

# ANNUAL REPORT

2017



**ATWELL**  
COLLEGE



**Atwell College gives every child the opportunity to prepare for life in a modern community**

# 1102



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**Atwell College is an Independent Public School (IPS) enrolling students in Years 7 through to Year 12. Established in 2008, the College is located in the southern Perth suburb of Atwell and provides an inclusive education for students in the Atwell local community. As a modern institution Atwell College is committed to a purpose of developing community values, individual self-worth and respect and concern for all.**

In the motto *Embracing the Future*, students and the College are in partnership developing knowledge and attitudes in all learners. Every student is respected and supported with the expectation to achieve excellent academic results.

The future has many challenges for which Atwell College students are well educated to meet with confidence, developed through modern education. The College purpose statement *“Atwell College gives every student the opportunity to prepare for life in a modern community,”* drives the education programs.

All students whether university, training or employment bound have access to courses supporting their aspirations in future life.

The inclusion of an education support model offers wider choice for students with disabilities and an expansion of previous education support facilities seen in schools. The Atwell College model is based on full spectrum resourcing giving individual students choices in full support, high care and full physical/medical support in mainstream education.

Atwell College teachers and support staff are dedicated to creating a positive and active learning environment focusing on engaging students with an inclusive and relevant curriculum.

- Engagement in the curriculum is supported with: an emphasis on attendance,
- an expectation to succeed; and
- a collaborative approach to student learning involving students, teachers and parents.

*Noel Woodley*  
**Principal**

# ATWELL COLLEGE HIGHLIGHTS 2017

## Atwell College Results 2017

The Atwell College results, when looked at in entirety, continue to show an upward trend. The improvement trend is reflected in an improved ATAR median score, a continued achievement at 99% of all Year 12 students having 'attained' and a WACE completion rate as expected of all Atwell College students.

The College is continuing to monitor the four pathways of senior school curriculum being ATAR, Education Support, VET and General. All indicators show the College is meeting the curriculum requirements of most students and that the community supports this assertion through survey information (*refer to Tables 1.0, 1.1, 1.2, 1.3, 1.4*).

The increasing number of final year (Year 12) students accessing the Atwell College Honours Program demonstrates a commitment from the students and the community in valuing the development of the whole student.

## Vocation Education and Training (VET)

All students have the opportunity to access a VET program as part of their course choices at the college.

Depending on university entrance requirements and personal choice, the % of students achieving a VET qualification is 76%. This demonstrates the accessibility of VET courses and the value placed on the qualifications by the students.

Please see table for the spread of certificate course levels and course diversity information.

Level of highest qualification achieved (of VET enrolled students)		
	2017	2016
Diploma		2 (1%)
Certificate IV	16 (9%)	17 (8%)
Certificate III	16 (9%)	20 (9%)
Certificate II	104 (58%)	117 (52%)
Certificate I		8 (4%)
No certificate completed	43 (24%)	59 (26%)

Study Area	No. of Certificates
Arts	2
Business	4
Education	3
Engineering	3
Health and Physical Sciences	4
Horticulture	1
ICT	2
Service Based	7
Trade	5

## Specialist Programs

In a significant achievement, Atwell College has been granted Tier 1 status as fully endorsed by Netball WA. Enhanced selection processes and a focus on quality coaching have seen the program mature to the point of endorsement by Netball WA.

Rugby League has maintained and grown with successful programs in Y7 through to Y10. WARL (WA Rugby League) maintains a close association with Atwell College to ensure access to inter-school competitions and specialist coaching programs.

The Atwell College Academic Extension program was reviewed in 2017 with the view of measuring student engagement and outcomes. Changes have been made to enact recommendations of the review and ensuring student ideas and thoughts are embedded into the program.

## Staff Profile

The College developed an Instructional Leadership program in 2017 based around a professional growth program and classroom observation. Staff access to the program is demonstrated in the graphs and tables.

## NAPLAN and OLNA

An emphasis is placed on as many as possible students achieving NAPLAN Band 8 or higher in year 9 to pre-qualify for OLNA. Class structures and programs are in place to achieve such a target. Long term monitoring of student performance information will indicate effectiveness. OLNA numeracy achievement in Y12 remains a challenge for about 15% of students. The literacy component of the OLNA numeracy exam will require long term improvement in literacy to achieve an improvement effect.

# BUSINESS PLAN

## FOCUS AREAS

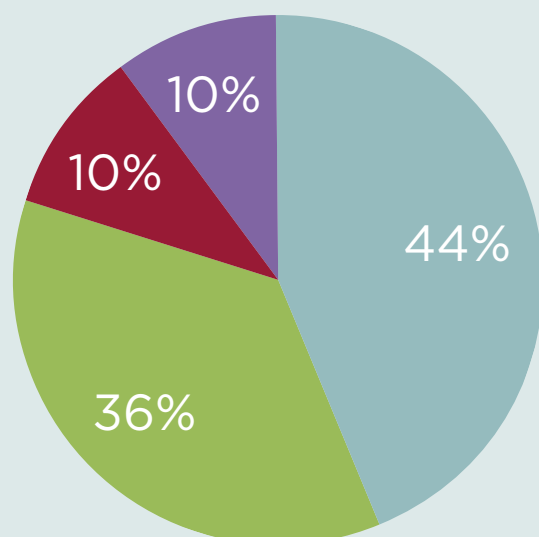
### Priority 1:

### Student Achievement

Goals	<ul style="list-style-type: none"> <li>• Raise the standard of student achievement through targeted and consistent College wide approaches to intervention in literacy and numeracy.</li> <li>• Build teachers' assessment literacy skills to enable them to analyse student performance data effectively and set realistic improvement targets aligned to individual student needs.</li> <li>• Develop planned and well understood curriculum pathways for Years 7-12 that include the essential content, skills, assessments, standards and expectations at each level.</li> </ul>
Key Objectives	<ul style="list-style-type: none"> <li>• Support and resources for low literacy and numeracy including engagement.</li> <li>• Specialised classes to cater for student needs.</li> <li>• Clearly mapped pathways for all curriculum areas.</li> </ul>

### Measures of success

Table 1.0



#### Staff Instructional Development, Frequency of Classroom Observations

79 staff responses

- 0
- 1 or 2
- 3 to 5
- 6 to 10

## Percentages of Year 9 students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

Table 1.1

WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
YEAR	2017	2016	2015	2017	2016	2015
Top 20%	16%	12%	13%	16%	16%	16%
Middle 60%	67%	71%	65%	68%	70%	68%
Bottom 20%	17%	17%	22%	16%	15%	15%



WA Public Schools	Year 9 Reading					
	School			Like Schools		
YEAR	2017	2016	2015	2017	2016	2015
Top 20%	15%	12%	14%	20%	17%	19%
Middle 60%	66%	68%	61%	64%	68%	65%
Bottom 20%	19%	20%	25%	16%	15%	16%



WA Public Schools	Year 9 Writing					
	School			Like Schools		
YEAR	2017	2016	2015	2017	2016	2015
Top 20%	13%	14%	15%	19%	18%	21%
Middle 60%	68%	69%	64%	66%	68%	64%
Bottom 20%	18%	17%	21%	15%	13%	16%



Table 1.2

WACE Achievement Rate: count (%of eligible students) Source: SCSA data files						
YEAR	2017	2016	2015	2014	2013	2012
<b>Atwell College (WACE Eligible)</b>	120 (83%)*	141 (88%)*	124 (99%)	74 (100%)	114 (100%)	76 (100%)
<b>Like Schools (%)</b>	89%*	88%*	95%	97%	97%	98%

- New WACE requirements



Table 1.3

Attainment Rate – ATAR > =55 and/or Cert II or higher; count (%)		
YEAR	2017	2016
<b>Atwell College (WACE Eligible)</b>	142 (99%)	160 (99%)
<b>Like Schools (%)</b>	96%	98%



Table 1.4

Median ATAR (no. of students) Source: SCSA data files and Department calculations		
YEAR	2017	2016
<b>Atwell College</b>	72.75	62.78
<b>Expected performance mean variance</b>	0.07	-1.03
<b>Like Schools (%)</b>	72.95	72.7



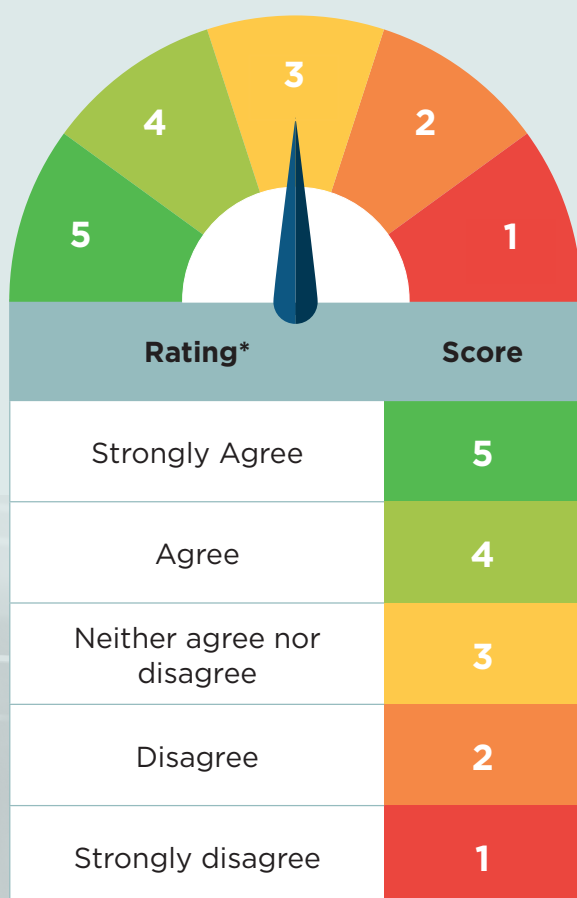


## Priority 2:

## Quality Teaching

Goals	<ul style="list-style-type: none"><li>• Develop agreed staff understandings of, and commitments to, teaching practices that reflect how students learn best.</li><li>• Consolidate College wide practices relating to the provision for students with identified learning needs to ensure that the most efficient, effective and challenging personalised curriculum is implemented.</li><li>• Create a culture of high expectations for staff and students placing a particular priority on teachers' use of differentiated learning styles.</li><li>• Adopt professional review processes for all teaching staff that reflect an alignment between their professional obligations and the AITSL standards.</li><li>• Conduct classroom observations and provide feedback on the translation of agreed improvement strategies into classroom practice.</li><li>• Consolidate an evidence based, collaborative planning culture as the foundation for a whole College improvement program.</li><li>• Establish reflective self-assessment processes with internal accountability mechanisms to strengthen the process.</li></ul>
Key Objectives	<ul style="list-style-type: none"><li>• Knowledge of content and how students learn.</li><li>• Increase student engagement through targeted resources and support.</li><li>• Engage in professional learning that develops school wide strategies to support differentiation and engagement.</li><li>• Set accountability benchmarks for all roles and build collegiate support.</li><li>• Establish reflective processes that increase accountability.</li><li>• Focus on student interest for engagement.</li><li>• Develop clear accountable self-reflection processes.</li></ul>

## Measures of success



### Atwell College Staff Survey 2017 Rating\*

Teachers at this school expect students to do their best	3.9
Teachers at this school provide students with useful feedback	3.7
Students' learning needs are met at this school	3.5

Total number of online responses - 103

### Atwell College Community Survey 2017 Rating\*

Teachers at this school expect my child to do his or her best	3.6
Teachers at this school provide my child with useful feedback	3.2
My child's learning needs are being met at this school	3.1
My child is making good progress at this school	3.3

Total number of online responses - 256

## Priority 3:

## High Care

### Goals

- Establish an affirmative behaviour culture within the Positive Behaviour Support framework by incorporating classroom management strategies, professional learning communities and classroom observation approaches.
- Ensure all behaviour management processes are understood, accepted and applied consistently by all staff.
- Improve the clarity and consistency of the case management of students at risk in terms of attendance.
- Streamline procedures for the recording, monitoring, review and communication of absences and include clearly defined leadership roles and responsibilities in this process.

### Atwell College Survey 2017 Rating\*

Community - My child feels safe at this school

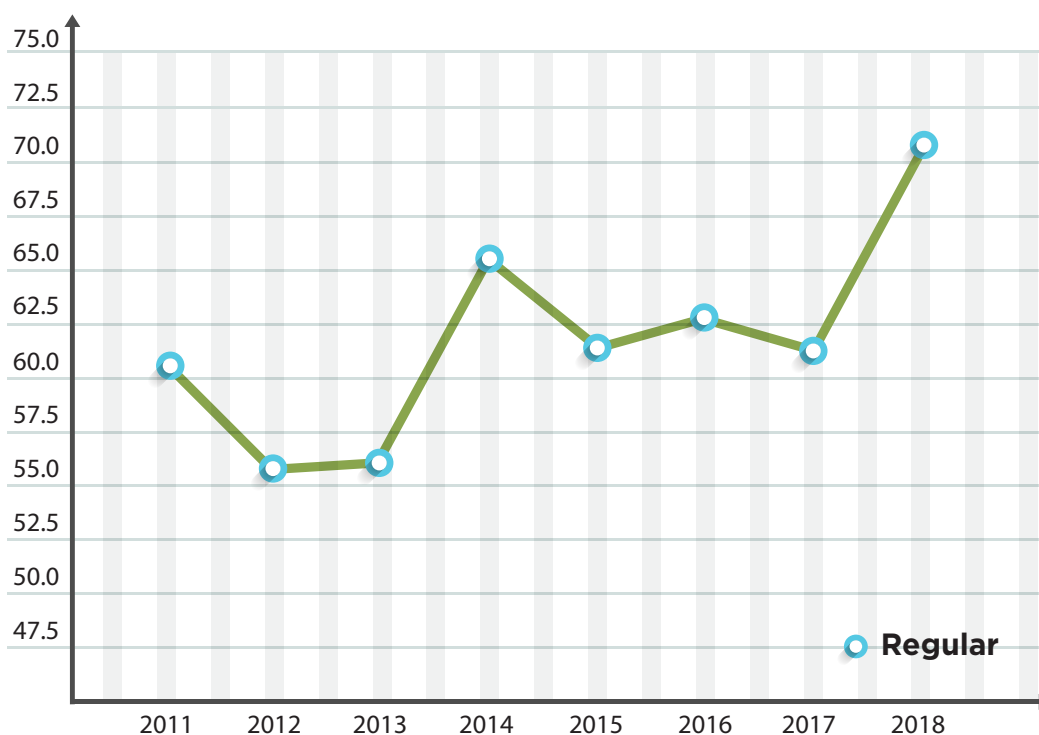
3.3

Staff - Students feel safe at this school

3.5

\*See Page 10 for ranking guide.

### Proportion of Students in Regular Attendance Category 2011-2017 for Atwell College



## Priority 4:

## Effective Governance

Goals	<ul style="list-style-type: none"> <li>Clarify the strategic intent of the College through governance strategies.</li> <li>Develop a unifying vision relevant to the College in conjunction with the leadership team.</li> <li>Support alignment between the vision and purpose of the College and the strategic, operational planning, classroom planning, resourcing and monitoring of improvement strategies.</li> <li>Formalise Board Members' understanding of their role and responsibilities through specific Independent Public School Board training.</li> </ul>
Key Objectives	<ul style="list-style-type: none"> <li>Review and endorse the College Business Plan annually.</li> <li>Endorse the Annual Report.</li> <li>Provide training to Board members on an 'as needs' basis.</li> </ul>

### Measures of success

2017 Atwell College Board (ACB) Meeting Presentations		
February	WACE Report	
March	Academic Extension Program Report	Russell Dymock
	Atwell College Zone	Jessica Millar
May	Student Services Report	Glenda Migro and Brooke Hughes
June	Literacy and Numeracy	Kate O'Toole
August	Education Support	Brendon Bleakley
October	Science	Janine-Helen Daniel



### Survey Questions:

1. The Atwell College Board (ACB) is adequately informed regarding school performance information.

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2. The performance information presented to the ACB enables the Board to contribute to decisions regarding Atwell College review processes.

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3. The current cycle of Learning Areas presenting biannually provides the ACB with enough information to make judgements about Atwell College performance.

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4. The ACB is adequately informed regarding finance information to fulfil the Board's governance requirements.

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5. The ACB is adequately informed regarding Atwell College finance information to assist in decision making regarding resourcing the College's Business Plan.

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6. The Atwell College Finance Information is presented in a manner supporting Board engagement in resourcing the College's Business Plan.

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7. The ACB meetings are conducted as scheduled, are well organised and documented and following meeting protocols.

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8. All ACB community members are trained in the governance of IPS schools.

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### Comment:

The ACB survey results indicate all goals and objectives were met. The board survey indicated a desire to continue training and development to maximise individual members' knowledge of performance information.





## Priority 5:

## Resources

Goals	<ul style="list-style-type: none"><li>• Ensure human, physical and financial resources management and deployment practices address the strategic requirements of improved student learning.</li><li>• Reflect the College priorities by making resources allocations through a transparent, strategic, evidence-based and accountable decision making process.</li><li>• Plan for buildings and facilities to support population growth and curriculum pathways.</li><li>• Monitor safe workplace practices supporting staff health and well-being.</li><li>• Enhance the capability of school support staff to add value to classroom effectiveness, care and school management.</li><li>• Plan and develop IT resources to support curriculum, administration and community link requirements.</li></ul>
Key Objectives	<ul style="list-style-type: none"><li>• Develop transparent and effective allocation of resources to where they are required.</li><li>• Maintain and develop a safe environment (buildings and grounds).</li><li>• Achieve highest possible audit ratings.</li><li>• Develop staff selection models supporting College improvement.</li><li>• Develop a responsive IT model supporting all areas of the College.</li></ul>

## Measures of success

### Atwell College Survey 2017 Rating\*

Community - This school is well maintained	3.9
Staff - This school is well maintained	3.5

\*See page 10 for ranking guide

### Building and Facilities Development

	Net Amount AUD
Minor Works	16,476.01
Building and Routine Maintenance	11,411.30
Total	27,887.31

### IT Development

	Net Amount AUD
Computer Repairs - Curriculum	25,126.68
BFI	51,753.00
Assets - Computer Equipment	13,390.00
Resources - Subscriptions	21,062.95
Resources - Computer Equipment	129,967.02
Resources - ES Inclusive Technology	23,360.99
Total	264,660.64

# Education Support - Report

At the end of 2017, Atwell College had 93 students who attracted an Individual Disability Allocation. This is an increase of 9 students from the end of 2016. Of those, 71 students were formally enrolled in the Education Support program, an increase of 9 students from the previous year. Another 6 students with special education needs (SEN) completed programs in Education Support classrooms. The school caters for students with intellectual disabilities, physical disabilities, sensory impairments (vision and hearing), challenging behaviour and/or Autistic Spectrum Disorders. At the beginning of 2017 we used 8 Education Support classrooms for regular programs. The expanded class sets enabled education support classrooms for each year group and synchronisation with the College timetable, therefore increasing teaching & learning opportunities for SEN students.

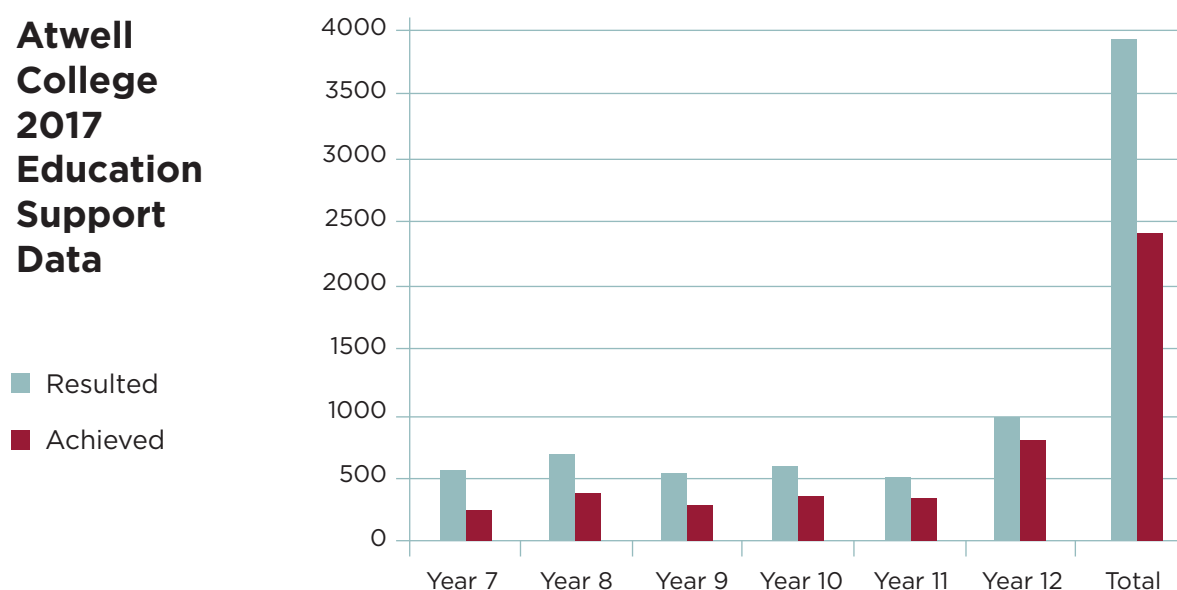
## Resourcing

Through the Department of Education's Student Centred Funding Disability Allocation, the College was provided with \$3,836,709.49 which is an 8% increase from the previous year. The College employed 12 Education Support teachers, 4 in a part time capacity. One of the Education Support teachers coordinated the Learning Support for SEN students based in mainstream classroom. The introduction of the role enabled the College to improve teaching and learning processes for these students. The result was that 100% of the SEN students at the College had their documented plan reviewed by a specialized teacher, a considerable improvement from previous years. SEN students received support from 47 Education Assistants with an overall FTE of 43.58, an increase of 2.52FTE from the previous year. In addition, the College employed an Education Assistant Coordinator.

## Student Achievement

Through our Individual Education Planning processes, education staff developed a total of 4142 objectives aimed at providing students with learning opportunities. This is a 20% increase from the previous year, which can be attributed to extra resources expended on the Learning Support Coordinator position. 58.47% of these objectives were completed with over half of those achieved with a high level of independence. All students received reports generated by the Department's online reporting system. Reports included photos and work samples.

### Atwell College 2017 Education Support Data

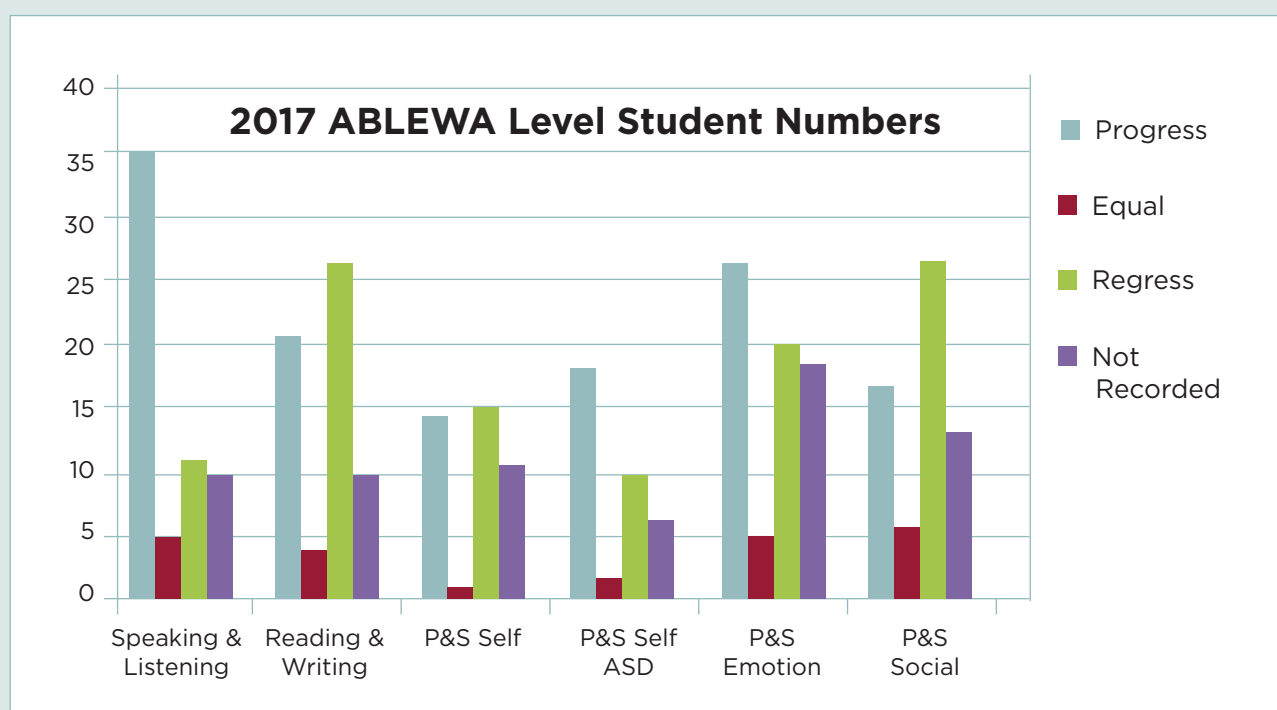


## ABLEWA

In 2017, Atwell College completed a full round of School Curriculum and Standards Authority ABLEWA (Abilities Based Learning Education, Western Australia) assessments. ABLEWA aims to provide curriculum, reporting & assessment resources that are inclusive of students' individual strengths and facilitates them achieving their full potential. All teachers completed ABLEWA assessments and the process was supported by a moderation program. The year-long data set allowed the College to use fine grain analysis to support individual planning processes for 2018. The data provided teachers with the information to set learning targets that provide the best opportunities to demonstrate achievement.

The majority of students demonstrated progression or remained at the same achievement levels. The students that demonstrated regression are individually analysed. Factors attributed to the regression are addressed and targets are reset based on the students' current levels with the aim to provide the student with more opportunities to demonstrate achievement.

2017 ABLEWA Level Student Numbers	Progress	Equal	Regress	Not Recorded
English, Speaking & Listening	21	4	27	10
English, Reading & Writing	35	5	12	10
Personal & Social Capability: Self	14	1	15	11
Personal & Social Capability: ASD	18	2	10	7
Personal & Social Capability: Self Emotion	26	5	20	18
Personal & Social Capability: Social	17	6	27	13





## AVET Senior School

The Alternative Vocational Education Transition (AVET) program facilitated work placements for 25 students with special education at a range of different work sites including disability employment worksites and open employment. The program collaborated with 7 community based disability employment services that assisted the College to find work placements and support students in the workplace. 11 students enrolled in offsite TAFE Certificates, with 6 obtaining a skill sets certificate in their chosen course. 6 students completed Traineeships with one student obtaining permanent employment at the completion of their traineeship. The students were supported by 2216 hours of Education Assistant resource. The onsite work support was targeted at improving the student's independence in their chosen work place. The education assistants provided feedback to the AVET Coordinator who was able to include their assessments in the students' reports.

### Workplace Learning - Senior School

	2017	2016	2015
Education Support students in work placements	23	25	23
Workplace Hours	2216	2752	2079
Endorsed Programs	23	17	
Collaboration with Disability Employment Service Providers (number of providers)	7	7	3
Student enrolled in Offsite TAFE Certificates	11	13	5
Number of completed Certificates	6		3
Number of School Based Traineeships	6	2	2

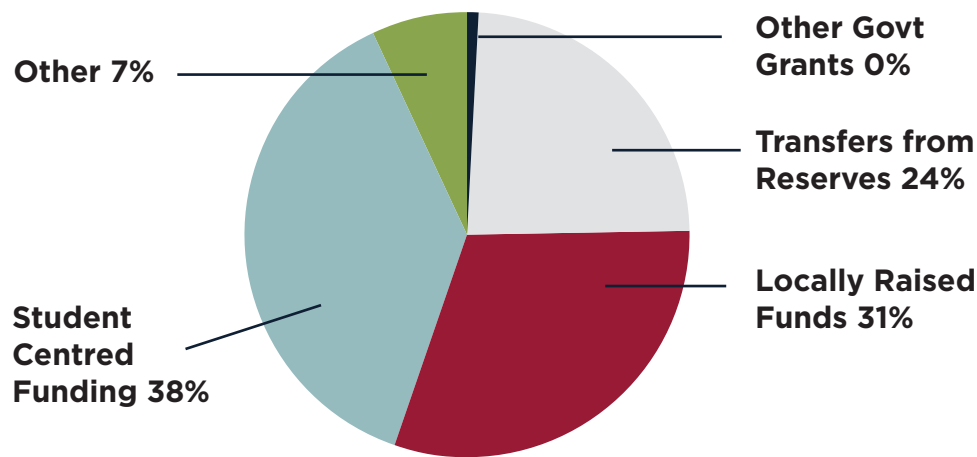


# Finance Report

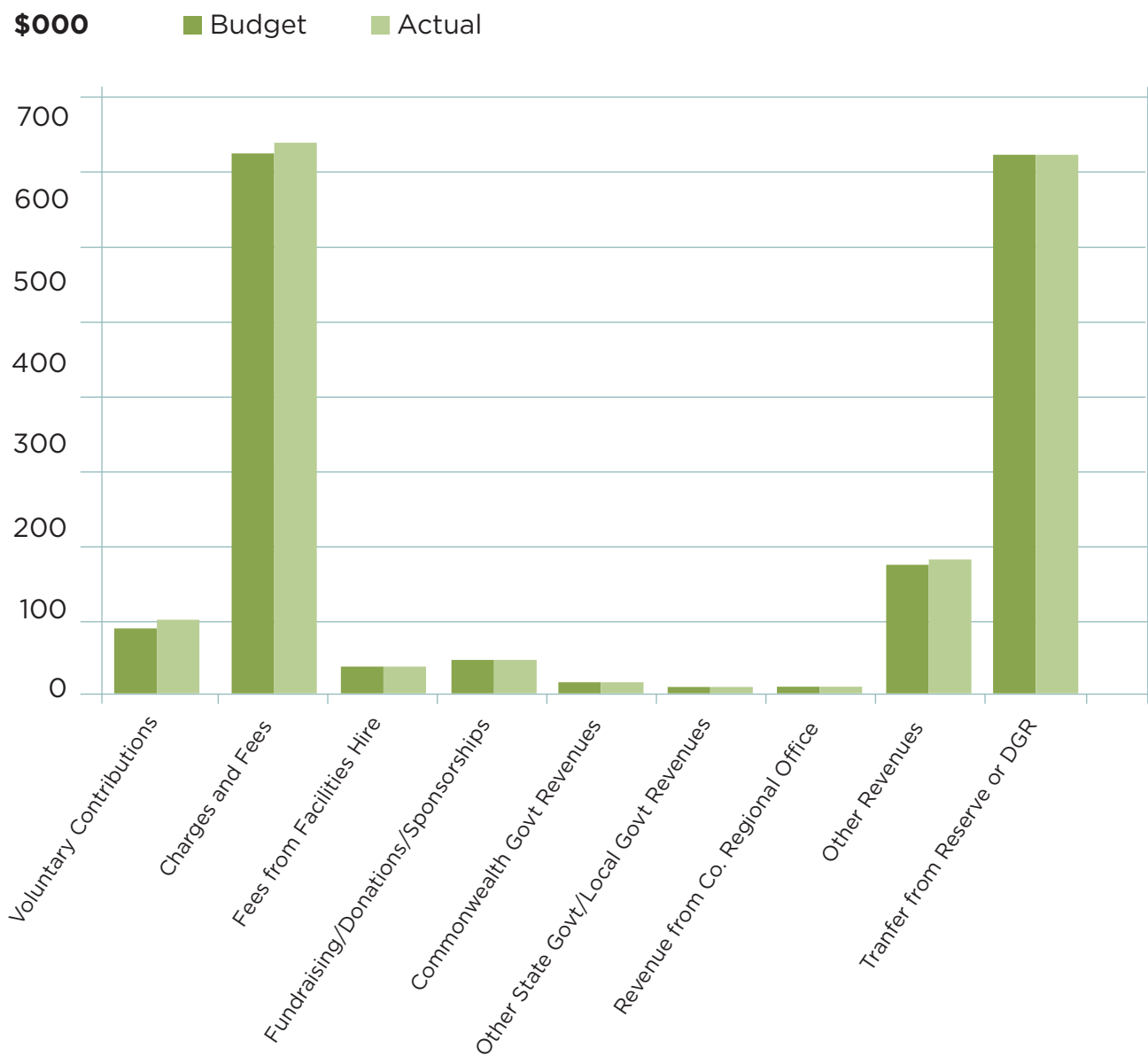
## Atwell College Financial Summary as at December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$94,459.00	\$97,892.37
2	Charges and Fees	\$619,865.68	\$625,673.65
3	Fees from Facilities Hire	\$40,595.00	\$40,594.79
4	Fundraising/Donations/Sponsorships	\$44,835.00	\$44,835.46
5	Commonwealth Govt Revenues	\$7,920.00	\$7,920.00
6	Other State Govt/Local Govt Revenues	\$2,250.00	\$2,250.00
7	Revenue from Co, Regional Office and Other Schools	\$1,460.40	\$3,320.80
8	Other Revenues	\$176,690.88	\$179,061.71
9	Transfer from Reserve or DGR	\$624,638.00	\$624,638.00
	<b>Total Locally Raised Funds</b>	\$1,612,713.96	\$1,626,186.78
	<b>Opening Balance</b>	\$245,784.00	\$245,784.32
	<b>Student Centred Funding</b>	\$975,468.00	\$979,617.90
	<b>Total Cash Funds Available</b>	<b>\$2,833,965.96</b>	<b>\$2,851,589.00</b>
	<b>Total Salary Allocation</b>	\$18,419,219.00	\$18,419,219.00
	<b>Total Funds Available</b>	<b>\$21,253,184.96</b>	<b>\$21,270,808.00</b>

### Current Year Actual Cash Sources



### Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$107,556.69	\$96,871.06
2	Utilities, Facilities and Maintenance	\$613,749.08	\$539,077.39
3	Buildings, Property and Equipment	\$636,583.00	\$634,249.15
4	Curriculum and Student Services	\$1,091,120.75	\$1,048,709.44
5	Professional Development	\$62,589.00	\$59,054.82
6	Transfer to Reserve	\$263,345.58	\$263,346.00
7	Other Expenditure	\$55,390.00	\$35,100.25
8	Payment to CO, Regional Office and Other Schools	\$551.31	-
	<b>Total Goods and Services Expenditure</b>	<b>\$2,830,885.41</b>	<b>\$2,676,408.11</b>
	<b>Total Forecast Salary Expenditure</b>	\$17,151,179.00	\$17,151,179.00
	<b>Total Expenditure</b>	<b>\$19,982,064.41</b>	<b>\$19,827,587.11</b>
	<b>Cash Budget Variance</b>	<b>\$3,080.55</b>	





Cash Position as at 31 December 17		
	<b>Bank Balance</b>	<b>\$1,425,129.97</b>
	Made up of:	
1	General Fund Balance	\$175,180.89
2	Asset Replacement Reserves	\$1,220,463.12
3	Suspense Accounts	\$39,527.96
4	Tax Position	-\$10,042.00
	<b>Total Bank Balance</b>	<b>\$1,425,129.97</b>

*Noel Woodley*

**Noel Woodley**  
**Principal**

*Natalie Machin*

**Natalie Machin**  
**Atwell College Board Chair**



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