030,081	16,030,081
Total Expenditure	18,752,608	18,561,057
Cash Budget Variance	1,532,224	1,731,872

### 2025 Goods and Services Expenditure Budget





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