



**ATWELL**  
PRIMARY SCHOOL

*Together we aspire, together we achieve*

# School Report 2022

## Atwell Primary School





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# School Report

## Atwell Primary School

### School Overview (source: Schools Online/School website)

We are a proud Independent Public School which promotes an environment where students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful and sustainable world.

At Atwell, we believe that every child has the right to the best possible education, and the educational process is best served when the school, the child, the teacher and the parent/carer work together in a positive way to support learning.

We want to maintain a culture in the school where students are actively engaged in the curriculum and are provided with interesting ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

Our staff are passionate, enthusiastic and strive to ensure our school attests to the vision statement of 'building well-rounded citizens with a passion for lifelong learning'.

Our school is currently implementing the Western Australian Curriculum. Students are offered specialist programs in the areas of music, visual arts, physical education and Italian. We provide our students with leadership opportunities and acknowledge their achievements in the areas of academics, physical education and the arts.

Our focus is developing critical thinking skills, strong interpersonal skills and relationships and provide them with opportunities to develop their knowledge and understanding of digital technologies.

### Student Numbers and Characteristics (Data) (source: Schools Online)

Kindy	PP	1	2	3	4	5	6
3 classes	3 classes	4 classes	4 classes	3 straight 1 composite	2 straight 1 composite	3 classes	3 classes
61	72	84	79	71	75	79	84

Total of 605 students

Additional information:

	Kin	PPR	Pri	Sec	Total
Male	32	39	223		294
Female	28	32	250		310
Total	60	71	474		605

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	3	10		16
Non-Aboriginal	57	68	464		589
Total	60	71	474		605

**Comments:**

There was a reduction in the number of students, particularly in the early years due to the opening of Treeby PS. Future trends appear to indicate that the student population will plateau and the school size will remain around 550.

**Workforce composition (Data) (source: Schools Online)**

**Staff Numbers**

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
<b>Total Administration Staff</b>	<b>4</b>	<b>4.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	5	4.8	0
Other Teaching Staff	29	21.8	1
<b>Total Teaching Staff</b>	<b>34</b>	<b>26.6</b>	<b>1</b>
<b>School Support Staff</b>			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	2	1.8	0
Other Allied Professionals	20	13.4	0
<b>Total School Support Staff</b>	<b>26</b>	<b>17.8</b>	<b>0</b>
<b>Total</b>	<b>64</b>	<b>48.4</b>	<b>1</b>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

**Comments:**

The school is expected to reduce student numbers to approximately 560 students in 2023.

Workforce planning is in place to allow for the reduction to teaching and support staff in 2023. The combination of forward planning, staff gaining positions to other schools and staff leave will allow the school to retain its permanent staff.

Student Attendance (Data) (source: Schools Online)

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.6%	94.1%	93.2%	87.5%	88.4%	77.6%	93.4%	94%	91.9%
2021	93.5%	93.5%	92.4%	89.9%	87.4%	76.8%	93.4%	93.4%	91%
2022	89%	89.3%	88.3%	75.2%	83.1%	69.5%	88.7%	89.2%	86.6%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	79.4%	15.6%	4.5%	0.4%
2021	81.3%	14.5%	3.4%	0.9%
2022	56.7%	31.5%	10.0%	1.8%
Like Schools 2022	56.2%	33.5%	8.6%	1.8%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Describe your analysis and impact of evidence

Atwell Primary School has maintained high expectations for student attendance, even throughout COVID-19. There was a significant decrease in regular attendance due to COVID-19.

Our staff monitor this closely to ensure all students are accessing the opportunities school provides through their teaching and learning programs.

We are working with families of students at Moderate and Severe risk to re-engage their child/children with their schooling.

In 2022, we had three students who had modified programs in place due to disengagement from school.

We also had a number of students take extended, unauthorised holidays.

Describe how non-attendance is managed by the school

Staff communicate with families of student where attendance is less than 80%. The communication outlines the concerns surrounding the non-attendance and the impact on their education.

For student who have severe low attendance, a home visit by the principal and a deputy occurs to offer support in getting their child back to school.

## Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

By 2022, sustain the upward trend in Year 3 NAPLAN performance to be similar to or above like schools in reading and numeracy

<b>Yr 3 Reading</b>	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	447	446	+1
2021	455	444	+11
2022	444	446	- 2

<b>Yr 3 Numeracy</b>	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	406	414	-8
2021	436	421	+15
2022	427	411	+16

By 2022, NAPLAN performance in Year 3 writing and spelling consistently matches (close to) or exceeds that of like schools

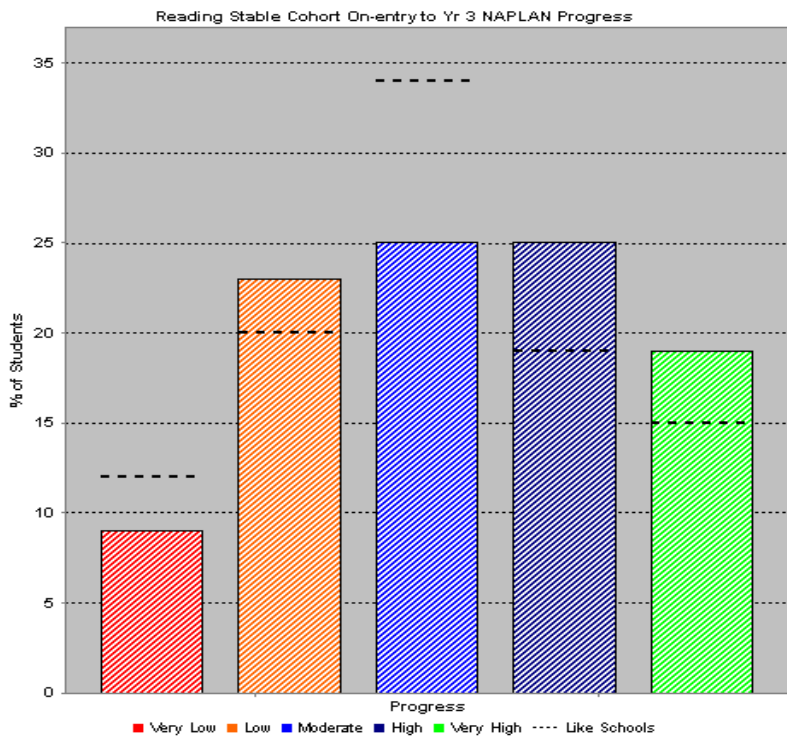
<b>Yr 3 Writing</b>	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	443	441	+2
2021	444	443	+1
2022	445	432	+13

<b>Yr 3 Spelling</b>	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	423	428	-5
2021	428	428	same
2022	450	432	+18

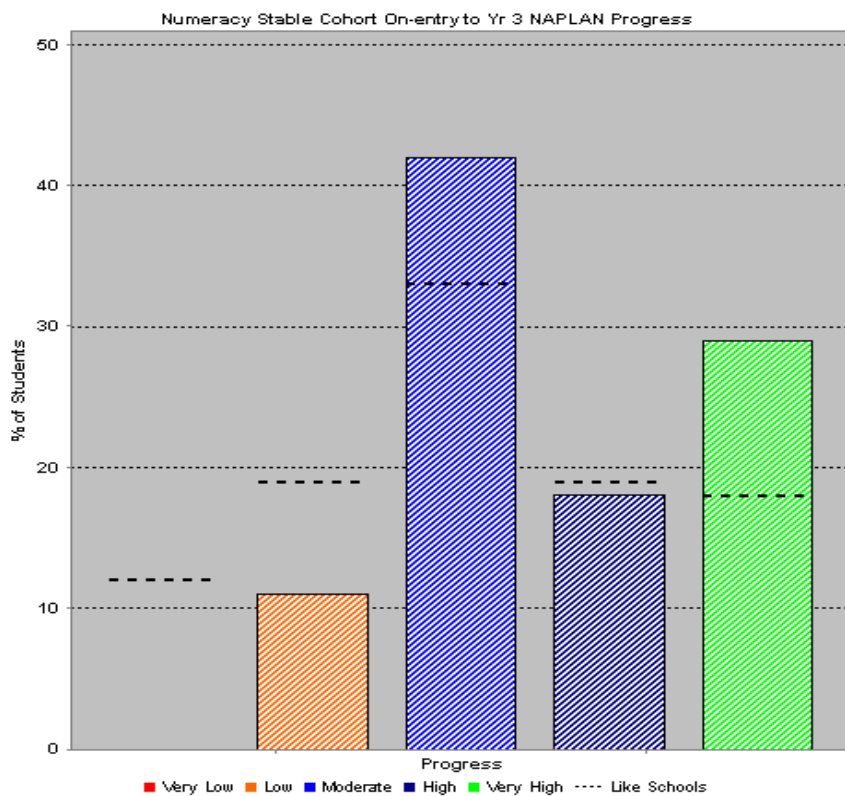
By 2022, improve the Year 5 NAPLAN performance of writing to be similar to or above like schools.

<b>Yr 5 Writing</b>	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	494	496	-2
2021	486	430	+6
2022	489	495	-6

By 2022, progress of the stable cohort of Year 3 students will be similar to or above like schools in reading.  
**Achieved (High above, moderate and very high similar)**



By 2022, progress of the stable cohort of Year 3 students will be similar to or above like schools in numeracy.  
**Achieved (High moderate and below for high and very high)**



By 2022, sustain the upward trend in Year 5 NAPLAN performance to be similar to or above like schools in reading and spelling.

Yr 5 Reading	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	517	515	+2
2021	510	516	-6
2022	530	517	+13

Yr 5 Spelling	School Mean Performance	Like School Mean Performance	Difference –school to LS
2019	512	515	-3
2021	508	511	-3
2022	525	514	+11

By 2022, progress of the stable cohort of Year 5 students will be similar to or above like schools in reading, writing and numeracy. **Not able to determined due to no comparative data.**

Describe your analysis and impact of evidence

As a staff we reviewed our data with a focus on student progress.

In 2022, we have implemented the use of Ed Companion to allow teachers the ability to determine student progress and target future teaching plans. We are continuing with our use of Brightpath to moderate and assess writing. Whole school assessments are reviewed by our teaching teams with a discipline dialogue conversation. This review is then shared with all teaching staff. An ongoing focus will be on

We have implemented Letters and Sounds (K-2) and Spelling Mastery (3-6) because of previous spelling results. The introduction of Spelling Mastery in 2022 is building upon students' spelling skills with a focus on phonemic, morphemic and whole word approaches.

From reviewing our achievement and progress in maths, we are continuing on with our approach using the concept of concrete, pictorial and abstract (CPA) with the support of the Prime text book.

In 2023, we will continue with the explicit teaching model and with the support of an instructional coach, focus on the teaching of reading using Daily 5 and CAFÉ strategies. Teachers will be supported to develop their ability to engage in conferencing during reading lessons.



Post School Destination (DATA) (source: Online Student Information)

School	No. Students	School	No. Students
Atwell College	37	Shenton College	1
CanningVale College	2	Warnbro SHS	1
Fremantle College	2	Willetton SHS	2
Hammond Park Secondary	3	Carey Baptist College	5
Harrisdale Secondary	4	Corpus Christi College	1
John Curtin SHS	2	Emmanuel College	6
Lakelands SHS	1	Fremantle Christian College	2
Leeming SHS	3	John Wollaston College	1
Melville SHS	1	Kennedy Baptist College	6
Piara Waters SHS	2	Peter Carnley College	1
Rossmoyne SHS	2	Ursula Frayne	1

Describe your analysis and impact of evidence

Our graduating class of Year 6 students in 2022 transitioned to 22 high schools, both government (14) and private (8), across the Perth metropolitan area.

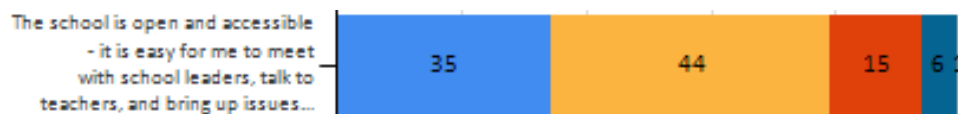
A number of our Year 6 students were successful in obtaining scholarships into the Department of Education WA's Gifted and Talented programs for their academic, artistic or sporting achievements.

Parent/student/teacher satisfaction with the school (DATA) (source: National School Opinion Survey and/or school-based data)

Parent survey completed by 162 parents of students in Kindy to Year 6.

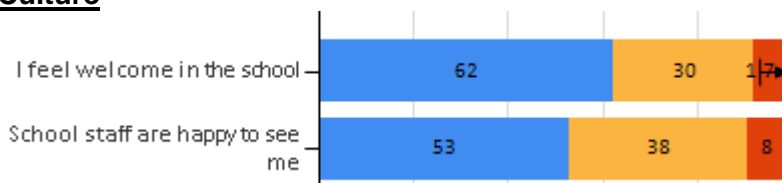
The highlights of the parent survey include:

**Decision Making:**



79% of the responses strongly agree/agree that the school is open and accessible.

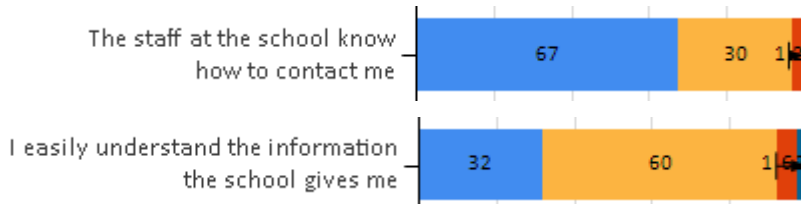
**School Culture**



92% of the responses strongly agree/agree that they feel welcome in the school.

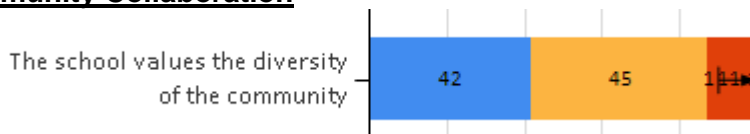
91% of the responses strongly agree/agree that the school staff are happy to see them.

### **Communication**



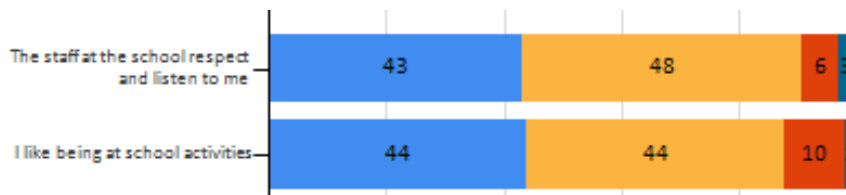
97% of the responses strongly agree/agree that the staff at school know how to contact them.  
92% of the responses strongly agree/agree that they easily understand the information the school gives me.

### **Community Collaboration**



87% of the responses strongly agree/agree that the school values the diversity of the community.

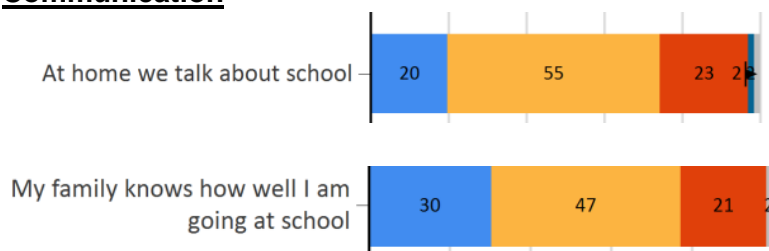
### **Partnerships with Families**



91% of the responses strongly agree/agree that the staff at the school respect and listen to them.  
88% of the responses strongly agree/agree that they like being at school activities.

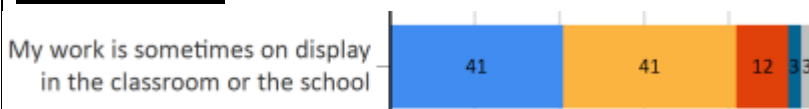
The student survey was completed by 66 Year 5 students.

### **Communication**



75% of the responses strongly agree/agree that at home they talk about school  
77% of the responses strongly agree/agree that their family knows how well they are going at school.

### **School Culture**



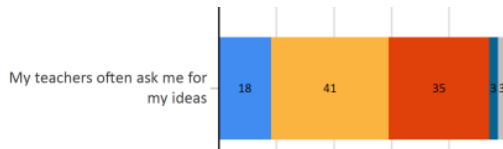
## **Partnership with Families**



50% of the responses strongly agree/agree that their teachers and family work together to help them with their school work.

This is an area we can continue working on

## **Decision Making**



59% of the responses strongly agree/agree that their teachers often ask them for their ideas.

Students responded to several questions, one being what the best thing about their school is? A few highlighted responses include:

*“That everyone has an opportunity to do so many different things and there are even after school programs.”*

*“The teachers are really kind and help us with our problems, and I love sport!”*

*“The best thing about school is the fact that you can make new friends and learn lots. Also all the teachers and students together makes me think what a good team we are”*

With several responses referring to:

- The Positive Behaviour Support (PBS) program- The Atty token prize
- Specialist classes, in particular sport and art.

## **Describe your analysis and impact of evidence**

Our parents and students are generally happy with our school community with a large portion of responses indicating that the school communicates well, members of the community feel welcomed into our school and the school provides opportunities for students.

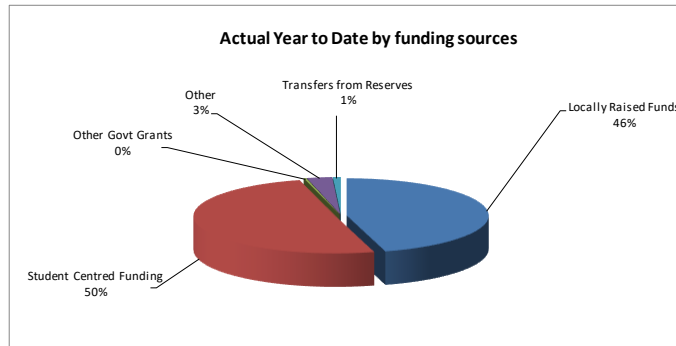
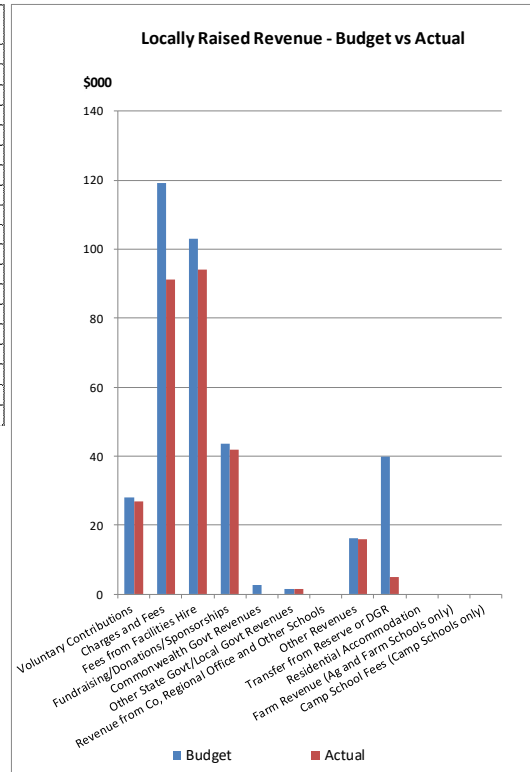
In 2023, we will continue with our PBS plan as 2022 saw a reduction in undesirable behaviours at Atwell PS. Our community focus will be to celebrate the school’s 25<sup>th</sup> birthday through several community events, including a colour run, movie night, time capsule and a smoking ceremony.

Student leaders program increased with student councillors, faction captains, library monitors, art/music/Italian monitors.

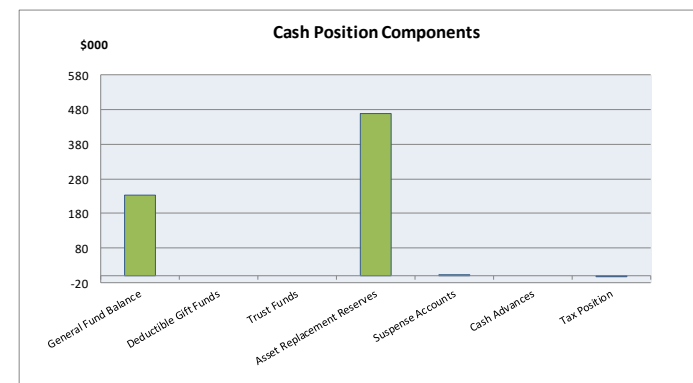
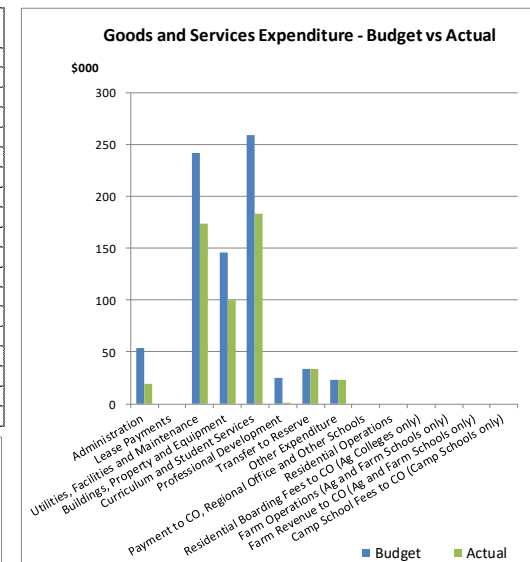
# School Income by Funding Source (DATA) (source: Schools Resourcing System)

## Atwell Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 27,920.00	\$ 26,960.00
2 Charges and Fees	\$ 119,315.00	\$ 91,226.76
3 Fees from Facilities Hire	\$ 103,109.00	\$ 94,018.17
4 Fundraising/Donations/Sponsorships	\$ 43,544.00	\$ 41,975.43
5 Commonwealth Govt Revenues	\$ 2,800.00	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 1,650.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 16,165.37	\$ 16,036.74
9 Transfer from Reserve or DGR	\$ 40,000.00	\$ 5,032.00
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>\$ 354,503.37</b>	<b>\$ 276,899.10</b>
Opening Balance	\$ 209,347.39	\$ 209,347.39
Student Centred Funding	\$ 280,317.00	\$ 280,316.99
<b>Total Cash Funds Available</b>	<b>\$ 844,167.76</b>	<b>\$ 766,563.48</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 844,167.76</b>	<b>\$ 766,563.48</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 53,568.70	\$ 19,478.95
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 242,081.08	\$ 173,997.69
4 Buildings, Property and Equipment	\$ 146,199.00	\$ 100,233.71
5 Curriculum and Student Services	\$ 259,091.10	\$ 183,492.73
6 Professional Development	\$ 24,999.15	\$ 236.00
7 Transfer to Reserve	\$ 33,365.05	\$ 33,365.00
8 Other Expenditure	\$ 23,554.00	\$ 23,319.53
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>\$ 782,858.08</b>	<b>\$ 534,123.61</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 782,858.08</b>	<b>\$ 534,123.61</b>
Cash Budget Variance	\$ 61,309.68	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 704,383.48</b>
Made up of:	
1 General Fund Balance	\$ 232,439.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 468,759.77
5 Suspense Accounts	\$ 4,325.84
6 Cash Advances	\$ -
7 Tax Position	\$ (1,142.00)
<b>Total Bank Balance</b>	<b>\$ 704,383.48</b>



Describe your analysis and impact of evidence

Atwell PS planned financially knowing that there would be a similar number of enrolments in 2023. Curriculum areas received reduced funds along with reductions to classroom budgets, when planning the budget for 2023 we also took into account the reduction in student numbers affecting the amount of utilities used. Hence utility budgets have been reduced.

We were fortunate to have a healthy salary rollover at the end of 2022 which has enabled us to maintain staffing to support students' needs in 2023.

Identified school priority	Progress against priority	Planned actions
Use a consistent whole school approach to behaviour through the WA Positive Behaviour Support Framework (PBS) and Classroom Management Skills (CMS)	Decrease in recorded behavioural incidents Increase in student engagement Increased awareness of use of low key strategies (CMS conferencing focus)	Continuation of PBS CMS focus is to be support teachers with their plenaries. Continuation of whole school approaches Use Integris to monitor negative behaviours.
Provide for student agency and voice	Creation of a Year 4 and 5 student voice team. Students for the student voice team elected by their peers Year 5 students surveyed	Continuation of student leaders in Year 6 Continuation of student voice team led by Principal Survey students and parents to determine areas of success and future avenues of focus.
Support teaching and learning excellence in every classroom - Explicit teaching of literacy	Lead teachers identified. Literacy warmups from K to 6 developed and implemented. Implementation of explicit phonics instruction K-2 (Letters and Sounds) Talk4Writing implemented K-6 Literacy beliefs developed by staff and shared with the school community. Use of Brightpath assessment tool to assess Writing.	Investigation of 3-6 spelling programs. Identification of Spelling Mastery as an explicit approach to teaching spelling 3-6 with students placed in ability group. Continuation and review of Talk4Writing programs, letters and sounds teaching, use of warmups, Daily 5.
Teachers collect and use school data to inform a disciplined dialogue, focusing on understanding student progress and improved teaching practice by, taking advantage of their combined skills and experience	Continued to review current assessments and schedule Use of whole school longitudinal spreadsheets- reviewed when NAPLAN data came in. Continue to upskill teachers on using EdCompanion (name changing to Elastik) to analysis and review data to determine achievement and progress Use of discipline dialogue to discuss and review data.	Develop guidelines for the use of whole school assessments and their timing Discipline dialogue to continue Use of Screening of Communication tool for K and PP. Review of ways to assess mathematics.

<p>Equip our students with the capabilities for a successful future</p> <ul style="list-style-type: none"> <li>- Problem Based Learning (PBL)</li> </ul>	<p>Year 5 and 6 hosted PBL Expo to show case their PBL projects.          Whole school Innovations Expo          Increased student engagement during PBL tasks          ICT incorporated into tasks          PBL tasks focus teaching and assessing students against the seven general capabilities</p>	<p>Continued teacher support to develop PBL plans through a curriculum support teacher          Continuation of year level and whole school expos.</p>
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