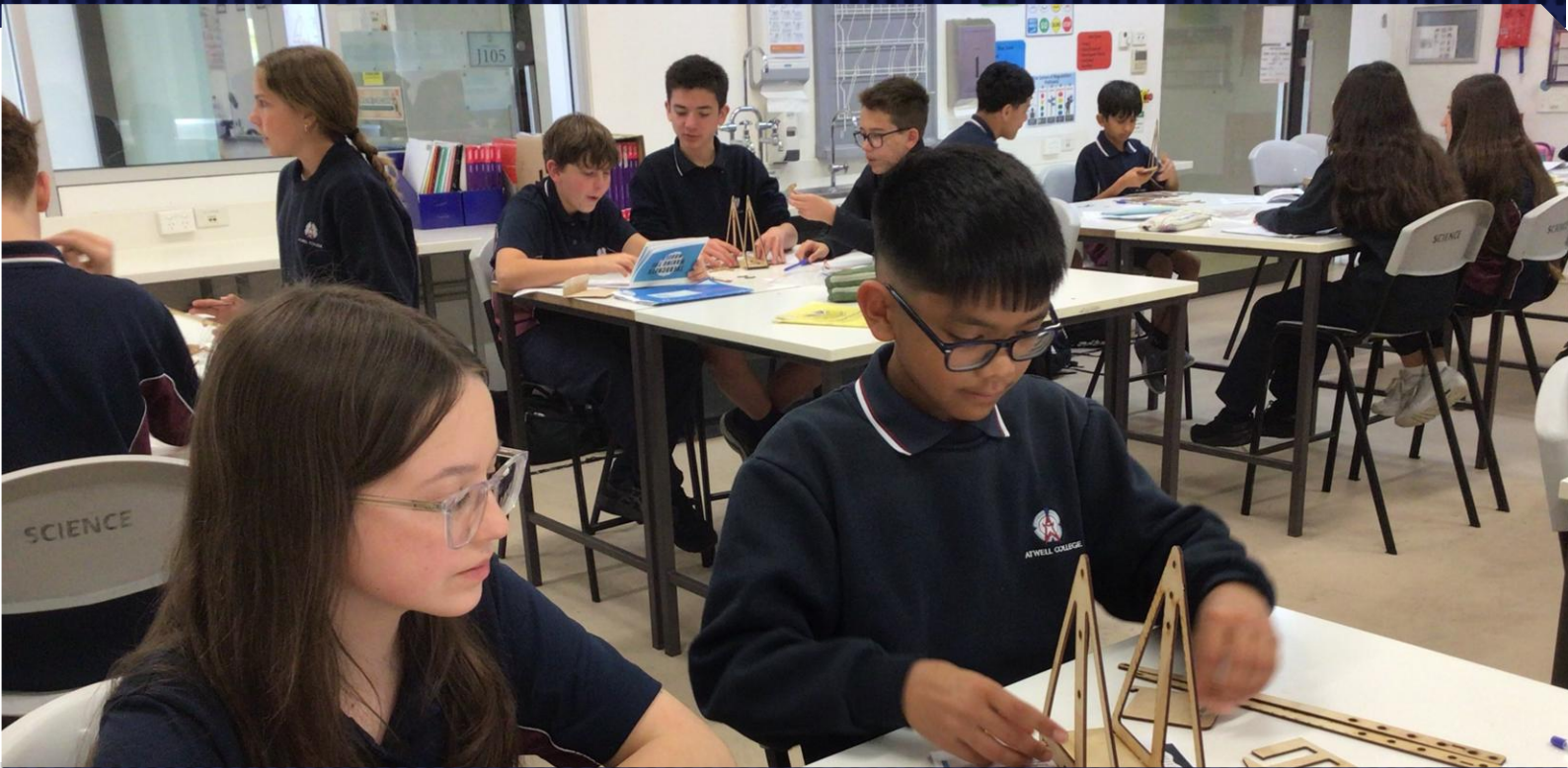




ATWELL COLLEGE

Embracing the Future



Business Plan

2026 - 2029



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 Context

Atwell College is a comprehensive Senior High School located twenty two kilometres south of the Perth central business district. As an integrated site we provide diverse pathways for both Education Support and mainstream students ensuring that every learner is able to achieve their goals. Our focus on wellbeing and high impact teaching complements our commitment to strong student achievement. This Business Plan outlines our three strategic priorities and the benchmarks we will use to evaluate our performance and progress.

Our dedicated staff and high quality facilities support students academically socially and emotionally. A whole school Positive Behaviour Support approach explicitly teaches expected behaviours and fosters a positive learning environment. Our Student Services team enhances this holistic approach by providing targeted intervention and coordinated support. The team includes three Deputy Principals, Head of Student Services, Registered Nurse, Inclusion Coordinator, Psychologist, Year Coordinators and a Chaplain who work collaboratively with families and staff to deliver a comprehensive model of care.

We design learning from the outset to accommodate the diverse strengths, access requirements and learning profiles of all students, using universal design principles, differentiated instruction and specialised supports where required.

Our purpose is to ensure that every student can maximise their learning, achieve their potential and transition into a meaningful post school pathway in a safe supportive and engaging environment. Multiple pathways provide direct access to university, TAFE, training organisations and employment.

A broad academic and vocational curriculum is complemented by cultural artistic and sporting programmes. Our Tier One Netball Specialist Programme, recognised by Netball Western Australia, provides opportunities for students who demonstrate strong attitudes athletic ability and passion for the sport.

Professional Learning Communities enable staff to collaborate, share data and plan for higher levels of student achievement. Regular professional collaboration ensures consistent implementation of whole school initiatives and maintains a strong focus on student results within a continuous improvement cycle.

Atwell College is an active participant in the community, seeking partnerships that enhance opportunities for students. We believe successful schooling is built on strong partnerships between the school, parents and the community which strengthens character social values and opportunities for success.

Our Story

Atwell College commenced in 2008 with Year 7 and Year 8 students and was the first Western Australian state secondary school to include a Year 7 intake. The College began with a Middle School structure that featured teaching teams who worked with specific groups of students through an integrated approach to curriculum delivery while also supporting student pastoral care needs.

As the College grew into a Senior High School we transitioned to a faculty based structure with clearly defined pathways for students. From 2012 we became a comprehensive Year 7 to Year 12 Senior High School and have continued to grow and evolve in response to the needs of our community.

Our Values

Respect

We demonstrate respect in our interactions with others and in the way we contribute to our College community. Respect guides our relationships, our communication and our commitment to creating a safe and inclusive environment for all. It includes valuing the diverse abilities, communication styles and learning needs of all students ensuring that every learner is welcomed supported and understood.

Achieve

We strive to improve in all that we do. Achievement reflects our belief in effort persistence and continuous growth and our commitment to supporting every student to reach their full potential. Achievement at Atwell College recognises multiple pathways, diverse demonstrations of learning, and personalised goals that reflect each student's strengths and capabilities.

Responsible

We take responsibility for our actions and for our social and civic contribution. Responsibility reflects our belief in integrity, accountability and the importance of contributing positively to our community. It includes our collective commitment to remove barriers to participation and ensure equitable access to high quality teaching and school experiences for every learner.

Our Brand

Our Atwell College crest features a learning hero within a circle representing the College as a connected learning community. The four compass points reflect our motto and symbolise the importance of lifelong learning and the many pathways available to our students. The crest design reflects the modern elements of our educational programmes and the distinctive architecture and facilities that define our College.



Our brand represents our commitment to excellence innovation and community. It reflects who we are as a College and the aspirations we hold for every student who becomes part of our learning journey.

Purpose Statement

We provide high quality teaching and learning experiences that empower our students to thrive as successful lifelong learners and resilient socially responsible citizens. We are committed to creating an environment where every student is known valued and supported and where high expectations and strong relationships enable all learners to achieve their personal best. Our purpose reflects our belief that education should equip students with the knowledge skills and character needed to contribute positively to their community and to embrace the opportunities of the future with confidence

Our Motto

Embracing the Future is the motto developed in consultation with the community prior to the opening of Atwell College. It reflects our belief that students should approach challenges as opportunities to grow and to build resilience. By embracing new experiences and learning with confidence students develop the skills and character needed to navigate life with purpose optimism and determination. Our motto captures our commitment to preparing students for a changing world and supporting them to thrive as capable thoughtful and future focused citizens.



School Improvement Cycle

The Atwell College Business Plan for 2026-2029 has been developed through consultation with staff students families and community partners. Its purpose is to create the conditions for every student to experience success and to ensure that improvement is intentional evidence based and sustainable. The three priorities outlined in this plan respond directly to student learning needs identified through performance data and other quantitative and qualitative evidence.

This Business Plan provides a clear direction for the next three years and maps the next stage of our development as a safe inclusive and academically excellent preferred public school. Our improvement cycle aligns with the Department of Education School Improvement and Accountability Framework and is grounded in the following expectations.

- Accountability for implementing initiatives that align with our priorities.
- Regular and valid self assessment of performance data and other evidence related to student achievement engagement and wellbeing.
- Engagement with evidence based strategies that support staff students and the community to work together toward shared goals.

These priorities and processes will continue to guide our work beyond the life of this Business Plan ensuring that improvement remains continuous purposeful and aligned with the needs of our students.

Strategic Priorities

The Atwell College Business Plan for 2026 to 2029 identifies three strategic priorities that reflect the most important areas for improving student opportunities for success. These priorities align with the Department of Education strategic directions for public schools and reflect our commitment to excellence equity and continuous improvement.

Across all three priorities, Atwell College commits to inclusion by design ensuring that every priority, action and measure intentionally reflects and responds to the needs of our diverse learners. This commitment strengthens our belief that high quality education must be accessible, meaningful and responsive for every student.

Our priorities focus on the essential elements of our purpose and provide a clear pathway for strengthening student learning wellbeing and achievement. They reflect our understanding that these areas require sustained emphasis informed by data evidence and community feedback.

1. Wellbeing

Supporting the wellbeing of students and staff is central to our culture and daily practice. A balanced learning environment that promotes health, safety, and connection is essential for student success.

2. Teaching and Learning

High quality teaching is at the heart of our work. Evidence based, high impact teaching strategies ensure all students can achieve their highest level of success.

3. Student Achievement

A strong focus on literacy and numeracy will lift achievement across the school, as measured through NAPLAN, OLNA, and other evidence sources.



Wellbeing

Wellbeing of all staff and students at Atwell College is a central focus and is directly aligned with the Department of Education vision for wellbeing. Wellbeing is embedded as a core cultural value that connects, supports develops and empowers both staff and students. This enables every member of the community to strengthen their health safety and overall wellbeing while also contributing positively to the wellbeing of others. Wellbeing at Atwell is strengthened through inclusive environments where access, safety, communication needs and regulation requirements are proactively planned for in every learning space.

We believe students achieve their best when they learn in balanced environments supported by strong and collaborative partnerships between the school and the home. Atwell College provides a wide range of pathways, sporting opportunities and elective options to ensure engagement and diversity in each student learning experience. While striving for academic excellence, we also equip students with essential social and practical skills that prepare them for life in the community and the workforce. We actively promote a healthy lifestyle and recognise that wellbeing is strengthened through a balanced diet, regular exercise and adequate sleep.

Student Services plays a key role in supporting students across all year levels. The team includes two Deputy Principals, Student Services Manager, Year Coordinators, Psychologist, Chaplain, Social Workers and Student Support Officers. They provide pastoral care, behaviour support and wellbeing initiatives including the Positive Behaviour Support framework which reinforces the College values through explicit lessons and a reward point system.

The Endorsed Education Support Programme team ensures that students with additional needs receive tailored support and adjustments in line with Department of Education policy. Inclusive practices, reasonable adjustments and personalised supports are embedded across the entire College, recognising that inclusion is a shared responsibility of all staff. The Wellness Hub provides a safe and inclusive space for students who require additional care. Atwell College also maintains a full time Registered Nurse and fully equipped medical facility within Education Support.

We have a dedicated Cultural Room where students and parents can participate in activities and events. Our Aboriginal and Islander Education Officer delivers cultural programmes throughout the year including NAIDOC Week, National Sorry Day and other cultural presentations in partnership with organisations.

Our goal is for every student to feel included, supported and valued throughout their journey, so that they can achieve their best during their time at Atwell College.

Priorities

What we will do:

1. Embed Core Values

Strengthen our culture by consistently reinforcing the Atwell College values of Respect Achieve and Responsibility across the school. This will be supported by high quality pastoral care systems aligned with the Department of Education Student Health and Wellbeing expectations and will promote positive relationships founded on trust respect and mutual responsibility.

2. Implement a Whole-of-School Wellbeing Strategy

Develop and sustain a comprehensive whole school wellbeing strategy that includes the physical psychological social spiritual and environmental dimensions of wellbeing. This will align with the Department Staff Health and *Wellbeing Strategy 2023-2027* and the broader wellbeing framework for students.

3. Strengthen Family and School Partnerships

Promote open communication and collaboration between families and the College guided by the Department Connect and Respect resources. This will foster a culture of shared ownership safety and care across our community.

4. Enhance Attendance and Engagement

Deliver targeted programmes that improve attendance and engagement particularly for students at risk. All actions will align with the Student Attendance in Public Schools Policy including personalised attendance planning timely follow up and collaboration with families and external agencies.

5. Cultivate Indigenous Culture and Harmony

Promote understanding and appreciation of Aboriginal culture across the school by celebrating significant cultural events including NAIDOC Week and National Sorry Day. This commitment aligns with the Western Australia Multicultural Plan and the Aboriginal Cultural Standards Framework and contributes to the objectives of the Western Australia Multicultural Policy Framework by strengthening cultural identity inclusion and community belonging.

6. Deliver Cultural Standards and Reconciliation

Embed the Aboriginal Cultural Standards Framework within teaching learning and school operations. Implement the Reconciliation Action Plan through everyday practice ensuring truth telling cultural safety and active reconciliation in line with Department expectations.

Benchmarks

What do we want to improve and by how much:

1. Behaviour Policy Implementation

Ensure all behaviour policies and procedures are fully implemented and consistently applied across the College. All staff will understand and enact these procedures in alignment with the Department Student Behaviour in Public Schools Policy and evidence based practice.

2. Pastoral Care integration

Review and refine pastoral care activities so that they clearly reflect the Atwell College values of Respect, Achieve and Responsibility and are embedded into the school culture through consistent whole school practice.

3. Celebrate Cultural Diversity

Promote and strengthen school culture by celebrating a range of cultural events including NAIDOC Week National Sorry Day and other significant occasions. All celebrations will align with the Aboriginal Cultural Standards Framework and Western Australia multicultural education principles fostering inclusion and cultural respect.

4. Wellbeing Programmes for Identified Students

Implement and review evidence based wellbeing programmes for identified students ensuring they feel safe supported and equipped with strategies to achieve success at school and beyond. Programmes will align with the Department Student Health and Wellbeing Policy and the Staff Health and Wellbeing Strategy 2023-2027.

Outcomes

How will we know we have achieved the targets:

- Positive data from student staff and community surveys supported by comparative data from Compass including student contacts and Tell Them From Me survey results.
- Attendance data showing increased comparative rates above eighty percent regular attendance.
- Suspension data showing reduced repeat suspensions and reduced overall suspension rates.
- Engagement with evidence based wellbeing programmes that support identified students and ensure they feel safe cared for and equipped with the tools and strategies needed for success.
- Improved student and staff retention with reduced transfers and increased enrolments from the local area.

1.1. Behaviour

1.1.1 Implement the Behaviour Management in Schools framework aligned with Department policy ensuring all staff and students understand behavioural expectations and requirements.

1.1.2 Review and continue to develop the Good Standing Policy to ensure it reflects current best practice and aligns with Department guidelines.

1.1.3 Implement multi-tiered student support documentation to strengthen case management processes and critical incident management.

1.1.4 Develop deeper understanding of restorative practices and the Positive Behaviour Support approach reinforcing a whole school commitment to positive behaviour.

1.2. Wellbeing

1.2.1 Introduce the Thrive Project wellbeing training through School Development Days and staff meetings.

1.2.2 Ensure completion of the People At Work Survey to measure baseline psychosocial hazard data.

1.2.3 Apply Self Determination Theory to support staff autonomy agency and contextual wellness.

1.2.4 Strengthen Breakfast Club, Wellness Wednesdays and additional student programmes and activities that reinforce wellbeing and social connection.

1.3. Attendance

1.3.1 Identify attendance issues through lines of enquiry and prioritise areas requiring intervention.

1.3.2 Use the Good Standing Policy to support students at 85% attendance to reach 90% and above through early intervention and collaboration with parents and carers.

1.4. Cultural Responsiveness

1.4.1 Develop and launch the Reconciliation Action Plan for Atwell College.

1.4.2 Celebrate significant cultural events including NAIDOC Week and National Sorry Day.

1.4.3 Engage external providers to deliver cultural awareness training and recognition opportunities.

2

Teaching and Learning

Atwell College is committed to delivering high quality teaching that aligns with the Department of Education Quality Teaching Strategy and the Teaching for Impact frameworks. These frameworks guide teachers to use evidence based high impact teaching strategies and to cultivate positive professional relationships that foster safe orderly and engaging learning environments.

A commitment to inclusion by design, guides all teaching and learning at Atwell College where teachers plan proactively for learner variability ensure curriculum access through adjustments and create environments that enable all students to participate meaningfully and achieve growth. This approach strengthens our belief that high quality teaching must be accessible responsive and equitable for every learner.

Quality teaching requires strong teacher and student relationships and effective classroom management consistent with the Department Classroom Management Strategies and expectations for creating inclusive and culturally responsive learning environments. Strong collegial relationships between teachers also underpin professional collaboration, enabling staff to share strategies, plan together as professional learning teams and provide feedback to one another to strengthen efficacy and collective impact.

The Atwell College High Impact Teaching Framework continues to build school wide capability and supports student progress in foundational literacy and numeracy skills. This aligns with the Department Literacy and Numeracy Strategy and requirements of the Curriculum Assessment and Reporting Policy.

We will maintain a focus on establishing the essential conditions for a positive teaching and learning environment, with consistent routines and instructional protocols in every classroom. These expectations align with Teaching for Impact the Principles for High Quality Instruction and the Atwell College values of Respect, Achieve and Responsibility.

A commitment to inclusivity remains central to our practice. Classrooms will reflect the Department Aboriginal Cultural Standards Framework, the Inclusive Education Policy and the Guiding Principles for Inclusive Practice, ensuring that teaching is culturally responsive accessible and equitable for all learners.



Priorities

What we will do:

1. Build teacher capability through evidence-based, high impact teaching professional learning and coaching

Support teachers through professional learning aligned with the Quality Teaching Strategy the High Impact Teaching Strategies framework and the AITSL Standards. Coaching and feedback processes will be used to enhance instructional practice and improve student outcomes.

2. Embed a cross curricular approach to explicit literacy and numeracy teaching

Implement literacy and numeracy strategies across all learning areas consistent with the Department Literacy and Numeracy Strategy and the Curriculum Assessment and Reporting Policy. This will allow students to strengthen reading writing and numeracy skills in diverse contexts.

3. Implement a school wide evidence-based teaching and learning framework

Use an evidence based framework aligned with Teaching for Impact and the Department high impact instructional principles. This framework will provide teachers with a range of effective instructional strategies and techniques.

4. Strengthen assessment, moderation, and feedback practices

Develop high quality valid and reliable assessment tasks aligned with SCSA requirements and the Curriculum Assessment and Reporting Policy. Formative and summative assessments will provide clear insights into student progress and next steps for learning.

5. Use data to drive curriculum, planning and student support

Learning areas will use data analysis to adjust curriculum planning review scope and sequence documentation and support targeted teaching aligned with Department expectations for evidence based practice.

Benchmarks

When will we know we have achieved our priorities:

1. Teaching and Learning Framework

The teaching and learning framework is fully embedded and evident in every classroom in line with Teaching for Impact.

2. Teaching and Learning Programmes

Curriculum programmes, assessments and feedback processes are consistent across the College and aligned with the Curriculum Assessment and Reporting Policy.

3. Classroom Observations

Classroom observations show teachers using high impact teaching strategies outlined in the Quality Teaching Strategy and the High Impact Teaching Strategies framework.

4. Moderation and Standards

Assessment and moderation practices meet SCSA standards and Department expectations for consistency and rigour.

5. Understanding Data

Teachers consistently use data to inform teaching and understand their individual and collective impact on student learning.

Outcomes

How will we know we have achieved the outcomes:

- Positive trends in NAPLAN results with students moving from Limited or Satisfactory achievement in Year 7 to Moderate or above progress in Year 9 across reading writing and numeracy.
- 98% of students on a WACE pathway demonstrate minimum literacy and numeracy competency by the end of Year 12 as evidenced through OLNA.
- Atwell College outperforms like schools annually in lower school and senior school courses.
- Surveys measuring teacher efficacy and instructional culture show improvement from the 2023 baseline data.

2.1. Teaching

2.1.1 Deliver ongoing professional learning in the Atwell College High Impact Teaching Framework aligned with the Quality Teaching Strategy and supported by Coaches HLAs and the Executive Team.

2.1.2 Identify and target key high impact pedagogical principles annually to strengthen collaboration feedback and consistent instructional practice.

2.1.3 Build teacher capability in the responsible ethical and effective use of artificial intelligence to enhance teaching planning and student learning in alignment with emerging Department guidance.

2.2. Data Informed Practice

2.2.1 Ensure assessment practices meet the Curriculum Assessment and Reporting Policy using varied evidence sources including rubrics moderation processes consensus meetings and ongoing review.

2.2.2 Learning areas will conduct annual collaborative data reviews to inform student placement counselling teaching strategies and programme refinement.

2.3. Assessment

2.3.1 Provide teachers with full access to data systems required to analyse and understand the impact of teaching on student learning.

2.3.2 Ensure consistent timely and actionable feedback aligned with Department feedback expectations and the principles of effective formative assessment across all learning areas.

2.4. Numeracy and Literacy

2.4.1 Develop a whole school Literacy and Numeracy Strategic Plan aligned with Department strategies and the Curriculum Assessment and Reporting Policy.

2.4.2 Ensure curriculum differentiation and planning aligns with SSEN documentation and Department guidance for inclusive education supporting teachers in documented planning.

2.5. Observation and Coaching

2.5.1 Develop the Atwell College Observation Model informed by the Teach Well Instructional Lead Fellowship Observation Framework and provide professional learning through Coffee Club.

2.5.2 Develop the Atwell College Coaching Model also based on the Teach Well Instructional Lead Fellowship Coaching Framework and provide associated professional learning.

3

Student Achievement

At Atwell College student achievement is central to our purpose and is directly aligned with the Department of Education commitment to excellence equity and high quality learning outcomes for every student. We believe all students can achieve their personal best when they are supported by a rigorous engaging and inclusive learning environment that is underpinned by evidence based teaching and strong pastoral care. High achievement is defined broadly and equitably at Atwell College recognising that success looks different for each learner and is demonstrated through personalised progress capability development and meaningful post school pathways.

Our curriculum is designed to inspire curiosity foster critical and creative thinking and provide opportunities for students to extend their learning. Specialist programmes play an important role in meeting the diverse strengths interests and aspirations of our students. The Endorsed Education Support Programme is recognised for its leadership in inclusive education and reflects the Department Inclusive Education Policy by ensuring that students with additional needs have access to high quality adjustments support and pathways.

The Academic Extension Programme provides high achieving students with opportunities to engage with advanced content and to challenge their thinking. Our STEM programme aligns with Department priorities for future focused learning by enabling students to engage in real world problem solving through science technology engineering and mathematics.

Our Music Programme provides continuity from primary school to Year 12 offering IMMS tuition classroom learning and performance opportunities that build confidence artistic expression and community connectedness. The Tier 1 Netball Programme widely recognised across the South Metropolitan Education Region provides a pathway for students to achieve sporting excellence while continuing their academic progression.

These programmes combined with a strong teaching and learning culture provide a rich and balanced educational experience that empowers students to explore their strengths pursue their passions and develop the capabilities needed for success in school work and life. At Atwell College we are committed to fostering achievement raising aspirations and preparing confident capable learners for the opportunities of tomorrow.



Priorities

What we will do:

1. Implement and strengthen specialist and extension programmes

Continue developing the Academic Extension Programme and expand specialist pathways in Music, Netball and STEM ensuring alignment with Department guidelines and high quality curriculum practices.

2. Embed high impact teaching and visible learning principles

Implement high impact teaching methods aligned with Teaching for Impact, the High Impact Teaching Strategies and visible learning principles, enabling students to engage deeply with content and develop strong comprehension, problem solving and application skills.

3. Provide enrichment and extension opportunities for all learners

Ensure all students have access to enrichment and extension activities that broaden learning opportunities, enhance engagement and extend achievement.

4. Develop a learning culture focused on student agency and accountability

Cultivate student ownership of learning by embedding visible learning practices, learning dispositions and reflective routines, that build independence, resilience and academic confidence.

5. Identify and support students requiring additional assistance

Identify and support students requiring additional assistance through systematic early identification, universal design of learning, personalised adjustments, targeted intervention, and collaborative case management across the school, to ensure students can access the curriculum and achieve their goals, consistent with the Inclusive Education Policy and the Literacy and Numeracy Strategy.



Benchmarks

When will we know we have achieved our priorities:

1. Academic Extension

A fully operational Academic Extension Programme that supports students aspiring to university and paraprofessional pathways.

2. Specialist Programmes

Fully developed and recognised specialist programmes in Netball, Music, and STEM.

3. Teaching and Learning Framework

Consistent teaching and learning frameworks established and evident in every learning area.

4. Student Achievement Communicated

Student achievement communicated, celebrated, and tracked each term.

5. Student Surveys to Improve Learning

Student surveys confirm an understanding of how to improve their learning.

6. Aspirational Pathways

Pathways and programmes reflect and support students' aspirations.

7. Curriculum Programmes Efficacy

Curriculum programmes, assessment and feedback processes implemented consistently, enabling students and staff to clearly observe progress.

Outcomes

How will we know we have achieved the outcomes:

- Median Year 12 ATAR performance aims to exceed 80 (SAIS School Performance Report; Schools Online).
- Students in the AEP achieve a higher median ATAR than other cohorts within the school and like schools (SAIS Dashboard).
- Student progress and achievement in NAPLAN, Years 7–9, is above like schools for matched students (Stable Cohort; My School; NAPLAN Student Gain).
- Students can articulate their next steps for improvement, confirmed through survey data and learning evidence (*Tell Them From Me*).

3.1. Learning

3.1.1 Implement a whole-school approach to guiding students in setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), ensuring goals reflect individual learning needs and preferences.

3.1.2 Promote peer learning by pairing students with complementary learning dispositions to strengthen cognitive, social, and affective learning.

3.1.3 Strengthen student voice and reflective practice using tools such as Wellio and Elastik to gather feedback on teaching impact and learning experiences.

3.1.4 Support students to develop common frameworks of study skills and effective note taking practices to enhance learning, organisation, and memory.

3.2. Engagement

3.2.1 Implement consistent processes for identifying students for SGT classes, using NAPLAN, PAT, SAER data, and classroom evidence.

3.2.2 Conduct Progressive Achievement Tests (PAT) for students requiring support in NAPLAN (Years 7–9) in Terms 1 and 4 to monitor progress and evaluate the effectiveness of differentiated programmes.

3.3. Extension

3.3.1 Expand before and after school programmes to extend learning, nurture student interests, and celebrate achievement, ensuring alignment with curriculum goals and school values.

3.3.2 Enhance STEM integration and embed future focused skills and general capabilities to build staff and student confidence in innovation and problem solving.

3.4. High Impact Teaching

3.4.1 Use SAIS data, pre-assessments and diagnostic tools to identify the unique learning needs of each class and inform differentiated instruction.

3.4.2 Use student profile data to adapt teaching methods and differentiate learning to meet individual and class needs.

3.4.3 Develop students' high impact learning strategies using multiple exposures, visual supports, concept mapping, worked examples, spaced practice, high quality feedback and metacognition.

3.4.4 Explore the ethical and appropriate use of artificial intelligence to support content comprehension, conceptual exploration, and improved learning outcomes.

3.5. Pathways

3.5.1 Strengthen Year 10 career education, course counselling, and transition planning to Upper School, including a targeted transition programme in Term 4.

3.5.2 Continue to develop university pathway programmes in partnership with Murdoch and Curtin Universities through UniReady and similar initiatives.

3.5.3 Refine VET structures to allow greater flexibility for entry into VET pathways and support General students to access Certificate courses in line with Department VET guidelines.



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