

2021

ANNUAL REPORT



Attadale
Primary School

Foundations for life



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SCHOOL OVERVIEW

Attadale Primary School acknowledges the Whadjuk people of the Noongar Nation who are the traditional owners of the land on which our school stands. We show respect to both past, present and emerging elders. We wish to acknowledge the rich culture and presence of the Bibbulmun people and their contribution of knowledge and sharing within our school community.

At Attadale Primary School, we build foundations for life. Our school is a dynamic place of learning where everyone belongs. Our identity and positive reputation in the community is built upon two key factors - culture and successful students. We have built a brand identity that sets us apart due to the vast opportunities that exist for our students and families.

Attadale Primary School is located in the suburb of Attadale just a few hundred metres from the banks of the Derbarl Yerrigan. We cater for students from Kindergarten to Year Six and are supported by our engaged and positive school community which includes our P and C and School Board.

We aim to engage the 'whole child' and our students' social and emotional success is as important to us as their academic progress. We continue to benefit from the partnerships formed with our diverse and highly skilled parent base, with our 4 school values of Fair Go, Give It Your Best, Stand Up and Take Care underpinning who we are and what we stand for at Attadale Primary School. Our school culture promotes harmony, diversity, empathy and excellence.

Our Teaching and Learning Statement clearly articulates what learning looks like at Attadale Primary School and for many years, we have measured our success by the value which we add to our students' academic and social achievement. This proven ability to drive improvements in student learning has been recognised at a state and national level. We are proud of our success and our exceptional, dedicated staff are always looking for ways to improve for the betterment of our students.

Our Specialist Programs in The Arts, Physical Education, Languages, Music and Science are high quality and provide students with opportunities to shine and follow an area of passion. Similarly, opportunities for extension and support are targeted to ensure every child has the opportunity to be successful.

Our talented and personable students will always be our greatest asset and we aim to ensure that every child feels like they are important every day. Our staff are committed to our vision 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.



PRINCIPAL'S REPORT

I am proud to present the 2021 Annual Report for Attadale Primary School. I joined the Attadale Primary School community in Semester 2 after being permanently appointed through a recruitment process. Prior to my appointment in 2021, the school was well led by substantive Deputy Principal Asiri Perera after the retirement of long term principal Scott Harris. Like all school years, 2021 was a busy one full of highlights and achievements. For us 2021 also included a Public School Review in Term 4. This process enabled us to thoroughly reflect on our strengths and areas for improvement. Leading the community through this process was a satisfying experience and has highlighted the expertise on staff, the high achievement of our students and engagement levels of our families. A letter from the Deputy Director General outlining the process is provided in this report.

'The performance of our school has been confirmed to be outstanding and sustainable'

This process also highlighted that along with our academic achievement it is our whole child approach that makes our school such a great place for kids. Students have access to a range of opportunities through their specialist subjects and extra curricular activities that enable them to challenge themselves and follow an area of strength or passion.

Phil Springett

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.

TAKE
CARE

FAIR
GO

STAND
UP

GIVE IT
YOUR BEST



PUBLIC SCHOOL REVIEW



Department of
Education

Your ref:
Our ref: D21/0737294
Enquiries

Mr Phillip Springett
Principal
Attadale Primary School
Wichmann Road
ATTADALE WA 6156

Dear Phillip

I am pleased to advise that the Public School Review of Attadale Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The performance of your school, determined through your self-assessment submission and validated by the review team, has been confirmed to be exceptional and sustainable.

The timeframe of return for the next Public School Review of your school will be five years, to be undertaken in Term 4, 2026.

I acknowledge the efforts of you and your staff in optimising the conditions for successful students. The commendations and recommendations for your school against each of the domains are noted.

The commitment of your school community, staff and students to maintain a strong and positive representation for public school education in the local area is the key driver of your success. The high quality work of your leadership team and committed teachers in implementing rigorous and connected practice, searching for evidence-based answers to problems and owning the leadership of key initiatives, throughout all phases of learning, will no doubt see this success continued.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Melesha Sands
Deputy Director General, Schools

14 DEC 2021

cc. Ms Raechelle Lee, Executive Director, Strategy and Policy
Ms Cheryl Townsend, Director of Education, South Metropolitan Education Region
Mr Matthew Osborne, Assistant Director of Education, South Metropolitan Education Region
Mr Lou Zeid, Assistant Director of Education, South Metropolitan Education Region
Chair, School Board, Attadale Primary School

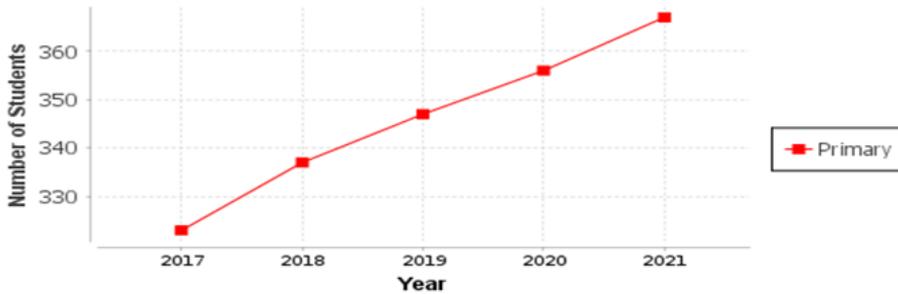
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STUDENT ENROLMENTS

Semester 2 Student Numbers



STUDENT ATTENDANCE

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	93.3%	94.4%	92.7%	91.9%	84.0%	79.5%	93.3%	94.3%	91.6%
2020	94.5%	95.3%	93.2%	94.1%	91.1%	77.6%	94.5%	95.2%	91.9%
2021	93.0%	94.7%	92.4%	93.4%	85.3%	76.8%	93.0%	94.6%	91.0%

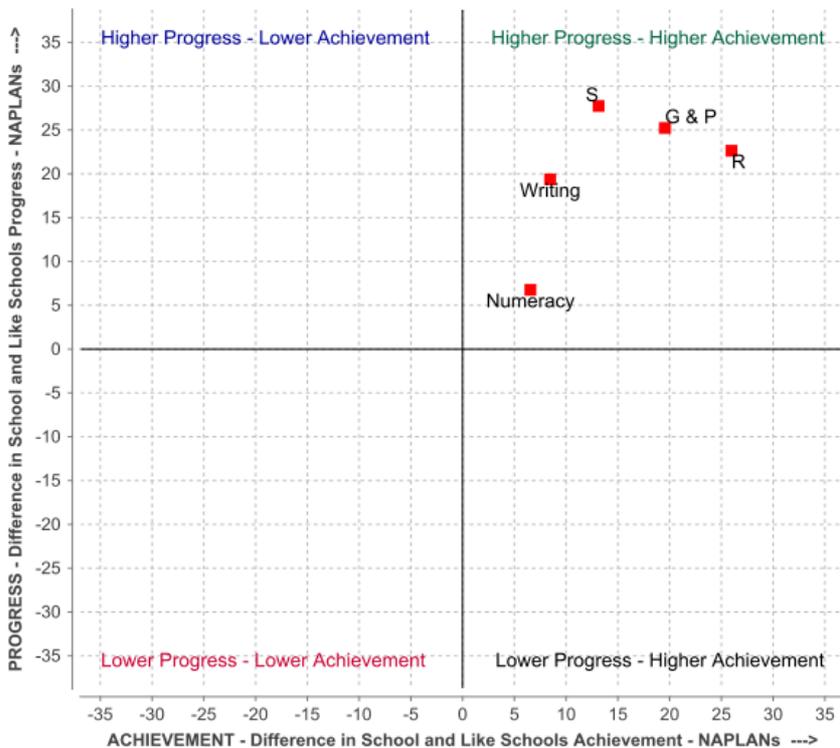
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	80.6%	15.4%	3.4%	0.6%
2020	84.4%	14.2%	1.4%	0.0%
2021	76.5%	19.5%	3.8%	0.3%
Like Schools 2021	86.0%	11.7%	1.8%	0.5%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

Attendance has been impacted by the COVID pandemic. We will continue to monitor our regular attendance rates to identify any trends.

STUDENT ACHIEVEMENT AND PROGRESS

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021



Our focus at Attadale Primary School is to value add to each child's learning. Our 2021 NAPLAN results confirm that our students are not only achieving to a high standard but also making significant progress between Year 3 and Year 5.

Comparative Performance for Year 3

Year 3	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.2	0.3	0.5	0.0	-0.1	-0.1
Reading	-0.4	-0.6	-0.1	-0.3	0.5	0.0
Writing	-0.4	0.0	0.1	-0.6	-0.6	-0.5
Spelling	-1.0	-0.2	0.4	-0.4	-0.3	-0.4
Grammar & Punctuation	-0.7	-0.5	0.3	-1.1	0.1	-0.5

Comparative Performance for Year 5

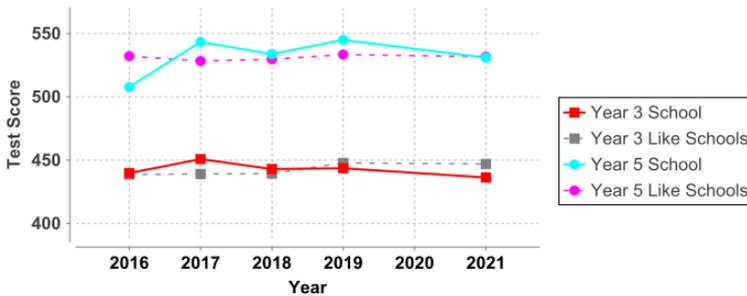
Year 5	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	0.4	-0.8	0.9	0.6	1.2	0.3
Reading	0.1	-1.1	0.1	0.1	1.2	1.3
Writing	-0.5	0.4	-0.6	-0.2	0.1	0.7
Spelling	0.1	-1.1	1.2	-0.8	0.7	1.4
Grammar & Punctuation	-0.3	-1.1	1.2	0.3	0.1	1.0



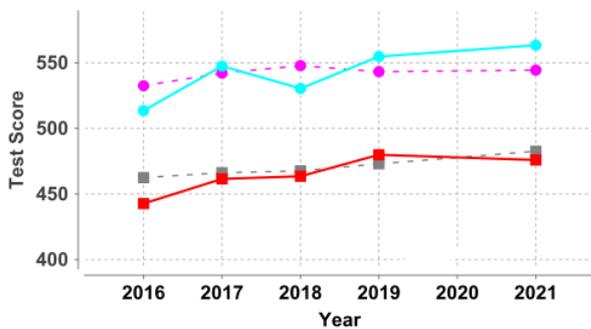
STUDENT ACHIEVEMENT AND PROGRESS

Longitudinal NAPLAN performance in Maths has a slight downwards trend compared to like schools for both Years 3 & 5 which for Year 3. The Year 5 performance in both PAT and NAPLAN is more positive than that for Year 3. This potential downward trend will be addressed by the implementation of 'ELM' from 2022 which will build whole school consistency in teaching Maths.

Average Numeracy Score

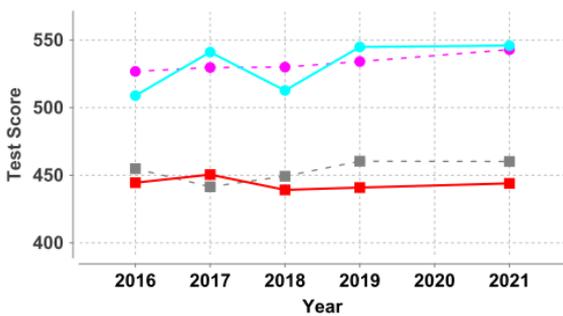


Average Reading Score

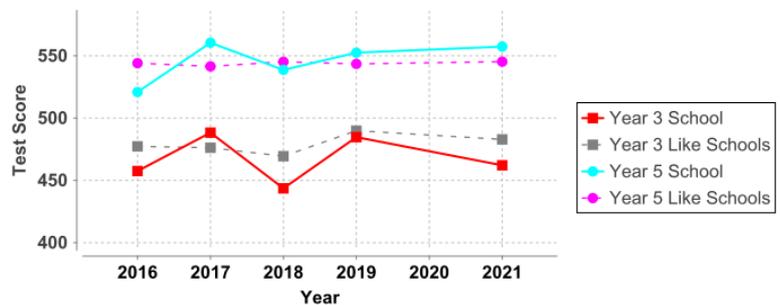


Longitudinal NAPLAN performance in Year 5 Reading has a positive upwards trajectory compared to like schools which is also validated by Australian normed PAT performance also above that of previous Year 5 performance and overall, beyond 3 years ahead of normed performance for that cohort. Year 3 Reading achievement in NAPLAN is not as strong as the Year 5 achievement and demonstrates a slight 'dip' from previous results in Reading for Year 3 in 2019 which was showing a positive upwards trend.

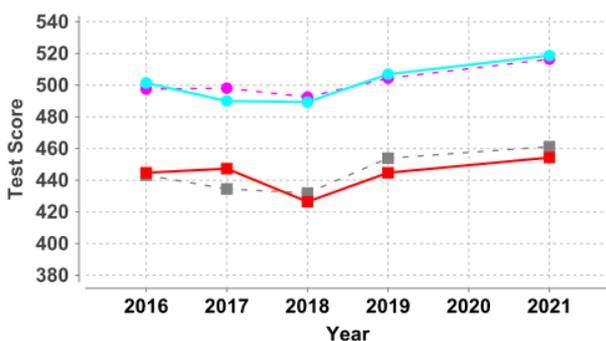
Average Spelling Score



Average Grammar & Punctuation Score



Average Writing Score



Longitudinal NAPLAN performance in Spelling, Writing and Grammar and Punctuation have provided us with some lines of enquiry to pursue with our school based data.



COMMUNITY



Our School Board, led by Kirk D'Souza up until the end of 2021, are a dynamic group consisting of members with a range of expertise. Our Board carries out its governance responsibilities while finding ways to advocate and leverage its social capital to support our school objectives.

This group work harmoniously with our staff as we continue to build on initiatives that promote 'Foundations for Life'. The culture of the School Board is one that offers plenty of constructive feedback about school performance and programs, while offering time and specialists skills in areas of need.

Our school has an exceptionally active P&C that utilise their collective expertise and drive to raise funds for large scale capital works and resourcing projects. In recent years, the P&C have branched off into two separate committees; the Attamums and Attadads. Both groups have taken the role of building social capital within our school community and created more opportunities for parents to volunteer in a manner that works with their level of interest and availability. In 2021, we began the process to develop a Strategic Plan, identifying priorities for future fundraising to best support the needs of the school.



BUSINESS PLAN PROGRESS

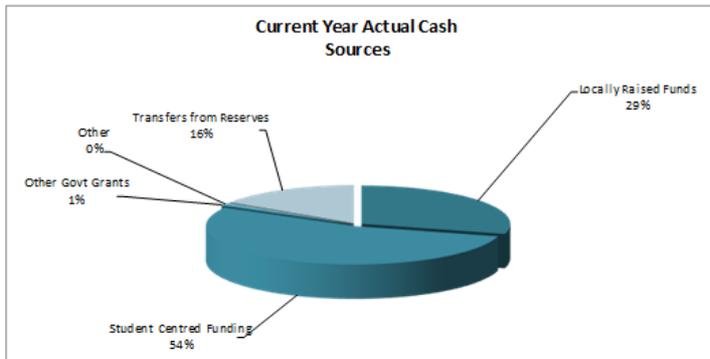
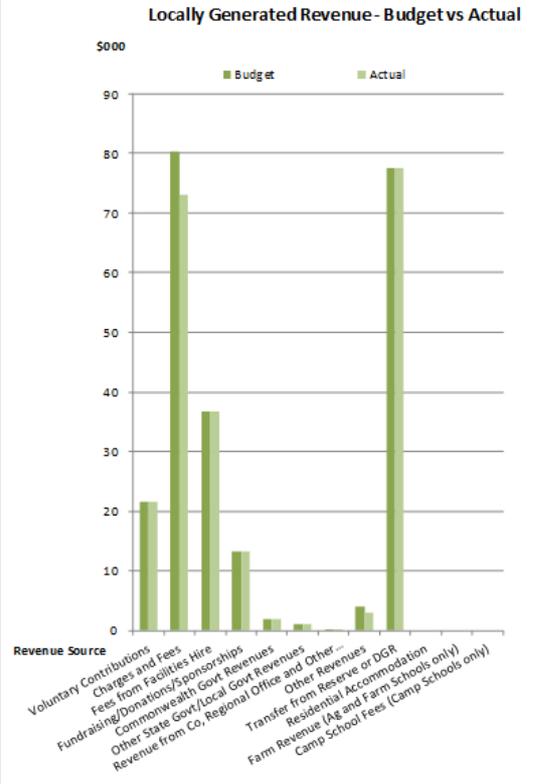
2018 – 2021 Business Plan Targets	
	Achieved / Not Achieved
The value added to each student will exceed comparisons to like schools using 'First Cut' information. We aim for 0% of students who have had limited value added to their learning.	Not Achieved * 3 students with low/limited progress
Strategic Plan Targets – Numeracy	
The school mean in Numeracy for Year 3 in 2021 to match or be above the mean for 'like' schools.	Not Achieved 11 points below 'like schools'
In 2021 there will be no Yr 5 students with limited progress as indicated by First Cut in Numeracy.	Achieved
In 2021, there will be a greater % of Yr 3 and 5 stable cohort students with high & very high progress in Numeracy compared to 'like' schools indicated by First Cut.	<p>Yr 3 Not Achieved</p>  <p>Yr 5 Achieved</p>
Our stable cohort progress is equal to or above like school in the 'moderate' to 'very high' categories in Year 3 and Year 5 NAPLAN (Numeracy and Reading) compared to On-Entry	Year 5 Achieved Year 3 Achieved
Our stable cohort progress is equal to or below like school in the 'low' to 'very low' categories in Year 3 and Year 5 NAPLAN (Numeracy and Reading) compared to On-Entry	Not Achieved in year 3 and 5 * Very close in both year levels
Strategic Plan Targets – Literacy	
The school mean in Reading, Writing, Spelling, Punctuation and Grammar for Year 3 in 2021 to match the mean for 'like' schools.	NA – Year 3 * Monitor to identify trends A – Yr 5
In 2021 there will be no Year 3 or 5 students with limited progress as indicated by First Cut in all areas of English.	Achieved - reading
In 2021, we expect a greater % Year 3 and 5 stable cohort students with very high & high progress in English when compared to 'like' schools as indicated by First Cut.	Achieved - reading

As part of our School Self-assessment our English and Mathematics committees have assessed our achievement of Business Plan targets in the table to the left.

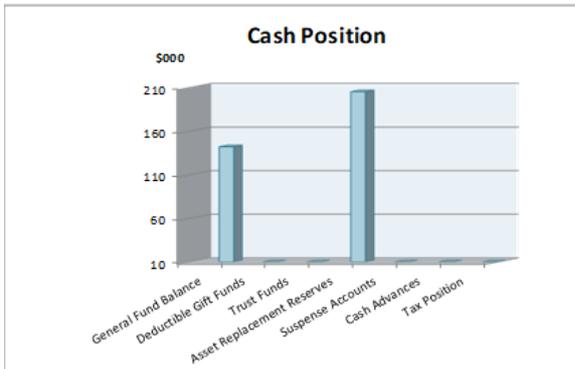
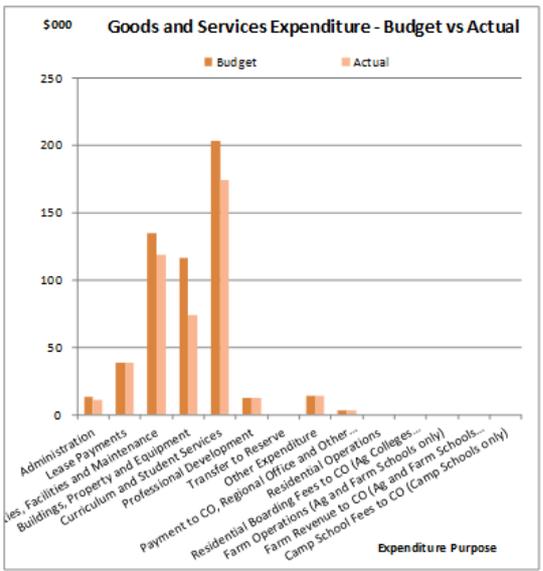


Attadale PS Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 21,648.80	\$ 21,648.60
2 Charges and Fees	\$ 80,412.00	\$ 73,087.43
3 Fees from Facilities Hire	\$ 36,714.00	\$ 36,713.29
4 Fundraising/Donations/Sponsorships	\$ 13,177.50	\$ 13,176.94
5 Commonwealth Govt Revenues	\$ 1,936.00	\$ 1,935.53
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 243.18	\$ 243.54
8 Other Revenues	\$ 3,936.00	\$ 2,937.24
9 Transfer from Reserve or DGR	\$ 77,596.10	\$ 77,596.10
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 236,663.58	\$ 228,338.67
Opening Balance	\$ 92,665.00	\$ 92,664.88
Student Centred Funding	\$ 265,275.00	\$ 265,275.00
Total Cash Funds Available	\$ 594,603.58	\$ 586,278.55
Total Salary Allocation	\$ 3,611,185.00	\$ 3,611,185.00
Total Funds Available	\$ 4,205,788.58	\$ 4,197,463.55



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 13,270.00	\$ 10,462.66
2 Lease Payments	\$ 38,340.60	\$ 38,340.80
3 Utilities, Facilities and Maintenance	\$ 134,505.00	\$ 118,085.90
4 Buildings, Property and Equipment	\$ 116,302.50	\$ 74,061.11
5 Curriculum and Student Services	\$ 202,757.68	\$ 174,038.04
6 Professional Development	\$ 12,000.00	\$ 12,436.66
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 13,922.00	\$ 13,964.37
9 Payment to CO, Regional Office and Other Schools	\$ 3,370.00	\$ 2,755.00
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	\$ 534,467.78	\$ 444,144.54
Total Forecast Salary Expenditure	\$ 3,509,238.00	\$ 3,509,238.00
Total Expenditure	\$ 4,043,705.78	\$ 3,953,382.54
Cash Budget Variance	\$ 60,135.80	



Bank Balance	\$ 345,838.35
Made up of:	
1 General Fund Balance	\$ 142,134.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 205,278.65
5 Suspense Accounts	\$ 191.69
6 Cash Advances	\$ -
7 Tax Position	\$ (1,766.00)
Total Bank Balance	\$ 345,838.35