ATWELL
EMBRACING THE FUTURE
COLLEGE

Business Plan 2011-2013
ATWELL COLLEGE...

Seeks excellence and expects its students to aim high and to achieve to their maximum potential.

Matches student capabilities and aspirations to pathways of future success.

Provides a safe and caring learning environment, supportive of inclusive practices, in which ALL school community members play their part.

Knows that all students can learn and expects each of them to be personally responsible for his/her achievement.

Community seeks a holistic development of each child academically, socially and emotionally assisting each towards a positive adulthood.

Will be an active community partner and seeks community links and assistance within school programs where appropriate.

Understands that student health is important and will provide positive exercise and health programs to prepare students for a healthy lifestyle.

Actively promotes within its students a concern for the environment and the global impact of their actions.

COLLEGE VISION

Atwell College will seek to fully develop each child's intellectual, physical and social/emotional capacity to enable each to become active, world citizens with an informed concern for Earth's environment and each person's impact upon it. The College will foster a strong connection to society and its values, a strong sense of personal self worth and a valuing of each individual demonstrated through respect and concern for all.

ATWELL COLLEGE PILLARS

The following core beliefs form the pillars of our College development:

Pillar One: Connection

To feel and understand how the college links to the outside world requires a relevant curriculum and a connection to the wider community. Contextual learning forges links across disciplines that cater to student needs while providing a global perspective. The students focus on understanding their place and their impact on the local and global environment. Understanding this can heighten awareness to care and respect for the environment. This realisation can lead to an altruistic need to serve the community, respect the environment and enhance relationships within the school community. Enhancing individual self worth as a contributing member of society increases self respect and respect given to others and their property. This will have the effect of fostering a healthy community spirit.

Pillar Two: Opportunity

Atwell College recognises that people with passion are driven by the need or desire to achieve their vision and are determined to make their vision work. They are persistent. The key elements of persistence and desire, combined with opportunities that provide pathways to explore options that lead to success.

Atwell College will encourage and support students to identify and aspire towards academic and social goals. Pathways and opportunities to achieve these goals may provide students with a perspective based on high expectations that are related to effort, achievement, attainment, and reward.

Pillar Three: Environment

Atwell College has a commitment to develop an awareness of the interactivity of all elements of the environment. A deep understanding of the impact individuals, groups and communities have on the environment leads to a clear sense of college and individual responsibility to minimise that impact. Student understandings that local actions have global implications are developed.

Atwell College will instil understanding of the high value of bio-diversity and the need for sustainable development solutions.

Pillar Four: Holism

“"The whole is more than the sum of its parts”
- Aristotle

Atwell College seeks to nurture and develop all aspects of the individuals within its community. This includes the academic, social, emotional and physical health of the College community members; promoting self worth through a non threatening inclusive and mutually supportive learning environment. A focus on the development of the whole person is a cornerstone of the College's values.

The philosophy of holistic development aims to extend the potential of each individual in the College community, through opportunities to seek personal excellence in educational pursuits. The College aspires to develop within individuals a responsibility for their own learning and a passion for self improvement. A holistically developed person will be better prepared to contribute positively to society.

STAFF CODE OF CONDUCT

The staff at Atwell College are committed to the attainment of the goals spelt out within the College Vision and the Atwell College Pillars. This commitment is demonstrated by a resolve to

- Remain actively engaged in current educational trends
- Provide careful supervision of all students
- Model and enforce consistently high standards
- Increase the use of technology in the classroom
- Act in the best interest of the physical, emotional, social and intellectual well being of students
- Recognise individual learning styles
- Build collaborative links for learning with parents and guardians
- Build collaborative links for learning with the wider community
- Value collegiality and an open and reflective culture where all colleagues are treated with respect and courtesy.
FOCUS ONE: EFFECTIVE TEACHING

Atwell College will operate as a Professional Learning Community (Dufour & Eaker, 1998) where educators are committed to working collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for the students we serve.

Priorities
- To collaborate with a focus on learning, and create a culture of sharing practice and skills within our school community
- To increase the capacity of all teachers in the areas of curriculum knowledge, instructional skills and strategies, classroom management skills and processes and inclusive practices
- To use system and school data to inform and reflect on the teaching and learning process
- Development & implementation of whole school Literacy & Numeracy Plans
- To create a focus of learning for all teachers in the use of technology in teaching and learning programs across the college

Strategies

Professional Learning Community: Collaborative Practice
- Establishment of the role—Program Coordinator: Teaching Practice (PCTP), who will lead the facilitation of staff collaboration and implementation in the process of establishing essential skills in the curriculum of Years 7-10. This will focus on the use of common assessment tasks and inquiry into data as a method of determining the most effective teaching practices.
- PCTP will facilitate the key concepts of ‘Teacher as Researcher’, ‘Teaching Repertoire’ and ‘Reflective Practice’. The collaboration and support will also apply to the induction of new staff and assigning of mentors to assist the new staff to implement the agreed College Code of Conduct.
- Collaborative meeting time in all Learning Areas – 10 hours minimum per year 2011-13
- Establishing essential skills in core learning areas (English, Maths, Society and Environment and Science) 2011-12
- A minimum of 3 common formative assessment tasks (Years 8-10) in each of the above learning areas per year. Analysis of results to determine effective teaching practices, and sharing of these practices within collaborative teams ongoing.
- Year 7 cohort to implement 2 integrated tasks per year

Teacher Development
- Atwell College will operate with four key underpinning pedagogical approaches:
  - Tribes
  - Instructional Skills & Strategies (Cooperative Learning)
  - Classroom Management Skills
  - Inclusive Practices
- Teachers collaborate with appropriate stakeholders to develop Individual Student Plans when programming for students with Special Education Needs (SEN), students with Learning Difficulties, Indigenous Students and others as required. Teacher development will be made available to identified staff to assist this process.
- All staff trained in access and use of SAIS and NAPLAN data T1 2011, relevant staff trained SEN curriculum programs.
- Staff at Atwell College will use data to inform the teaching and learning process. Data will inform all stages of the planning cycle. As part of a case management approach to learning, staff will access other relevant school based data such as attendance and behaviour, which will assist to provide a holistic perspective of their students.
- Teaching Programs to include differentiated approaches based on literacy and numeracy needs ascertained by analysis of NAPLAN and other relevant data.
- SAIS & NAPLAN data to be used as part of the Atwell College Performance Management processes 2011-2013
- Induction process for new staff that includes assigning a mentor for ongoing support and orientation
- Key staff trained as Conferencing Accredited Teachers & Tribes District Trainers to enable training within the community of Atwell by 2012
- Atwell College will host Tribes TLC® Training of District Trainers September 26-30, 2011
- Classroom observation and feedback model used to focus pedagogy across the College
- Atwell College will continue to provide learning opportunities for staff to integrate technological tools into teaching and learning programs across years 7-12.

Whole School Literacy & Numeracy Plans
- By the end of term 2, 2011 Atwell College will develop whole school literacy and numeracy plans that reflect the needs of our cohorts informed by NAPLAN data. The College will implement targeted strategies that have been researched and successfully trialled as effective in improving literacy and numeracy outcomes for students. Strategies will include First Steps Reading, Writing and Numeracy, as well as explicit teaching of grammar and spelling.
- Plans to include strategies that target skill development in areas indicated through flags in NAPLAN results for each cohort
- The case management approach will also address students below benchmark levels and provide the necessary support. Our approaches will target increased representation in the upper achievement bands.

Targets
1. Increasing trend of achievement of proficiency in agreed skills across core learning areas for all students. Interventions implemented for students not achieving proficiency
2. Trend towards all teaching staff trained in the 4 pedagogical approaches; CMS, Instructional Strategies/Cooperative Learning, Tribes and Inclusive practices by 2013
3. Documented use of whole school strategies as part of performance Management processes
4. Trend towards an improvement in the ‘relative assessment’ data to perform at or better than similar schools in both literacy and numeracy
5. Trend to increased representation in Upper Achievement Bands in NAPLAN testing.
FOCUS TWO: POSITIVE LEARNING ENVIRONMENT

Atwell College will establish a positive learning environment supported by whole school initiatives that maximises the learning potential of all Atwell College students.

Priorities
- Recognition and acceptance of individual differences which promote a safe and caring learning environment
- Core shared values for staff and students are integrated into the Learning Environment
- Improved student attendance
- Ensure all students needs are identified and supported to maximise their potential for learning outcomes
- Retain current students and increase trend of enrolment applications
- A framework for students well-being and success
- To provide a safe and welcoming environment with programs that challenge and engage students with Special Education Needs.
- Establish an inclusive learning environment across the campus.

Strategies
- Staff model and adhere to Atwell Code of Conduct reviewed through Performance Management process
- Create formal and informal opportunities to receive feedback on practice
- Team structures and advocacy groups implement positive relationships and support between students and teachers
- Early identification of students individual needs
- Students with identified needs are catered for and co-ordinated and managed
- Tree of activities to be implemented into all teaching and learning throughout all learning areas
- Implementation of detailed whole school Behaviour Management Policy
- Positive and proactive communication with parents
- Standardised Letters of Commendation to be posted regularly and recorded
- Reinforce and reward positive student conduct within teams and at whole school level
- Increased communication with feeder primary schools and parents regarding AEP (Academic Extension Program) program
- Develop and implement structured approach of AEP
- A raft of off-site educational opportunities are accessible to provide direction for identified students
- Ongoing development of effective processes to support students’ social, emotional and physical well-being
- The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment activities for students with Special Education Needs (SEN)
- A range of alternative formats are used as appropriate curriculum adjustments to enable access and engagement with learning and assessment activities for SEN

Achievement Targets
1. Staff, Parent and student satisfaction data reflects an improvement trend from 2011 - 2013
2. An increase of retention of 7s into 8s
3. Increased trend in enrolment application for specialist programs offered
4. Using Student Attendance Monitoring (SAM) data percentage of unauthorised absence for each year group to be less than 20% by Semester 1, 2013
5. Using the SAM data students in the moderate and severe categories 0-79% will be maintained at or below 6% by Semester 2, 2013

FOCUS THREE: IMPLEMENTATION OF SENIOR SCHOOL

In establishing the Senior School cohort Atwell College will develop a range of course offerings and processes to support students to achieve their aspirations.

Priorities
- Senior students will participate in engaging learning programs that are tailored to their individual needs, aspirations and interests. Courses of study will be offered to meet the needs of our cohort. Endorsed programs and Community Service components of Western Australian Certificate of Education (WACE) will be encouraged
- Inaugural student outcome targets will be set and critically assessed as a basis for decisions to influence classroom practice and support structures, that will maximise student achievement toward them.

Strategies
- Close monitoring of students at Educational Risk and Excellence, including close monitoring of student achievement at reporting periods and interventions using BMIS Policy, Good Standing Policy and Assessment Policy procedures and celebrations of success.
- Membership in Jandakot Alliance of Secondary Schools (JASS) will provide opportunities and resources for shared access to students from the cluster
- Developing a Senior School identity and culture.
- Atwell College Honours attainment will be promoted.
- Student TER Predictor will be used and monitored based on year 11 results and state average moderation for courses.
- Careful counselling of students into appropriate course levels for year 12 and Promoting Awards available to motivate achievement
- Support in the form of ‘What Happens To Your Marks’ and ‘Realistic Research’ sessions
- Staff workshops and information sessions on WACE requirements and Curriculum Council and Tertiary Institution Service Centre (TISC) requirements run regularly.
- All Senior School courses fulfill Curriculum Council requirements
- VET funding will be sought, allocated and acquitted. Atwell College apply for profile hours funding to deliver a variety of Vet for Schools programmes each year. Atwell will purchase quality assurance aspects from the Challenger TAFE, National Corporate Training and South Metropolitan Youth Link, Registered Training Organisations, under an auspice arrangement.
- Staff will be supported to gain Certificate IV in workplace assessment to facilitate on-site qualification delivery
- Workplace Learning forms strong partnerships with Local Industry
- Participation coordinator, SMYL and Bridging The Gap partnerships to support the transition of students from school to work
- Individual Transition planning is completed for every student with an identified disability, including access to alternative programs.
- Create a career culture within the College by developing a scope and sequence for career education. Increase Career Education and awareness of opportunities and employment, Trial Career and Enterprise class in Year 10. Continue to promote VET Programs with a high profile at Year 10 Transition
- Provides an appropriate education program for SEN students that focuses upon preparing students for all facets of post-school life.

Targets
1. Standards of achievement across all learning areas will be measured for TEE and VET. Individual student case studies will be closely monitored. Longitudinal cohort comparisons will begin to develop. Performance of students compared between courses.
2. Achievement comparisons to NAPLAN expectations, like school comparisons, and comparisons to national standards.
3. Expect 100% ATAR greater than 50 for those with university eligibility
4. Atwell College moderation adjustment to be low.
5. Course differential +/- 4 compared to average of other courses
6. No red flags indicating underperformance compared to other schools- stage 2 is scaled down and included
7. Stage 3 and 2 achievement in pairs of As in the excellent proficiency band.
8. WACE Graduation Rate of100% of eligible year 12 students.
9. Maximise ATAR achievement of students greater than 55 and/or Certificate II or higher completion with a goal of a trend to greater than 65%. For eligible students.
10. Median ATAR at or above expected value.
11. Trends to high levels of successful engagement of SEN in ATE programs and / or appropriate workplace and VET opportunities.
12. Increased participation in Vocational Education and Training in Schools programs participation rate as measured with a focus on full qualification achievement in Certificate II or higher.

FOCUS FOUR: EFFECTIVE COMMUNITY LINKS

The Atwell College Community recognises its position within the broader community and seeks to maximise the learning and support opportunities for students available through our wider community.

Priorities:
- Effective and trained College Board assists the development of the College
- Close working links are developed with the partner primary schools and Atwell College is the secondary school of choice within the zone
- Atwell College students play a positive role within the Community.
- The College has an effective marketing plan in action that provides a positive position within the Community
- College participates in the Jandakot Alliance of Secondary Schools (JASS)

Strategies:
- The College Board operates as an effective guidance to the direction of future College development
- The College positively markets its specialist programs within nearby Primary Schools
- Through shared programs, students in the Zone Primary Schools access the College in an extended transition process.
- The College works with the Zone Primary Schools in delivery of Extension programs to selected year 5 and 6 students
- The College continues to support Zone activities in such areas as artistic, sporting and services for SEN students.
- Coordination of the volunteers through “School Volunteer Program” for tertiary student programs and community support occurs such that the assistance for students is maximised.
- The Chaplaincy organises student service-learning opportunities
- To provide a strong market position within the community the College contracts an appropriate agency to develop a quality marketing strategy
- Partnerships are developed with local industry to increase student learning opportunities within the workforce environment
- Strong and supportive partnerships are developed with a range of community sources
- Access to student “community service learning” opportunities will be available and enable inclusion on WACE certification
- An online service for the coordination of Teaching Practicum Students is established with partner Universities

Targets:
1. The College Board contains at least 4 high profile local Community members, by 2013
2. All College Board members are fully trained in the requirements of Independent Public Schools
3. Atwell College is the Secondary Education choice of 70% of the students in the local intake area by 2014, such that enrolments are accepted in-Boundary only.
4. The trend of enrolments is for Atwell College to increase the capture of the top 25% of students academically within the local area with two streams of AEP students entering year 7 annually.
5. A team of 20 volunteers is supporting student activities by 2014
6. The student body demonstrates its connection to the wide community through Community Service activities and charitable fundraising activities
7. There is an increasing trend of student volunteer activity in service learning opportunities
8. There is a strong awareness within the community of the large and positive role played through the Education Support Programs at the College
Principal
Atwell College
Mr. Steven Crake

Chair
Atwell College School Council
Mr. Steven Portelli