

ANNUAL REPORT 2018



ATWELL
COLLEGE



Embracing the future





00

10

2



Atwell College

201 Brenchley Drive, Atwell WA 6164

Tel 6174 2200

Email atwell.college@education.wa.edu.au





Our College Purpose

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

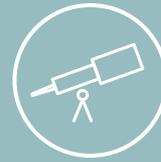


Ethos

Atwell College expects excellence of staff and students within the knowledge that all individuals are part of a community.

Atwell College's practices are to:

- Match student capabilities and aspirations to pathways of future achievement.
- Provide a safe and caring work and learning environment for all.
- Acknowledge that all students have the ability to learn and all staff members are provided the opportunity to learn.
- Seek the holistic development of each child academically, socially and emotionally.
- Engage students in positive health and wellbeing programs and encourage staff in positive health and wellbeing practices.
- Be inclusive in all actions.



Vision

Atwell College seeks to fully develop each child's intellectual, physical and social/emotional capacity to enable each child to become global citizens with an informed concern for the environment and social justice issues. The college recognises that fostering a strong appreciation of fundamental societal values is intrinsically linked to the development of individual self-worth and respect for others.



Core Beliefs Pillars

Connection, Opportunity,
Environment, Holism.





Contents

Foreword	6
Atwell College Highlights 2018	7
College Overview	8-10
Business Plan Focus Areas	
Student Achievement	12-14
Quality Teaching	15-16
High Care	17
Effective Governance	18
Resources	20-21
Education Support Report	22-24
Financial Summary	25-27
Signature Page	28

FOREWORD

The Atwell College (AC) Annual Report highlights the outcomes achieved during the 2018 school year against the targets as expressed in the 2017-2019 College Business Plan. It provides parents, caregivers and members of the community with an overview of AC's performance over the past school year. Principal Mr. Noel Woodley retired at the end of 2018 and a new Principal Mr. Peter Rudrum has commenced at the start of 2019. Mr. Woodley was responsible for the development and consolidation of all aspects of the existing business plan and the college community thanks him for his vision and leadership over the past several years.



Peter Rudrum
Principal

This Annual Report does not describe everything that our school does, but focuses on those aspects of school-wide improvement directly related to maximising outcomes for students including levels of wellbeing and achievement. The College operates in the belief that it upholds and promotes personal, academic and social excellence amongst both students and staff. We actively discourage those influences that work against the attainment of these standards.

We strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing. Entwining a culture of high performance with a culture of high care will enable us to achieve the highest educational objectives.

As an Independent Public School (IPS), AC continually reflects on its performance through the business planning process and other self-review processes. The current Business Plan (2017-2019) is due to finish at the end of 2019 and is available through the AC website. The plan builds on the priority areas of student achievement, quality teaching/learning and pastoral care. Student achievement targets were designed to place a particular focus on improving outcomes for students in specific areas. While many of the targets are aspirational, they are also considered to be realistic and achievable over time.

2018 YEAR 12 ACADEMIC HIGHLIGHTS



Awards for Excellence

Two (2) students were recognised in the School Curriculum and Standards Authority (SCSA) Awards for Excellence for outstanding performance in Year 12.



ATAR

A number of our ATAR students achieved excellent results:

Three (3) students achieved 90-94.5 - 7% of our ATAR cohort
Two (2) students achieved 85-90 ATAR - 5% of our ATAR cohort

Three (3) students achieved 80-85 ATAR - 7% of our ATAR cohort

Two (2) students achieved 75-80 ATAR - 5% of our ATAR cohort

Six (6) students achieved 70-75 ATAR - 14% of our ATAR cohort



Attainment

AC Attainment rate remained high with 95% of all Year 12 students completing their secondary education with either an ATAR (University Entrance Score of above 55) or a Vocational Certificate.

Vocational Education and Training Certificate completions were high and exceeded the previous two years. We believe that our College is preparing our graduating students for transition into meaningful post-school pathways, thereby enabling our students to *“Embrace the Future”*.



Atwell College Executive

From Left to Right: Brendan Bleakley (Associate Principal), Cheryl Brownley (Manager Corporate Services), Mike Ciccotosto (Deputy Principal), Tonia Brown (Deputy Principal), Peter Rudrum (Principal), Jodi Lambert (Deputy Principal)

COLLEGE OVERVIEW

Atwell College (AC) is a comprehensive and inclusive government school established in 2008 with a focus on building a High Performance-High Care culture for our staff and students. As a modern institution, AC is committed to the purpose of developing community values, individual self-worth, respect and concern for all.

Our College campus is contemporary with state-of-the-art buildings and modern facilities. There are several specialist facilities across the College including a new library and resource centre, IT infrastructure, a fully operational theatre and media centre, music training facilities, sports facilities and extensive home economics and design and technology capacity.

At AC, every child matters. Our motto of “*Embracing the Future*” is achieved by a school-wide focus on every child to:

Engage in meaningful education programs in a safe, encouraging and positive school environment, make satisfactory **progress** in their learning, **develop** the skills, knowledge and attitudes necessary to **achieve** their potential, successfully **transition** into an appropriate post school pathway and **contribute** responsibly and positively to society.

Our College’s culture of Respect is built on the National Values for Australian Schooling. They are:

- Respect for oneself;
- Respect and concern for the rights and welfare of others;
- Respect for the environment;
- Social and civic responsibility;
- The pursuit of knowledge, striving to achieve potential and
- Acceptance and tolerance of difference.

Our student numbers have grown over time with approximately 1450 students from Years 7-12 at the commencement of 2019. Our student population represents over 42 Nationalities and reflects the rich cultural diversity of the Atwell community.

Our College’s values and beliefs underpin the focus on every student achieving his/her best. Students at AC are valued and the opportunity to celebrate achievements at all levels is taken. Students at AC achieve high levels of success across a broad range of academic, sporting and vocational pursuits.

We have an experienced and dedicated workforce of 214, comprising of 107 Teachers, 57 Education Assistants and 50 CS & Support staff; across all of the areas of operation of the College. We endeavour to attract, train and retain highly competent, professional and dedicated staff.

Our staff professional learning program is comprehensive and continuing to evolve to match the changing needs of our staff and students. Experienced teachers provide coaching and targeted support to colleagues in areas of need including graduate teachers to build their capacity and improve their impact on learning. This support is provided through observations of colleagues teaching, giving feedback to help them improve and providing opportunities for them to see excellent teaching in action. The goal is for these high-quality teaching practices to be evident in every classroom.

Along with a strong system of pastoral care, our teaching staff delivers a comprehensive and diversified curriculum, which contributes to students at AC receiving a balanced education and opportunities to pursue their areas of interest and catering for the full range of post-school pathways: University, Training or Employment. Our broad curriculum and training programs meet the requirements of the West Australian Curriculum (Years 7-10) and the West Australian Certificate of Education and the Australian Qualifications



Framework for our Vocational Programs (Years 11-12), catering for multiple pathways and destinations post-secondary schooling. Approximately 24% of our students attempt University Entrance Courses (four or more ATAR) and 76% General Courses and VET qualifications.

In addition to the core academic curriculum, AC students engage in a variety of subjects in technology, sports and The Arts. A significant number of our teaching staff volunteer their time to run extra-curricular programs, clubs and activities throughout the year to cater to student interests.

AC is developing a positive reputation for its emerging STEM programs both within and in addition to the day to day curriculum. Several groups of students were successful in 2018 in a variety of STEM-based competitions across the state. Our outstanding arts program is highly acclaimed for its visual arts, dance and drama, media, choir, concert band, musical

theatre, guitar and woodwind ensembles.

AC has developed numerous productive and ongoing partnerships with other schools, external agencies, universities and training and education providers to enhance our ability to cater to the diverse needs of our student population. We value our strong relationships with our partner primary schools: Atwell, Aubin Grove, Hammond Park, Harmony, Honeywood, Jandakot and Success. Our College offers a range of after-school courses each term through the Atwell Zone Extension Program, providing an enriching and challenging program to academically able Year 5 and 6 students from our seven partner primary schools.

Effective leadership and high-quality teaching are at the core of high performance. School leaders play a critical role in driving high-level teaching practice among their teachers.

We have an experienced and multi-faceted Student Services Team (SS)

comprising of a Psychologist, Nurse, First Aid Officer, Deputy Principal, Upper and Lower School Coordinators, Level 3 ESU Program Coordinators and Several Year Coordinators who support and work in partnership with parents and staff. The team provides students with academic support and monitoring, counselling, health and well-being advice and mentoring. They are committed to supporting all students in their journey through school and preparation for life-long learning. AC focuses on a school-wide system of support that includes proactive strategies for defining teaching and supporting appropriate student behaviours to create a positive school environment.

Atwell College became a Positive Behaviour Support campus in 2013. The program was introduced as a method of creating a whole school approach for generating a positive, safe and supportive school climate in which students can learn and develop. This approach has proved successful as it involves the school community working together with students being empowered to participate in decision - making through active involvement in the College's leadership such as the School Board

and Student Senate. AC's commitment to these strategies is reflected in Priorities 1-3 of the current 2017-2019 Business Plan. The Plan focuses on School improvement planning enabling the school to respond to the Department of Education Focus documents and the Classroom First Policy. The School improvement planning encapsulates the key elements of the DET Strategic Plan, allowing improvement planning to be evidence-based at the school level, ensuring the best outcomes for the students.

Specialist Programs

The strong support for sport in the local area is reflected in competitive successes for our College teams in several sports including athletics, soccer, AFL, rugby, netball and volleyball.

In a significant achievement, the AC Netball Specialist Program has been fully endorsed as a Tier 1 Specialist Netball School in 2018 by Netball Western Australia. The endorsement is an outstanding achievement which recognises that Atwell College is one of the Top 5 Specialist Netball Schools in



the state. Enhanced selection processes and a focus on quality coaching have seen the program mature to the point of endorsement by Netball W.A.

The Rugby League Specialist Program is another elite sporting program developed by Atwell College in conjunction with the NRL WA that experiences outstanding levels of success in social and emotional results as well as on the sporting field. This program has maintained and grown with successful programs in Year 7 through to Year 10.

WARL (WA Rugby League) maintains a close association with AC to ensure access to inter-school competitions and Specialist Coaching Programs.

Our Academic Extension Program (AEP) seeks to enrich students' learning by offering a wide range of educational opportunities in a safe environment. Students are placed in one of two AEP program classes in each year group (Years 7 to 9) and are exposed to extension activities in Math, Science, English and Humanities & Social Sciences. To encourage a well-rounded, self-managed and independent learner, we begin by helping students to look at themselves and learn to identify their strengths.

A review of the AEP during the end of 2017 saw the inclusion of staff applications to teach in the program, ensuring quality and enthusiastic staffing. Feedback from students outlined the desire for a more student-centred teaching/ learning style while staff seeks to develop relationships with students to enhance the learning environment. This information was discussed with staff following the review to help create a more focused AEP.

There is an expectation that staff at AC are familiar with the Aboriginal Cultural Standards Framework and are applying its principles into their practice. AC is implementing an Aboriginal Cultural Standards Framework that includes professional learning, linkages with the local community and resource development. AC has partnered with AIME (Australian Indigenous Mentoring Experience) for several years to support all Aboriginal and Torres Strait Islander students. This program provides students with an opportunity to access mentors and tutoring. Throughout the year, students are provided with the chance to attend both in-school and out-of-school activities, providing them with fun, cultural and values enriched activities.

National School Opinion Surveys (NSOS)

All Western Australian schools are required to administer parent, student and staff National School Opinion Surveys (NSOS) biannually using the online School Survey data collection tool. This system allows users to gather anonymous valuable feedback for their school community. The Survey Results presented in this report are from the 2017 Survey. Surveys have been carried out in Term One of 2019 and the results from these will feed into the 2019 Annual Report.



BUSINESS PLAN

FOCUS AREAS

Priority 1:

Student Achievement

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

Measures of success

Vocational Education and Training (VET)

Students at Atwell College have the opportunity to access a VET program as part of their course choices at the College. Depending on university entrance requirements and personal preference, the % of students achieving a VET qualification has increased to 80% This demonstrates the accessibility of VET courses and the value placed on the qualifications by the students. Please see the table for the spread of certificate course levels and course diversity information. 181 students completed Authority Developed Workplace Learning or another SCSA Endorsed program at the College in 2018.

Level of highest qualification achieved (of VET enrolled students)

Certificate IV	21(11%)	16(9%)
Certificate III	18(10%)	16(9%)
Certificate II	107(58%)	104(58%)
Certificate 1	1(1%)	

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

APLAN 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 have been put in place to try and 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.

Table 1.1

WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
YEAR	2018	2017	2016	2018	2017	2016
Top 20%	11%	16%	12%	8%	16%	16%
Middle 60%	72%	67%	71%	73%	68%	70%
Bottom 20%	17%	17%	17%	19%	16%	14%



WA Public Schools	Year 9 Reading					
	School			Like Schools		
YEAR	2018	2017	2016	2018	2017	2016
Top 20%	9%	15%	12%	7%	20%	17%
Middle 60%	67%	66%	68%	73%	64%	68%
Bottom 20%	19%	19%	20%	20%	16%	16%



WA Public Schools	Year 9 Writing					
	School			Like Schools		
YEAR	2018	2017	2016	2018	2017	2016
Top 20%	2%	13%	14%	3%	19%	18%
Middle 60%	48%	68%	69%	52%	66%	68%
Bottom 20%	50%	18%	17%	45%	15%	14%



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 Atwell College students. The College is continuing to monitor the four pathways of senior school curriculum, namely 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.

Table 1.2

WACE Achievement Rate: count (%of eligible students) Source: SCSA data files						
YEAR	2018	2017	2016	2015	2014	2013
Atwell College (WACE Eligible)	141 (83%)	120 (83%)*	141 (88%)	124 (99%)	745 (100%)	114 (100%)
Like Schools (%)	87%*	89%*	88%	95%	97%	97%



- New WACE requirements

Table 1.3

Attainment Rate - ATAR > =55 and/or Cert II or higher; count (%)		
YEAR	2018	2017
Atwell College (WACE Eligible)	160 (95%)	142 (99%)
Like Schools (%)	95%	96%

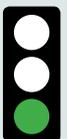


Table 1.4

Median ATAR (no. of students) Source: SCSA data files and Department calculations		
YEAR	2018	2017
Atwell College	65.2	72.75
Expected performance mean variance	-0.82	0.07
Like Schools (%)	74.95	72.95

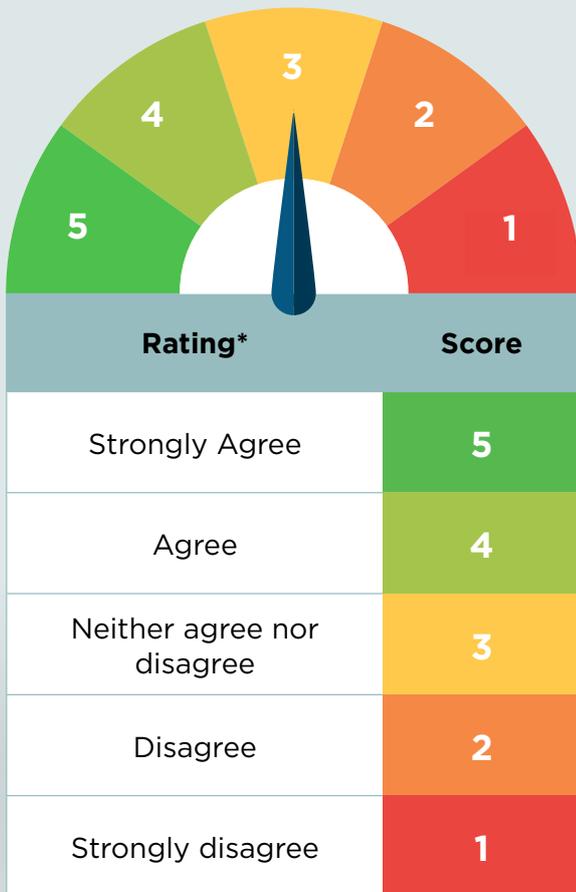


Priority 2:

Quality Teaching

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

Measures of success



Atwell College Staff Survey 2018 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 2018 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



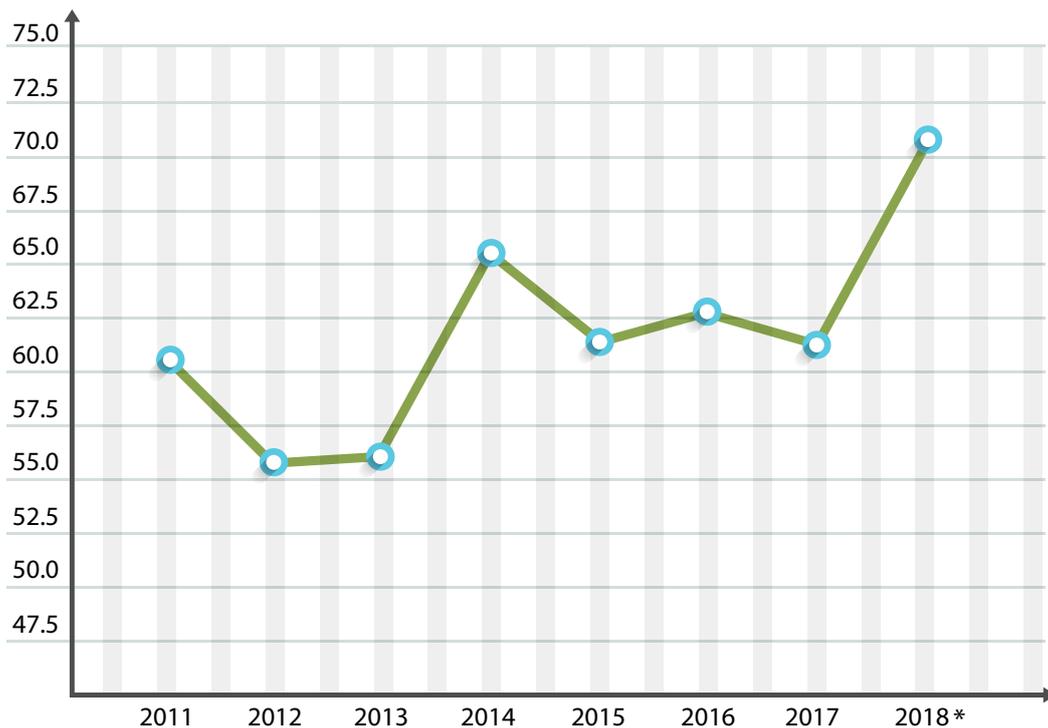
Priority 3:

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.

Proportion of Students in Regular Attendance Category 2011-2018 for Atwell College



Atwell College Survey 2017 Ranking*

Community - My child feels safe at this school

3.3

Staff - Students feel safe at this school

3.5

*See Page 14 for ranking guide.

Priority 4:

Effective Governance

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

Measures of success

2018 Atwell College Board (ACB) Meeting Presentations

Month	Presentation	Presented by
February	WACE Report	Noel Woodley
March	VET Presentation	Philippa Ralston
May	Principal's Report	Noel Woodley
	Student Services Report	Tonia Brown
June	Student Achievement	Michael Ciccotosto
August	Education Support	Brendon Bleakley
September	Quality Teaching	Jodi Lambert



Survey Questions:

1. The ACB is adequately informed regarding school performance information.

2. Does the performance information presented to the ACB enable the Board to contribute to decisions regarding Atwell College Review Processes?

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

4. The ACB is adequately informed regarding financial information to fulfill the Board's Governance Requirements.

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

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

7. The Atwell College Board meetings are conducted as scheduled, are well organised, documented and follow meeting protocols.

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

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

Measures of success

Atwell College Survey 2017 Ranking*

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

*See page 14 for ranking guide

Building and Facilities Development

	Net Amount AUD
Minor Works	29,521.00
Building and Routine Maintenance	5,989.00
Routine Maintenance	780.00
Total	36,290.00

IT Development

	Net Amount AUD
Computer Repairs - Curriculum	18,404.00
BFI	74,125.00
Assets - Computer Equipment	38,683
Resources - Computer Equipment	189,228
Resources - ES Inclusive Technology	28,241.00
Total	348,636.00

Education Support - Report

At the end of 2018, Atwell College had 101 students who attracted an Individual Disability Allocation. This is an increase of eight students from the end of 2017. Of those, 75 students were formally enrolled in the Education Support Program, an increase of one student from the previous year. 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 2018, we used eight Education Support classrooms for regular programs. Programs are designed in collaboration with whole school timetabling processes enabling integration opportunities throughout all the students individual learning programs.

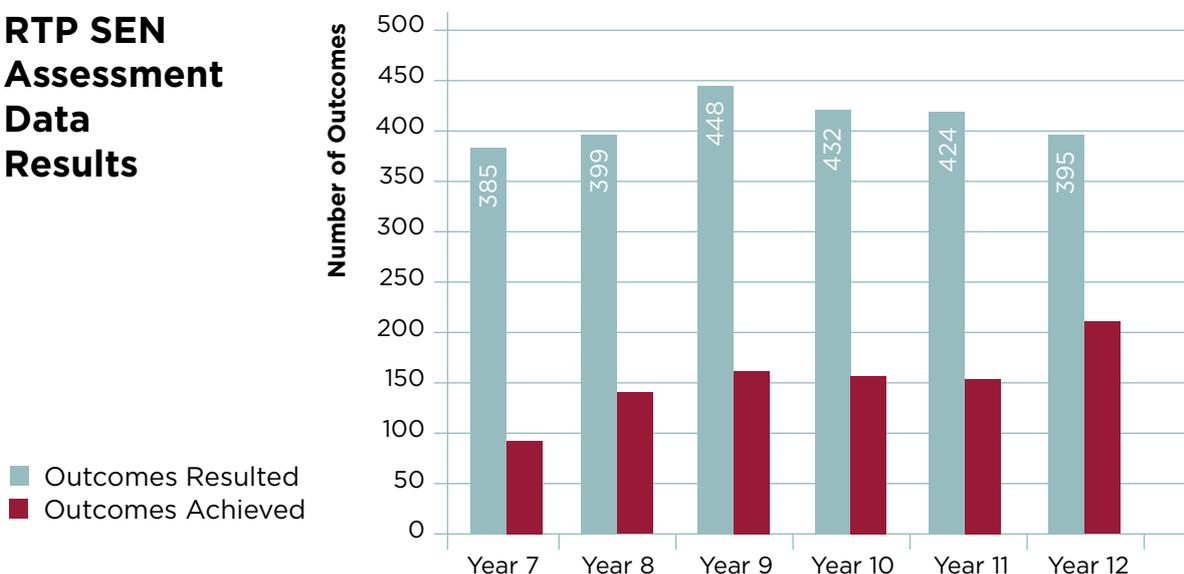
Resourcing

Through the Department of Education's Student Centred Funding Disability Allocation, the College was provided with \$3,802,525.93, a 1% decrease from the previous year. The college employed 12 Education Support teachers, four in a part-time capacity. Four teachers from the Physical Education and Health Department delivered specialised Physical Education programs, focussing on fundamental motor skills. The students with special education needs received support from 47 Education Assistants with an overall FTE of 47.41, an increase of 3.83 FTE from the previous year. In addition, the College implemented specialised EA roles in the areas of Education Assistant Coordination, Workplace Learning, Sensory Resourcing and Literacy Support.

Student Achievement

Through our Individual Education Planning processes, education staff resulted in a total of 2483 objectives aimed at providing students with learning opportunities. 2018 data indicates a significant drop in the number of individual targets achieved. Atwell College has been part of the Department of Education's pilot project for SEN Reporting Enhancements. New assessment scales have been implemented alongside the introduction of SMART targets. The result has been a significant change in how we report on student achievement. All students received reports generated by the Department's online reporting system. Reports included photos and work samples.

RTP SEN Assessment Data Results



ABLEWA

In 2018, 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. ABLEWA data is a crucial driver of our Education Support improvement targets. We use the data to track students' individual achievements and guide our resourcing based on student learning requirements.

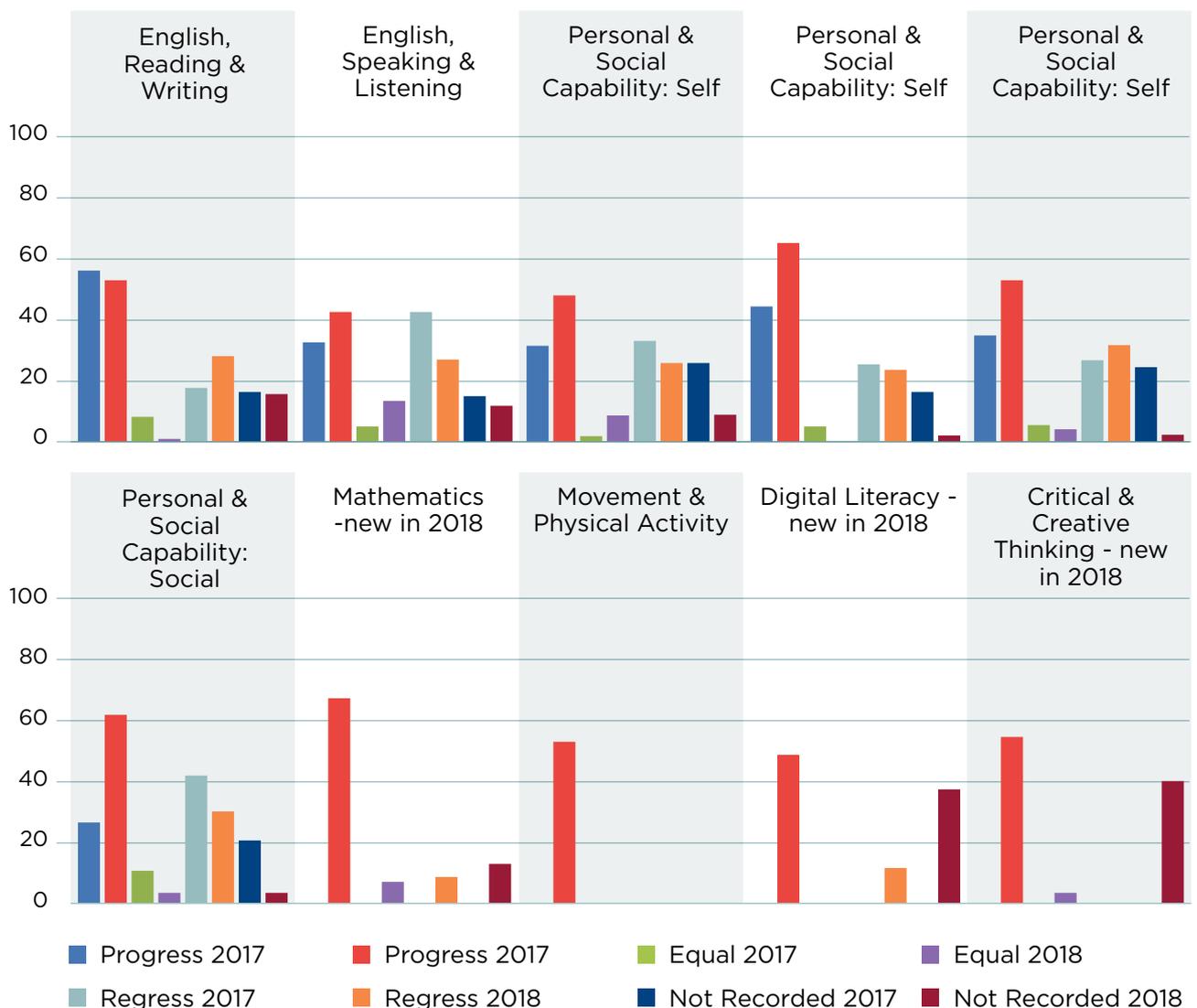
2018 ABLEWA Level Student Numbers	Progress	Equal	Regress	Not Recorded
English, Reading & Writing	38	1	20	11
English, Speaking & Listening	31	10	20	9
Personal & Social Capability: Self	14	3	8	3
Personal & Social Capability: ASD	32	0	12	2
Personal & Social Capability: Self Emotion	41	4	25	3
Personal & Social Capability: Social	46	2	23	2
<i>Mathematics - new in 2018</i>	50	5	6	9
<i>Movement & Physical Activity - new in 2018</i>	4	0	0	0
<i>Digital Literacy - new in 2018</i>	4	0	1	3
<i>Critical & Creative Thinking - new in 2018</i>	19	1	0	14

Post-school Pathways - AVET

The Alternative Vocational Education Transition (AVET) program facilitated work placements for 29 students with special education needs at a range of different work sites, including disability employment worksites and open employment. The program collaborated with 8 community-based disability employment services that assisted the college in finding work placements and support students in the workplace. 14 students enrolled in offsite TAFE Certificates, with 14 obtaining a skill sets certificate in their chosen course. Six students completed Traineeships with one student getting permanent employment after their traineeship. The students were supported by 3443 hours of Education Assistant resource. With Western Australia moving into the Federally funded National Disability Insurance Scheme (NDIS) came a new set of challenges. The framework for how students were supported by the disability sector changed significantly in 2018. In response, the College has provided on-site NDIS learning opportunities for families and staff to help facilitate effective post-school disability planning processes.

Post-school Pathways - AVET	2015	2016	2017	2018
Education Support students in work placements	23	25	26	29
Workplace hours	2079	2752	2216	3443
Endorsed Programs		17	23	17
Collaboration with Disability Employment Service Providers (number of providers)	3	7	7	8
Students enrolled in Off-site TAFE Certificates	5	13	11	14
Number of completed Certificates (SMYL)	3		6	2
Number of completed Skill Sets (TAFE)			10	14
Number of School- Based Traineeships	2	2	6	3

2017/18 ABLEWA Level student%



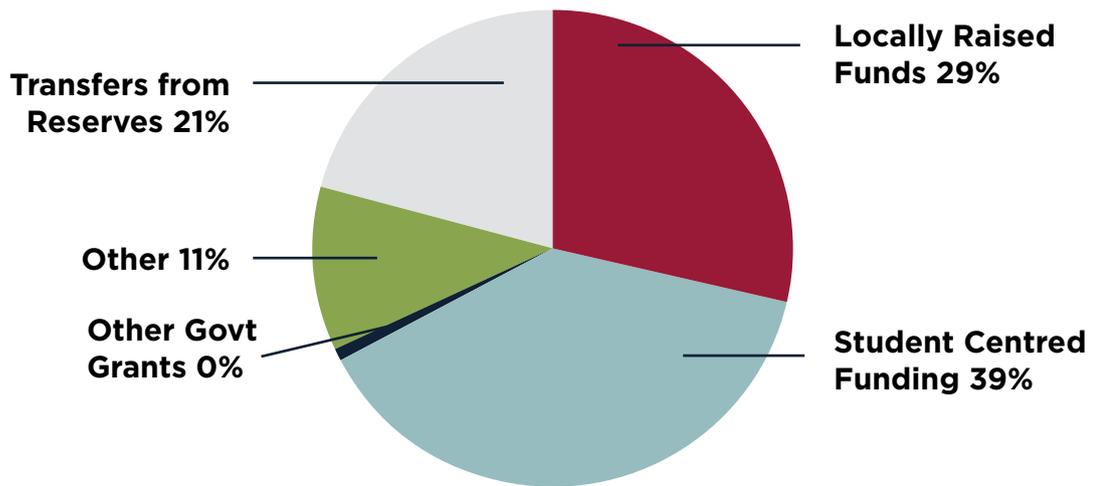
Financial Summary

Atwell College Financial Summary as at 31st December 2018

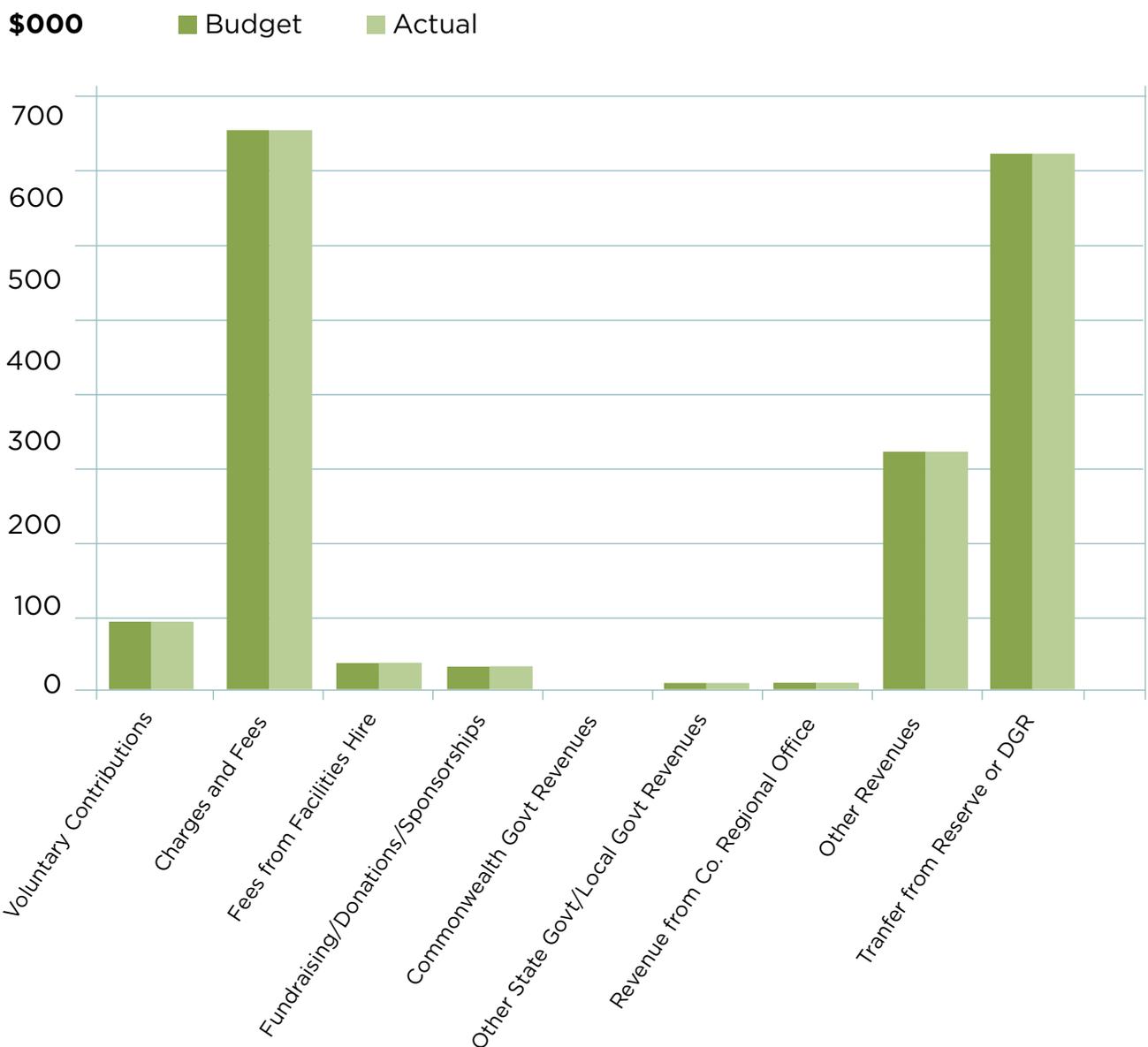
Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$91,199.57	\$91,199.57
Charges and Fees	\$660,648.94	\$660,648.94
Fees from Facilities Hire	\$40,721.16	\$40,721.16
Fundraising/Donations/Sponsorships	\$36,643.18	\$36,643.18
Commonwealth Govt Revenues	-	-
Other State Govt/Local Govt Revenues	\$2,200.00	\$2,200.00
Revenue from Co, Regional Office and Other Schools	\$2,800.00	\$2,800.00
Other Revenues	\$311,343.83	\$311,344.24
Transfer from Reserve or DGR	\$612,334.89	\$612,334.89
Residential Accommodation	-	-
Farm Revenue (Ag and Farm Schools only)	-	-
Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds	\$1,757,891.57	\$1,757,891.98
Opening Balance	\$175,181.00	\$175,180.89
Student Centred Funding	\$1,100,860.98	\$1,100,860.98
Total Cash Funds Available	\$3,033,933.55	\$3,033,933.85
Total Salary Allocation	\$17,215,567.00	\$17,215,567.00
Total Funds Available	\$20,249,500.55	\$20,249,500.85



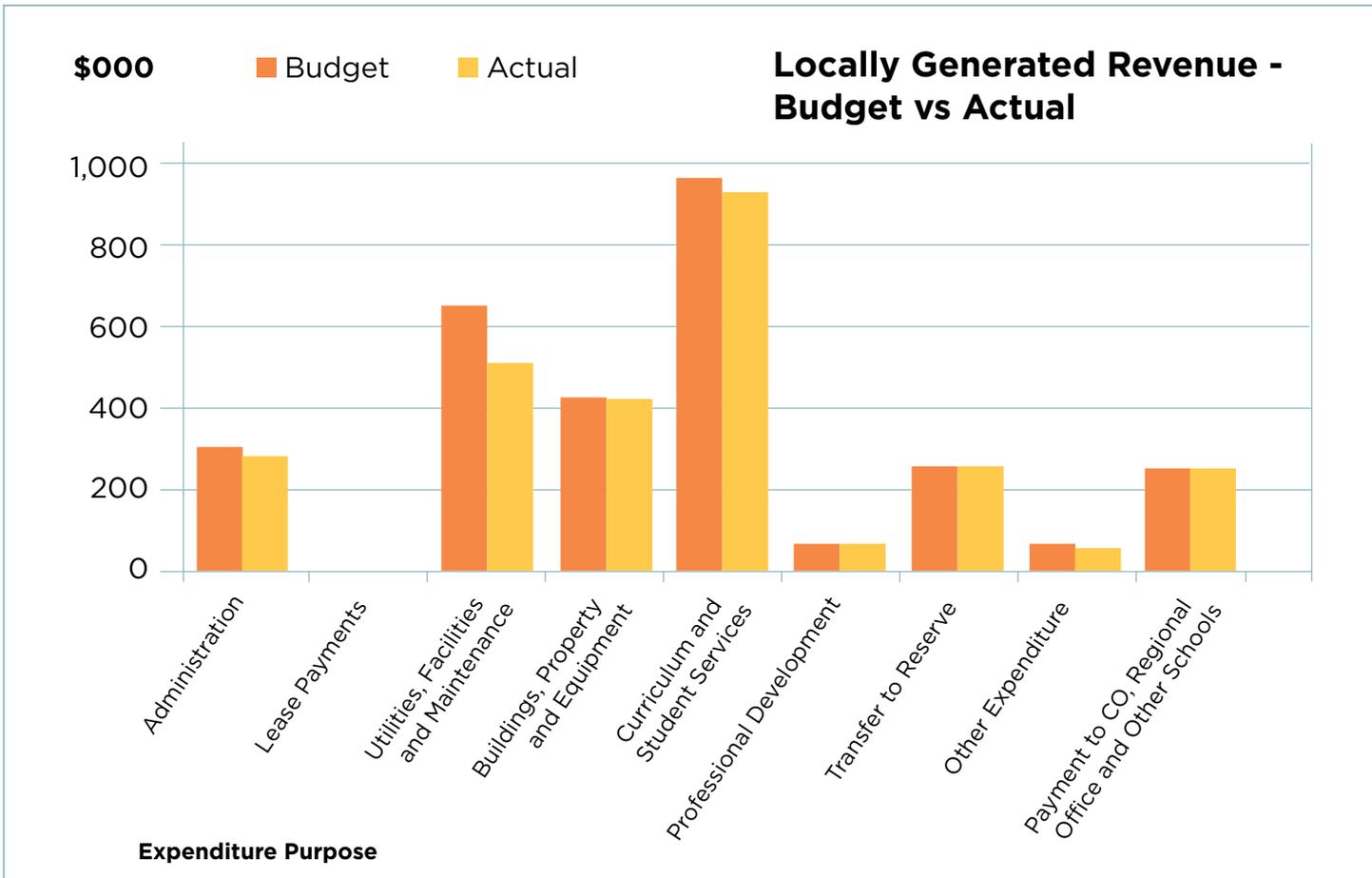
Current Year Actual Cash Sources

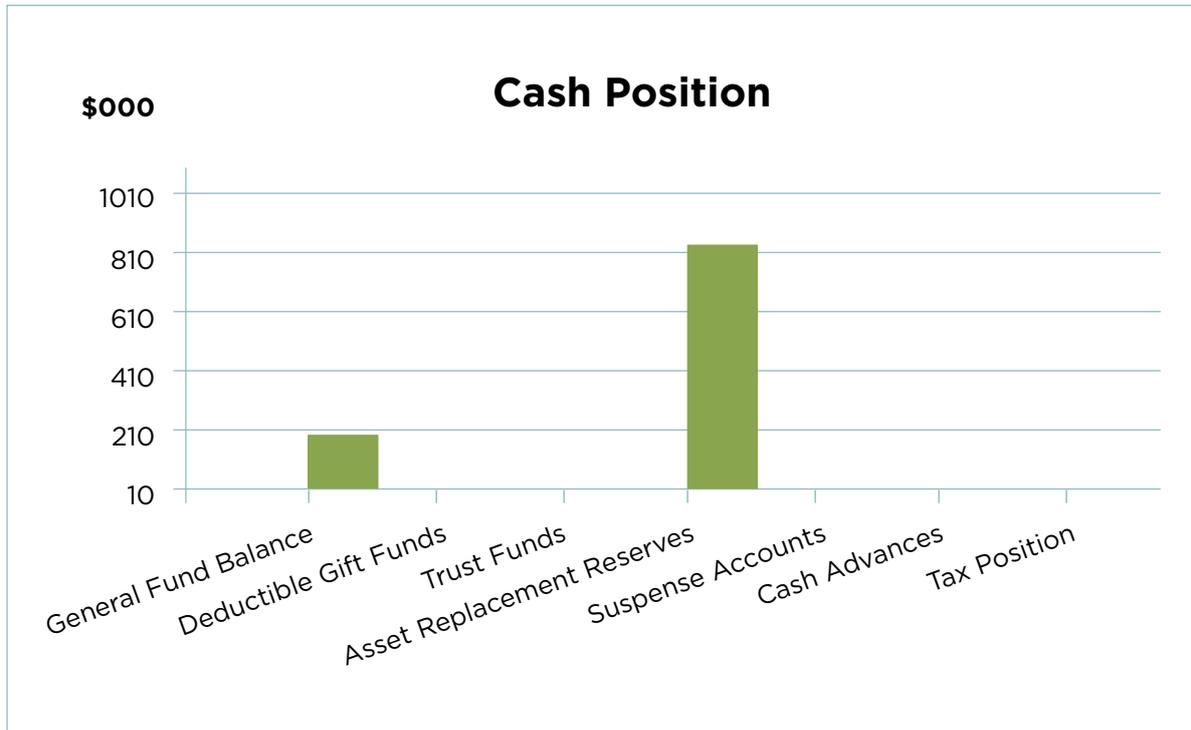


Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
Administration	\$289,119.28	\$283,421.16
Lease Payments	-	-
Utilities, Facilities and Maintenance	\$622,208.34	\$536,612.28
Buildings, Property and Equipment	\$410,898.55	\$408,712.75
Curriculum and Student Services	\$982,492.82	\$958,587.34
Professional Development	\$61,168.18	\$60,396.27
Transfer to Reserve	\$255,292.00	\$255,292.00
Other Expenditure	\$51,860.33	\$47,993.93
Payment to CO, Regional Office and Other Schools	\$262,764.09	\$262,517.00
Residential Operations	-	-
Residential Boarding Fees to CO (Ag Colleges only)	-	-
Farm Operations (Ag and Farm Schools only)	-	-
Farm Revenue to CO (Ag and Farm Schools only)	-	-
Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure	\$2,935,803.59	\$2,813,532.73
Total Forecast Salary Expenditure	\$17,099,790.00	\$17,099,790.00
Total Expenditure	\$20,035,593.59	\$19,913,322.73
Cash Budget Variance	\$98,129.96	





Cash Position as at 31 December 18	
Bank Balance	\$1,102,457.17
Made up of:	
General Fund Balance	\$220,401.12
Deductible Gift Funds	-
Trust Funds	-
Asset Replacement Reserves	\$863,420.23
Suspense Accounts	\$36,778.82
Cash Advances	-
Tax Position	\$18,143.00
Total Bank Balance	\$1,102,457.17

Peter Rudrum

Noel Woodley
Principal

Natalie Machin

Natalie Machin
Atwell College Board Chair





ATWELL
COLLEGE

www.atwellcollege.wa.edu.au



Atwell College

201 Brenchley Drive, Atwell WA 6164

Tel 6174 2200 **Web** atwellcollege.wa.edu.au

Email atwell.college@education.wa.edu.au

