



An independent public school

Atwell Primary School Focus 2023

**25 years
1998-2023**



From the Principal

At Atwell Primary School we will be celebrating 25 wonderful years. We hope that everyone joins in the celebrations as they occur over the year.

The Atwell Focus 2023 supports the implementation of our 2022-2024 business plan, 2022 operational plans, our DoE strategic directions 2020-2024 and the DoE Focus 2023.

Atwell Focus 2023 outlines our school improvement agenda for the year ahead including:

- Culturally responsive learning environment for Aboriginal students;
- School staff and community take a stand against violence in schools by enabling safe and supportive environments for students;
- Communicate relevant information to the school community, through a variety of methods, to build relationships and awareness of school directions.
- Atwell Literacy Beliefs and whole school approaches to literacy teaching;
- Ensure year on year student progress in literacy and numeracy;
- Positive Behaviour Support Framework (PBS) and Classroom Management Skills (CMS);
- Support student and staff health and wellbeing.

I acknowledge the efforts and achievements of all staff, families and students and encourage you to consult our Atwell PS Focus 2023 over the year.

Stephen Doherty
Principal 2023





ATWELL PRIMARY SCHOOL

Together we aspire, Together we achieve



Our Atwell Vision

Building well rounded citizens
with a passion for lifelong learning.



Our Atwell Values

Respect and Understanding

Treat ourselves, others
and our environment
with care

Personal Excellence

Try your best
to achieve your goals

Freedom

Respect the rules
and rights of others

Inclusion and Fair Go

Treat others the way
you want to be treated

Resilience

Learn from your
mistakes

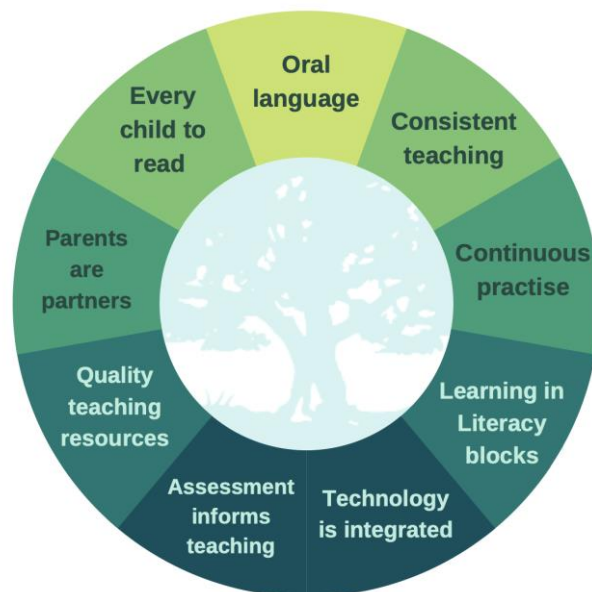
Sustainability

Respect nature for
all generations







Our Atwell Ethos

We promote 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, just and sustainable world.



Literacy Beliefs

	 Respect People and Place	 Personal Excellence	 Inclusion and Fair Go	 Resilience
Whole School	<ul style="list-style-type: none"> We will look after our own, other's and school property. We wear the correct school uniform. We show kindness and consideration towards others through our words and actions. 	<ul style="list-style-type: none"> We will always do our best and set goals to improve. We see mistakes as a learning opportunity. We celebrate other peoples' our own and our school's successes. 	<ul style="list-style-type: none"> We respect all cultures and beliefs. We treat everyone fairly. We show good team spirit. 	<ul style="list-style-type: none"> We persist through things that appear to be difficult and show a growth mindset. We have a go and participate in school events. We can be brave and try new things.
Outside	<ul style="list-style-type: none"> We pick up rubbish that we see and use more sustainable products. We will stay in our assigned eating areas. We keep our hands and feet to ourselves. 	<ul style="list-style-type: none"> We demonstrate a positive attitude and persist through challenges. We help pack away all equipment. 	<ul style="list-style-type: none"> We take turns and include our peers. We show empathy towards other students. We encourage others. We share the equipment and outdoor resources. 	<ul style="list-style-type: none"> We solve our problems with our words and not through aggression. We always think: Is this a small or big problem? We seek teacher help, if we need it.
Learning Areas	<ul style="list-style-type: none"> We follow our teacher's instructions. We use technology safely and responsibly. We ensure our learning areas are clean and tidy. We respect other peoples' personal space. 	<ul style="list-style-type: none"> We actively participate. We set achievable and challenging goals. We ignore poor behaviour choices and distractions from others. 	<ul style="list-style-type: none"> We let others speak freely and listen to their ideas. We respect that everyone makes mistakes and that's part of learning. We help others when they need it. 	<ul style="list-style-type: none"> We take constructive feedback positively and use this as an opportunity to improve. We ask our teachers, if we need help.

Every student a pathway for a successful future

Culturally safe and engaging learning environments for Aboriginal students

Project Based Learning in every classroom

Digital technologies an established feature of teaching delivery

Students extended to demonstrate a deeper understanding of their knowledge and skill

Targeted teaching - highly differentiated curriculum and high achievers

Students achieve year-on-year progress in literacy and numeracy

Quality teaching evidence-based, school-wide teaching approaches

Phonics success through Letters and Sounds

Spelling success through Spelling Mastery

Strengthen support for teaching and learning excellence in every classroom

Strengthen the quality of teaching in all classrooms through our Quality Teaching Strategy

Positive Behaviour Support Framework (PBS) and Classroom Management Skills (CMS)

Peer to peer observation is used within all teams in developing highly effective teaching

Individual conferencing for students to set literacy goals

The Atwell PS Literacy Beliefs and elaborations are implemented

Continuously improve our sustainability practices, and care for country

Build the capability of all our staff

Teachers understand and explicitly teach the whole school literacy and numeracy improvement strategies identified in operational planning, including the teaching programs aligned to reading, spelling, writing and numeracy

Support students with complex and diversity in learning needs

Support staff and student wellbeing initiatives

Identification and development of leadership opportunities with staff

All staff recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working

Partner with families, communities and agencies to support the engagement of every student

Culturally responsive learning environments for Aboriginal students

Collaborative partnerships with parents/caregivers and outside agencies to support students

Relevant information is provided to the school community, through a variety of methods, to build relationships and awareness of school directions

Teachers regularly use See Saw and Google classroom to provide work samples/assessments/feedback for parent and students to access

Provide for student agency and voice

Stand against violence in schools

Use evidence to drive our decision making

Survey data and feedback from parents, students and staff that will help inform the whole school approach to school culture, well-being and engagement, to improve learning

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

Teaching teams share their data at staff meetings

Ed Companion is used by teachers for gap analysis to identify and support students

Promote and use student voice in decision making

Attendance data is used for planning and improvement

CCEN activities are supported

Implement the new Performance and Development Plan template for teachers