

ATWELL COLLEGE

ANNUAL REPORT 2015

Core values:
*Holism, Connection,
Environment & Opportunity*

www.atwellcollege.wa.edu.au



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Introduction

Atwell College is an Independent Public School (IPS) enrolling students in Years 7 through to Year 12. Located in the modern southern Perth suburb of Atwell, Atwell College was established in 2008 to provide 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 college purpose statement “*Atwell College gives every student the opportunity to prepare for life in a modern community,*” drives the education programs in the college. All students whether the students be university bound, training bound or employment bound have access to courses supporting their aspirations in future life.

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 2015

Atwell College Results 2015

The college experienced a strong rebound in ATAR results in 2015. Several students achieved an ATAR ranking above 90. The college VET results were outstanding with the college being ranked inside the top 20 VET government schools across the state. The Education Support program saw 4 students finish their education studies and successfully exit Atwell College.

The college is expecting continued growth in the achievement of excellent results by students during 2016 and beyond. New WACE requirements come into effect during 2016 that will produce a different achievement profile.

Farewell Class of 2015

The tradition of students experiencing a farewell ceremony at Winthrop Hall continues. The largest cohort of students to date finished their studies with approximately 130 students attending the farewell evening. Students are supporting the 'Atwell College Honors' program in increasing numbers. The students having achieved honors are also formally acknowledged on the evening.

Extra Curricula Activities

Atwell College continues to develop the whole student with access to extra-curricular activities. Bush Cadets, Dance Clubs, Japanese language tours and interschool sport teams fall into this category. At the specialist level Rugby League and Netball continue to excel as top class programs supporting mainstream curriculum success as well as providing an extra-curricular option for the students.

Atwell College Zone 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. Many hundreds of people visited the exhibition

on the opening evening and again during the day for the duration of the event. The quality of the displays and the quality of student work being exhibited is extraordinary. The Atwell College Zone Visual Art Exhibition is a best example of a school initiated community event. Whilst primarily based within the Atwell College and partner primary schools zone the event is also attracting attention from schools outside the local area for an opportunity to display student art.

Arts

The Arts learning area has experienced continued growth and development. Students are selecting a wider variety of courses from this learning area with demand starting to place stress on specialist rooms. Whilst the performing arts classes can be maintained and grown with current facilities the presentation arts are proving popular with students and limited resources will need to be addressed to support student demand.

Teach For Australia (TFA)

Using alternative processes to standard practice the college sourced teaching staff from TFA notably in the Science learning area. The successful trial of staffing in this manner has been extended into 2016 within the learning areas of Science, Mathematics and HASS. The college has also sourced intern staff from UWA for 2016. In a deliberate strategy to ensure a sufficiently trained staff exists for the teaching of ATAR courses and in a manner to invigorate the staff profile with highly motivated workforce the students are the winners. Securing the best possible teaching force remains a priority strategic intent for Atwell College.

Atwell College Zone (ACZ)

The ACZ provides an outstanding example of cooperation between partner primary schools and a local secondary school. Extension courses provided through ACZ are regularly oversubscribed by Year 5 and Year 6 students from local schools. (see table information p8)



Business Plan Focus Areas

PRIORITY: CURRICULUM

Focus Areas

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

Comment: 2015 has seen student performance return to pre-half cohort levels with clear indications of further improvements and increases to occur. Placing this information to one side comment must be made of Atwell College's outstanding Student Attainment results. A steady climb in student attainment over the last 3 years is evident driven with the strategic intent to make the curriculum available to all students. VET results are strong to outstanding with the college inside the top 20 for VET schools within the government system. ATAR results were very close to indicated student performance demonstrating sound assessment procedures and practices within the college.

- **Timetable Development.**

Comment: Targets achieved. An extra staff member has been trained in timetable development with more staff to trained in 2016. Executive and support staff training in this area remains a college priority to ensure key knowledge is shared and developed.

- **OLNA / NAPLAN**

Target – "Increase the number of Band 8 achievement in year 9 from 23%"

Year 9 2015 – students achieving Band 8 and above

Numeracy	Reading	Writing
40%	36%	26%

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.

Business Plan Focus Areas

- **Culture of Academic Rigor Teaching and Learning**

Comment: The culture of teacher observation has begun in the college. Staff are engaged in the process with the intent to learn from each other within learning areas and from other learning areas in the college. All learning areas have articulated teaching and learning within each learning area. A whole school approach to the development of academic rigor through teaching and learning is accountable to the Atwell College Board.

Number of Students Eligible for WACE (% of year group)			
2015	2014	2013	2012
125 (96%)	74 (100%)	114 (93%)	76 (95%)

ATAR Participation Rate (% of eligible students)			
54 (43%)	22 (30%)	34 (30%)	42 (55%)

Median ATAR, expected performance, median ATAR of TISC applicants (no. of students)			
63.3 (54)	52.4 (22)	76.1 (34)	62.4 (42)
-0.5	-2.1	0.5	-1.3
64.8 (47)	51.2 (21)	77.1 (28)	63.1 (37)

Attainment Rate – ATAR >= 55 and/or Cert II or higher of eligible students (no. of students)			
97% (121)	81% (60)	71% (81)	62% (47)

Apparent Retention and Progression

Apparent retention and progression rates (%) – secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2013	114%	71%	68%	104%	71%
2014	112%	77%	72%	83%	69%
2015	114%	66%	58%	87%	69%



Business Plan Focus Areas

PRIORITY: PASTORAL CARE

FOCUS

- Role Development of Pastoral Care staff.**

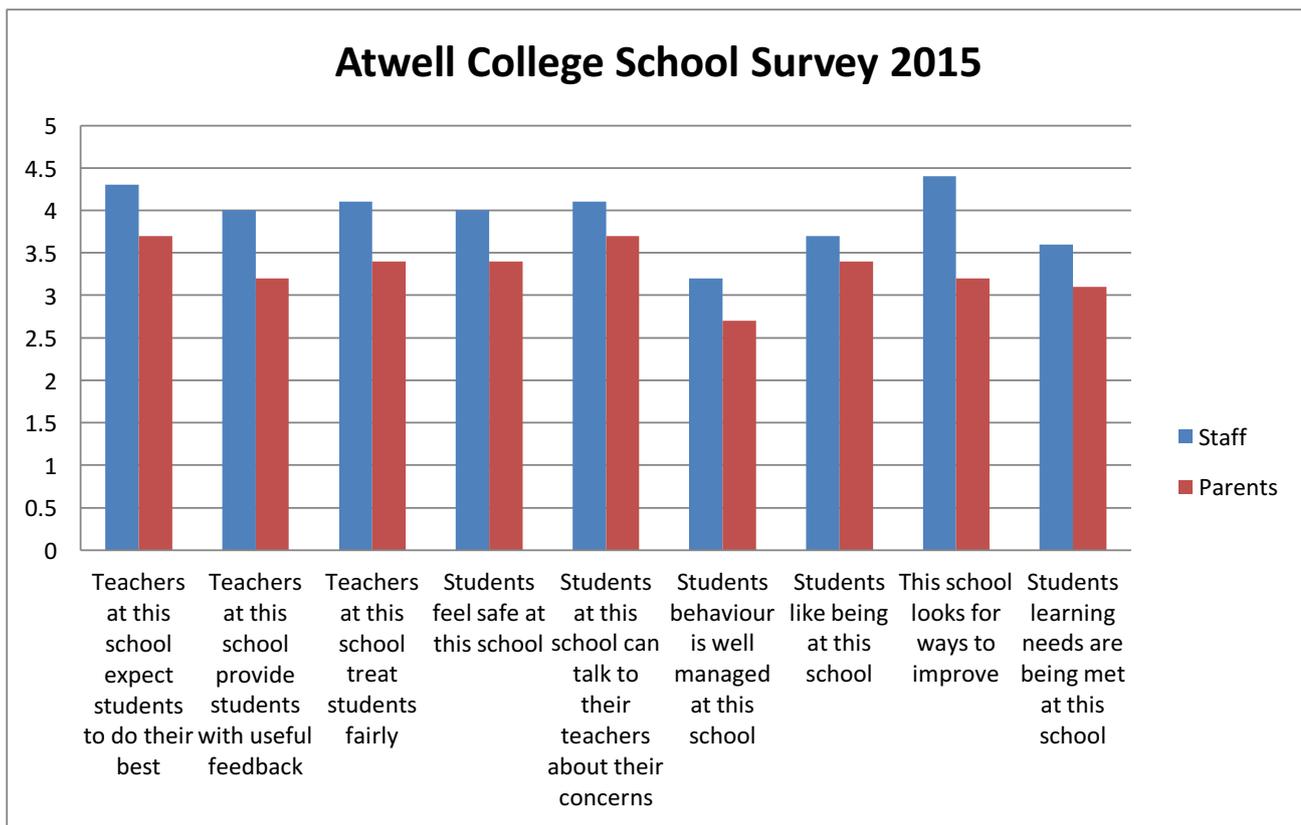
Student Services staff were co-located for the first time recognizing the whole school approach to student services. The development of the whole of school approach to operational planning is designed to support all students. The Year Coordinator role is seen as an important role given the number of staff keen to participate in the role. The Year Coordinators have played a key role in the success of Individual Education Plans (IEP) for identified students. ERG recommendations include further role responsibility clarity for staff particularly concerning student attendance.

- Develop an intervention approach supporting student wellbeing.**

Year group intervention strategies.

Behaviour Management in Schools (BMIS).

Whole school approach to Positive Behaviour in Schools supports the college’s BMIS policy. Staff are trained in CMS strategies further supporting PBS. VIVO points supporting positive student behavior is budget for 2016.



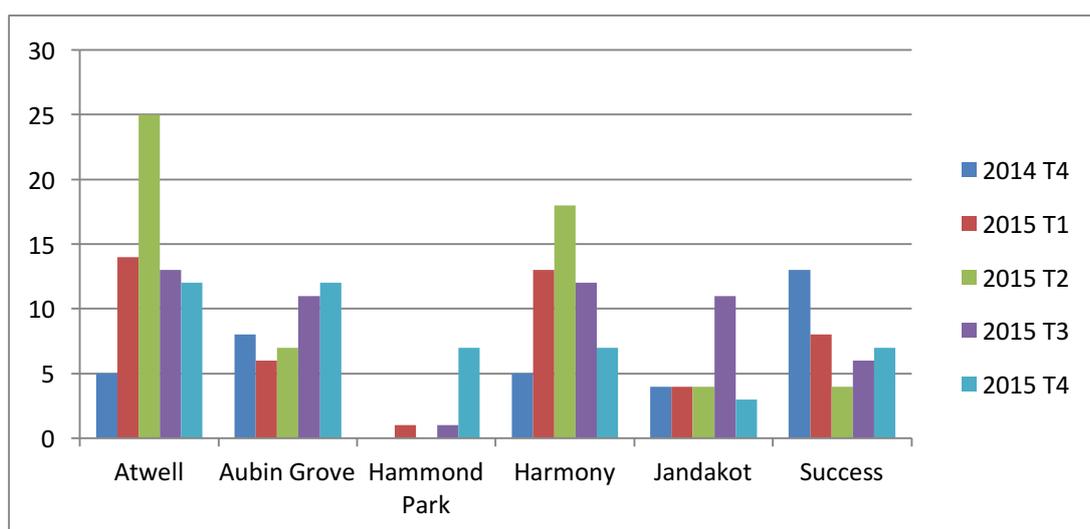
Business Plan Focus Areas

- **Year's 6-7 transition.**

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. Participation in specific ACZ courses is encouraged through partner Primary Schools.

See table below.

Atwell College Zone (ACZ) Participation 2015



- **Attendance.**

Comment: Whilst macro attendance information concerning students is within like schools and all school performance (see table) levels the college has set micro attendance targets to support student attendance. Student attendance traditionally is strongest in Year 7 and Year 12. Strategies are in place to support students identified as 'at risk' in terms of their attendance. New initiatives are in place to support regular attendance including incentive awards and access to specialized curriculum courses.

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	86.1%	90.5%	89.1%	73.1%	74.9%	67.2%	85.8%	90.1%	87.4%
2014	88.8%	88.4%	88.6%	68.4%	76.8%	66.3%	88.3%	88%	86.9%
2015	88.6%	90.2%	89.7%	78.9%	82.5%	68%	88.4%	89.9%	87.9%

- **First aid personnel.**

One staff member is currently qualified to train staff in first aid. The college has sufficiently trained number of staff supporting the 1st aid requirements of the college.

- **Restorative Justice.**

Restorative Justice 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.

Business Plan Focus Areas

PRIORITY: WORKFORCE MANAGEMENT

FOCUS

- Develop teaching staff profile supporting Atwell College development.

Atwell College Teaching Staff	Staff	Male	Female	L3 Admin	L3 Classroom Teacher	Senior Teacher	Graduates	Switch	TFA
The Arts	6	2	4	0	0	0	1	0	0
English	9	2	7	1	1	1	1	1	0
Health and PE	11	5	6	1	0	0	1	0	0
HASS	8	3	5	1	1	0	2	0	0
LOTE	4	1	3	0	0	0	1	0	0
Ed Support	11	1	10	1	0	6	2	0	0
Maths	12	9	3	1	2	1	3	1	0
Science	10	5	5	1	0	1	1	0	2
Technology and Enterprise	10	5	5	1	0	0	2	0	0
Student Services	3	0	3	3	0	0	0	0	0
VET	3	1	2	1	0	0	0	0	0
Total	87	34	53	11	4	9	14	2	2

Comment: The ongoing training and development remains a priority for the college. In moving away from the Year 7 model the college has seen a turnover of experienced foundation teaching staff. Several former Y 7 teachers decided to train in the SWITCH program. Along with TFA staff and UWA interns the college has been able to pick specialized staff for key roles in the teaching and learning profile. Vigilance is required at all times with such a relatively young staff. A degree of volatility will remain in the staffing profile whilst career opportunities at other sites present themselves and teaching staff access Family Leave. Developing and training are priorities for the key roles and positions in the college.

- **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.

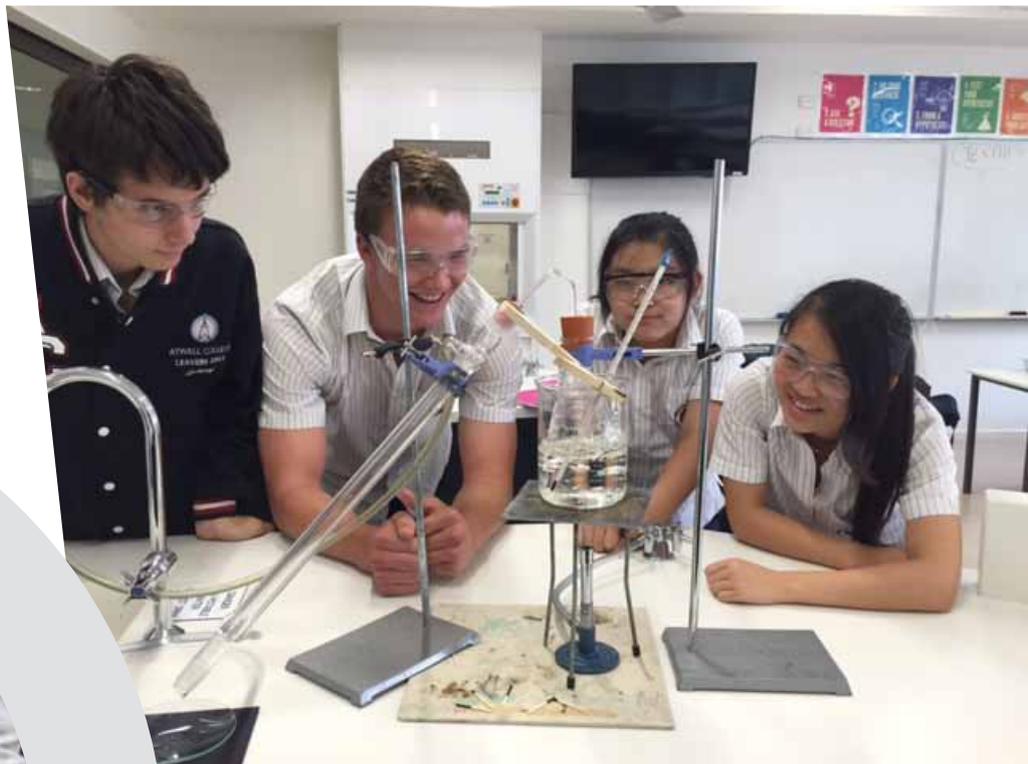
Business Plan Focus Areas

- **Develop Education Assistant profile supporting inclusive education practice.**

The Student Centered 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 - Annual Report 2015

At the end of 2015, Atwell College had 78 students with Individual Disability Allocation. This number increased by 8 students from the end of 2014. Of those, 53 students were formally enrolled in the Education Support program. 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 2015 there were 6 Education Support classrooms in operation. An extra classroom was opened at the end of term one due to an increase in student numbers. This was made possible by the redesigning of the former staff room into the Alternative VET (AVET) classroom, a program that caters for our Senior School students who are on pathways aimed at gaining employment in post school life.

Resourcing

Through the Department of Education's Student Centred Funding Disability Allocation, the college was provided with \$3,124,489. The college employed 9 Education Support teachers, 2 in a part time capacity. The students with special education needs received support from 45 Education Assistants with an overall FTE of 38. 3 Physical Education teachers provided discrete classes for the students who did not access Physical Education classes in the mainstream setting. In these classes students were able to obtain 50% of their outcomes.

Student Achievement

Through our Individual Education Planning processes, education staff developed a total of 2508 objectives aimed at providing students with learning opportunities. Of these objectives, 39.83% were achieved with a high level of independence and 11.5% of the objectives were achieved with support. The students' effort levels were assessed as excellent or good for 77.5% of the objectives. All students received reports generated using the Department's online reporting system. All reports included photos and work samples.

The sensory room designed to develop students sense, through special lighting, music, and objects.

ABLEWA

In 2015 Atwell College was part of the School Curriculum and Standards Authority ABLEWA pilot project. The aim of the project is to provide a curriculum that is inclusive of students' individual strengths and needs in order for every child in Western Australian schools to achieve their full potential. ABLEWA will provides assessment and reporting resources and professional learning modules to assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice. In 2015 all education support teachers completed the ABLEWA online professional module. We have stated utilise the ABLEWA assessment tool and have been investigating how ABLEWA individualised data can support our learning programs. Early indications are very positive and we will continue to be involved in ABLEWA implementation in 2016.

Senior School

The AVET program facilitated work placements for 23 students at a range of different work sites including disability employment worksites and open employment. The program was collaborated with 3 community based disability employment services that assisted the college to find and support students in the workplace. 5 students enrolled in offsite TAFE Certificates, with 3 obtaining a Certificate I in their chosen course. 2 students completed Traineeships with one student obtaining permanent employment at the completion of their



Education Support - Annual Report 2015

traineeship. The students were supported by 2079 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 assessment in the students' reports.

Targeted Initiatives

Atwell College received funding to coordinate 2 projects from the More Support for Students with Disabilities targeted initiative. Through the projects, Atwell College was able to provide support in the areas of ASDAN and Special Education Online Reporting, to over 4 networks, 53 schools and over 120 education staff. The projects provided 2 aspirant staff members with invaluable project coordination opportunities. One of those staff members went on to successfully apply for the vacant position of Education Support Program Coordinator at the college, a key leadership position in the overall Atwell College structure.

Behaviour Management in Schools

Managing the challenging behaviour cycle for students with severe and profound Autism Spectrum Disorder is one of Atwell College's biggest challenges. In mid-2015, the College initiated an independent review of our behaviour planning and implementation process. The College facilitated an ASD behaviour expert to come on site, interview staff and review our planning processes. Overall, the feedback was positive. There were several improvement suggestions including maintaining our specialised training standards which we aim to do in 2016 through a train the trainer model. In respect to challenging behaviour and ASD, the College can be confident that we are doing all we can to keep students and staff safe.



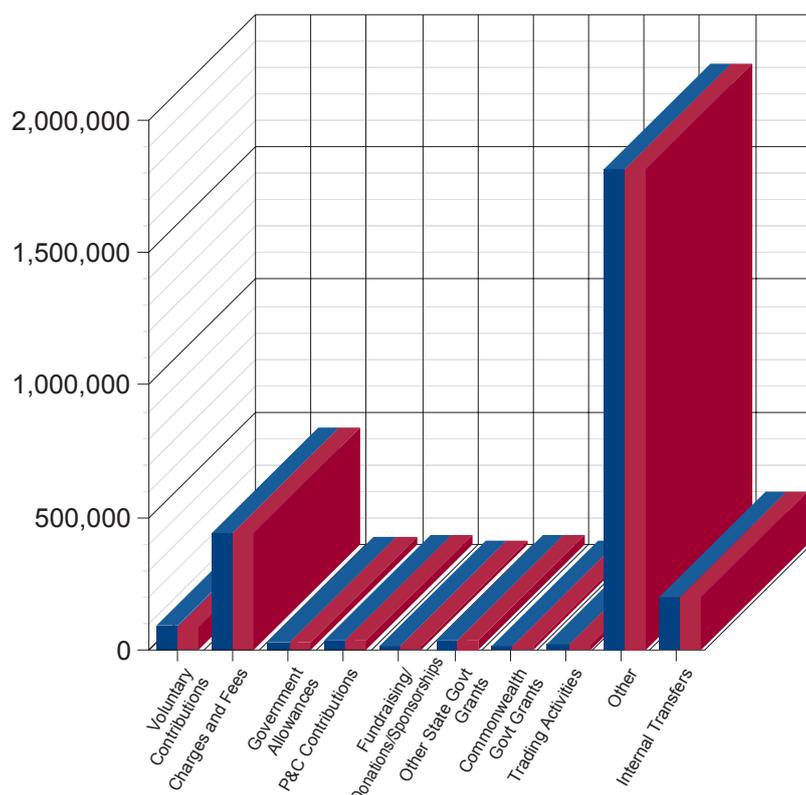
Financial Summary as at 31 December 2015

REVENUE

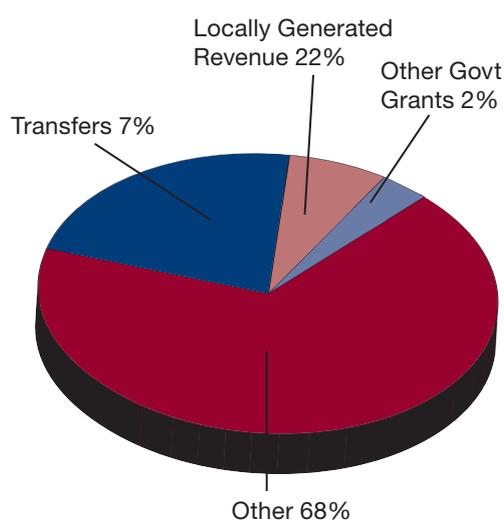
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$92,915.00	\$84,680.22
2	Charges and Fees	\$441,196.50	\$441,196.14
3	Government Allowances	\$27,497.00	\$27,497.00
4	P&C Contributions	\$35,330.00	\$35,330.00
5	Fundraising/Donations/Sponsorships	\$17,546.00	\$17,545.07
6	Other State Govt Grants	\$35,250.00	\$35,250.22
7	Commonwealth Govt Grants	\$15,695.00	\$15,695.00
8	Trading Activities	\$17,954.00	\$17,954.26
9	Other	\$1,815,132.75	\$1,815,134.68
10	Internal Transfers	\$197,448.64	\$197,448.64
	Total	\$2,695,964.89	\$2,687,731.23
	Opening Balance	\$33,517.00	\$33,516.52
	Total Funds Available	\$2,729,481.89	\$2,721,247.75

■ Budget ■ Actual

Revenue - Budget v Actual



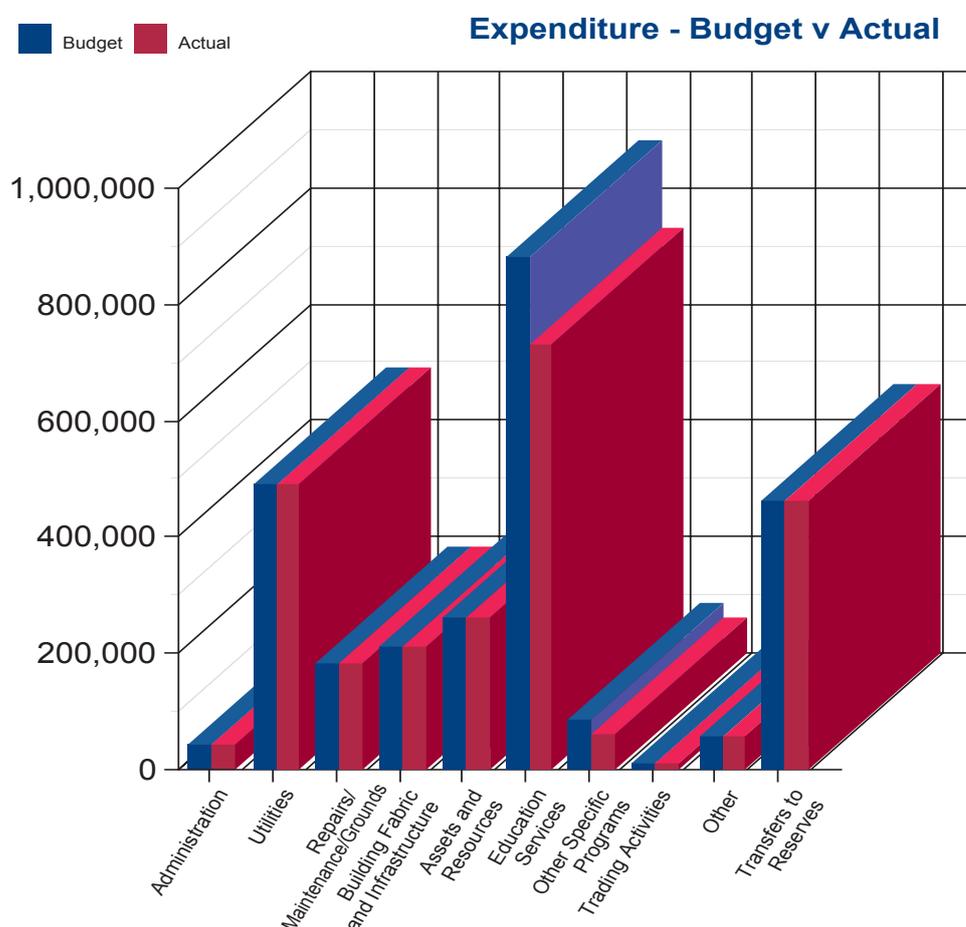
Current Year Actual Revenue Sources



Financial Summary as at 31 December 2015

EXPENDITURE

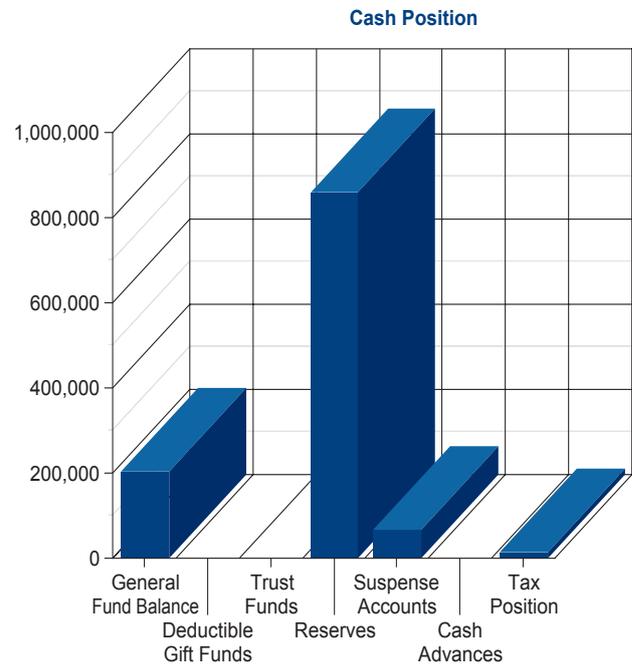
Expenditure		Budget	Actual
1	Administration	\$43,931.50	\$43,932.81
2	Utilities	\$492,419.00	\$492,420.01
3	Repairs/Maintenance/Grounds	\$183,269.00	\$183,270.04
4	Building Fabric and Infrastructure	\$213,027.00	\$213,026.87
5	Assets and Resources	\$261,290.00	\$261,290.25
6	Education Services	\$881,017.37	\$731,567.14
7	Other Specific Programs	\$87,258.00	\$59,499.72
8	Trading Activities	\$12,095.00	\$12,095.04
9	Other	\$58,518.00	\$58,521.29
10	Transfers to Reserves	\$462,922.00	\$462,922.00
Total		\$2,695,746.87	\$2,518,545.17

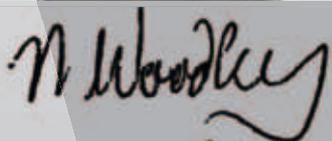


Financial Summary as at 31 December 2015

CASH POSITION

Cash Position as at:	31-Dec-15
Bank Balance	\$1,115,751.18
Made up of:	
1 General Fund Balance	\$202,702.58
2 Deductible Gift Funds	\$-
3 Trust Funds	\$-
4 Reserves	\$859,710.06
5 Suspense Accounts	\$65,911.54
6 Cash Advances	\$-
7 Tax Position	-\$12,573.00
Total Bank Balance	\$1,115,751.18





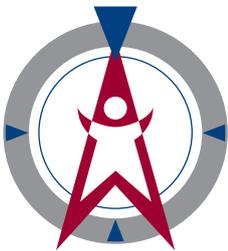
Signatures: **Noel Woodley**

Principal
Date: 29 April 2015



Natalie Machin

Chair - Atwell College Board
Date: 29 April 2015



ATWELL COLLEGE

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Embracing The Future

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