



**Attadale
Primary School**

Foundations for life

ATTADALE PRIMARY SCHOOL ANNUAL REPORT 2020

Attadale Primary School Wichmann Road Attadale WA 6156
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WELCOME to the 2020 ANNUAL REPORT

This report provides information on school performance to the Attadale community. It also contains additional information required to meet federal reporting requirements.

Our Vision: FOUNDATIONS for LIFE

“To equip our students with, and develop, the necessary skills, knowledge, attitudes and values to achieve their individual potential and contribute positively in an ever-changing world.”

At Attadale Primary School we build **foundations for life** for the ‘whole child’, so that our students grow up to become successful, happy and healthy adults. Our school is a safe and happy learning environment where everyone belongs.

To gain maximum benefit from this school report it should be considered in conjunction with other information such as our web page, school and P&C newsletters, student written reports, business plan, interviews and newsletters.

OUR BELIEFS

At Attadale, we believe children learn best through:

- Meaningful, purposeful, engaging, relevant and motivating programs and strategies which serve them now and in the future
- Having ownership of and taking responsibility for, their learning and behaviour
- A diversity of people and environments
- Explicit teaching, consideration, reflection and assessment
- Shared goals and clear communication between home and school

THE TEACHERS’ CHARTER

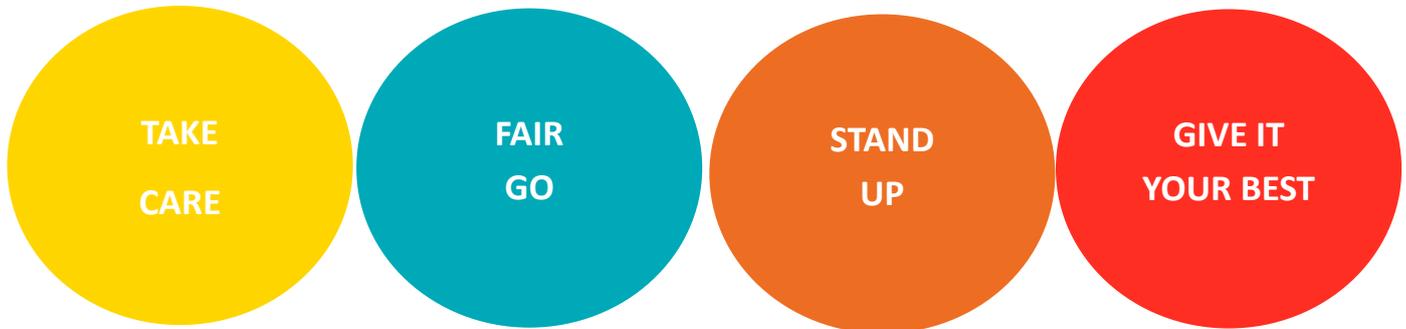
Attadale Primary School Teachers are committed to:

- Our researched principles of ‘Teaching & Learning’ within our school statement
- Ensuring that all students are successful learners
- Developing students as independent, reflective and critical learners and thinkers
- Collaboration and transparency in planning and facilitating learning programs across all year levels
- Participative decision making processes in their relationships with students and their colleagues
- Liaising with the school body and wider community to support student learning and to develop ‘community service’
- Seeing themselves as learners through ongoing professional development
- Creating a nurturing classroom environment that enhances the social and emotional well-being of each student.

The school provides an inclusive educational program that caters for a broad spectrum of abilities, needs, interests, social and cultural backgrounds of students and has strong links with parents and the local community.

OUR VALUES

Our Values are derived from work with our students, staff, parents and community. Key resources we used in the development of our school values include, “The Nine Values for Australian Schooling”, “Values Education Toolkit” and “BUZ Life Skills Targeting Virtues and Values”. As a “Kids Matter” school (recently rebranded as “Be You”), we value behaviours that promote mental health and help to create a positive school community. Our 4 school values underpin everything that we do at Attadale Primary School.



SCHOOL & COMMUNITY FOCUS

As a school we encourage a team approach to the challenge of meeting our students’ academic, social and emotional needs.

Our Business Plan outlines four key focus areas with strategies and milestones for each. These are evidence-based focus areas that we monitor regularly with staff, students, parents and the School Board. The four key focus areas are:

- Successful Students
- Literacy and Numeracy
- A Safe, Healthy and Sustainable Environment
- Strong Sustainable Partnerships

The above key focus areas are outlined in our Business Plan along with strategies for implementation and milestones to judge our progress.

Mr Perera has been our leader in the above 3rd and 4th areas and has initiated and maintained valued initiatives in 2020 such as: partnerships with the Salvation Army, grandparents’ morning teas, student led workshops for the National Day of Action Against Bullying and Violence, the development of plans to update our classrooms, grounds and play areas, successful partnerships with the newly formed ‘Attadads’ and ‘Attamums’ parent groups and Friendly Schools Plus (our whole school resilience and mental health program).

WORKING TOGETHER FOR SUCCESS

As a school, we encourage a team approach to the challenge of meeting our students’ academic, social and emotional needs. We have a strong history of success including:

Letter of Commendation from the Minister for Education and Training

We received this accolade from Minister Sue Ellery, congratulating Attadale Primary School on our 2017-2019 levels of NAPLAN achievement **and** student progress, which were above or well-above the national average of schools with students from similar backgrounds. As a staff, we were thrilled with

this recognition, which once again indicates the strength of our teaching and learning program, and dedication of our teaching staff .



**Hon Sue Ellery MLC
Minister for Education and Training
Leader of the Legislative Council**

Our Ref: 61-23386

Mr Scott Harris
Principal
Attadale Primary School

Email: scott.harris@education.wa.edu.au

Dear Mr Harris

The past few months have been a complex and challenging time for schools and the community, and I very much appreciate the extraordinary efforts of our public schools to ensure continuity of education for Western Australian students. Having reached what seems to be a more settled point in managing the pandemic, I wanted you to know your school's 2019 NAPLAN results did not pass unnoticed.

As you would be aware, the 2019 NAPLAN results have been released on the *My School* website and Attadale Primary School has been identified as demonstrating levels of achievement in 2019 NAPLAN and student progress from 2017 to 2019 above or well above the national average of students from similar backgrounds.

Successful schools do many things in order to achieve the best outcomes for their students, and NAPLAN results provide just one important measure of achievement. There is nothing more fundamental to education than supporting students to acquire the literacy and numeracy skills that will set them up for future success.

I take this opportunity to acknowledge and commend you, your staff and your students on achieving such pleasing results.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Sue Ellery'.

**SUE ELLERY MLC
MINISTER FOR EDUCATION AND TRAINING**

WORKING TOGETHER FOR SUCCESS *continued*

External Review – Exceptional Recognition (2014 & 2017)

As an Independent Public School, we are reviewed every three years to ensure we are on track and making a positive difference for our students and community. We will be reviewed again at the end of 2021 and hope to maintain and improve upon our existing high standards.

The review group is an external body (Department of Education Services -DES) who also review private schools in Western Australia and all other independent public schools. The feedback from this review is available on our website.

The feedback from the external body, DES (September 2014 & April 2017), was exceptionally positive. The group provided strong commendations to the school. This level of successful feedback is rare and indicates that the staff, students, parents and community have worked exceptionally well together. Congratulations to everyone!

‘The school is held in high regard by staff, students and parents. The professional knowledge and enthusiasm of the school leadership and staff in creating quality learning and teaching programs to maximise the educational opportunities for each student was evident throughout the review.

The school is serving the learning needs of its students and meeting the aspirations of the community’.

External Review– 2017

Student Leadership

Our student Parliamentarians meet weekly to promote student activities and take on leadership roles within the school.

The 2020 student Ministers were:

Premier: Blake Holt

Minister for Communications: Ella Beatty

Minister for Sport: Jett Abbott

Minister for Resources: Ming Jing Zhang

Minister for the Environment: Milla Vojkovic

Minister for Cultural Affairs: Beau Fairhead

These school leaders play a vital role in supporting student social and emotional development (and fun) through a range of activities and initiatives in the school. They are positive role models for younger students and are a conduit between the teachers and the student body.

The 2020 student parliament was a real asset to the school and certainly helped create a warm, nurturing educational environment, building on the great work of the previous parliament. All student leaders are directed by Mr Asiri Perera (Deputy Principal).

The development of leadership skills and potential is a strong focus at Attadale Primary School. In addition to our parliamentarians, students are selected for a variety of leadership roles including: Assembly Multimedia Monitors, Faction Sports Captains and Vice Captains, Performance Troupe Captains (Performing Arts), Sports Equipment Monitors, Science Monitors, Digital Leaders, 'Mini-Ministers', Recycling Green Team members and a number of other short and long term leadership roles. All of these leaders fulfil important roles in our school and advocate for the 'student voice'.



Parliamentarians for 2020



Senior Leaders for 2020

SCHOOL SURVEY

2020 Parent Survey Feedback

We were delighted that 128 families shared their thoughts on Attadale Primary School through our survey. Overwhelmingly, the feedback was very positive for this survey and compared similarly to previous iterations of this same survey. The school Board used the first meeting of 2021 to dig deeper into the information and discuss trends and areas of strength and areas needing growth. We use this information to ensure we continue great practice, discard what is not needed and build on the great school we have.

Some key points so far;

90% of parents believe the school has a strong relationship with the local community, 9% neither agree or disagree and 1% [one person] disagrees.

84% of parents believe the school is well led, 10% neither agree or disagree and 6% disagree.

87% of parents are satisfied with the standard of education, 9% neither agree or disagree and 4% disagree.

94% of parents would recommend Attadale PS to others, 5% neither agree or disagree and 1% [one person] disagrees.

One further snippet of information from the survey indicates that the keys for our families when selecting Attadale Primary School are:

- The behaviour of students
- School values
- Convenience to home
- Comparison to other schools
- The community feel and culture
- The positive feel of the school

Some areas to reflect on further include:

- Support for struggling students
- Some upgrade to facilities

No school is perfect and that includes us.

However, when we look to sustain and build

great practice, we need your help and want to thank our community again for the feedback for our great school.



Year 6 Exit Survey

During the past three years, our school has conducted a survey of all departing Year 6 students so that we can value and actively act on our 'student voice'. A summary of the 2020 data is below.

Areas of improvement from the 2019 survey: the variety of choices for student play, our One2One (BYOD) IPAD program, no mentions of favouritism toward boys or girls, perception of bullying (no mention in this survey)

Areas that we need to improve upon from the 2019 survey: installing air-conditioning in our school hall, some equipment needs repair (eg drink fountains, sports equipment), time management (a tight timetable, lateness to the next activity), perceptions that some students are given preferential

SCHOOL BOARD

Our *School Board*, led by Kirk D'Souza, was again very active and continued to use 2020 to talk through and build upon the strengths of Attadale Primary School. Key initiatives and accomplishments included;

1. Innovation: Technology – One2One/BYOD Policy consultation and approval, involvement in social media guidelines for all members of the school community, parent support and resources
2. Board Self-Reflection processes were implemented
3. Community Survey –review
4. Covid-19 Pandemic planning and procedures, community liaison
5. New early childhood buildings and grounds consultation to ensure optimal new play based learning environments that also cater to explicit teaching
6. New sponsorship strategy formulation and engagement with potential sponsors
7. New Board Community Communications Program – Including social media posts and Facebook page guidelines
8. School performance targets review including academic extension
9. Continued branding and marketing initiatives
10. Consultation for the 'Good Standing' update to our whole school Behaviour Policy
11. New school website consultation, implementation and review
12. The dedication and huge effort that resulted in a wonderful 'World Teachers' Day' presentation that highlighted the contribution of each staff member.



A major initiative the Board continues to drive is the marketing of the school. With the very positive survey feedback about the school (and factoring in reduced school budgets), the Board wants to ensure that we promote ourselves as an extremely positive choice for the education of students in our local area, for their entire length of primary schooling. The Board aims to keep our numbers of students between 370–400. This number of students provides a challenge between cohorts and just the right number of students so we know each other and what we stand for. This number also allows for a reasonable budget to run all aspects of the school. The success of the major and ongoing board marketing initiatives is evidenced by our school numbers trending upwards in each of the past 6

P&C COMMITTEE

Strong parent involvement was evident in 2020, with an active *P&C (Parents and Citizens Association)*, under the presidency of Anna Stevens, continuing to organise a variety of fundraising and community building initiatives, despite the challenges of Covid-19. The newly formed 'Attadads' and 'Attamums' groups built huge community capital through their amazing initiatives run throughout the year. Our P&C funds many aspects of school life and work to



enhance our learning environment for students and staff. In 2020 they were successful in winning a 50 thousand dollar grant that will go towards upgrading our school hall. Once again, the Attadale community spirit shines through with hard work, dedication and passion that has benefitted all families. It is lovely to see the pride that many families take in our grounds and the way these are utilised

and after
hours.

during
school



The Attadale PS Nature Playground

The *P&C Canteen Committee* has worked in conjunction with the school and parents to develop a canteen policy and new menu that is representative of the needs of our children and health guidelines. The canteen runs at a small profit that is fed back into the school P&C and eventually to our students and school. A huge thankyou to all for the successful operation of this facility and a special thanks to our previous manager, Sandra Chester, who has given wonderful service to our school over many years. In 2020 we welcomed Mrs Jess Tercier who took over as canteen manager. Jess brings terrific expertise as canteen manager of a nearby secondary school. Her refreshment of the menu has been a huge success and builds on Sandra's great work over many years. The

LITERACY AND NUMERACY

Student Performance Information

Due to the Covid-19 pandemic, NAPLAN testing was cancelled throughout Australia during 2020. Attadale staff continue to use moderation and assessment tools such as PAT-R, Brightpath, School Curriculum and Standards Authority curriculum materials and judging standards, to validate our own judgements about student progress and achievement.

Literacy & Numeracy Priorities, Strategies and Programs

The school continued its strong focus on Literacy and Numeracy in 2020. The strong layers of teacher and administrator leadership in this area have delivered a reviewed whole school approach embedded in Reading, Writing and Spelling that builds continuity across the school.

Whole School Approaches to Reading, Writing, Spelling and Maths

We have continued building in the following areas across K-6:

- Setting of Reading targets and strategies through case management for students– led by Rachael Hogg (classroom teacher). By using this strategy, we aim to select students who demonstrate good results but who we believe have the ability to achieve an excellent level of achievement. Targeted small group planning is designed for these students.
- Use of whole school approaches to Maths, Writing, Spelling and Reading when planning and implementing teaching strategies when meeting student need.
- Brightpath Writing moderation tool– lead by Michelle McCreery, Annette Bailey and Rebecca Schier (teachers)
- Letters and Sounds (K-3) and Words Their Way (4-6) spelling programs lead by Gemma Boot and Rebecca Armstrong (teachers)
- Teacher support for planning Case Management -Reading & Mathematics
- A focus on differentiation within and across classes to ensure extension and acceleration opportunities are provided in English and Mathematics
- Enrichment/Gifted & Talented program (3-6) led by Rebecca Armstrong (teacher coordinator)
- Early close sessions for teachers focus purely on collaborative planning, assessment, analysis of student progress, teaching and learning strategies and the implementation of the K-10 WA Syllabus and the Australian Curriculum in the classroom.
- A whole school focus on Mathematics best practice and problem solving strategies– led by Megan Teede, Level 3 Classroom Teacher.
- Embedding peer observations to learn from our colleagues and reflect on best practice.

Extra Curricular Activities and Services

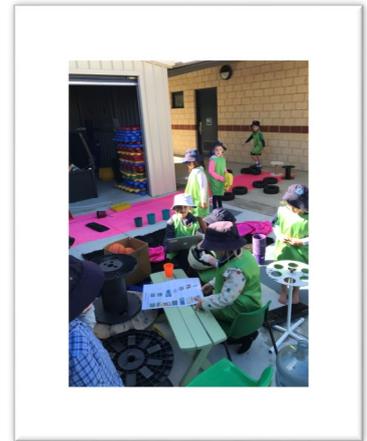
Out of School Hours Care

The Helping Hands organisation runs a highly regarded before and after school program. Students make maximum use of the facilities and services on offer, with multiple activity stations set up on a daily basis. We continue to host a variety of independent program providers, who coordinate activities such as dance lessons, guitar and keyboard tuition and martial arts lessons.

Loose Parts Play

A play-based program for the early years that supports children's natural curiosity, inventiveness, promotes cognitive development and social competence. Loose parts play supports children's development across all learning domains; social and emotional, cognitive and physical development.

Loose Parts play supports cognitive development by the use of materials that can be a catalyst for facilitating curiosity, imagination and creativity. Studies have shown that children and young people prefer to play with loose parts because it gives them more control over their own self-directed play in any setting and provides endless opportunities to use their own imagination. A stick can become a wand or a light sabre, or if playing near water it can become a fishing rod, the possibilities are endless! Loose Parts Play is set up in the K-1 area every day. Mia Behsman, Courtney Trezise and Mairi Brooks (former staff member) deserve praise for establishing this important initiative at our school, and we thank our parent community for their valued donations.



Students at play in our Loose Parts shed

SCIENCE

Based on a review of data, we once again offer Science as a specialist area with our Science Specialist Teacher focusing on Science Inquiry, while class teachers cover the content strand of the Science Curriculum. We continue to use the 'Primary Connections' series of Science books as a basis for our Science teaching and learning in PP-4. This series links directly to the WA Curriculum, builds consistency across the school and offers a hands on approach in the Science area.

Years 5 and 6 students are learning through an online resource called 'Stile', which was developed in conjunction with the CSIRO. Stile blends interactive science lessons, science news stories and hands-on investigations to empower students to observe, think, write, and argue like real scientists and engineers. Students and teachers have responded positively to the resource.



Exploding Watermelon Experiment for Science Week 2020

The Science Specialist Teacher engages with the Riverside Science Network, which includes teachers from local primary and secondary schools, sharing planning, resources and engaging in moderation activities.

We are delighted with our fully refurbished Science lab, which was fitted out with sinks and benches, and now occupies two classrooms, providing an inviting space that students look forward to working in. Our grant also allowed for the purchase of new furniture, ipads and other specialist equipment, including microscopes and digital microscopes, which has broadened the opportunities for science investigations. Students enjoy participating in Science Week activities, linked to the National

Science Week themes, and have benefited from sharing in the expertise of Scientists from our local community.

PHYSICAL AND HEALTH EDUCATION

Physical Education Report 2020

2020 was another great year on the sports field for Attadale Primary School. The standout achievement was once again being crowned T-20 state boys cricket champions for the third year in a row! The girls team also performed better than ever before by reaching the regional round of the competition, which is something we will look to build on and progress even further over the next few years.

We also saw another strong performance at the Interschool athletics event, with Attadale finishing second in the overall shield. The students all enjoyed competing at the WA Athletics Stadium on a proper running track for the first time. We also had several individual medallion winners in this carnival, which is a great achievement for the students involved and something to be proud of.



Girls T20 Cricket Blast Team

Attadale were also extremely competitive in the cross-country carnival at Interschool level, again recording some outstanding individual performances. We made a change to the faction cross country event this year by making it compulsory for all students to race, and including the Year 1 and 2 students in a fun 'have a go' event. These changes were well received by students and parents alike.

Sadly, swimming and Eagles Cup carnivals were cancelled due to Covid; however, we managed to organise a fun Attadads vs Year 5/6 winter sport event, which proved to be hugely popular and will become a regular fixture on our calendar moving forward.

The Year 3 and 4 students once again competed in the Interschool tennis event held at Blue Gum Tennis Club. Our students competed brilliantly winning 3 out of 4 of the divisions, resulting in us taking out the overall shield for the first time ever.

Finally, Physical Education lessons continued to be a great success with every class having access to their own skill-based physical education lesson, in addition to the combined year level sessions. We managed to secure funding through sporting schools for extra equipment to be delivered for the school as well as specialised coaching sessions from a volleyball coach. Thank you to Mr Gibson for providing our students with another wonderful year of sporting opportunity .

Our Targets

- To develop the girls cricket team and for them to progress to the state cricket finals.
- To run the cross-country carnival earlier than normal to allow for extra Interschool training time.
- To announce a winning faction at the cross-country event and present the new shield.
- To achieve 3rd place or better at the interschool cross country carnival.
- To win the athletics Interschool event outright.
- To compete in the Eagles cup winning the majority of games
- To look for ways to promote other sports throughout the school and links to local sports clubs.
- 50% of all students achieving grade A or B in physical education.

VISUAL ARTS

Our Visual Arts Specialist, Mrs Kathryn Power, runs a program that is extremely highly regarded throughout the Attadale Primary School community. During the 2020 Art programme our students focused on skills and knowledge, in preparation for artworks being developed for our 2021 Bi-Annual Art exhibition. This included the areas of painting, drawing, collage, sculpture and printmaking. There was an additional focus on problem solving and developing creative thinking.

I-Pad integration was a focus for Year 4 students, with students making short films based on the development of artworks, for sharing at our annual school Open Night.

The impact of Covid early in 2020 provided opportunity for exploration and access of online content for teaching Visual Art. This was through identifying and accessing major Australian galleries online and exploring with students the range of activities available.

Students were given tasks to complete and encouraged to share these online resources with their families at home.

As a priority area, Health and Wellbeing was supported through the Art program with activities that encouraged concentration, relaxation and self-expression for all students. The art program, further developed student understanding of Aboriginal and Torres Strait Islander Culture, through the study of well-known Aboriginal artists and contributed to our school developing a Reconciliation Action Plan. Initial contacts were made with local Indigenous artists, to explore the development of murals and artworks to enhance our school grounds and to contribute to awareness of Aboriginal culture.



LANGUAGES

Ibu Dian, a native Indonesian speaker, teaches a Languages program from P-6. The Indonesian program is introduced in the early years through rich language input to assist students in the language learning process.

Students from P-6 participate orally in classroom routines and tasks and share ideas about the Indonesian language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They follow instructions, read stories and captions, and use computer games for word building and language exercises. At early stages,

students recognise and experiment with reproducing the sound of the vowels and the letters of spoken Indonesian by singing, reciting and repeating words and phrases in context.

They learn the Indonesian language with an intercultural language learning orientation, to enable students to participate in intercultural experiences, develop new ways of perceiving and being in the world, and understand themselves in the process.



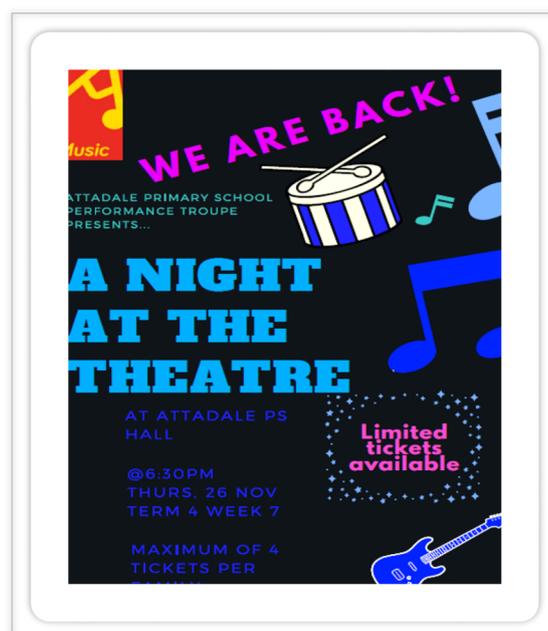
Indonesian Breakfast with Ibu Dian.

MUSIC— Performing Arts and Drama

The performing arts play a large role in our school. Mr Perera (Mr P) has continued to build aspects of the school like the Year 5 and 6 'Performance Troupe' and School Contemporary Band (Years 3-6), which are much loved by students, staff and parents.

Students have a varied range of musical experiences (singing, instrumental, drama, dance, theory) and are encouraged to be active participants in all musical activities. Selected students from Years 3 to 6 are involved in the Specialised Instrumental Music Program through the School of Instrumental Music, where they play a variety of instruments including cello, flute, trumpet, clarinet and violin.

With most concert venues cancelling opportunities for students to perform due to the Covid pandemic, we decided to bring the show to us! In 2020, the Performance Troupe thrilled our community with a two hour production of 'A Night at the Theatre', which garnered wide acclaim.



Performance Troupe

"A Night at the Theatre"

STUDENT SERVICES, SUPPORT & CELEBRATIONS

Pastoral care is a strong focus at Attadale Primary School led by our Health and Well-Being Team: Asiri Perera, Deputy Principal, Debbie Reynolds, Deputy Principal, Sarah Boyd, School Psychologist, Chris Field, Chaplain Semester 1; and Stuart Smith, Chaplain Semester 2. Attadale Primary School continues to hold its reputation as an inclusive, caring school, which places the needs and interests of individual students first. This was confirmed in our 2020 parent, staff and student survey feedback and in our 2014 and 2017 external School Review. Mr Stuart Smith, our new Chaplain, continued to build on his predecessor's great work. Stuart has made this aspect of school life 'his own' and built many fun and supportive relationships through the initiatives he has introduced, including working with small groups, induction of new students and the supervision of the edible garden as a place for students to feel safe and calm.

Our current Behaviour Management Policy was reviewed in 2019 and this was led by Mr Perera. The policy and review process has proved comprehensive, positive and very supportive when meeting the challenges and needs that are currently presented by students and their families attending our school. Staff were introduced to Restorative Justice Practices during 2020, which are evidence-based strategies that resolve conflict and reduce bullying behaviours. The Health and Well-Being Team hope to embed these strategies throughout our school during 2021.

We have a very strong culture and values program, based around four key values and two key aspects of our Business Plan. Our Business Plan incorporates key strategies based around 'Strong Sustainable Partnerships' and 'A Safe, Healthy and Sustainable Environment. As a "Be You School" we follow a mental health and wellbeing framework for primary schools that is proven to make a positive difference to the lives of Australian children and their school communities.

Our values are: *'Take Care', 'Give it Your Best', 'Stand Up' and 'Fair Go'*. Class discussions, lessons and celebrations are based around these values that will continue to be highlighted, developed and celebrated in 2021. Our students speak to our values and are involved in presentations that highlight these to the school community.

We are extremely fortunate to be supported with the services of an outstanding school psychologist, Mrs Sarah Boyd, who works within our school and in partnership with our dedicated SAER coordinator, Mrs Debbie Reynolds (Deputy Principal). This team displays empathy and expertise when arranging meetings with parents to collaboratively plan interventions to help with areas of need. This supports our SAER (Students At Educational Risk) program and staff implementation of identified strategies and Individual Education Plans.



Our School Values

PROFESSIONAL ENGAGEMENT

Expenditure and teacher participation in professional learning

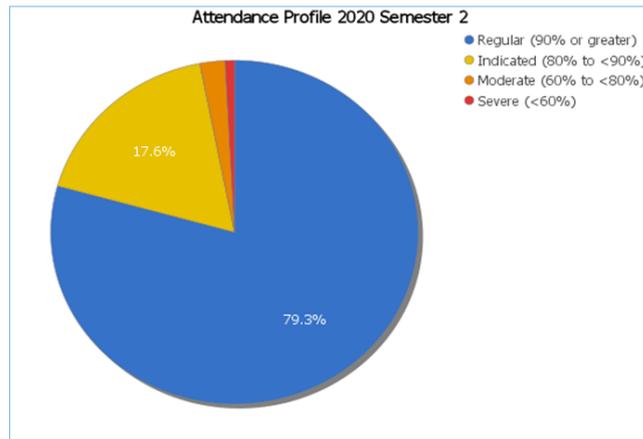
All teaching staff have engaged in a minimum of 7 days professional learning, which took place on School Development Days, at after school sessions and during the school day where relief teachers were accessed to cover classes. This professional learning is aimed at supporting our strategic planning, improving the quality of delivery and ultimately the quality of our student outcomes.

Student Attendance

The 2020 attendance rates have been calculated for Semester 2 only as attendance for Semester 1 was adversely affected by the COVID-19 pandemic and are not comparable to previous years.

ATTENDANCE REPORT	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	95 %	94%	95%	97%	97%	96%	95%
2018	95%	94%	97%	96%	97%	96%	97%
2019	91%	94%	95%	93%	94%	94%	92%
2019 WA PUBLIC SCHOOLS	91%	91%	92%	92%	92%	92%	92%
2020 SEMESTER 2 ONLY	94%	93%	94%	93%	94%	93%	93%

Student Attendance - continued



Reporting to Parents and Teacher Professional Judgements

Staff report to parents formally twice a year at the end of Semester 1 and 2. At the end of Term 1, the school closes for half a day for interviews with parents, who are invited to book in 15 minute meetings with their class teachers (available until 5pm). Unfortunately these needed to be cancelled due to the Covid pandemic conditions. During Term 3, the school hosts an open evening for all parents to view rooms, student work and touch base with class teachers.

The Attadale PS teaching staff use a range of assessment tools to determine student achievement. These include individual and co-operative classroom activities, formal testing and professional discussions during literacy and numeracy target setting sessions with their colleagues. Teacher judgements have been validated by system assessments including the NAPLAN test. There is a close correlation between these results and teacher judgements, as reported in the semester reports.

THE FUTURE AT ATTADALE PRIMARY

In 2021, we continue to review and build towards our next Business Plan, with our whole staff pedagogy, and the application of evidenced based teaching and learning practices in all subject areas, always at the forefront of our planning. We spent significant portions of our staff professional learning revising what the evidence informs about teaching strategies and lesson construction. This clear research highlights the most effective teaching and learning strategies that make a positive difference to students' learning. We have used this to help create our school Teaching and Learning Statement, which outlines non-negotiable practices that all staff must be using. In Maths, as an example, we use the ISTAR pedagogical framework in all classes to ensure that John Hattie's meta researched strategies are embedded in our practice. Teacher group development and accountability meetings to review and support teaching and learning practice were successfully coordinated during 2020.

We will continue to engage with expertise from inside and outside our school to build consistent and well researched practices to ensure we continue to add value to students' learning as best we can within the resources we have.

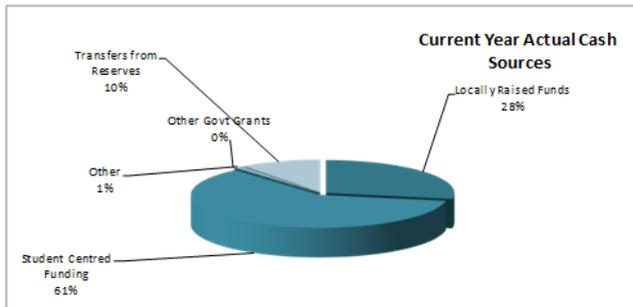
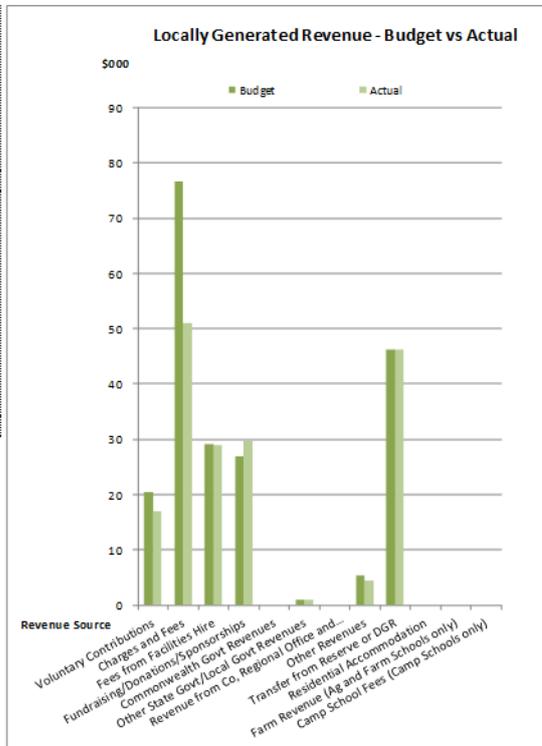
We also prioritise staff leadership of our school direction. We will continue to develop and create opportunities for aspirant leaders, including role statements for phase and curriculum leaders, Acting Deputy Principal positions and a new 'committee' structure for progressing identified, ongoing priority areas: English, Mathematics, Health and Well Being, Technologies.

All teachers will guide their own professional development with peer observations scheduled for twice a year (at a minimum) to enable personal reflection and review of own practice, and setting of targets for development.

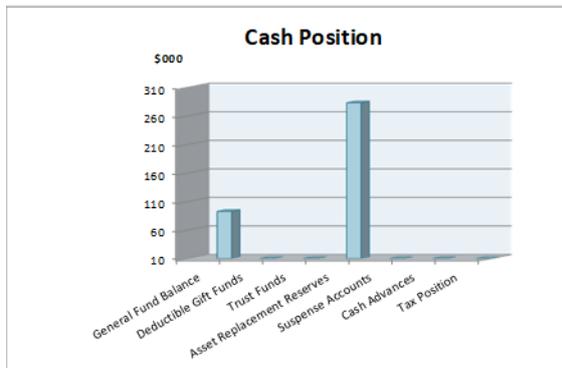
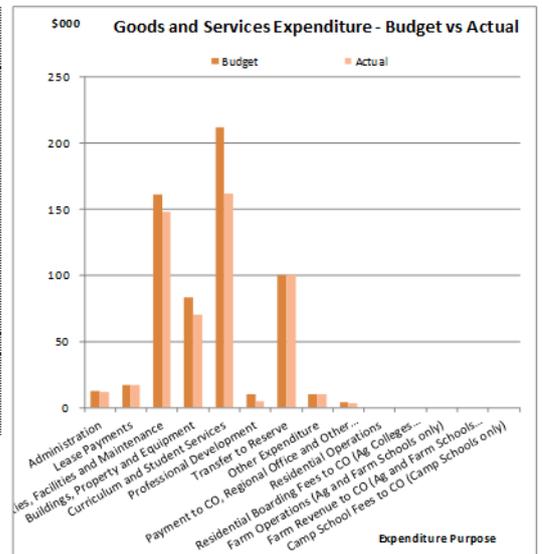
FINANCIAL SUMMARY

Attadale PS Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 20,484.00	\$ 17,020.00
2 Charges and Fees	\$ 76,680.00	\$ 51,108.23
3 Fees from Facilities Hire	\$ 29,050.00	\$ 29,004.32
4 Fundraising/Donations/Sponsorships	\$ 26,923.00	\$ 29,659.67
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,405.00	\$ 4,469.12
9 Transfer from Reserve or DGR	\$ 46,171.00	\$ 46,171.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 205,713.00	\$ 178,432.34
Opening Balance	\$ 163,619.00	\$ 163,618.92
Student Centred Funding	\$ 275,800.00	\$ 275,800.13
Total Cash Funds Available	\$ 645,132.00	\$ 617,851.39
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 645,132.00	\$ 617,851.39



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,290.00	\$ 11,883.00
2 Lease Payments	\$ 17,211.00	\$ 17,208.68
3 Utilities, Facilities and Maintenance	\$ 160,430.85	\$ 147,340.60
4 Buildings, Property and Equipment	\$ 82,991.00	\$ 70,015.65
5 Curriculum and Student Services	\$ 211,369.00	\$ 161,566.45
6 Professional Development	\$ 10,000.00	\$ 4,533.62
7 Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8 Other Expenditure	\$ 10,005.00	\$ 9,928.51
9 Payment to CO, Regional Office and Other Schools	\$ 3,480.00	\$ 2,710.00
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 Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 607,776.85	\$ 525,186.51
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 607,776.85	\$ 525,186.51
Cash Budget Variance	\$ 37,355.15	



Cash Position as at: 31 December	
Bank Balance	\$ 379,500.13
Made up of:	\$ -
1 General Fund Balance	\$ 92,664.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 282,874.75
5 Suspense Accounts	\$ 6,407.50
6 Cash Advances	\$ -
7 Tax Position	\$ 2,447.00
Total Bank Balance	\$ 379,500.13

GALLERY

