

ANNUAL REPORT

2016



ATWELL
COLLEGE



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



Atwell College

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Atwell College is an Independent Public School (IPS) enrolling students in Years 7 through to Year 12. Established in 2008 the College is located in the southern Perth suburb of Atwell and provides an inclusive education for students in the Atwell local 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 motto, *Embracing the Future*, students and the College are in partnership developing knowledge and attitudes in all learners. Every student is respected and supported with the expectation to achieve excellent academic results.

The future has many challenges for which the 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.

All students whether university, training or employment bound have access to courses supporting their aspirations in future life.

The inclusion of an education support model offers wider choice for students with disabilities and an expansion of previous education support facilities seen in schools. The Atwell College model is based on full spectrum resourcing giving individual students choices in full support, high care and 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 2016

Atwell College Results 2016

New WACE requirements were reflected in the number of students and percentage of students from the 2016 Year 12 cohort that achieved their WACE (table 2.1). These were excellent results.

Student attainment (table 1.1) has continued to improve and the 99% result is an outstanding achievement by the students and the College.

In general most areas of the College continued to achieve in line with Business Plan expectations and within the range of similar schools. The College has many areas of excellence and this is extending and reaching even higher levels of achievement and improvement.

Honours Program for Year 12

The Atwell College Honours Program is continuing to grow in status represented in the numbers of students seeking to be part of the Honours Program. (table 2.5) The Program is unique to the College and provides students with the opportunity to demonstrate excellence. The College will continue to promote the Program broadly.

Vocation Education and Training (VET)

All students at Atwell College have the opportunity to participate in a VET course.

Within the Year 12 cohort, 68% of participating students successfully completed a certificate course. The diversity of achievement from Diploma level through to Certificate II is shown in Table (2.4)

These are outstanding results achieved by the students in an excellent VET program offered by the College.

Specialist Programs

The College supports specialist programs in Rugby League, Netball and Academic Extension. Academic Extension courses and classes are supported through the Atwell College Zone program (ACZ) (Table 4.1 and 4.2). As Hammond Park Primary School population increases so the participation rate should be similar to all schools. Primary School (PEAC) programs are also offered at the College in a new initiative further supporting access to the College's Academic Extension Program.

Staff Profile

The College has organized a significant teaching staff recruitment program to support an increased student population and all courses offered by the College. (table 6.1)

A full staffing profile has been achieved and a significant training program is in place supporting staff development. (table 6.2, 6.3)

NAPLAN and OLNA

Both NAPLAN and now OLNA (Online Literacy and Numeracy Assessment) form the basis of the measurements and checks associated with student literacy and numeracy achievement.

NAPLAN results have shown an improvement over the past 3 years (Table 2.6) when aggregated and averaged. The results demonstrate an improvement supporting the College's resourcing and strategies in literacy and numeracy.

OLNA success and achievement is best demonstrated at (Table 2.1) showing that 88% achieved literacy and numeracy requirements for WACE. The College has continued to resource and develop programs supporting literacy and numeracy achievement.

BUSINESS PLAN

FOCUS AREAS

PRIORITY: CURRICULUM

Focus Areas

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

Attainment Rate

2012	2013	2014	2015	2016
62% (47%)	71% (81)	81% (60)	97% (121)	99% (159)

1.1



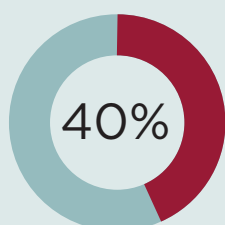
Challenges:

- Maintain current attainment rate within the context of changing WACE expectations.

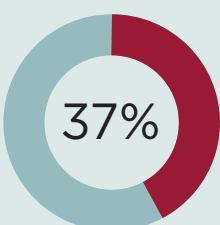
OLNA/NAPLAN

Target - Increase the number of Band 8 achievement in year 9 from 23%
- Year 9, 2016 - students achieving Band 8 and above

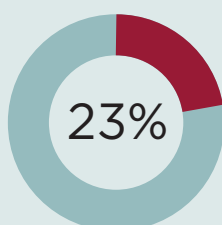
Numeracy



Reading



Writing



NAPLAN Average

	Year 7	Year 9
2014	-0.88	-1.02
2015	-0.28	-0.4
2016	-0.48	-0.56

1.2



	Benchmark	Numeracy	Reading	Writing		Numeracy	Reading	Writing
Yr 7 (2014)	Above	79%	75%	70%	Yr 7 (2012)	71%	75%	65%
	At	18%	16%	22%		22%	16%	26%
	Near	3%	9%	8%		7%	9%	9%
Yr 9 (2016)	Above	71%	75%	50%	Yr 9 (2014)	68%	64%	46%
	At	27%	23%	33%		25%	22%	26%
	Near	2%	7%	17%		7%	14%	28%

1.3



Challenges:

- Increases the number of students achieving NAPLAN Band 8 or higher
- Reduce writing percentages near the benchmark year 7, Year 9.

Culture of Academic Rigor Teaching and Learning

Number of Students Eligible for WACE (% of year group)

Year	2012	2013	2014	2015	2016
Atwell College	76 (100%)	114 (100%)	74 (100%)	124 (99%)	114 (88%)
Like Schools	98%	97%	97%	95%	89%
Public Schools	97%	97%	97%	96%	91%

2.1



ATAR Participation Rate (% of eligible students)

46 (29%)	54 (43%)	22 (30%)	34 (30%)	42 (55%)
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2.2



Median ATAR, expected performance, median ATAR of TISC applicants (no. of students)

62.78 (46)	63.3 (54)	52.4 (22)	76.1 (34)	62.4 (42)
-1.03	-0.5	-2.1	0.5	-1.3

2.3



Level of highest qualification achieved (of VET enrolled students)

	Diploma	Certificate IV	Certificate III	Certificate II	Certificate I	Certificate not Completed
2016	2 (1%)	16 (7%)	20 (9%)	111 (50%)	1 (0%)	72 (32%)

2.4



Number of students leaving with honours

2012	2013	2014	2015	2016
1	8	3	7	15

2.5



Challenges:

- Increase the percentage of students achieving a WACE.
- Increase the percentage of ATAR students in line with predictions from Year 9.
- Increase median ATAR rate to that of similar schools. (table 2.3)
- Increase the number of students achieving honours.
- Increase the number of students achieving higher than certificate II as part of a VET program.

PRIORITY: PASTORAL CARE

Staff Survey on Reflection and Planning and Transition

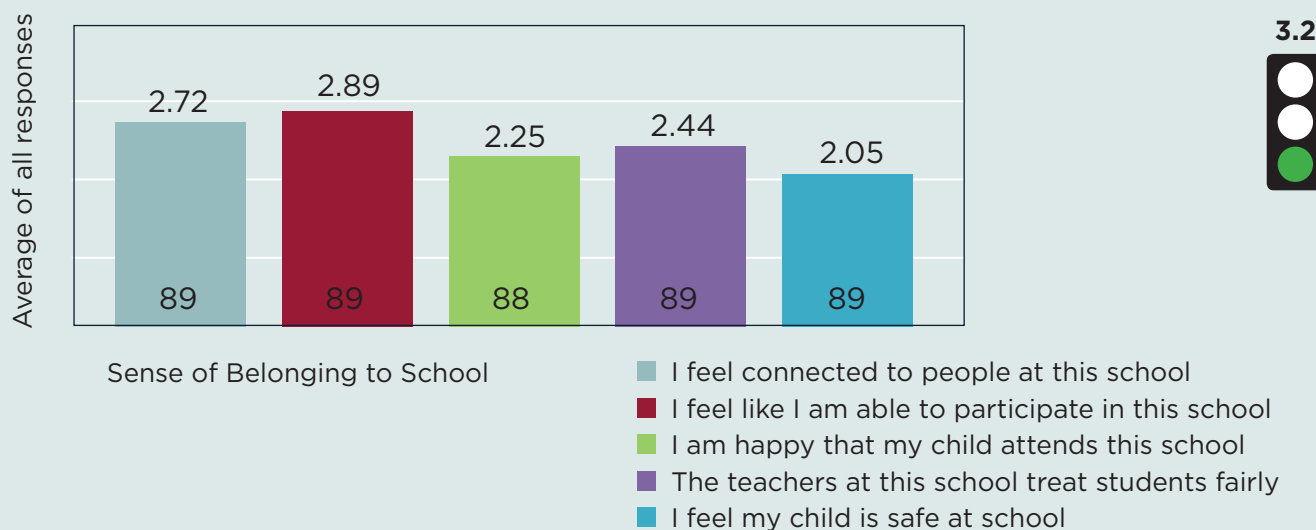
	In Place			Priority		
	No	Partially	Yes	Priority	Medium	High
Leadership Planning Coordination			X			X
Coordinated transition committee		X				X
Primary and secondary school shared understandings and practices		X				X
Promotion and communication of transition			X		X	
Orientation program		X			X	
Student engagement, resilience and wellbeing		X				X
Students involved in and leading the transition		X			X	
Parents and community		X			X	

3.1



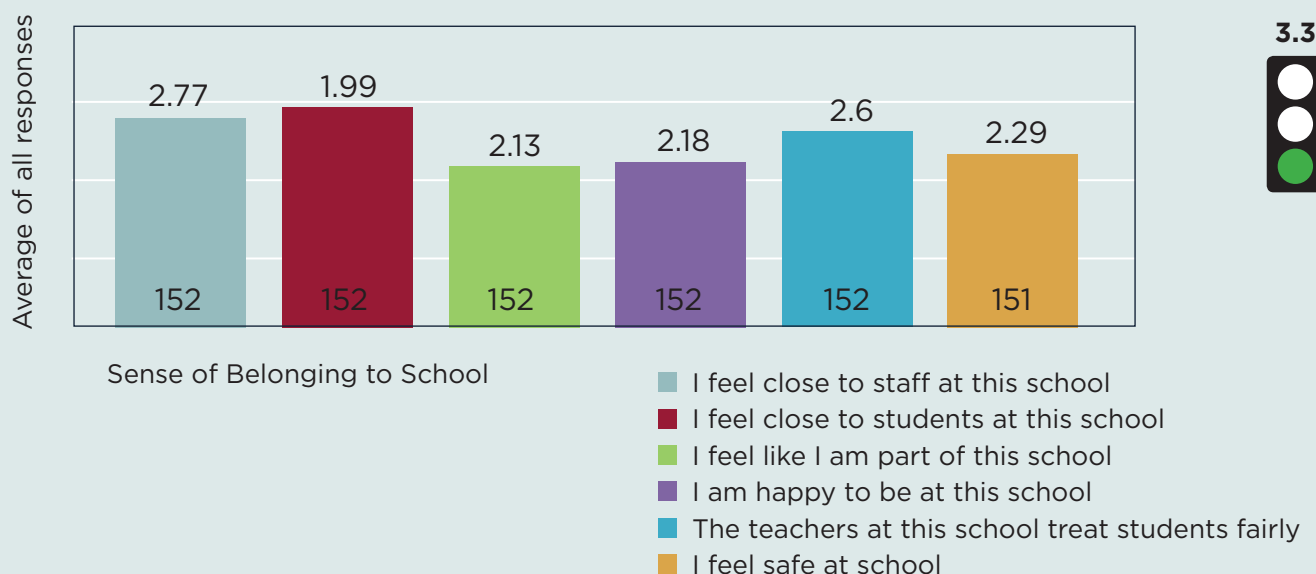
Year 6-7 Transition Parent Survey

AVERAGE OF ALL RESPONSES



Student Survey

AVERAGE OF ALL RESPONSES

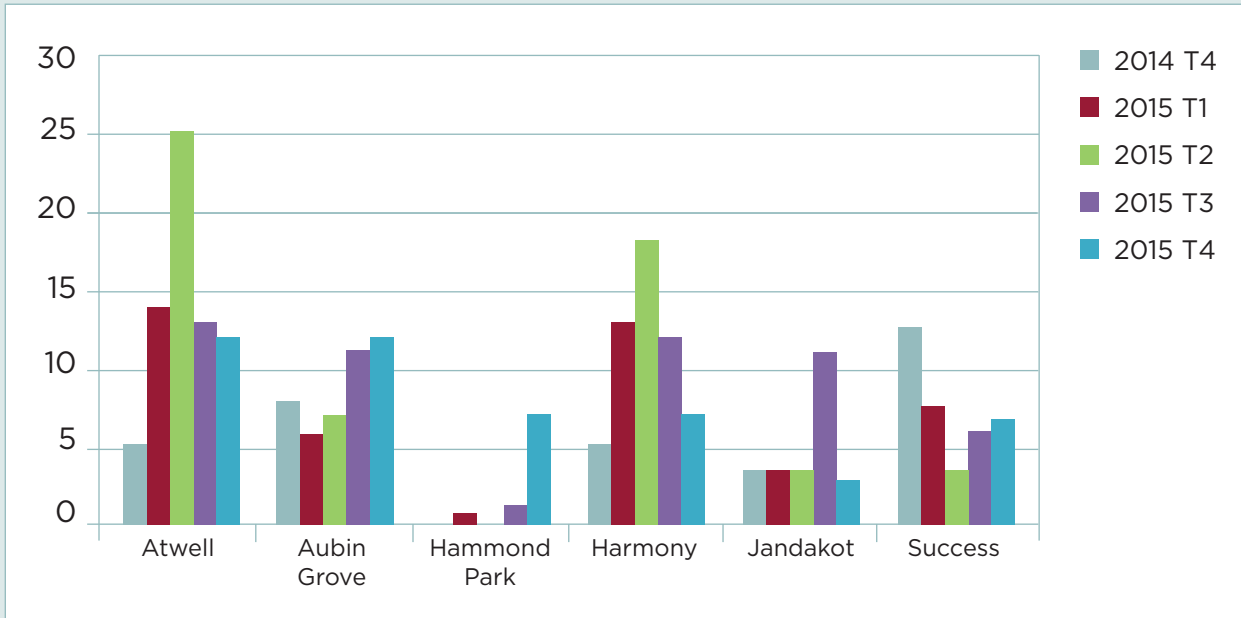


Challenges:

- Develop an intervention approach supporting student wellbeing.
- Develop pastoral care programs to support student wellbeing (Table 3.2., 3.3).
- Monitor transition of students from year 6 to year 7 to support student achievement.

Atwell College Zone Participation

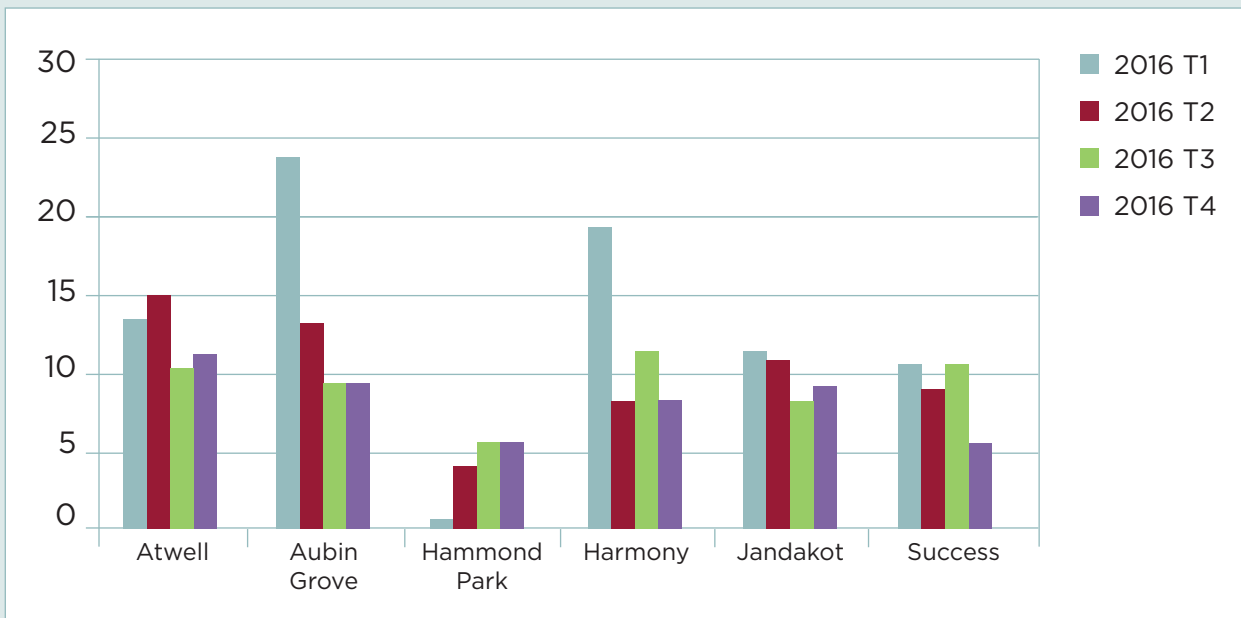
Atwell College Zone (ACZ) Participation 2015



4.1



Atwell College Zone (ACZ) Participation 2016



4.2



Challenge:

- Ensure student participation is inclusive of all schools.

Attendance Overall Secondary

5.1



Non-Aboriginal			
	School	Like Schools	WA Public Schools
2014	88.8%	88.4%	88.6%
2015	88.6%	90.2%	89.7%
2016	88.0%	89.5%	89.5%
Aboriginal			
	School	Like Schools	WA Public Schools
2014	68.4%	76.8%	66.3%
2015	78.9%	82.5%	68%
2016	74.1%	75.9%	67.4%
Aboriginal			
	School	Like Schools	WA Public Schools
2014	88.3%	88%	86.9%
2015	88.4%	89.9%	87.9%
2016	87.7%	88.8%	87.7%

5.2



Attendance Category				
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	62.4%	21.8%	10.1%	5.6%
2015	61.5%	22.2%	12.1%	4.0%
2016	62.6%	20.2%	10.2%	6.8%
Like Schools 2016	63.6%	20.5%	10.2%	5.5%
WA Public Schools	62.0%	20.0%	11.0%	7.0%



Challenges:

- Increase the number of students achieving regular attendance.
- Improve attendance rates for Year 10 and Year 11 students.
- Increase the numbers of students having explained absences and decrease the number of students having unexplained absences.

PRIORITY: WORKFORCE MANAGEMENT

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	7	1	6	0	0	0	2	0	0
English	14	2	12	1	1	1	1	1	0
Health & PE	13	7	6	1	0	1	2	0	0
HASS	13	9	9	1	0	2	2	0	1
LOTE	4	1	3	0	0	0	0	0	0
Ed Support	11	1	10	1	0	4	2	0	0
Mathematics	15	8	7	1	1	1	1	1	2
Science	12	6	6	1	0	2	0	0	1
Technology & Enterprise	12	6	6	1	1	1	0	0	0
Student Services	2	0	2	3	0	0	0	0	0
VET	3	1	2	1	0	0	0	0	0
Total	88	41	47	11	3	11	8	2	4

6.1



2016 Teacher Professional Learning Costs

Total Fees	\$30,335.27
Relief Cost	\$114,812.00
Total Cost	\$146,377.27

6.2



Teacher Professional Learning Days

HASS	29
Mathematics	45
Education Support	24
H&PE	21
T&E	38
Student Services	11
Administration	12
The Arts	27
LOTE	14
VET	7
Science	12

6.3



Challenges:

- Develop the teaching staff profile to support students outcomes.
- Support staff development through resourcing and training.

Use performance management practice to support College improvement and employee development.

The Education Department of WA requires teacher observation of classroom practice as a component of performance management. Staff members of the College participate in performance management which also supports the growth and development of all teaching staff.

Summary

This is the final Annual Report as set against the 2014/2016 Business Plan. The Plan established structures supporting curriculum outcomes for students and built a staff profile supporting the development of the College.

Student ATAR performance did not improve in line with other student outcomes. Very capable students continue to perform well and achieve outstanding results and capable students achieve but should be achieving at higher levels.

A positive learning culture has been established but more work is required by the College, the community and students to develop ATAR achievement in line with desired outcomes.

Pockets of excellence exist in the inclusive culture of the College as evidenced in the outcomes achieved by the students.

To generalize the areas of 'excellence' into a whole of school achievement is attainable.



Education Support - Annual Report 2016

At the end of 2016, Atwell College had 84 students who attracted an Individual Disability Allocation. This is an increase of 6 students from the end of 2015. Of those, 62 students were formally enrolled in the Education Support program, an increase of 9 students from the previous year. Another 6 students with special education needs completed programs in Education Support classrooms.

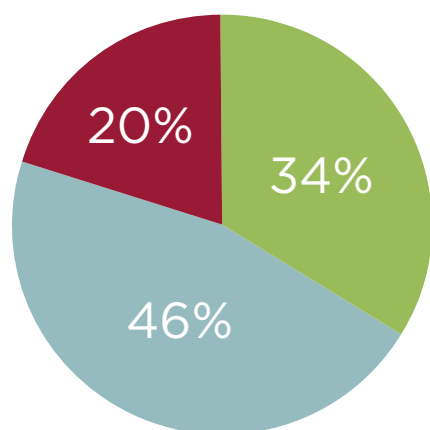
The College supports students with intellectual disabilities, physical disabilities, sensory impairments (vision and hearing), challenging behaviour and/or Autistic Spectrum Disorders. At the beginning of 2016 we used 7 Education Support classrooms for regular programs with a variety of specialised facilities such as the Independent Living Centre and the College's Hydrotherapy Pool and Performing Arts Centre to support learning opportunities.

Resourcing

Through the Department of Education's Student Centred Funding Disability Allocation, the College was provided with \$3,499,501.39 which is an 11% increase from the previous year. The College employed 9 Education Support teachers, 3 in a part time capacity. The students with special education needs received support from 47 Education Assistants (EA) with an overall FTE of 41.06 an increase of 2.76FTE from the previous year. In addition the College employed an Education Assistant Coordinator.

Student Achievement

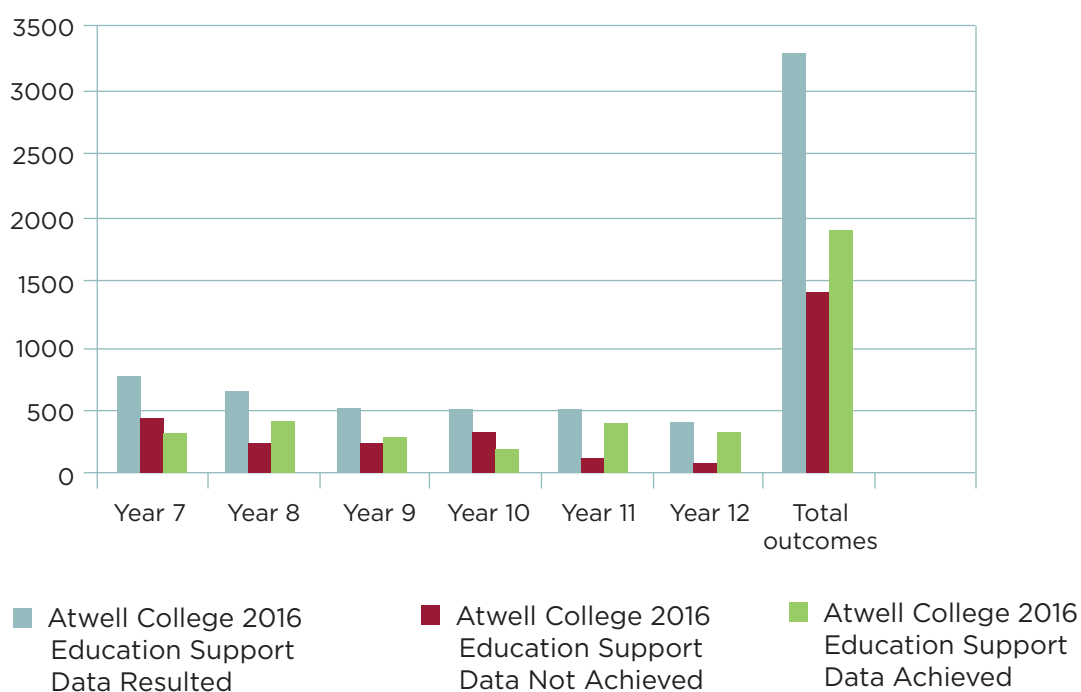
Through our Individual Education Planning processes, education staff developed a total of 3315 objectives aimed at providing students with learning opportunities and 57.19% of these objectives were completed with a high level of independence. The students' effort levels while completing their outcomes were assessed as excellent or good as 79.9% up 2.3% from last year. All students received reports (including photos and work samples) generated using the Department's online reporting system.



Effort Data

- Atwell College 2016 Education Support Effort Data Excellent
- Atwell College 2016 Education Support Effort Data Good
- Atwell College 2016 Education Support Effort Data Satisfactory

Atwell College 2016 Education Support Data



ABLEWA

2016 was the first year in which Atwell College completed a full round of School Curriculum and Standards Authority ABLEWA assessments. ABLEWA aims to provide curriculum, reporting & assessment resources that are inclusive of students' individual strengths and needs and facilitates them achieving their full potential.

All teachers completed ABLEWA professional development and the assessment process was supported by a moderation program. The majority of students demonstrated progression in achievement levels although there are a group who demonstrated regression.

The regression is attributed to attendance issues, a decline in medical circumstance or teacher's assessment accuracy.

Teacher accuracy will improve as we become more adept at the assessment process. The ABLEWA demonstrates that we have a wide range of student abilities levels we are required to cater for. We have a large group of students who are able to access the early stages of WA Curriculum. However over 75% of our students are working in Stages A-D representing programs that require highly individualised adaptations and specialised resources.

Workplace Learning - Senior School

2016 ABLEWA Level Student numbers								
	A	B	C	D	PP	1/2	3/4	5/6
English, Speaking & Listening	7	7	8	11	7	9		
English, Reading & Writing	5	4	7	10	2	9	12	
Personal & Social Capability: Self		3	8	9	11	4	12	1
Personal & Social Capability: Social	1	8	16	1	8	6		
Personal & Social Capability: Self emotion	2	14	11	11	6	1	3	

Senior School

The **Attendance Vocational Education Transition** (AVET) program facilitated work placements for 23 students at a range of different work sites including disability employment and open employment worksites. The resources aligned to AVET is recognition of the value and importance the College places on this aspect of post school planning. Providing the right opportunities for the students is a difficult task but our data indicates that we are working towards achieving this goal.

The Program collaborated with three community based disability employment services that assisted the College to find work placements.

Five students enrolled in offsite TAFE Certificates, with three obtaining a Certificate I in their chosen course and two students completed Traineeships. One student obtained permanent employment at the completion of their traineeship.

The students were supported by 2079 hours of Education Assistant resource. The on site work support was targeted at improving the student's independence in their chosen work place. The EA's provided feedback to the AVET Coordinator who was able to include their assessments in the students' reports.

Workplace Learning - Senior School

	2015	2016
Education Support students in work placements	23	25
Workplace Hours	2079	2752
Endorsed Programs		17
Collaboration with Disability Employment Service Providers (number of providers)	3	7
Student enrolled in Offsite Tafe Certificates	5	13
Number of completed Certificates	3	
Number of School Based Traineeships	2	2

Education Assistant Review

In 2016 the College continued to review our EA resource. The EA resource equates to \$1,821,828.92 and the increasing trend in EA resource reflects the increase in enrolments of students with special education needs.

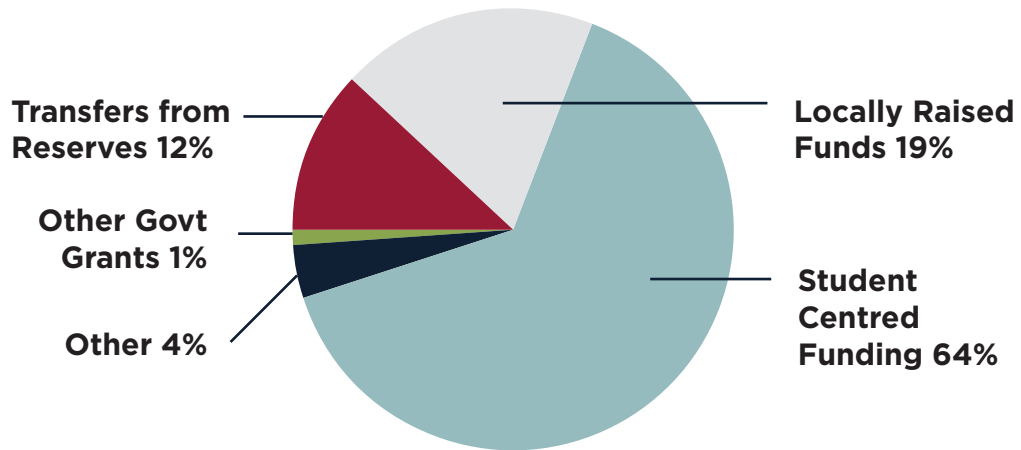
At the beginning of Semester 2 the College employed an Education Assistant - Special Needs Lead (EASNL). The EASNL coordinates the EA resource including workforce development and day to day operations. This role has allowed the College to expand our learning area based EA initiative providing every learning area with a designated EA. The coordination by Head of Learning Area will improve curriculum opportunities and promoting independence. Baseline data has been collected and will be reviewed during 2017 to ascertain the effectiveness of the Learning Area EA initiative.

Atwell College Financial Summary as at December 2016

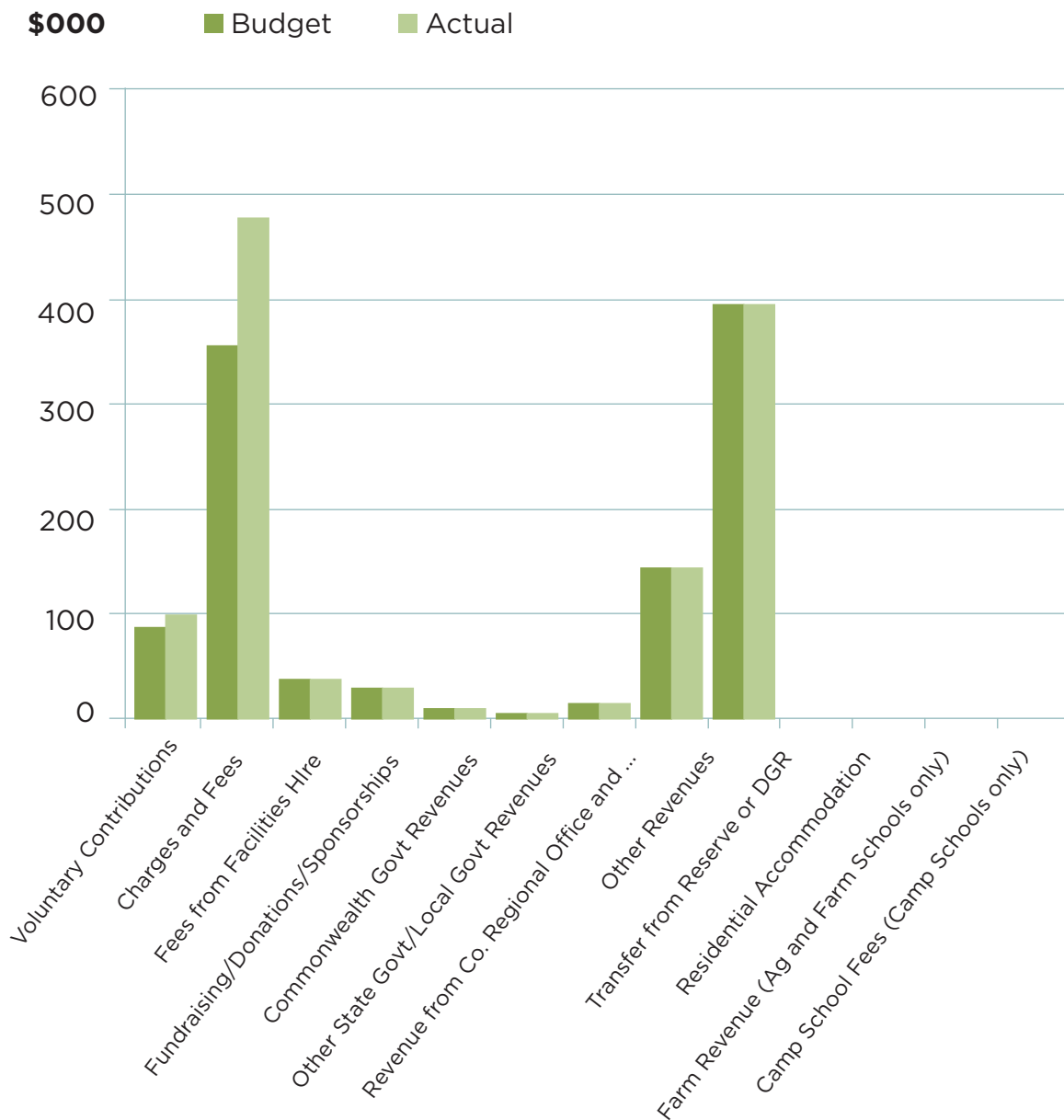
Atwell College Financial Summary as at December 2016

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$89,135.00	\$102,425.73
2	Charges and Fees	\$356,718.00	\$478,336.45
3	Fees from Facilities Hire	\$39,579.00	\$39,579.13
4	Fundraising/Donations/Sponsorships	\$31,307.00	31,306.63
5	Commonwealth Govt Revenues	\$12,790.00	\$12,790.00
6	Other State Govt/Local Govt Revenues	\$4,660.09	\$4,660.09
7	Revenue from Co, Regional Office and Other Schools	\$19,694.00	\$19,693.53
8	Other Revenues	\$146,724.90	\$146,723.55
9	Transfer from Reserve or DGR	\$396,345.74	\$396,345.48
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$1,096,953.73	\$1,231,860.59
	Opening Balance	\$202,703.00	\$202,702.58
	Student Centred Funding	\$2,202,794.50	\$2,202,794.50
	Total Cash Funds Available	\$3,502,451.23	\$3,637,357.67
	Total Salary Allocation		
	Total Funds Available	\$3,502,451.23	\$3,637,357.67

Current Year Actual Cash Sources

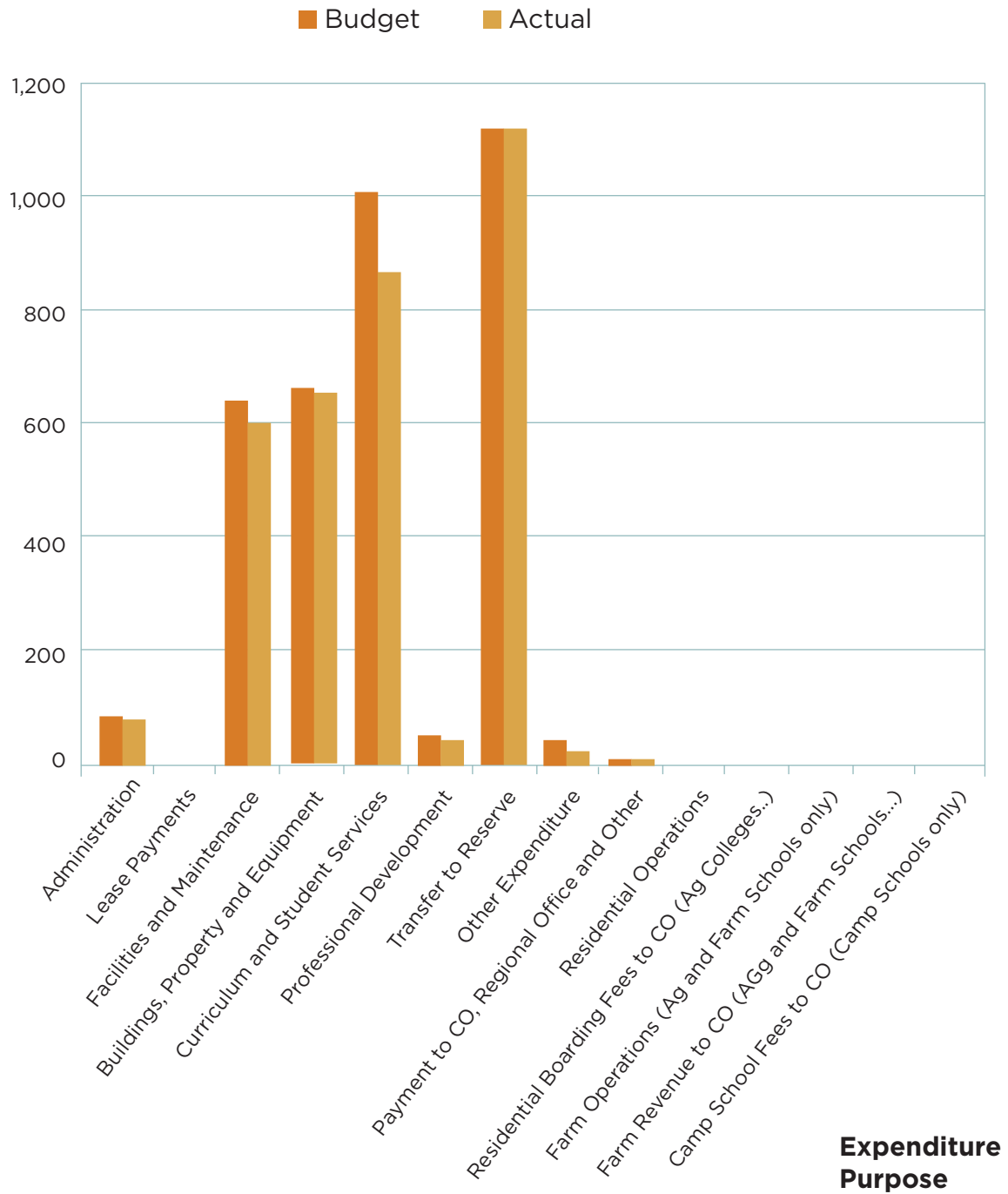


Locally Generated Revenue - Budget vs Actual

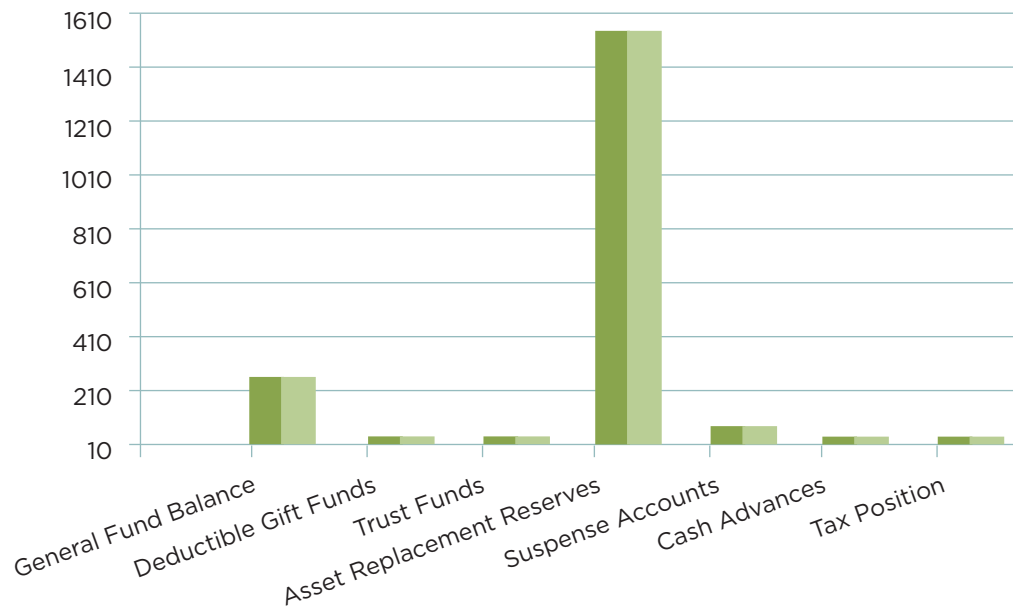


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$83,838.00	\$78,317.52
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$638,663.23	\$604,466.92
4	Buildings, Property and Equipment	\$666,028.74	\$652,528.94
5	Curriculum and Student Services	\$1,009,735.86	\$864,419.45
6	Professional Development	\$51,061.00	\$42,360.29
7	Transfer to Reserve	\$1,118,391.00	\$1,118,390.54
8	Other Expenditure	\$45,439.39	\$23,089.69
9	Payment to CO, Regional Office and Other Schools	\$8,000.00	\$8,000.00
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 IFees to CO (Camp Schools only)	-	-
	Total Goods and Services Expenditure	\$3,621,157.22	\$3,391,573.35
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$3,621,157.22	\$3,391,573.35
	Cash Budget Variance	-\$118.705.99	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at 31 December 17

	Bank Balance	\$1,843,186.52
	Made up of:	
1	General Fund Balance	\$245,784.32
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$1,581,755.12
5	Suspense Accounts	\$48,565.08
6	Cash Advances	-
7	Tax Position	\$32,918.00
	Total Bank Balance	\$1,843,186.52

Noel Woodley

Noel Woodley
Principal

Natalie Machin

Natalie Machin
Atwell College Board Chair





ATWELL
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