

**ATWELL COLLEGE**

**ANNUAL REPORT 2014**

***Embracing The Future***

*Atwell College, where all students are encouraged  
to become highly educated global citizens*

**[www.atwellcollege.wa.edu.au](http://www.atwellcollege.wa.edu.au)**



“  
**Our Core Values:**  
*Environment, Connection, Holism, Opportunity*

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\*Student, Parent and Atwell College Staff Survey Information used in compiling this report.



# Introduction

Atwell College is an Independent Public School (IPS) enrolling students inclusive Years 7 through to Year 12. Located in the modern southern Perth suburb of Atwell, Atwell College was established in 2008 providing an inclusive education for students in the Atwell 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 college motto, Embracing the Future, students and Atwell College are in partnership developing knowledge and attitudes in all learners. Every student at Atwell College 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 values supported by Atwell College are evident in the college's core beliefs supported with the pillars of: holism, opportunity, environment and connection.

The inclusion of an education support model that offers wider choice for students with disabilities has meant an expansion of the model of previous education support facilities seen in schools. The model at Atwell College is based on full spectrum resourcing giving choices for individual students from a full support, high care model to the student needing 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 2014

## Atwell College Organisational Restructure

After a two year process Atwell College has been restructured around a new comprehensive timetable supporting curriculum delivery in a learning area focus. Through this approach the middle school / senior school organization has been restructured into a whole school approach to student learning. A whole school approach supports consistency in curriculum delivery and expected attainment targets for students.

## Graduation

The graduation of the 2014 Year 12 students was conducted at the University of WA. Winthrop Hall. The event signified the graduation of the students commonly referred to as the half cohort. A memorable evening was had by the students' family and Atwell College staff. It is with fondness this year group is remembered by the Atwell community for the special nature of lower than usual numbers.

## Atwell College Zone (ACZ)

ACZ extension programs continue to be over subscribed by Year 5/6 students from partner primary schools; Atwell Primary, Aubin Grove Primary, Harmony Primary, Hammond Park Primary, Jandakot Primary, Success Primary. The programs supporting academic extension are very popular

with students and provide a connection between primary and secondary education. This program is viewed as a best practice collaborative between local government schools.

## Netball and Rugby League Extension

These programs are achieving very high outcomes as stand-alone programs. Winning competitions and being competitive in all forms is now the norm. Students within the Netball and Rugby League programs are also winning individual awards for their development as players. Quality coaching remains the cornerstone of the program.

## Atwell College Visual Art Exhibition

This event has become the showpiece demonstration to the community of the collaborative Visual Arts program between Atwell College and partner primary schools. Venue extension will be necessary to cater for increased numbers due to the popularity of the event.

## Inclusivity

Atwell College continues to develop inclusive teaching and learning practices where improved student outcomes can be achieved. Inclusive form classes, programs and learning are the norm for Atwell College.



# Curriculum

## FOCUS

- Develop curriculum: to support community expectations, student aspirations and contemporary education goals development.

	TARGET	Year 11 2015
ATAR	30% - 35%	32%
General	30% - 35%	41.6%
VET	30% - 35%	26.4%

Comment: New WACE requirements for students graduating at the end of 2016 are being considered in meeting focus target. Course counselling for Year 10 students provides indicative information on student selection trends.

- Timetable Development.

Target: Improved student participation rates in Arts, T&E by end of 2015 → 2016

YEAR		Semester 1	Semester 2
2013	Year 9	203	225
2014	Year 10	87	63
2015	Year 11	74	

Comment: Arts team in particular monitoring student potential to select more Arts based courses in Year 11 and 12. Timetable development to include recognition of certificate courses as a context for improving student participation in Arts and T&E courses.

Trend of current Year 11 students participating in T & E courses

YEAR		Semester 1	Semester 2
2013	Year 9	236	220
2014	Year 10	203	207
2015	Year 11	225	

- OLNA / NAPLAN

Target – “Increase the number of Band 8 achievement in year 9 from 23%”  
Year 9 2014 – students achieving Band 8 and above

Numeracy	Reading	Spelling	Grammar	Writing
28%	30%	33%	31%	23%

# Curriculum

- Target: Increase in the number of students at or near the benchmark moving to above the benchmark.

NAPLAN						
		Numeracy	Reading	Spelling	Writing	Grammar
	Benchmark					
Year 7 (2012)	Above	71%	75%	79%	65%	79%
	At	22%	16%	12%	26%	16%
	Near	7%	9%	9%	9%	5%
Year 9 (2014)	Above	68%	64%	66%	46%	52%
	At	25%	22%	17%	26%	28%
	Near	7%	14%	17%	28%	20%

- In all of the assessed areas, the number of students above the benchmark decreased from year 7 to 9. However the number of students at the benchmark increased in all areas from year 7 to 9.
- Culture of Academic Rigor Teaching and Learning  
Comment: A whole school approach to student learning and engagement is a medium term target of Atwell College. Student performance as indicated through tricile performance and ATAR median along with attainment rate provides guides to target achievement. Student half cohort results are inconclusive.

Number of Students Eligible for WACE (% of year group)				
74 (100%)	114 (93%)	76 (95%)	N/A	N/A

ATAR Participation Rate (% of eligible students)				
22 (30%)	34 (30%)	42 (55%)	N/A	N/A

Median ATAR, expected performance, median ATAR of TISC applicants (no. of students)				
52.4 (22)	76.1 (34)	62.4 (42)	N/A	N/A
-2.1	0.5	-1.3	N/A	N/A
51.2 (21)	77.1 (28)	63.1 (37)	N/A	N/A

Attainment Rate – ATAR >= 55 and/or Cert II or higher of eligible students (no. of students)				
81% (60)	71% (81)	62% (47)	N/A	N/A

- Australian Curriculum  
Comment: Atwell College is advancing Australian Curriculum implementation as per SCSA time schedules.  
  
Connecting Comment: The main comment to make against the curriculum priority is that whole of school approach is being adapted to address curriculum development at Atwell College. The half cohort results are difficult to consider within the context in the growth and development occurring and expected. That aside long term curriculum targets remain at the forefront of the college's operational activities.

# Pastoral Care

## FOCUS

- Engaging the community school volunteer program.

	# Volunteer	# Pending	% Increase
2013	6		
2014	8	2	25%

Comment: Volunteers play an important role in the college and are a direct link to the community. The college will continue to explore ways of increasing school volunteer numbers.

- Role Development of Pastoral Care staff.

The college has consolidated student services resources into a whole school approach. Roles for Year Coordinator and Student Services Coordinator have been adjusted in line with target initiatives within the Student Services plan.

- Develop an intervention approach supporting student wellbeing.
- Behaviour Management in Schools (BMIS).

As connected to role re-alignment statistics and information surveys form an important part of forming intervention strategies supporting student well being.



# Pastoral Care

- Years 6-7 transition.

Intake Schools	Male	Female	Total
5765 Atwell Primary School	30	41	71
5785 Harmony Primary School	23	16	39
5218 Jandakot Primary School	12	21	33
5813 Success Primary School	18	13	31
5820 Aubin Grove Primary School	10	14	24
5034 Beaconsfield Primary School	1	1	2
5756 Beeliar Primary School	1	1	2
5799 Bertram Primary School	1	1	2
5686 Bibra Lake Primary School	1		1
5113 South Coogee Primary School	1		1
<b>Total</b>	<b>112</b>	<b>117</b>	<b>229</b>

Comment: Through the Atwell College Zone (ACZ) the transition program for Year 6 to Year 7 is coordinated and developed. Enrolments are in line with expectations and plans.

- Attendance.  
Attendance Overall Atwell College

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	91.5%	93.4%	93.3%	83.8%	87.4%	81.1%	91.3%	93.3%	93.3%
2013	91.4%	93.8%	93.7%	79.2%	85.1%	80.7%	91.1%	93.5%	93.5%
2014	92.8%	93.1%	93.2%	80.7%	83.8%	80.4%	92.6%	92.5%	92.5%

- First aid personnel.

Atwell College currently has 8 staff trained as qualified First Aid Officers. This number has increased from 5 in 2013 to 8 in 2014. One staff member is currently qualified to train staff in first aid.

- Student plans.

As mandated by the education department students requiring the necessary documented plans have had those plans updated as part of a yearly review. Atwell College has invested significantly in training staff to support improved processes regarding student plans. Reporting to Parents includes detailed information from student plans. \* Please see comments under inclusive education.

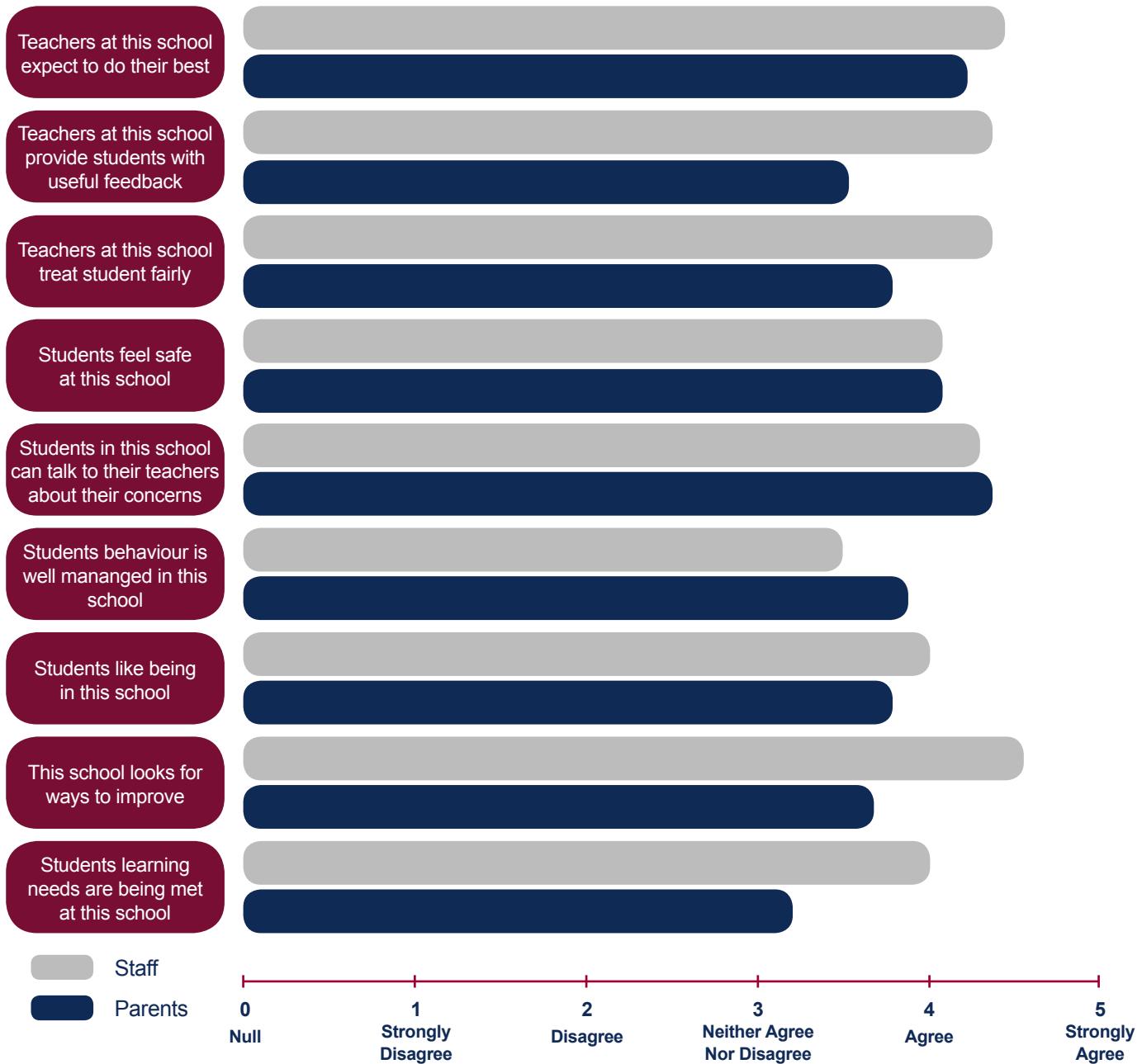
- Restorative practice.

Restorative practice is the primary strategy used across Atwell College to support positive student and staff behavior. All teaching and non-teaching staff are trained in Restorative Justice with regular updates occurring as ongoing staff professional learning.

# Pastoral Care



## ATWELL COLLEGE SCHOOL SURVEY



# Workforce Management

## FOCUS

- Develop teaching staff profile supporting Atwell College development.  
TARGET: Staff profile to support Yr 11 – Yr 12 pathway choices  
54 staff deliver Senior School subjects (ATAR, General, VET), 43 (79%) are existing staff and 11 21% are new staff.

ATAR	Deliver 1 Subject	Deliver 2 Subject	Deliver 3 Subject	Deliver 4 Subject
<b>Number of Staff</b>	23	8	1	1

GENERAL	Deliver 1 Subject	Deliver 2 Subject	Deliver 3 Subject
<b>Number of Staff</b>	22	8	3

VET	Deliver 1 Subject	Deliver 2 Subject	Deliver 3 Subject
<b>Number of Staff</b>	6	5	2

Senior School Teaching Experience (Year 12 ATAR)

- 22 staff teach year 12 ATAR courses, 20 are existing Atwell College staff, 2 are new to the school.
- 77% of these teachers have previously taught ATAR at Atwell College.
- 54% have taught their current teaching subject in a previous year at Atwell College

Comment: Developing the staff profile is the major focus of workforce development in the medium term. The strategies sit within two foci. That is to develop current staff within the current college profile and to make future staff selections based on timetable development and the usual workplace movement at staff based on retirement, transfer and parental leave.

- Leadership developed across the Atwell College staff profile.

Comment: Opportunities for identified staff displaying leadership capabilities are proactively considered within the college. The college is mindful of succession training and developing leadership and leaders. Retirements, transfers and leave arrangements influence the type of context of the leadership required.

- School support staff developed supporting Atwell College administration and executive function.

Comment: The Atwell College administration and support staff form an integral part of supporting college operational functions. Staff members are training in continuously in the context of the change management processes associated with Student Centred Funding Model (SCFM) implementations, the Student Services re-organization at Atwell College and the re-configuration of attendance processes associated with Academy Solutions software.

- Develop Education Assistant profile supporting inclusive education practice.

The Student Centred Funding Model has supported inclusive education practice with student resources being allocated to students on a needs basis. Education Support Students and Students of educational Need (SEN) are allocated significant resources to support desired educational outcomes within the parameters of SCFM.

- Use performance management practice to support college improvement and employee development.

All staff members of Atwell College are subject to performance management processes as per Education Department of WA policy. Teacher observation of classroom practice is a mandated component of performance management and is seen at Atwell College as a significant process to support the growth and development of the Atwell College teaching staff.

# Education Support

## INCLUSIVE EDUCATION

In response to the college's requirements to effectively cater for students with special needs in an inclusive facility the school has identified that specialised planning, assessment and reporting are required. To achieve the priority the College has identified that consistent processes were required across all learning areas. In 2011 Atwell College began to utilise the Reporting to Parents: Special Education Needs (RTP SEN) online tool. The implementation of the tool and the focus in this area is aimed at improving the school's capacity to deliver effective teaching and learning programs for students with special education needs.

The school has utilised RTP SEN to bring together all individual student documented plans. Originally the tool was implemented for development of individual education plans. However, the College has adapted the tool in order for other plans such as behaviour, health care, hydrotherapy and social competency objectives to be assessed and reported on. RTP SEN has allowed the school to align mainstream reporting processes and specialised reporting processes.

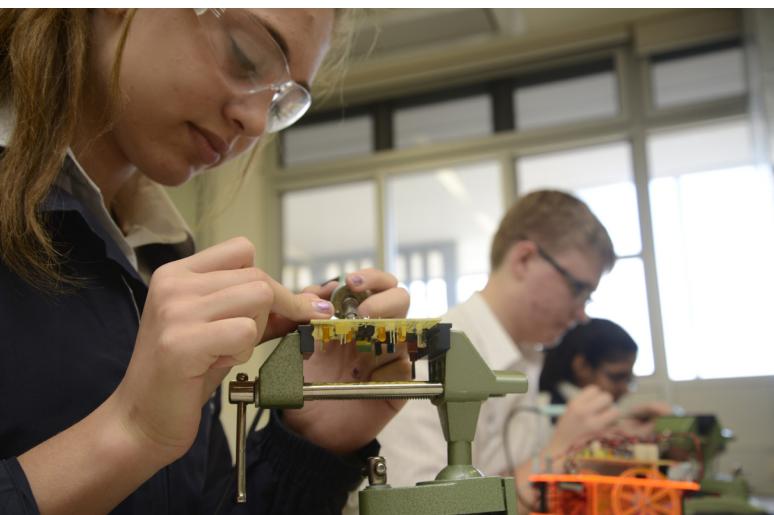
To create a more inclusive culture the school recognises the need for improvement in specialised skills and knowledge of classroom teachers. In line with Atwell College's strategic targets, the college has sourced grants that support the Atwell College business plan. The College applied for several grants under the Department of Education's More Support for Students with Disabilities program. The More Support for Student's with Disabilities (MSSD) grants have provided staff with professional learning opportunities, funds to purchase inclusive technologies and facilitated the establishment of positive relationships with surrounding education facilities which in turn has presented staff with the opportunity to improve student outcomes.

One of the successful MSSD grants centred on the introduction of Reporting to Parents: Special Education Needs into Atwell College. The program focused on implementing a professional learning program for all teachers at Atwell College. Key staff were provided with extra sessions with the aim of them being able to support staff in their relative learning areas. The model was a successful way to distribute knowledge to staff and build capacity to implement inclusive planning and reporting processes.

By encouraging staff to manage the MSSD projects a vehicle has been identified that builds capacity in staff who are seeking development opportunities and are possibly aspiring leaders. School leaders work alongside identified staff members to encourage them to work through the challenges, praising them for their successes and providing a higher level of assistance if so required.

Staff have been through a learning phase and have reported on documented plans across several reporting cycles. Survey's and questions will identify the positives and challenges of utilising the tool and the impact it is having in classrooms. The College is now in a position to investigate development of data related to students with special education needs achievement data.

Funding for Education Support teachers and Education Assistants is provided through Schools Plus funding. On site school psychologists supports the eligibility applications and checklists to ensure the right level of funding is allocated to each student. An Associate Principal manages the education programs for students with special education needs. Part of their role is to ensure the distribution of the collective individual student funding is allocated effectively.

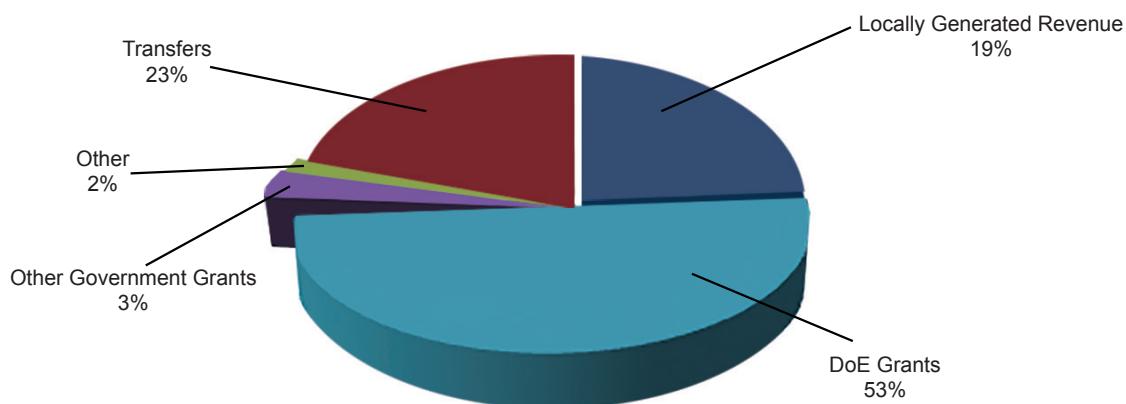


# Finance

## FOCUS

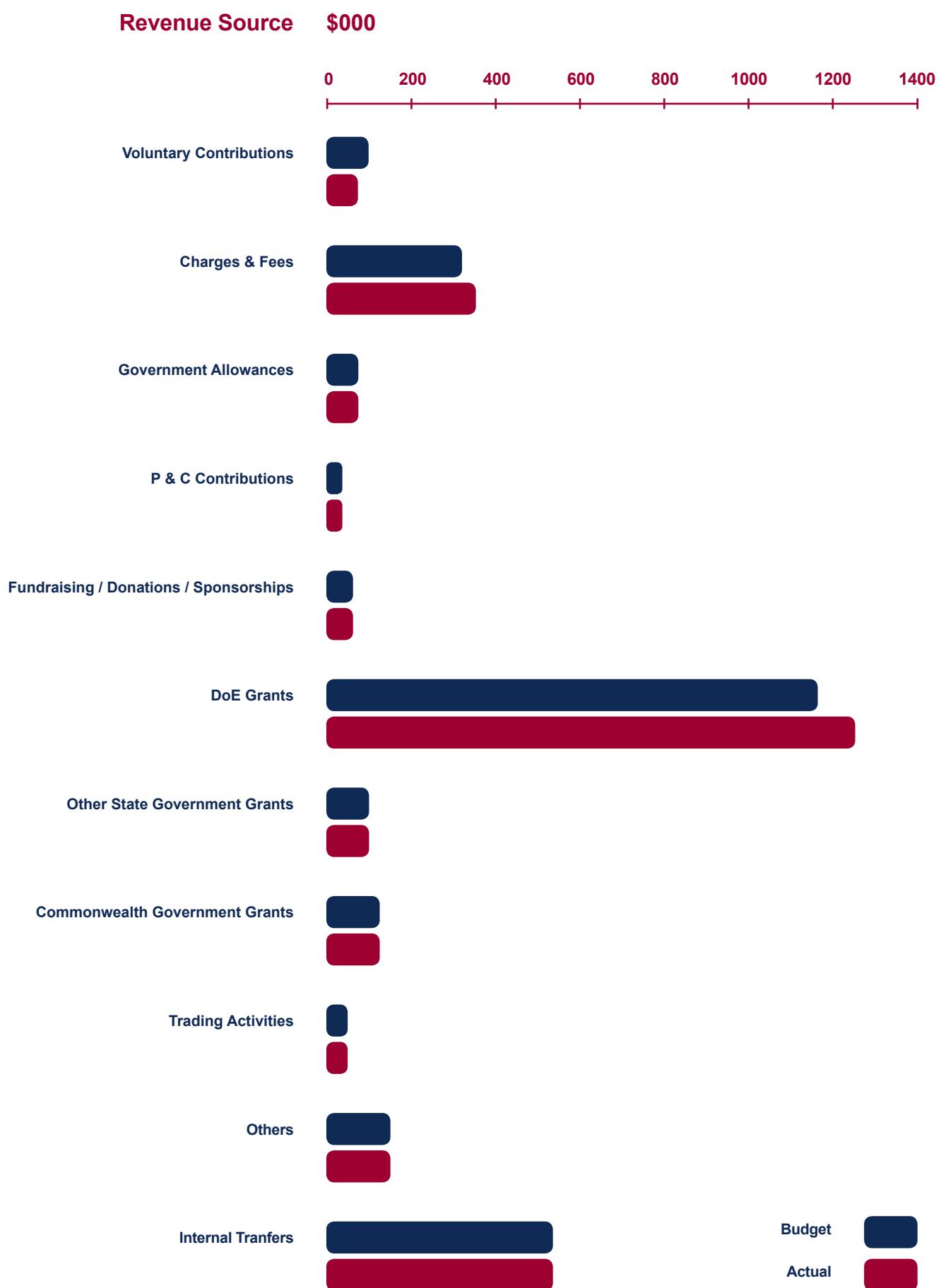
- Implement requirements of the Student Centred Funding Model.
- Support Atwell College initiatives.
- Implement findings from audit processes.
- Develop finance model suiting Atwell College.
- Entrepreneurial development.

**Current Year Actual Resources**



Revenue Cash	Budget	Actual
1. Voluntary Contribution	\$74,576.00	\$65,478.38
2. Fees & Charges	\$321,317.00	\$315,657.76
3. Government Allowances	\$27,965.00	\$27,965.00
4. P & C Contributions	\$3,798.00	\$3,797.55
5. Fundraising / Donations / Sponsorships	\$23,066.00	\$22,729.21
6. DoE Grants	\$1,174,711.00	\$1,258,830.34
7. Other State Government Grants	\$32,123.00	\$32,123.38
8. Commonwealth Government Grants	\$51,479.00	\$51,479.09
9. Trading Activities	\$10,142.00	\$10,141.51
10. Other	\$59,818.00	\$59,817.82
11. Internal Transfer	\$562,790.00	\$562,789.45
<b>Total Income</b>	<b>\$2,341,785.00</b>	<b>\$2,446,809.49</b>
Opening Balance	\$163,634.00	\$163,634.05
Total Funds Available	\$2,505,419.00	\$2,610,443.54

# Revenue - Budget vs Actual



# Finance

## Cash Position

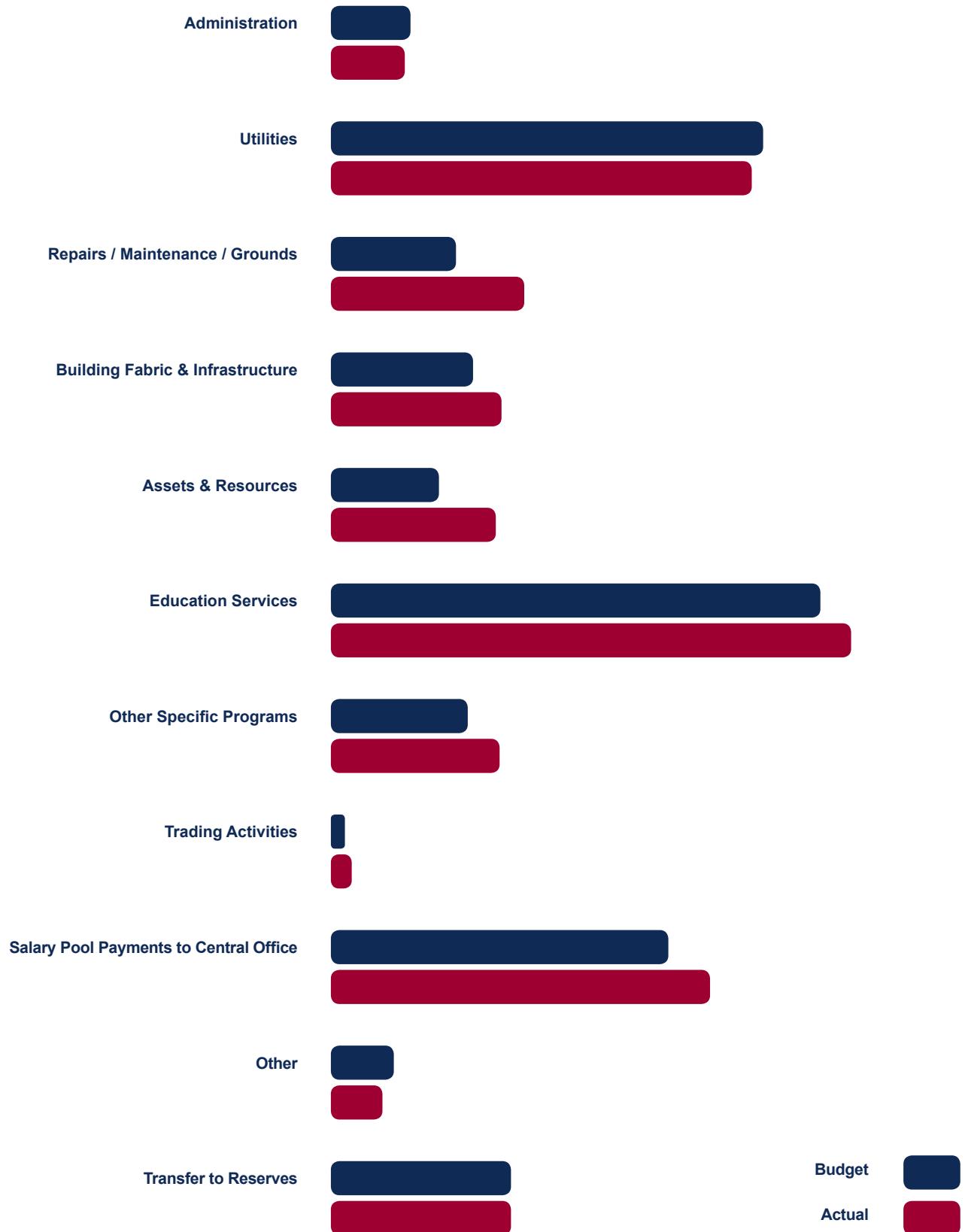


Cash Position as at:	
<b>Bank Balance</b>	\$620,254.98
Made up of:	
1. General Fund Balance	\$33,516.52
2. Deductible Gift Funds	
3. Trust Funds	
4. Reserves	\$594,236.70
5. Suspense Accounts	\$41,392.76
6. Cash Advances	
7. Tax Position	\$48,891.00
<b>Total Income</b>	<b>\$620,254.98</b>

Expenditure	Budget	Actual
1. Administration	\$74,104.00	\$70,124.69
2. Utilities	\$487,639.00	\$480,791.41
3. Repairs / Maintenance / Grounds	\$139,727.00	\$208,630.64
4. Building Fabric and Infrastructure	\$149,204.00	\$191,905.40
5. Assets and Resources	\$112,600.00	\$188,615.08
6. Education Services	\$562,451.00	\$580,577.23
7. Other Specific Programs	\$146,479.00	\$168,481.85
8. Trading Activities	\$4,924.00	\$6,578.11
9. Salary Pool Payments to Central Office	\$371,821.00	\$420,129.91
10. Other	\$47,730.00	\$41,466.70
11. Transfers to Reserves	\$219,626.00	\$219,626.00
<b>Total</b>	<b>\$2,316,305.00</b>	<b>\$2,576,927.02</b>

# Expenditure - Budget vs Actual

**Expenditure Purpose**    \$000

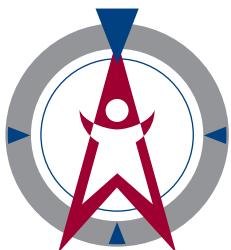




N. Woodley P. Machin

**Signatures:** **Noel Woodley**  
Principal  
Date: 29 April 2015

**Natalie Machin**  
Chair - Atwell College Board  
Date: 29 April 2015



**ATWELL COLLEGE**

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