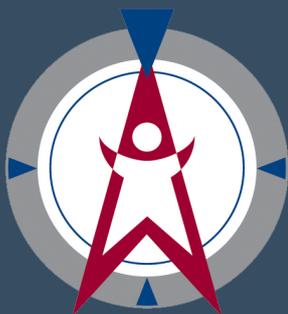




ATWELL  
COLLEGE



2020  
ANNUAL  

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REPORT



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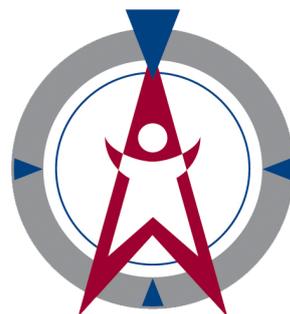


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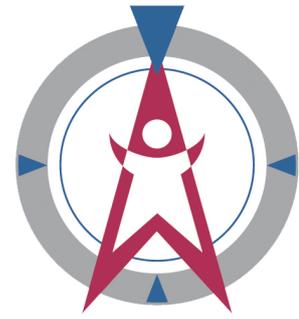


## OUR VISION

Atwell College strives to provide a safe and supportive environment for all college community members. Together, we seek to fully develop each student's intellectual, physical and social/emotional capacity in an engaging and positive environment with quality teaching. Our student-centred philosophy focuses on students becoming global citizens with an informed concern for the environment and social justice issues. This fosters a strong appreciation of fundamental societal values as positive community members and is intrinsically linked to their self-worth and respect for others.



# BUSINESS PLAN PRIORITIES



- 1 – Learning Environment**
- 2 – Quality Teaching**
- 3 – Student Achievement**

The 2020 Atwell College Annual Report describes achievements measured against the 2020-2022 Business Plan, Student Achievement Targets. These are the measures used to analyse and monitor achievement of the three Business Plan Priorities.

The Annual Report does not describe everything the College does. Its purpose is to provide an overall summary of progress toward the Student Improvement Targets, and ultimately, overall Student Achievement. Measures against the Business Plan Student Improvement Targets are provided on page 5.



# BUSINESS PLAN PRIORITIES



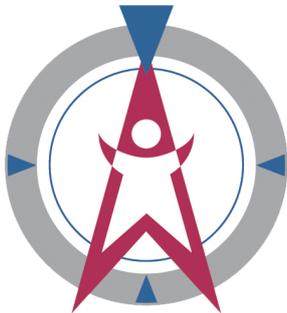
Atwell College strives to obtain the best possible academic, personal and social outcomes for students and staff. An important aspect, is the focus on caring for individual students to ensure their best possible progress with an emphasis on their wellbeing and achievement.

Even though 2020 was disrupted by COVID-19, the college staff kept disruption to a minimum enabling students to experience academic rigour and the opportunity to complete their studies.

Much positive community feedback was encouraging and was due to the willingness of staff to create the best possible learning environment for the students. NAPLAN testing was not administered in 2020 and therefore results cannot form a part of this report.



# YEAR 12 AWARD WINNERS



**ATAR DUX** - Peter Davies  
**VET DUX** - Paige Harman  
**GENERAL DUX** - Katie McKay

**LONG TAN** - Emily Simons  
**FUTURE INNOVATOS** - Sebastian Vagg  
**ALL ROUNDER** - Katie McKay  
**PARLIAMENTARIAN** - Brett Williams  
**COMMUNITY SERVICES** - Nicholas Sheed  
**SPORTS ACHIEVEMENT** - Abbey Hicks

**KIM BEAZLEY LEARNING COMMUNITY** - Jahmaale Walcott  
**ATSI GRADUATE AWARD** - Shyanne Southall & Tahlia Dhu



# YEAR 12 WACE RESULTS



## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Number of Students Eligible for WACE: count (%) Source: SCSA data files

	2020	2019	2018	2017	2016	2015
School	167 (68%)	168 (70%)	169 (64%)	144 (60%)	161	125
Like Schools	72%	59%	62%	63%		
State	70%	65%	63%	61%		

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files

School (WACE eligible)	140 (84%)	127 (76%)	141 (83%)	120 (83%)	141 (88%)	124 (99%)
Like Schools (%)	90%	90%	87%	89%	88%	95%
Public Schools (%)	89%	89%	89%	88%	90%	96%
School (Semester 2 Census)	140 (77%)	127 (70%)	141 (72%)	119 (72%)		
School (Cohort)	140 (57%)	127 (53%)	141 (54%)	120 (50%)		

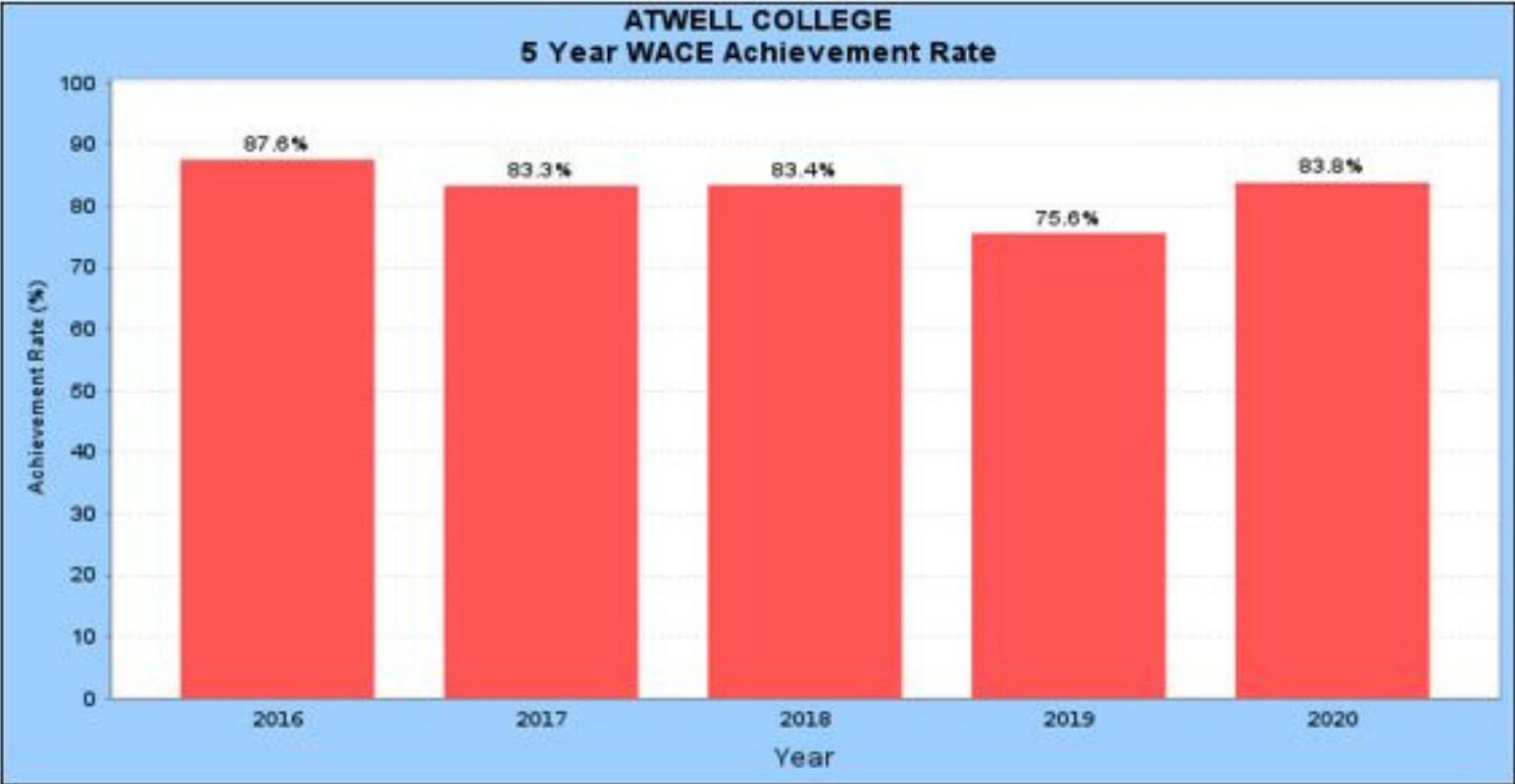
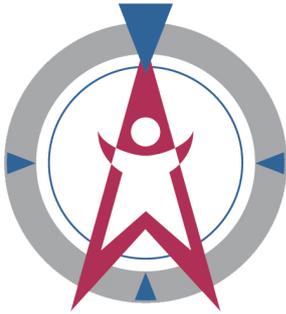
WACE: Breadth and depth – units include equivalents: count (%) Source: SCSA data files

Breadth and Depth requirement met WACE Eligible	165 (99%)	163 (97%)	160 (95%)	144 (100%)	160 (99%)	
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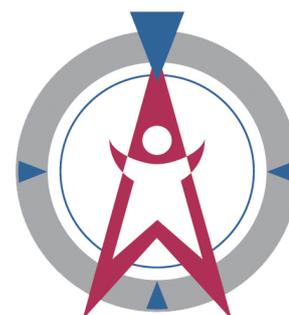
WACE: Achievement Standard – units include equivalents: count (%) Source: SCSA data files

C Grade requirement met WACE Eligible	159 (95%)	155 (92%)	161 (95%)	139 (97%)	157 (98%)	
English requirement met WACE Eligible	167 (100%)	168 (100%)	168 (99%)	144 (100%)	161 (100%)	
ATAR Or Cert II requirement met WACE Eligible	165 (99%)	165 (98%)	167 (99%)	143 (99%)	161 (100%)	

# YEAR 12 WACE RESULTS



# ATAR COURSE ENROLMENTS

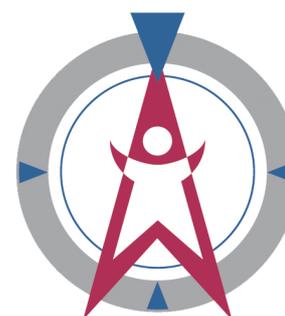


## ATAR COURSE ENROLMENTS

Year 12 Course enrolments count of students

	2020	2019	2018	2017	2016	
6+ ATAR courses	1 (<1%)	7 (3%)	8 (3%)	1 (<1%)		
4-5 ATAR courses	48 (20%)	32 (13%)	39 (15%)	29 (12%)	46	
<b>ATAR Triciles – High/Mid/Low: Count (%)</b> Source: TISC for ATARs and cut-offs and Department calculations						
High	6 (12%)	7 (18%)	3 (6%)	6 (20%)	4 (9%)	
Mid	12 (24%)	7 (18%)	8 (17%)	8 (27%)	9 (20%)	
Low	31 (63%)	23 (59%)	34 (72%)	15 (50%)	33 (72%)	
<b>Median ATAR (no. of students)</b> Source: SCSA data files and Department calculations						
School	64.05	70.85	65.25	72.75	62.78	
Expected performance	-1.19	-0.21	-0.82	0.07	-1.03	
Like Schools	73.65	72.62	73.97	72.65	72.7	
Public schools	79.25	78.25	79.5	78.55	78.2	
School median ATAR TISC applicants	74.6	71.13	66.1	76.1	64.9	
<b>ATAR performance – count of students (% of ATAR students)</b>						
99+	1 (2%)			1 (3%)	1 (2%)	
90-98.95	5 (10%)	5 (13%)	3 (6%)	1 (3%)	2 (4%)	
80-89.95	7 (14%)	3 (8%)	5 (11%)	9 (30%)	6 (13%)	
70-79.95	8 (16%)	12 (31%)	8 (17%)	4 (13%)	9 (20%)	
55-69.95	14 (29%)	13 (33%)	14 (30%)	10 (33%)	15 (33%)	
<55	14 (29%)	4 (10%)	15 (32%)	4 (13%)	13 (28%)	
University English Language Competency (FSS 50+)	26 (53%)	9 (23%)	20 (43%)	23 (77%)	24 (52%)	

# VET COURSE ENROLMENTS



## VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data

	2020	2019	2018	2017	2016	2015
School VET enrolments	182 (74%)	181 (75%)	183 (70%)	179 (75%)	223	
Funded VET students	75%	78%	82%	81%	80%	
Level of highest qualification achieved (of VET enrolled students)						
Diploma					2 (1%)	
Certificate IV	28 (15%)	16 (9%)	21 (11%)	16 (9%)	17 (8%)	
Certificate III	12 (7%)	19 (10%)	18 (10%)	16 (9%)	20 (9%)	
Certificate II	111 (61%)	113 (62%)	107 (58%)	104 (58%)	117 (52%)	
Certificate I			1 (1%)		8 (4%)	
No certificate completed	31 (17%)	33 (18%)	36 (20%)	43 (24%)	59 (26%)	
Students with more than one qualification (% of VET enrolments)						
3+ qualifications	7 (4%)	22 (12%)	18 (10%)	25 (14%)	27 (12%)	
2 qualifications	43 (24%)	37 (20%)	35 (19%)	31 (17%)	48 (22%)	
Endorsed programs unit equivalents achieved						
Number	122	193	181	196	205	

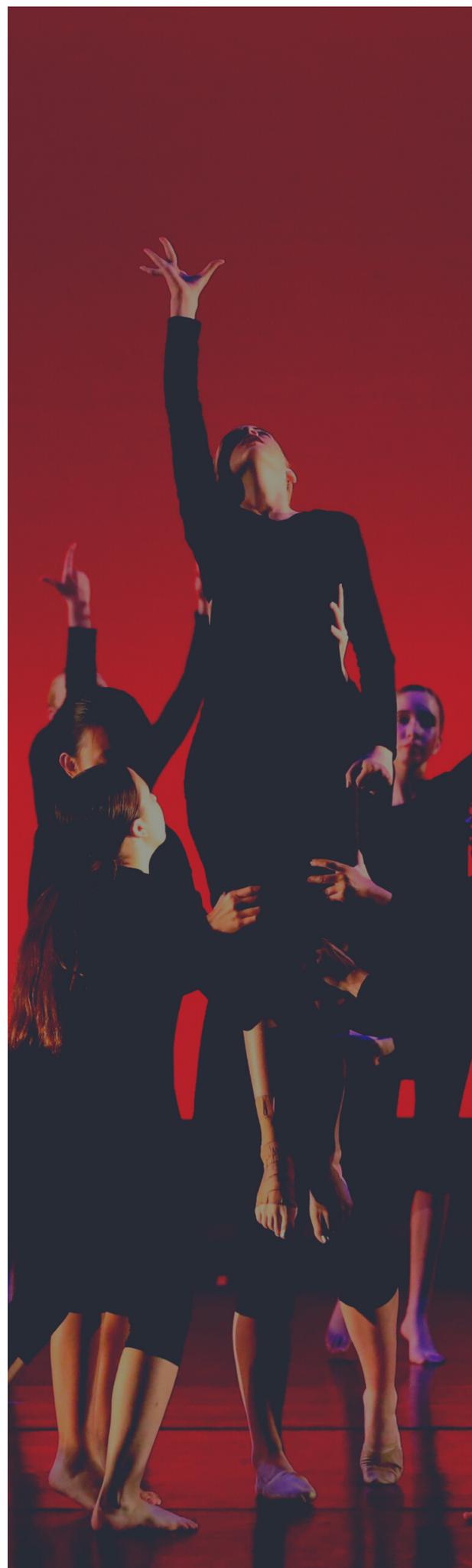
# ATWELL COLLEGE REVIEW

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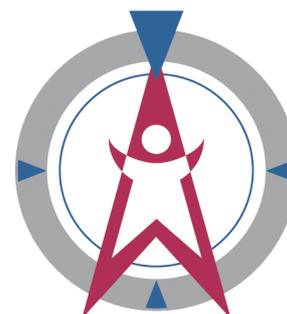
After much preparation in 2019 the school review was completed in the first two weeks of term one 2020.

The process validated the Business Plan 2020-2022 Priority Areas as accurately reflecting the needs of the college. The external reviewers deemed Atwell College as an effective school.

Continual monitoring of progress since then, has led to more effective processes to access higher quality, fine grained data to assist the achievement of the Business Plan, Student Improvement Targets.



# STUDENT IMPROVEMENT TARGETS



	More than expected
	Expected
	Below expectations

Below are the the Students Improvement Targets from the 2020-2022 Business Plan. We have identified progress towards our Student Improvement Targets through the use of the “Traffic Light” system described below.

Year 12 WACE achievement will be 85%.	2020 achieved 84%	
Year 12 median ATAR will be 75	2020 achieved 64	
OLNA candidates entering Year 11 will reduce to 20% of the year 10 cohort.	2020, 10 into 11 was 30%	
NAPLAN performance in Year 9 will show progression to achieve 1 standard deviation above the mean in reading, writing and numeracy.	2020 NOT AVAILABLE	2020 NOT AVAILABLE
Overall regular attendance will be 65%	2020 achieved 54.4%	
The whole school student attendance rate will be 90%.	2020 achieved 85.2	
80% of Education support students will show improvement through the ABLEWA assessment tool.	2020 achieved 73.2	
All Education Support Students will achieve between 70-90% of their SMART goals within their IEP's.	2020 achieved 74%	
75% of students will achieve an A-C grade in each Learning Area.	In 2020 achieved 74.5%	
Student survey results will have an average rating of 3.5 or higher.	2020 achieved 3.3	
Students who do a certificate, will achieve a certificate two as a minimum requirement.	2020 all students achieved a certificate 2	
80% of students in Years 7-10 will participate in three integrated STEM projects per year.	Year 7-10 participation in expected range	
Atwell College will have three STEM pathways, two academic and one non-academic for years 7-12.	As expected and planned for in 2019	
100% of Aboriginal students will succeed as Aboriginal people in their education.	Survey results greater than expected (91%)	

# QUALITY TEACHING

While the priorities of Learning Environment and Student Achievement are represented in the Student Improvement Targets, a key enabler and Priority Two, is Quality Teaching. The aim is to establish a culture of performance through regular consistent action research of pedagogy, collegiate observation and coaching.

During 2020, new initiatives were introduced and some programmes reintroduced based on feedback from students, parents and teachers. Classroom Management Strategies (CMS) programmes have been continued with 86% of Atwell College teaching staff completing the CMS Foundation programme.

To create a shared understanding and school wide approach, Instructional Coaches were appointed for Mathematics, English, Science and Humanities and Social Sciences (MESH).



# QUALITY TEACHING

An Instructional Coach was appointed to focus on supporting Languages, Health and Physical Education, The Arts, Technologies and Education Support. High impact teaching strategies including learning goals, success criteria and effective feedback in classroom practice were accomplished in morning “Coffee Club” meetings with staff completing Instructional Strategies for Engagement.



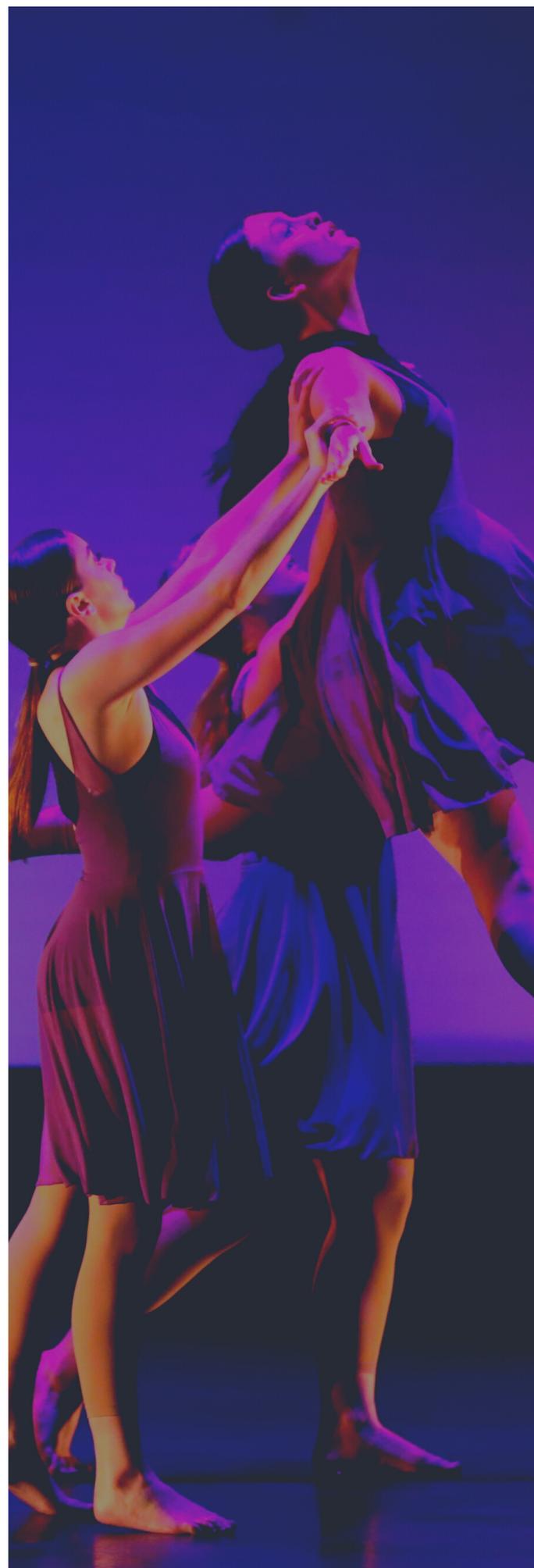
These meetings are well attended and provide an excellent opportunity for high level professional discussion and collaboration. Instructional Coaches offered Coffee Club each term to target professional learning and provide a consistent instructional model for teaching staff. The teacher observation programme continued with a more structured approach to collegial feedback. Specialist support was improved by two staff members achieving Conference Accredited Training (CAT) status. They are now certified to train teachers and authenticate CMS programmes. Atwell College now has three CAT certified instructors.



# 2020 HIGHLIGHTS

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- Showcases at the end of 2020- Dance, Music and Drama in which students performed very well.
- First ever Yr11 General Art, Photography and Music classes were held. Previously Visual Art and Photography were certificate courses.
- First ever ATAR Drama student went through Yr12 and achieved a positive result.
- ATAR Dance performance results were strong.
- Our students excelled in catering and serving for a very successful Women's day lunch event
- Highly successful running of community involved Playgroup for practical skills in their course.
- Parents formal dinner by hospitality classes
- Textiles displays of student work



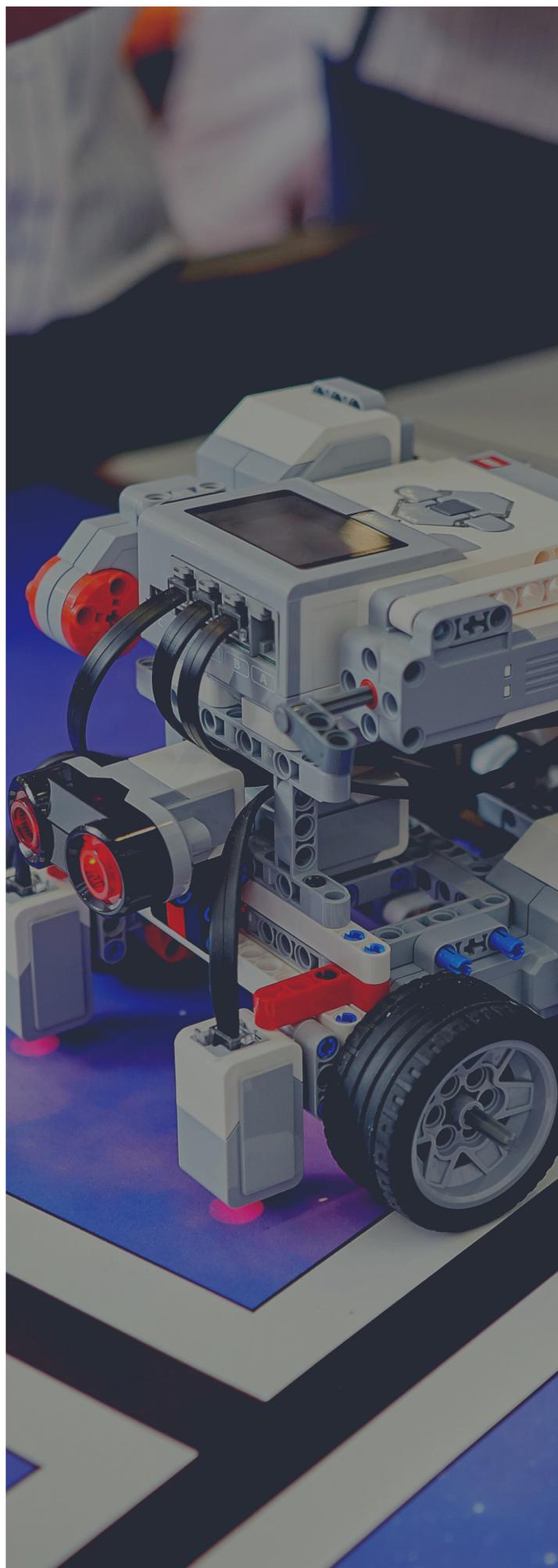
# 2020 HIGHLIGHTS

- 47% ATAR students counted English as their highest score.
- 11% ATAR English students received a scaled score of 75%+
- 83% ATAR EALD students counted EALD as their highest score.
- One Year 12 student attained a perfect score of 30/30 in the composing section of the English exam.
- Our students have participated in Computational and Algorithmic Thinking competition (CAT), Bebras (Computational Thinking Challenge) and the Australian Mathematics Competition. Over 100 students took part and performed very well achieving several Distinctions.
- 1.WACE Achievement: 2 Certificates of Distinction,7 certificates of Merit, 1 Subject Certificate of Excellence.
- In Sem 2 2019, 34 students needed to pass their OLNA, by Round 1 2020 20/34 passed OLNA Numeracy



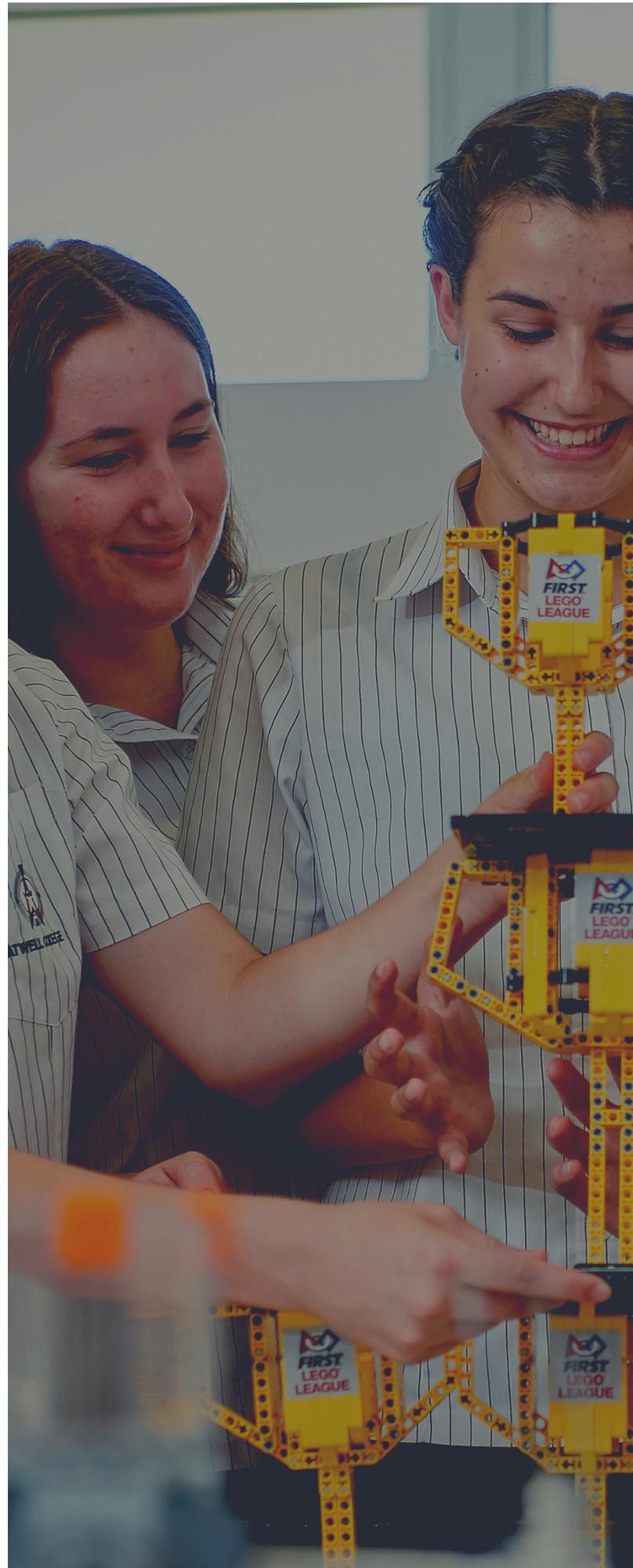
# 2020 HIGHLIGHTS

- Very good EST results across the college improving on 2019.
- Year 12 Applications students improved on 2019 results.
- The Australian Defence Force Future Innovators awards were presented to Sebastian Vagg (Year 12) and Steed Montgomery (Year 10).
- ASC and Marine Industries School Pathways Program developed an award with Atwell College for students who excel in STEM.
- Successful hosting of the inaugural Apprenticeship Expo in Engineering or related fields.
- The STEM Enrichment Program ran for the first time.
- 1. Over three days' students from Girrawheen SHS, Hammond Park Secondary College and Kalamunda SHS visited Atwell College to engage in the Global Goals Challenge.



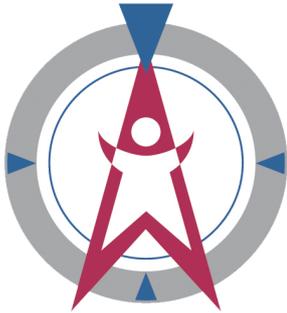
# 2020 HIGHLIGHTS

- Five Year 9 Atwell College students were selected to participate in the STEM @ Murdoch program.
- Atwell College hosted 22 teams at a FIRST Lego League Robotics Regional Competition.
- Neve Pursey and Caitlyn Edgar were one of only 11 school teams selected to present their ideas.
- Blake Chase and Stephanie King selected to be part of Curtin Universities FRC team, and have been invited to participate in both the Asia Pacific Open Championship and the Global Innovation Awards.
- WADL Debating- Atwell College novice team won the first and only debate of the 2020 season (cut short due to CoVID). Novice team: Tusha Saravanan, Diego Navarrete, and Dempsey Pratt.

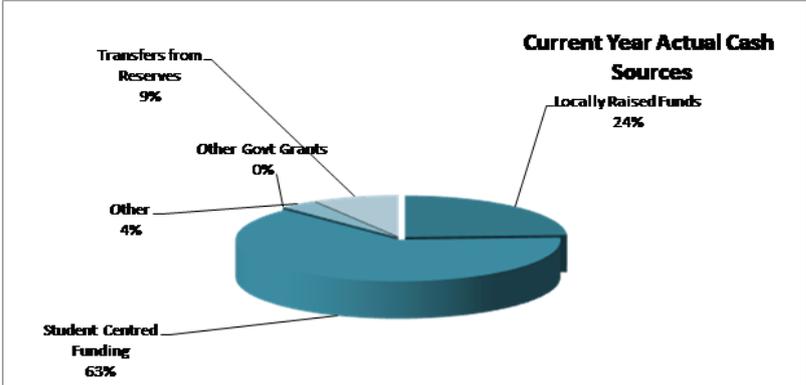
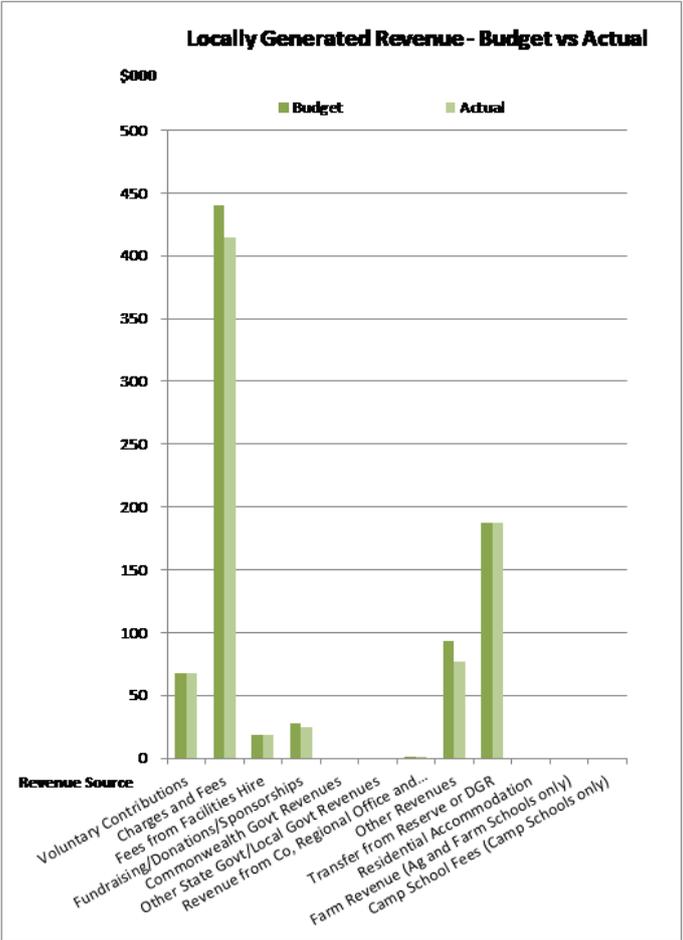


2020 ANNUAL REPORT

# 2020 FINANCIAL SUMMARY

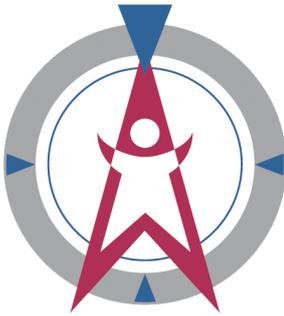


Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 68,174.08	\$ 68,232.83
2 Charges and Fees	\$ 439,697.34	\$ 414,661.30
3 Fees from Facilities Hire	\$ 18,991.82	\$ 18,991.82
4 Fundraising/Donations/Sponsorships	\$ 28,229.06	\$ 24,329.06
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 1,650.00	\$ 1,650.00
8 Other Revenues	\$ 93,462.99	\$ 77,106.81
9 Transfer from Reserve or DGR	\$ 187,786.76	\$ 187,786.76
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 837,992.05</b>	<b>\$ 792,758.58</b>
<b>Opening Balance</b>	<b>\$ 228,101.00</b>	<b>\$ 228,101.70</b>
<b>Student Centred Funding</b>	<b>\$ 1,381,576.67</b>	<b>\$ 1,381,576.67</b>
<b>Total Cash Funds Available</b>	<b>\$ 2,447,669.72</b>	<b>\$ 2,402,436.95</b>
<b>Total Salary Allocation</b>	<b>\$ 18,299,971.00</b>	<b>\$ 18,299,971.00</b>
<b>Total Funds Available</b>	<b>\$ 20,747,640.72</b>	<b>\$ 20,702,407.95</b>

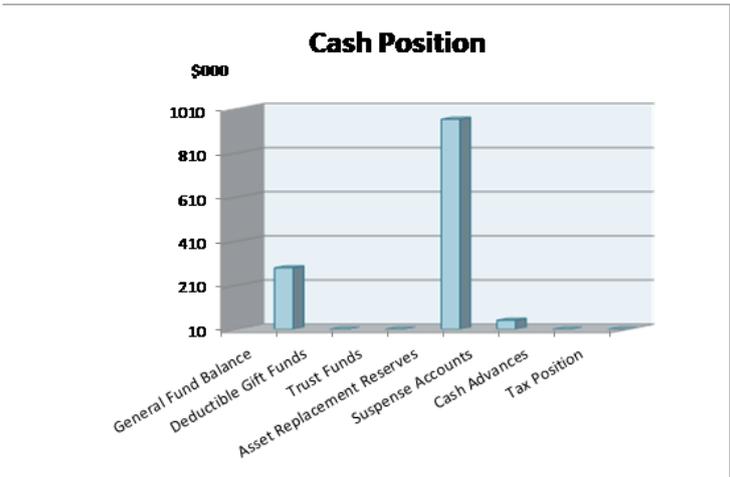
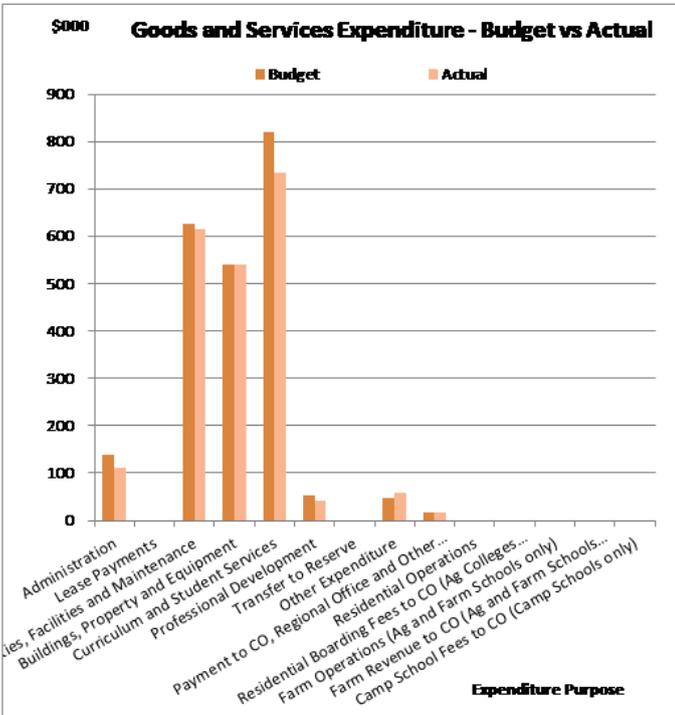


2020 ANNUAL REPORT

# 2020 FINANCIAL SUMMARY



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 137,737.00	\$ 111,259.23
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 627,167.00	\$ 615,503.98
4 Buildings, Property and Equipment	\$ 540,381.76	\$ 540,112.91
5 Curriculum and Student Services	\$ 820,078.12	\$ 732,682.06
6 Professional Development	\$ 53,525.00	\$ 40,981.41
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 47,912.22	\$ 57,198.10
9 Payment to CO, Regional Office and Other Schools	\$ 17,804.47	\$ 16,424.12
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 2,244,525.57</b>	<b>\$ 2,114,161.81</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 17,633,736.00</b>	<b>\$ 17,633,736.00</b>
<b>Total Expenditure</b>	<b>\$ 19,878,261.57</b>	<b>\$ 19,747,897.81</b>
<b>Cash Budget Variance</b>	<b>\$ 203,144.15</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 1,281,890.85</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 288,275.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 962,041.90
5 Suspense Accounts	\$ 50,623.81
6 Cash Advances	\$ -
7 Tax Position	\$ (19,050.00)
<b>Total Bank Balance</b>	<b>\$ 1,281,890.85</b>



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