



ATWELL COLLEGE

Embracing the Future



Business Plan

2023- 2025



We believe successful schooling involves strong partnerships between the school, parents, and the community, which assists building character, strengthening social values, and enabling opportunity to achieve success.



Our Context

Atwell College is a comprehensive senior high school located almost 25 kilometres from the Perth CBD. As an integrated site we provide for a diverse student population in education support and mainstream pathways that enable all our students to achieve their goals. Our focus on quality teaching compliments our Strategic Improvement Plan (SIP) that is owned and facilitated by staff. The Business Plan describes our three strategic priorities and the milestones used to regularly monitor our progress to ensure we achieve our goals.

Our dedicated staff and excellent facilities combine to develop our students academically, social, and emotionally. Our whole school Positive Behaviour Support (PBS) approach is used to explicitly teach our expected behaviours to facilitate a whole school positive learning environment. Enhancing our holistic view of the student is our Student Services team who facilitate targeted interventions collaboratively. Our team of professionals include our Nurse, Psychologists, Year Coordinators and a Chaplain and Student Services Coordinators who work with students, parents and staff who facilitate a comprehensive model of care for all members of the college community.

We strive to cater for individual student needs through regular data analysis and have implemented specialised learning programs to meet the needs of low literacy and numeracy students while facilitating classes for high achieving students.

Our combined purpose is to provide every student the opportunity to maximise their learning, achieve their potential and transition into a meaningful post school pathway in a safe, supportive and engaging learning environment. Multiple educational pathways provide direct connection and opportunity for further study at University, TAFE or other Training Organisations and Employment once students leave our college.

Our high quality academic and vocational curriculum is supported by a large variety of cultural, artistic, and sporting extracurricular programs and activities to enhance the educational experience for all students. Our Netball Specialist Program (recognised as a Tier 1 Program by Netball WA) and our Rugby League Specialist Program (supported by NRLWA) provide opportunities for those students who demonstrate positive attitudes and have athletic ability and a passion for these sports.

Our faculty based Professional Learning Communities provide staff the opportunity to come together to discuss and plan higher level student achievement in an environment of data sharing and collegial support to achieve consistent approaches in the implementation of whole school initiatives. We believe regular professional collaboration will maintain a focus on student results in a continuous improvement cycle. In this way, we can maximise the support we provide the student, and in turn, increase the likelihood of success.

Atwell College strives to be an active participant in the community, seeking opportunities to form partnerships which enhance opportunities for our students. We believe successful schooling involves strong partnerships between the school, parents, and the community, which assists building character, strengthening social values, and enabling opportunity to achieve success.

Our Story

Commencing in 2008 with Year 7 and 8 students, Atwell College was the first Western Australian state secondary school with a Year 7 intake. We commenced with a Middle School structure and approach that featured teaching teams. These teams had specific groups of students who were exposed to an integrated teaching approach to curriculum delivery while facilitating student pastoral care needs.

As the college grew into a senior high school, we made the transition to a faculty-based approach with clearly defined pathways for students. From 2012, we became a comprehensive Years 7-12 senior high school and have continued our growth and success.

Our Values

Show Respect – demonstrate respect in our college community.

Strive to Achieve – strive to improve in all we do.

Be Responsible – responsibility for your actions, social and civic.

Our Brand

The Atwell College crest features a learning hero in a circle representing the college as a learning community. The four compass points reflect our motto and symbolise the significance of lifelong learning for the future. The crest design reflects the modern elements of the college's educational programs, our landmark architecture, and facilities.



Purpose Statement

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Our Motto

Embracing the future.

Embracing the future is the motto developed in consultation with the community prior to the college opening in 2008.

We believe our students should embrace all challenges to build resilience so they may successfully negotiate the challenges that life presents so they live enjoyable and fulfilled lives successful lifelong learners and resilient, prosocial citizens.



College Board Chairperson Reflection

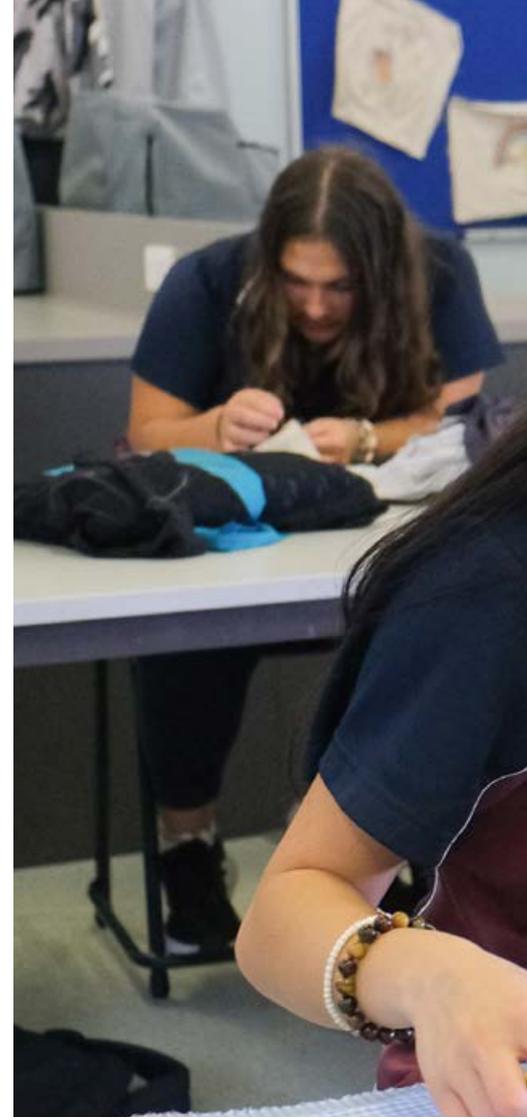
Atwell College provides high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens. The development of a new Business Plan gives us an opportunity to reflect, review and renew to ensure we continue to deliver these goals.

This Business Plan is the culmination of the many minds and wide-ranging expertise in our school coming together to inspire a pathway forward. It guides our future direction through well-defined goals and timelines, allowing our community to work together for the continued growth and success of Atwell College.

The pedagogy of teaching evolves, and I thank the staff, led by our Principal Kolin van der Wall for always striving to improve their knowledge and practices. I am confident that your dedication to teaching and learning will see the plan set out in these pages come to fruition.

The Atwell College Board looks forward to working in partnership with staff, students, and our community as we pursue the goals as set forth. Accordingly, we are pleased to endorse and present to you the 2023-2025 Business Plan for Atwell College.

Natalie Machin
Chair, Atwell College Board.



Our School Improvement Cycle

Our 2023-2025 Business Plan has been developed by the College Executive Team in consultation with all staff and our College Board. It considers the prerequisites and enablers of student success and is responsive to our student learning needs as indicated in our performance data and other forms of quantitative and qualitative evidence. Our plan transparently maps our path to achieving consistency and excellence as a school.

Founded upon The School Improvement and Accountability Framework, our school improvement cycle has three components that are ongoing, dynamic, and interactive:

- ▶ Regular self-assessment of our performance data and other evidence related to student achievement and school operations;
- ▶ Engagement with contemporary evidence of 'what works best' to plan strategic improvements that improve student achievement standards; and
- ▶ Accountable implementation of strategic improvement initiatives.





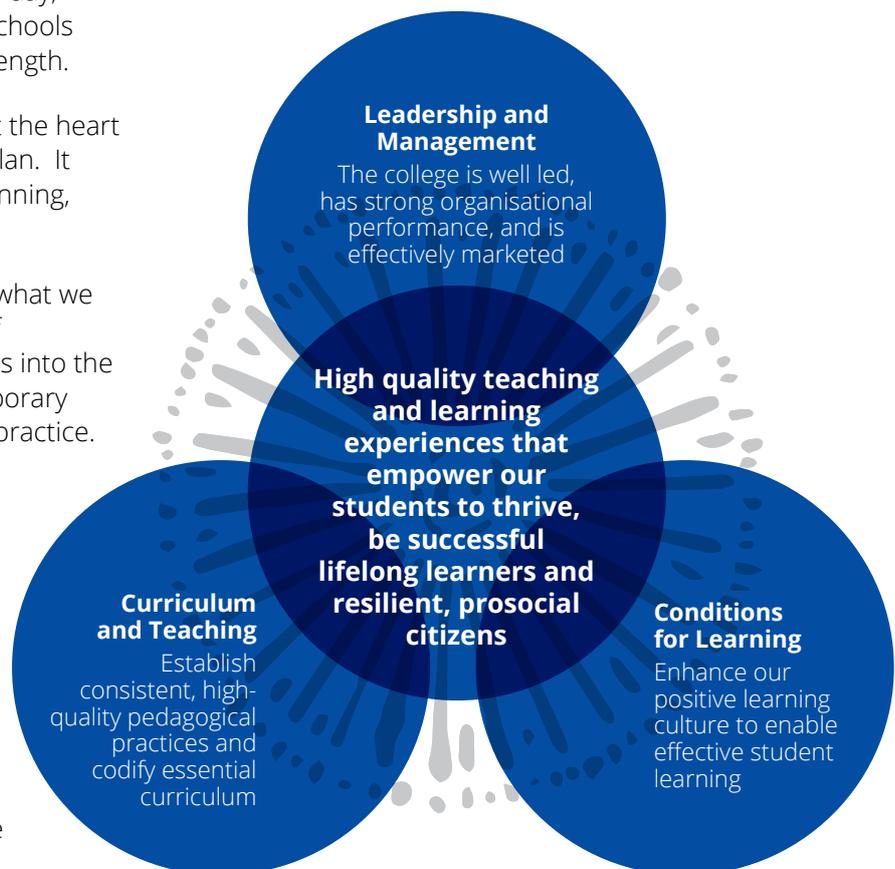
Our Strategic Priorities

Our 2023-2025 Business Plan focus areas are responsive to our identified improvement needs and delivers upon the Western Australian Department of Education priorities as detailed in Every student, every classroom, every day; Strategic directions for public schools 2020–2024 and Building on strength.

Our shared moral purpose is at the heart of our strategic improvement plan. It underpins every aspect our planning, operation, and performance.

Our three priority areas target what we have identified as the drivers of strengthened student outcomes into the future, as informed by contemporary research and evidence of best practice.

In a consolidated model of distributed leadership that values aspiration and innovation, responsibilities for major work streams within each focus area are 'owned' by staff from across the college. These staff who are at different stages of their careers, volunteered to facilitate the achievement of our initiatives.



PRIORITY ONE: LEADERSHIP AND MANAGEMENT

GOAL: The college is well led, has strong organisational performance, and is effectively marketed

Objectives	Initiative(s)
1.1 Current and emerging leaders are supported to develop and refine their leadership capabilities	<ul style="list-style-type: none">▶ Build leadership team knowledge, understanding and capability of evidence-based practices that lead whole-school change▶ Atwell College aspirant leadership programme is developed and implemented
1.2 Leadership is broadly distributed across the school, focused on quality teaching and student achievement	<ul style="list-style-type: none">▶ Provide and restructure leadership opportunities for all staff within Atwell College priority areas
1.3 Teachers are supported to achieve Level 3 Classroom teacher status	<ul style="list-style-type: none">▶ Atwell College Level Three Classroom Teacher support strategy is developed and implemented
1.4 Effective professional learning teams facilitate collective efficacy	<ul style="list-style-type: none">▶ Construct understanding and ownership for professional learning teams and implement consistent whole school processes and protocols
1.5 Performance and development processes increase consistency of high-quality teaching	<ul style="list-style-type: none">▶ Build the capacity of performance managers to support teachers to implement Atwell College priorities with consistency and fidelity
1.6 A strong Atwell College culture supports organisational health	<ul style="list-style-type: none">▶ Develop and implement a strategy to strengthen Atwell College culture, including work environment, personal ownership, and motivation
1.7 College policies and procedures are evidence-based, aligned with DoE and community expectations, and understood by all	<ul style="list-style-type: none">▶ Consultatively review and revise Atwell College policies and procedures, and ensure scope
1.8 Effective marketing of the college attracts local student enrolments	<ul style="list-style-type: none">▶ Develop a public and community relationship strategy to promote Atwell College as the school of choice

PRIORITY TWO: CURRICULUM AND TEACHING

GOAL: Establish consistent, high-quality pedagogical practices and codify essential curriculum

Objectives	Initiative(s)
2.1 Teachers demonstrate a common understanding, confidence, and clarity about what constitutes high quality teaching	<ul style="list-style-type: none">▶ Define and codify high quality teaching▶ Build teacher confidence and capacity in iSTAR lesson design▶ Develop agreed Atwell College high impact instructional practices and build teacher capability to implement consistently
2.2 Teachers effectively use data to monitor the impact of their teaching to plan for improvements	<ul style="list-style-type: none">▶ Develop consistent classroom and whole school data sets and practices to monitor and measure the impact of teaching practice upon learning progression▶ Develop learning area improvement plans and processes transparently aligned with classroom and whole school data sets
2.3 Essential curriculum is codified, and mapped with STEM competencies	<ul style="list-style-type: none">▶ Learning areas audit learning outcomes and curriculum to define essential and appropriately sequenced year level content▶ Define STEM competencies and support integration into learning area content
2.4 Whole school literacy and numeracy practices support all students to successfully engage in their learning	<ul style="list-style-type: none">▶ Research and select evidence-based whole school literacy and numeracy practices based upon student performance data
2.5 Interventions support students at educational risk and those with disabilities	<ul style="list-style-type: none">▶ Identify students at educational risk and implement targeted interventions▶ Support teacher capability in differentiating teaching and learning for students with disabilities
2.6 A whole school careers focus supports student future pathways	<ul style="list-style-type: none">▶ Develop a college careers education position and plan that supports all students in planning their post-school pathways

PRIORITY THREE: CONDITIONS FOR LEARNING

GOAL: Enhance our positive learning culture to enable effective student learning

Objectives	Initiative(s)
3.1 Improved student engagement is evident in every classroom	▶ Support teachers to structure high expectations of students and implement strategies that enhance engagement
3.2 Staff capably support positive student behaviours	▶ Strengthen whole school positive behaviour support structures and processes, and to consistently implement effective classroom management strategies
3.3 Students attend school regularly	▶ Agree and set acceptable attendance requirements and review attendance improvement plan to ensure responsiveness to data trends
3.4 Student social and emotional learning needs are understood and appropriately supported	▶ Research and implement a consolidated social and emotional learning strategy





Our Review Processes

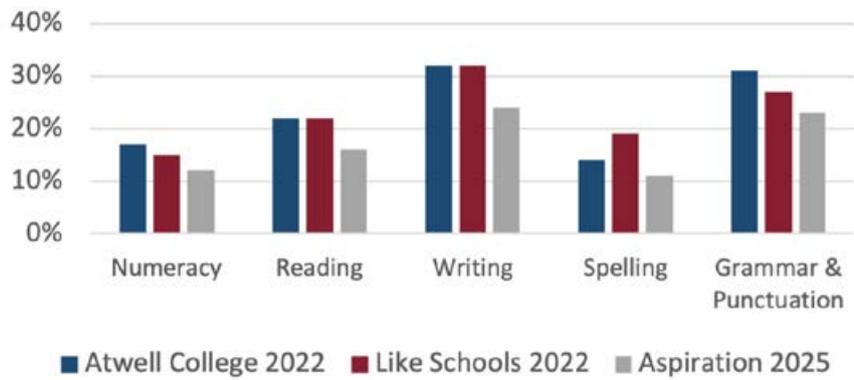
Our 2023-2025 Business Plan review processes are highly accountable and rigorous, and ensure our objectives are tracking to achievement within specified timeframes. The College Executive Team closely monitors and reviews the implementation of initiatives in conjunction with agreed key performance indicators, which serve as metrics to validate our objectives have been achieved.

Aligned with the Public-School Review Standard, our review processes are guided by the following fundamental questions:

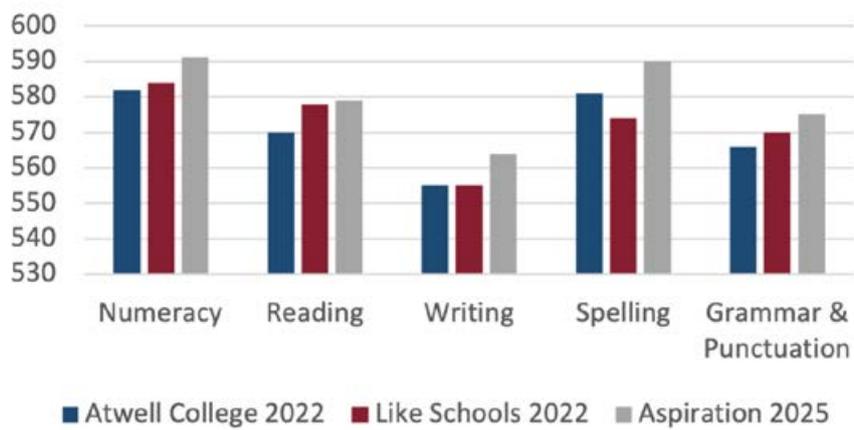
- ▶ How are we going? (Judgement, supported by evidence)
- ▶ How do we know? (Analysis and impact of evidence)
- ▶ What are we doing to improve? (Planning key actions for improvement)

Our aspiration for 2023-2025 is to strengthen the performance of our students to be consistently equivalent to or above their peers in like schools. We will use the following progress indicators in student outcomes to measure our success in achieving this overall aspiration:

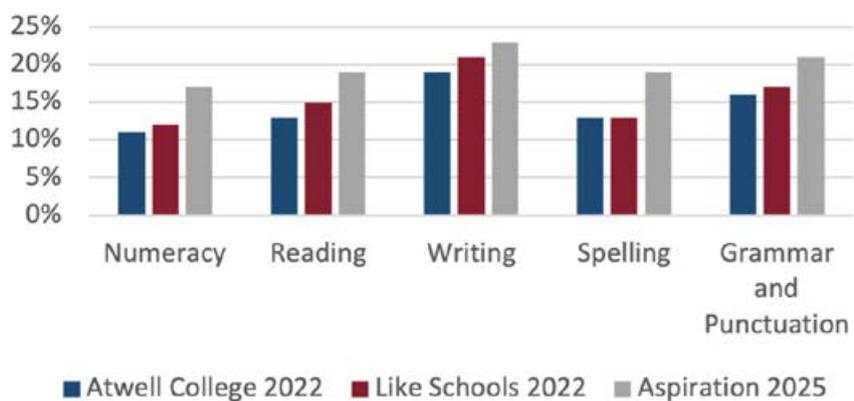
Year 9 NAPLAN % students at or below National Minimum Standard



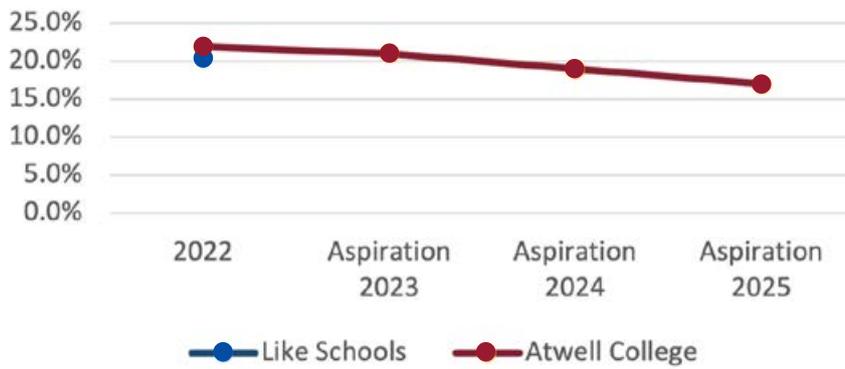
Year 9 NAPLAN Mean Score



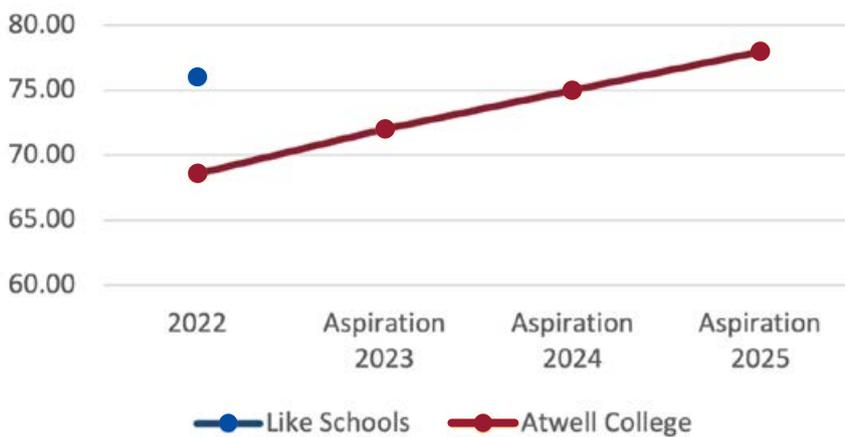
NAPLAN top tricile (top 20% of students in WA Public Schools)



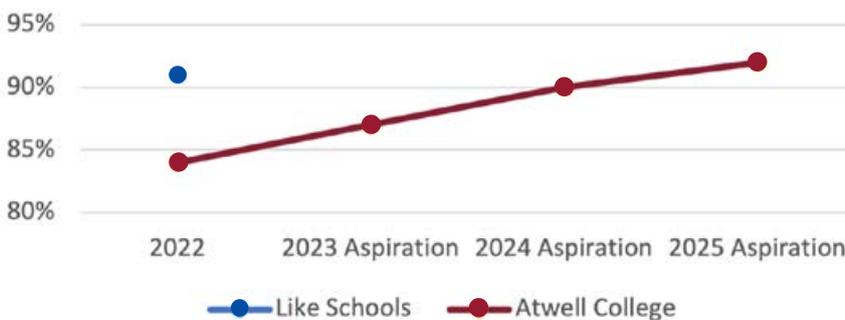
Year 11 students not qualified in OLN

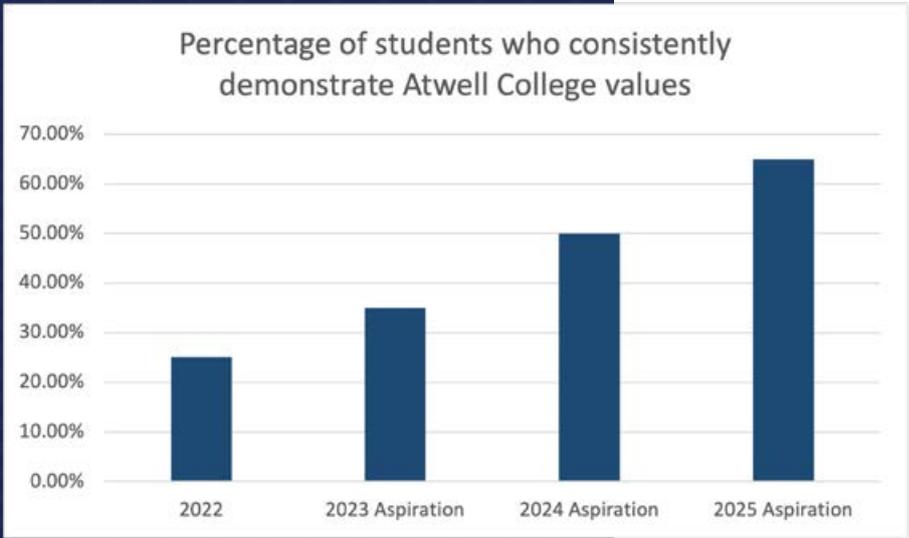
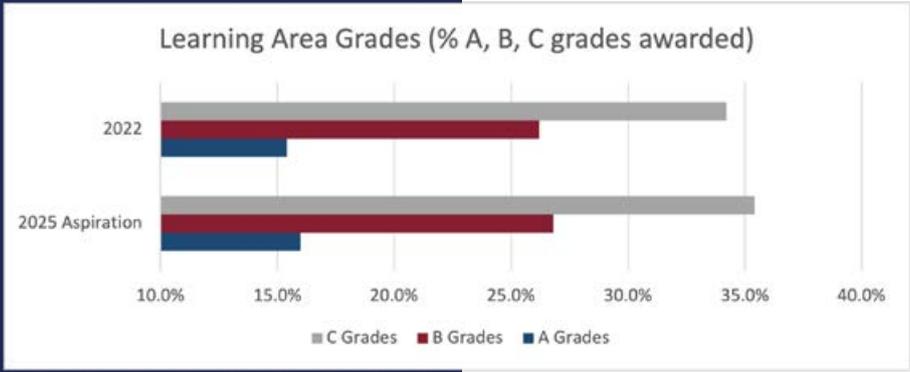


Year 12 Median ATAR



Year 12 WACE Achievement Rate (WACE Eligible Students)





Please note – these targets are influenced by attitude, behaviour and engagement (ABE) data in Learning Areas. These include the categories of

1. Works autonomously,
2. Participates fully,
3. Behaves appropriately,
4. Well organised, and
5. Meets deadlines.



A. Leadership and Management

Objectives	Metric used to measure progress	2022 Baseline Performance	2023 Interim Target	2024 Interim Target	2025 Final Target
1.1	i) Educator Impact 360 for Leaders	i) Survey to be conducted in 2023.			
		Craft a vision	.85	.87	.89
		Develop people	.87	.89	.91
		Build relationships	.86	.88	.90
		Model excellence	.86	.88	.90
		Catalyse change	.85	.87	.89
		Communicate effectively	.84	.86	.88
		Drive accountability	.85	.87	.89
		Nurture culture	.84	.86	.88
		Manage issues	.86	.88	.90
1.2	i) Tell Them From Me (TTFM) - Focus on Learning survey: Leadership	i) 5.6	5.9	6.3	6.6
1.3	Number of level 3 classroom teachers at Atwell College.	2	2	4	6
1.4	i) Tell Them From Me (TTFM) - Focus on Learning survey: Collaboration	i) 7.6	i) 7.8	i) 8.0	i) 8.2
	ii) Long-Form Leading Indicator Survey for Teachers and Staff Level 1.4	ii) Survey to be conducted in 2023.	ii) 4.02	ii) 5.0	ii) 5.2
	iii) Long-Form Leading Indicator Survey for School Leaders Level 1.4	iii) Survey to be conducted in 2023.	iii) 3.77	iii) 4.0	iii) 4.2
1.5	i) school culture survey questions 5,6,7	i) Survey to be conducted in 2023	2.64, 2.83, 2.45	2.84, 3.04, 2.65	3.04, 3.24, 2.85
1.6	i) school culture survey question 9.	i) Survey to be conducted in 2023	2.73	2.93	3.13
1.7	Number of policies and processes in place as informed by review processes.	Percentage of policies in place, as compared with total necessary.	33% policies in place	66% policies in place	100% policies in place
1.8	Percentage of students in local schools enrolled for Year 7 from: Atwell PS, Harmony PS, Jandakot PS, Success PS	APS: 33/86 = 38% HPS: 27/68 = 40% JPS: 13/60 = 22% SPS: 22/93 = 24%	APS: 45% HPS: 47% JPS: 29% SPS: 31%	APS: 55% HPS: 57% JPS: 39% SPS: 41%	APS: 65% HPS: 67% JPS: 49% SPS: 51%

B. Curriculum and Teaching

Objectives	Metric used to measure progress	2022 Baseline Performance	2023 Interim Target	2024 Interim Target	2025 Final Target
2.1	i) TTFM Focus on Learning survey: Teaching Strategies; Technology; Quality Feedback.	i) 7.7; 5.8; 6.8.	i) 7.9; 6.0; 7.0	i) 8.3; 6.3; 7.3	i) 8.6; 6.6; 7.6
	ii) TTFM Student Outcomes and School Climate survey: Effective learning time; Relevance; Rigour.	ii) 5.7; 4.9; 5.4.	ii) 5.9; 5.1; 5.6	ii) 6.2; 5.4; 5.9	ii) 6.5; 5.7; 6.2
	iii) Long-Form Leading Indicator Survey for Leaders, Teachers and Staff, Students Level 2.	iii) Survey to be conducted in 2023.	iii) leaders 2.39 teachers/ staff 3.47	iii) leaders 2.7 teachers/ staff 3.6	iii) leaders 2.9 teachers/ staff 3.8
2.2	i) TTFM Focus on Learning survey: Data Informs Practice.	i) 7.8.	i) 8.0	i) 8.2	i) 8.4
	ii) Long-Form Leading Indicator Survey for Leaders, Teachers, and Staff Level 4	ii) Survey to be conducted in 2023	ii) 3.11	ii) 4.0	ii) 4.2
2.3	Long-Form Leading Indicator Survey for Leaders, Teachers, and Staff Level 3	Survey to be conducted in 2023.	3.70	3.9	4.1
2.4	Literacy and numeracy practices survey	Survey to be developed and conducted in 2023.	Year 7 - 4 teaching sets (Lit and Num) Year 8 - 4 teaching sets Lit. Num, 2 teaching sets Year 9 Num, 2 teaching sets	Year 7 - 4 teaching sets (Lit and Num) Year 8 - 4 teaching sets Lit. Num, 4 teaching sets Year 9 Num, 4 teaching sets	Year 7 - 4 teaching sets (Lit and Num) Year 8 - 4 teaching sets Lit. Num, 4 teaching sets Year 9 Num, 4 teaching sets Year 10, LIT and NUM 2 teaching sets
2.5	TTFM Focus on Learning survey: Inclusive School; Overcoming Obstacles to Learning	8.0; 7.4.	8.2; 7.6	8.4; 7.8	8.6; 8.0
2.6	TTFM Student Outcomes and School Climate survey: Students that value schooling outcomes; Students planning to finish Year 12; Students planning an apprenticeship or VET/ TAFE course; Students planning to go to university.	47%; 54%; 14%; 30%.	50%; 57%; 17%; 32%	55%; 62%; 23%; 35%	60%; 67%; 28%; 38%

C. Conditions for Learning

Objectives	Metric used to measure progress (TTFM Student Surveys based on 592 student responses)	2022 Baseline Performance	2023 Interim Target	2024 Interim Target	2025 Final Target
3.1	i) TTFM Focus on Learning survey: Learning Culture.	i) 7.8	i) 7.9	i) 8.1	i) 8.3
	ii) TTFM Student Outcomes and School Climate Survey: Positive teacher - student relationships; Positive learning climate; Expectations for success.	ii) 4.8; 4.9; 6.0.	ii) 5.0; 5.1; 6.2	ii) 5.2; 5.3; 6.4	ii) 5.4; 5.5; 6.6
3.2	i) TTFM Student Outcomes and School Climate Survey: Students with positive relationships; Students with positive behaviour at school; Students with positive goal orientation; Bullying, exclusion, and harassment; Feel safe attending this school; Advocacy at school.	76%; 85%; 40%; 34%; 25%; 2.5.	77%; 87%; 42%; 32%; 30%; 2.6	80%; 90%; 47%; 27%; 40%; 2.8	83%; 93%; 52%; 22%; 50%; 3.0
	ii) Long-Form Leading Indicator Survey for Teachers and Staff Level 1.2.	Survey to be conducted in 2023.			
	iii) Compass positive behaviour points.				
	iv) Suspension rate.	Sem 1: 8.9%; Sem 2: 10.1%	Sem 1: 8.6% Sem 2: 9.8%	Sem 1: 8.3% Sem 2: 9.5%	Sem 1: 8% Sem 2: 9.3%
3.3	Semester 1 / 2 regular attendance rate.	Sem 1: 25.6% Sem 2: 40.1%	Sem 1: 50% Sem 2: 45%	Sem 1: 55% Sem 2: 50%	Sem 1: 60% Sem 2: 55%
3.4	TTFM Student Outcomes and School Climate Survey: Students with a positive sense of belonging; Students with moderate or high levels of anxiety; Students with moderate or high levels of depression; Students with a positive self-esteem; Students with a positive eudemonic well-being; Students with a positive hedonic well-being; Students with positive self-regulation.	39%; 34%; 38%; 43%; 35%; 79%; 34%.	40%; 32%; 36%; 45%; 38%; 81%; 36%.	50%; 28%; 31%; 55%; 45%; 83%; 40%.	60%; 24%; 26%; 65%; 52%; 85%; 45%.





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