



Government of Western Australia
Department of Education Services

Atwell College

2013

Independent Review Findings



Independent Review of
Independent Public Schools

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Disclaimer

This document has been based on the findings of the independent reviewers' verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the Minister for Education, the Director General of Education, the Principal and the Board Chair.

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School and Review Details

Principal:	Mr Noel Woodley
Board Chair:	Mr Steven Portelli
School Location:	201 Brenchley Drive Atwell WA 6164
School Classification:	SHS Class 6C
Number of Students:	1173 (Semester 1, 2013)
Reviewers:	Mr John Garnaut and Mrs Kerry Usher
Review Dates:	Self-review presentation: 26 July 2013 Review visits: 12 and 13 August 2013

1. About the Independent Review

The purpose of the independent review of Atwell College is to provide an assurance to the Minister for Education, the Director General of Education and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review is on:

- how well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments formed the basis for the school's self-review which was presented to the reviewers for verification at the commencement of the independent review.

Prior to the presentation of the school's self-review, reviewers were provided with information on the school's educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

- the *My School*TM website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers visited the school for a half-day presentation of the school's self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Subsequently the reviewers analysed the evidence presented in the school's self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two-day review visit was then negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school's self-review. During these two days the reviewers sourced information and evidence to support the school's self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

The evidence provided by the school, along with information gathered by the reviewers prior to and during their review visits, was used by the reviewers as the evidence base for their verification of how well the school has met its commitments as outlined in its DPA and Business Plan.

This document reports on the findings of the independent review.

2. Summary

As Atwell College evolves towards its seventh year of operation there are clear indications of consolidation and maturation of school structures and processes that are essential for the achievement of high levels of academic and non-academic achievement. The strong commitment by the Principal to leadership development, staff development focusing on teaching and learning, evidenced -based planning and inclusive practice is noticeable in building a positive school culture and learning environment for all students.

The rapid, ongoing growth of the Atwell locality and college enrolment has provided both challenge and opportunity for college leadership. Interviews with a significant number of school staff and community representatives confirmed the forward thinking and strategic change management processes being implemented to respond appropriately to the changing context. Emerging structures and processes can lead and support staff in their endeavours to ensure that recently improved academic performance becomes a trend.

Atwell College provides an inclusive and integrated learning environment for students with diverse abilities and needs. It is establishing important mechanisms and strategies to ensure that individual students are able to meet the college vision to develop their intellectual, physical and socio-emotional capacity to become active citizens.

The college is well placed to improve its performance. The appointment of a new principal in 2012, the addition of leadership positions as the enrolment has grown and a developing culture of reflection and review of performance and practice are positive steps to support improved student learning. A futures-oriented vision is in evidence to progress the college from its early development phase into one that focuses on improvement, achievement and efficiency in leading and managing a growing school enrolment. The college has the support of a fully operational Board and is continuing to develop community and business partnerships to enhance educational opportunities for its students.

The following **commendations** support the college's claims of significant strengths and areas of improvement:

- the strong leadership by the Principal in facilitating consultative change management processes that build on previous strengths with a proactive view for the future
- the leadership and expertise of the Associate Principal and staff in creating a seamless, inclusive environment that supports individualised programs for students with moderate to severe disabilities
- the high level of collaboration with local schools in the Atwell College Zone to enhance educational opportunities with particular reference to the development of academic extension programs
- the commitment of resources to professional learning to enhance teaching and learning
- the leadership and processes of the School Board which are making an effective contribution to enhancing the learning environment and communication with the wider education community.

The following **affirmations** support continued implementation of strategies and initiatives or areas for improvement identified by the college:

- the intent to continually strengthen the leadership of curriculum, pedagogy and academic rigour across the college
- the reflection and self-assessment leading to planning for structural changes and implementation of strategies to meet emerging issues in maintaining an inclusive and dynamic learning environment
- plans for the next iterations of the Business Plan to include specific targets that describe what improves, for whom, and by when
- plans for the next iterations of the Annual Report to include reporting against the targets of the Business Plan.

The following **recommendations** are made to add value to the college's improvement and review processes:

- the School Board implement a process to monitor its own effectiveness
- future iterations of the Annual Report comment on the analysis of data from parent, staff and student satisfaction surveys.

3. School Context

Atwell College was established in 2008 and caters for Year 7-12 students in the rapidly expanding, modern locality of Atwell. The first cohort of Year 12 students completed their schooling in 2012. The school commenced Independent Public School status in 2011.

A prominent feature of the Atwell locality is the ongoing rapid growth in new housing and school enrolments above projected levels. This presents challenges for school leadership particularly in relation to staff induction and training, the establishment and maintenance of a school culture and ethos, and the need to regularly adjust leadership and organisational structures. Effective forward thinking and strategic planning of these changes is evident.

The college has an Index of Community Socio-Educational Advantage (ICSEA) of 979.46. The Semester 1, 2013 enrolment was 1173 including 33 (2.8%) Aboriginal students. There is a trend of increasing multiculturalism and increasing enrolment of students with Asian backgrounds (currently approximately 5%), particularly Chinese and Indian students. There are currently three full fee-paying international students.

The Atwell community has a significant proportion of Fly-In-Fly-Out (FIFO) employees. Housing standards, property values and disposable incomes are relatively high. Many parents in the community are engaged in the trades and semi-skilled employment. Junior sport is a notable feature of the Atwell community and student participation is high. The recent (2013) community satisfaction survey indicated a reasonable level of satisfaction with college operations.

This relatively new college, through its logo "Embracing the Future", and with the support of the community, is working to establish a tradition and culture focused on excellence, inclusion and collaboration. The core beliefs and values of the college, including the pillars of holism, opportunity, environment and connection, are well articulated in the current Business Plan.

The main focus areas of the Business Plan, "Effective Teaching", "Positive Learning Environment", "Implementation of the Senior School" and "Effective Community links", provide a framework for strategic planning and target setting. In preparation for the next Business Plan, the Principal has led the collaborative processes that have culminated in the *Future Directions Statement*. This will provide the vision and direction for next stage of the

college's development. Effective operational plans are evident in key college leadership areas including middle school, senior school, the care team, learning area teams and the administration team.

Recent years have seen the annual increase in staffing to cater for growing enrolments. Reviewers' observations indicate a staff profile characterised by a good mix of youth and experience in both teaching and non-teaching staff and leadership positions. The annual growth in resourcing levels has enabled the required ongoing review of leadership and team structures and roles. Whilst this has been found to be disruptive for some staff, others have benefitted from new opportunities. The Principal has sensitively managed the ongoing influx of new teachers and administrators ensuring appropriate staff induction and training. The change process has been facilitated by clear role descriptions and accountability expectations of staff in leadership positions.

The Atwell College Board is well established and led, providing a valuable link between the college and the local community. There is a good blend of expertise among board members, all of whom have participated in training to support the professional enactment of their role. The Board is active in providing advice and direction on policy, accountability and strategic direction.

Situated within Atwell College, the Kim Beazley Learning Community enables the full-spectrum of opportunities for students with intellectual disabilities. In addition the college facilities were designed and built to be inclusive and provide a supportive learning environment for students with physical disabilities. The model is based on full-spectrum resourcing giving choices for individual students from the full-support, high-care model to the student needing full physical/medical support in mainstream education. Provision for the 67 students with intellectual and physical disabilities is impressive.

College buildings are of attractive design, spacious and well-equipped. The specialist facilities include extensive IT infrastructure, a fully-operational theatre and media centre, music training facilities, large gymnasium and sporting ovals and extensive home economics and design and technology capacity. The purpose-built Senior Schooling Centre caters for the adult learning requirements of Year 10-12 students.

Strong links are being established between the college and relevant agencies to enhance the support for education provision. College leaders and board members expressed the intent to further develop such relationships.

The rapid ongoing growth of the Atwell locality and college enrolment has provided both challenge and opportunity for college leadership. Interviews with many staff members and community representatives confirmed the forward thinking and strategic change management processes being implemented to respond appropriately to the changing context. Challenges relate mainly to the establishment and maintenance of a college culture of excellence and high expectation, and opportunities relate to leadership to establish and maintain structures and processes that will best meet the academic, socio-emotional and vocational needs of students.

4a. School Performance – Student Learning

The significant annual growth of enrolments at Atwell College since 2008 and subsequent resource provision has enabled the school in recent years to establish the curriculum leadership positions that are important to bring about improvements to student academic performance. The appointment of Heads of Learning Areas (HOLAS) in key learning areas in 2012 and leadership positions for middle school and senior school have resulted in expert direction to teaching staff on issues relating to curriculum content, data analysis, planning and implementation of the new Australian Curriculum. The intended appointment of a Level 5 curriculum leadership position in 2014 will further strengthen the capacity to ensure high-level direction and support for staff.

An evidence-based approach to curriculum planning is developing. Interviews with the executive and a sample of HOLAS and teaching staff indicated the strengthening of the use of student performance data to inform curriculum planning. In response to lower than expected performance in National Assessment Program – Literacy and Numeracy (NAPLAN) tests prior to 2012, HOLAS have led processes to review the lower-school curriculum content, assessment and moderation. The phased implementation of the Australian Curriculum is supporting these important changes. Student performance comparisons are made with national and state standards and like schools.

The analysis of Atwell College Year 9 NAPLAN and Western Australian Monitoring Standards in Education (WAMSE) data (Schools Online) demonstrates the occurrence in a range of areas of “below expected” performance in literacy, numeracy, science, and society and environment when compared to the performance of Western Australian like schools in 2010 and 2011. The Schools Online data indicates significant improvement in 2012, with all areas of literacy and numeracy, and society and environment being “as expected”. Student “progress” (Schools Online) Years 7-9 compared to like schools improved significantly 2010-2012 compared to 2009-2011. The executive team reported that this improvement was a result of the enhanced curriculum leadership now being provided by the HOLAS. The 2012 improvements are noteworthy; however, there is insufficient longitudinal data to indicate a trend of improved performance. Comparisons with national like schools (My School data) are less favourable, with student performance in all areas in 2012 being below the average of statistically similar schools.

The college executive team reported that student academic performance data for the first cohort of Year 12 students in 2012 was a mix of impressive and "below expected" results. The WACE Achievement Rate of 100% is impressive as is the performance in geography where the average scaled score was 61.27, "above expected" when compared to like schools. Student performance in eight courses of study was "as expected" whilst being "below expected" in four courses of study. Discussions with the administration team and relevant HOLAS demonstrated their comprehensive analysis of the data and planning for improvement. Enhanced whole-of-school curriculum leadership including planning, assessment and moderation is now occurring.

The Principal commented that the college had identified a mismatch between student (and parental) expectations, course selection and post Year 12 destination expectations and data. Year 12 intentions and destinations data (Schools Online) confirms this mismatch. Student counselling issues are being addressed to achieve more appropriate course selection. The tracking of the performance of individual senior school students is implemented by the Academic Review Group.

Vocational education and training (VET) programs at Atwell College are well led and supported with 20 (of 29) students achieving a Certificate II or higher in 2012. Comprehensive self-assessment of VET participation and performance has occurred, culminating in the *VET 2013-2015 Strategic Plan*. Key directions of the plan are for all students to graduate with a Certificate II or higher, increase the number of school-based traineeships, increase the provision of VET in Schools through auspice arrangements, and to continue to access and promote JASS partner school (a partnership between four local senior high schools) certificates. Sound leadership of VET provision is generating confidence in the community about the capacity of the college to deliver in this area.

The *Atwell College 2011-13 Business Plan* articulates a set of academic and non-academic targets for each of the four priority focus areas. The executive team reported dissatisfaction with the way a number of the targets had been described in their inaugural IPS Business Plan, particularly relating to their lack of specificity (e.g. detail about what will change, for whom and by when). Some targets were so broad that reporting was difficult. The Principal reported that targets will be more specific in the next stage Business Plan.

The Atwell College Executive reported moderate progress in meeting the academic targets expressed in the Business Plan relating to student learning

and staff development. School self-assessment demonstrated satisfaction with target achievement in the following areas:

- the percentage of teachers trained in Classroom Management Practices (CMS) (68%) and Instructional Strategies (15%) and Tribes (90%)
- documented use of whole-of-school strategies in performance management processes
- Year 9 NAPLAN achievement in 2012
- the WACE graduation rate of 100%.

Achievement of targets will be reported in full at the completion of the Business Plan/DPA cycle (DPA review April 2014).

The reporting of school progress against the four major focus areas of the Business Plan in the 2012 Annual Report was against the school priorities rather than school targets. The Principal reported that targets would be the foci for reporting in the 2013 Annual Report.

Operational plans for administration, middle school, senior school, VET and four major learning areas are well structured, clearly identifying key objectives, strategies to achieve these objectives, resource allocations, monitoring processes and timeframes. They provide an appropriate focus on improving student learning, literacy and numeracy development across the school, implementing the Australian Curriculum, improving pastoral care and student transitions, and staff development to improve their pedagogical and student monitoring processes.

There is a strong commitment and resource allocation to staff development at the college. Professional learning is well resourced where it is consistent with whole-of-college directions, the implementation of the Australian Curriculum and staff performance management. Staff reported particular benefits from professional learning in CMS and Instructional Rounds. The Atwell College model of Instructional Rounds (Professional Learning Teams) with the emphasis on the learning of the observer is particularly impressive.

Students at feeder primary schools are benefitting from collaborative arrangements with Atwell College through the Zone Extension Program. Selected students from the primary schools participate in academic extension programs in four key learning areas at the college. The college commitment to funding this initiative is enhancing provision for students capable of high levels of academic performance in the local area. It is also proving to be an excellent

marketing strategy for the college. The Atwell College Principal and local Network Principal reported the potential for further mutual curriculum and pedagogical benefits to accrue from these collaborative arrangements in the future.

Educational provision and care for students with intellectual and physical disability is impressive with the full spectrum of program provision. Reviewer observation indicated the very inclusive attitudes and practices that are evident at Atwell College.

As the college evolves towards its seventh year of operation there are clear indications of early stage maturation of structures and processes that are essential for the achievement of high levels of academic and non-academic achievement. The strong commitment by the Principal to leadership development, staff development focusing on teaching and learning, evidenced- based planning and inclusive practice is noticeable in building a positive school culture and learning environment for all students.

4b. School Performance - Quality of the Learning Environment

Atwell College has a unique student-centred ethos and culture based on the motto "Embracing the Future" and a partnership between the college and students to develop knowledge and attitudes in all learners. The college, since opening in 2008, has committed to enhancing community values, individual self-worth and respect and concern for all. The college values and core beliefs are expressed in the pillars of:

- connection – how the college links to the outside world through a relevant curriculum and connections to the wider community
- opportunity – through opportunity students identify and aspire to academic and social goals
- environment – the commitment to developing an awareness of the interrelationship of all elements of the environment and the need for sustainable development
- holism – the development of the individual's academic, social and physical wellbeing within its community.

Key to the successful development of student academic expectations and social outcomes sought by the college is the focus on a positive learning environment. The key whole-school approach initially implemented has been

the Tribes philosophy which is now leading to a positive behaviour model and the development of “*The Atwell Way*”, to develop consistency in pedagogy and student management by staff. The college has also been proactive since commencing with establishing a specific focus to support the transition of students into Year 7 and the middle schooling philosophy. The strategies employed to cater for this student body include maintaining a home-room teaching environment to support connection with staff and a support structure to ensure that learning experiences are matched to individual student needs. The middle schooling practice has an emphasis on team structures and students identifying with staff. The college seeks to ensure the satisfaction of students, staff and parents with the middle schooling model through surveys.

The college supports its improvement in the socio-emotional domain with two of the four Business Plan focus areas relating directly to enhancing the learning environment:

- *Focus Two - Positive Learning Environments.* The school seeks to ensure that there is recognition and acceptance of individual differences, a safe and caring learning environment, shared values, improved student attendance, student learning needs are identified and addressed and an inclusive environment exists across the campus.
- *Focus Four - Effective Community Links.* The school seeks to ensure that the Board is trained and has the appropriate membership and skills, partnerships are developed with local schools to enhance ‘school of choice’ options, students play a positive role in the community and an alliance is established with local secondary schools.

The Principal, Board Chair and school leaders involved in the review were able to verify the college’s achievement against its Positive Learning Environment targets. Student and staff satisfaction surveys were still to be completed, however, improved retention from Year 7 to Year 8 and increased applications for specialist programs were evident. Analysis of student attendance data is to be finalised in second semester 2013. The analysis of satisfaction survey data is due for completion in 2013 with anecdotal evidence indicating a need to set more specific targets to demonstrate improvement in satisfaction levels.

Attendance data was only partially available, with the school recognising that by the end of 2013 their analysis would require consideration of factors impacting on attendance. The role of the Care Team in responding to attendance issues, particularly by subsets of students, and its importance in

providing for the educational needs of individuals has been identified by the college for increased focus in the next Business Plan. The reviewers noted that the college attendance rate was consistent with the State average and recognise the impact on the learning environment of the complexities of a relatively new school with a growing enrolment and increasing staff.

Targets set for Effective Community Links were verified through discussions with the College Board, parents and staff leaders. The Board aims to have four local community members and appropriate training in place during 2013. The 'school of choice for local school students' target of 70% is demonstrating a trend indicating the likelihood of achieving the target. The college has also been successful in attracting academically talented students entering Year 7 with two streams in place for 2013. Community engagement has been enhanced with a team of 20 volunteers now supporting student activity and wider community connections developed through overseas projects. Additionally, the rate of student volunteer activity in service learning is increasing in line with expectations. Community awareness of the Education Support programs has seen a significant number of requests from within and outside the local area because of the recognition of effective programs being offered, particularly for Autism Spectrum Disorder (ASD) students.

The fully-inclusive environment at Atwell College was verified through discussion with the Board, parents and staff, with reviewers noting the high-level acceptance of students with disabilities and their integration into the life of the college. The Education Support model at Atwell College includes mainstream classroom placements and the high-care Kim Beazley Learning Centre. The leadership and expertise of the Associate Principal and staff in creating a seamless, inclusive environment that supports individualised programs for students with moderate to severe disabilities across the college is commended.

The provision of specialist sporting programs in rugby and netball and extension programs to meet the needs of academically talented students are also a feature of the college catering for individual needs and interests. The numbers in the specialist sport programs have shown major increase in enrolments since 2011 and extension programs now cater for two streams of students at the Year 7 and Year 8 level. They are supported by the partnership with the Atwell College Zone of local primary schools focusing on developing local solutions for the education of students with academic talent. The college has extended its ability to cater for individual needs with senior

secondary programs that offer students a choice of pathways including successful expanded school and TAFE-based VET programs.

Staff are committed to creating a positive and active learning environment. This is being accomplished through the implementation of a number of strategies to develop a whole-school approach to the learning environment. Self-review by the college has identified that the changing context with increasing enrolments and a move to senior schooling has meant that, to maintain a safe, positive and inclusive environment, existing processes need to be enhanced. Significant in this process has been the Tribes philosophy develop a team approach with staff, now further enhanced by a complementary focus and professional learning on CMS and restorative practices.

The focus on consistency in pedagogy and student management is a key feature of *The Atwell Way* which is in the early stages of implementation. It aims to support staff to ensure the quality of the learning environment, enhancing staff professional learning, assisting in meeting the needs of individual students and providing links for teaching staff to National Professional Standards for Teachers. The establishment of the Care Team has the potential to bring a multidisciplinary approach to meeting individual needs through a mix of team leaders from the middle and senior schools, specialist staff and the inclusion of Education Support expertise. Reviewers affirm the college's reflection and self-assessment leading to planning for structural changes and implementation of strategies to meet emerging issues in maintaining an inclusive and dynamic learning environment.

With increasing staff and student numbers, the Workforce Plan is viewed by the leadership as critical in achieving the college vision and in maintaining a positive learning environment. With the student population expected to exceed 1400 in 2015, the appointment of staff to expanded leadership roles and to teaching positions is essential. The college recognises that the induction of staff via *The Atwell Way* and embedding middle and senior school practices and philosophy, are key elements for ensuring an inclusive learning environment.

The Business Plan through its focus areas highlights the importance of community links with the college to enhance its effectiveness in supporting student learning. The college has established significant partnerships within the school and wider community. The Board has been instrumental in maintaining and enhancing links with the school and business community

while students through community service learning have established connections with community organisations and charities. Local primary schools and the college have entered into informal sharing arrangements with the formation of the Atwell College Zone. This partnership aims to enhance opportunities as a learning community, extend student academic achievement through a local Primary Extension And Challenge (PEAC) structure, improve transition and orientation practices and collaborate on arts and physical education events. This also provides the college with the opportunity to market its programs and reinforce its positive learning environment to potential students and their parents. The high level of collaboration with local schools in the Atwell College Zone to enhance educational opportunities with particular reference to the development of academic extension programs is commended.

4c. School Performance - Sustainability

Since opening in 2008, the college has undergone considerable change with increasing enrolments, the completion of the phased building program, the retirement of the Foundation Principal and the appointment of a new Principal in 2012. The expanding enrolment has necessitated new leadership positions at the senior level as well as the further development of a distributive model of team leaders as an essential part of meeting increasing growth and development. The reviewers were able to verify that the leadership changes have offered the opportunity for renewal and reinforcement of the college vision in an environment that fosters strong self-review and continuous improvement processes. The strong leadership by the Principal in facilitating consultative change-management processes that build on previous strengths with a proactive view for the future of Atwell College is commended.

The monitoring of student achievement, engagement and progress along with the college climate is becoming embedded in practice with the information being used to influence change and drive improvement in both middle and senior schools. Staff referred to the analysis of data and its influence on teaching and learning, including the need to provide diversity in curriculum offerings for senior students to meet the needs of students not focusing on ATAR and university entry. The college's response to meeting those needs has seen a corresponding change to the distribution of VET courses and alternative education programs for Special Education Needs (SEN) students.

A major impact on sustainability for Atwell College is the ability to manage the changing demographics, growth in student enrolments and increasing staff numbers while maintaining a consistent approach to meeting the school vision through the teaching and learning process. In planning the way forward, the college has developed the *Future Directions 2013* paper, which sets out the identified challenges and addresses the issues that impact on the college. These include maintaining existing practices, developing strategies for consolidating growth, responding to achieving the best possible outcomes for students and meeting the expectations of its community.

Explicit in meeting the future are the college's stated intentions of strengthening leadership and structures to meet likely demand, specifically:

- a process of continuous review of operations within a framework of improvement achievement and efficiency
- maintaining the middle schooling model to support community expectations and the pastoral care needs of students
- strengthening the team leadership model to support integration of leadership, curriculum development and student care
- a greater focus on consistent pedagogy, connection to quality teacher standards and the development of a learning community
- continuing to build on the collaborative team approach to inclusive education to share the expertise of support staff to benefit student learning across the college
- a re-thinking of strategies to introduce new staff to the college through a collaborative approach with groups that support the development of the individual through collegiality and a focus on wellbeing
- developing and maintaining engagement with the community including partnerships with local schools
- developing academic rigour, curriculum breadth and diversity particularly in senior schooling.

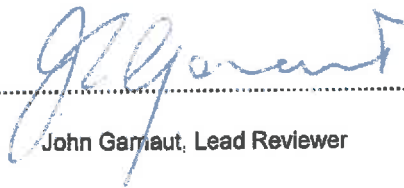
Workforce planning focuses on the development of teams to support new staff in integrating with the Atwell College values and practices. Professional learning has been identified as the major element in improving pedagogy and pastoral care with an intention to use existing skills and knowledge to share expertise with new and all staff. The introduction of *The Atwell Way* provides a structure to introduce new staff to the consistent methodologies for teaching practice and student management.

Planning for the future has commenced with a number of strategies being suggested as a result of self-review of the business plan targets and college operations. The reviewers acknowledge that the college has not yet reached the end of its DPA (April 2014) and therefore data from sources such as 2013 NAPLAN and Year 12 results are yet to be considered for future planning. The college has developed a framework to consider changes already proposed or under discussion. The *Change Plan 2014-2017* provides the opportunity for staff to use the framework to consider the benefits and impact of identified areas.

As a relatively new school, Atwell College has been successful in managing the transition to an Independent Public School, particularly with its one-line budget and strategies to manage flexibilities in resource management and human resource allocations. In addition, the college has developed an effective Board, as evidenced through discussions with board members and a review of documentation. Board members bring considerable expertise and experience to the college and aim to increase community membership to establish new partnerships to support student learning and college operations. The leadership and processes of the Board in making an effective contribution to enhancing the college learning environment and ongoing successful communication with the wider education community is commended.

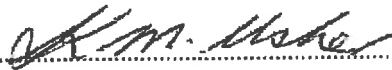
Declaration

We the undersigned hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on our assessment of the evidence provided by Atwell College as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.


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John Garnaut, Lead Reviewer

18 October 2013
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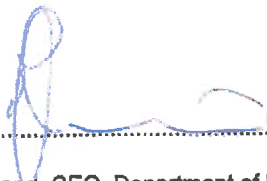
Date


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Kerry Usher, Reviewer

17 October 2013
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Date


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Richard Strickland, CEO, Department of Education Services

22/10/13
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Date