



Attadale Primary School

Foundations for life

Business Plan

2026 – 2028





Our School

Attadale Primary School acknowledges the Whadjuk people of the Noongar Nation as the Traditional Owners of the land on which we learn and work. We pay our respects to Elders past, present and emerging, and honour the enduring cultural knowledge, language and stories of the Whadjuk Noongar people that continue to shape our school community.

Nestled just a few hundred metres from the banks of the Derbarl Yerrigan, Attadale Primary School is a dynamic Kindergarten to Year Six school supported by an engaged, collaborative and aspirational community, including our active P&C Association and School Board. Our school values - Fair Go, Give It Your Best, Stand Up and Take Care - remain at the heart of everything we do and guide the positive, inclusive culture that defines Attadale PS. These traits are particularly evident in our Early Childhood Philosophy and Foundations of Attadale documents.

Our contemporary Attadale Instructional Model (AIM) provides clarity, consistency and high expectations for learning, ensuring every student benefits from high-quality explicit instruction. Through the Teaching for Impact principles, we use data and feedback to guide decision-making and to sustain a school culture focused on continuous improvement.

In a period of leadership and personell change, the school is in a period of purposefully crafting the future of the school. We remain committed to the success and wellbeing of every child and have strengthened our whole-school approach to student wellbeing, recognising that a strong sense of belonging, safety and emotional health is foundational to academic growth. This commitment is embedded through evidence-based practice and aligns with the Department of Education's guiding initiatives including Teaching for Impact, Health and Wellbeing Strategy, the Aboriginal Cultural Standards Framework, and Every Student, Every Classroom, Every Day policies.

We are proud of our history of strong academic achievement and value-add, recognised at both state and national levels. Today, our staff continue this tradition of excellence with a renewed focus on collaborative practice, professional learning and a shared responsibility for ensuring that all students experience success.

Our Specialist Programs in The Arts, Physical Education, Languages, Music and Science offer rich opportunities for students to extend their passions and talents. Targeted extension and intervention programs ensure that every learner—whether requiring challenge, support or both—is known, valued and nurtured.

Attadale Primary School is a place where every child is encouraged to grow with confidence, curiosity and compassion. Together with our community, we are building a future-focused school that places student success, wellbeing and belonging at the centre of all we do.



Who we are



Our Vision

Our aim at Attadale Primary School is to equip our students with, and develop, the necessary skills, knowledge, attitudes and values in order to achieve their individual potential and contribute positively in an ever changing world.

Our Culture

At Attadale Primary School, we build foundations for life. We are a vibrant, inclusive learning community where every child is known, valued and supported to thrive. Our reputation is shaped by two defining strengths – our positive culture and the success of our students.

We offer diverse, high-quality learning opportunities that nurture individual strengths and respond to student needs. Guided by a commitment to continuous improvement and innovation, we embrace evidence-informed practice and a culture of professional excellence to ensure the very best outcomes for all.

At Attadale PS, we are future-focused, ambitious for our learners, and united in our pursuit of excellence.

Our Plan

This Business Plan represents the shared vision of the Attadale Primary School community. It has been developed through a collaborative process of review and co-design involving staff, students and parent representatives on the School Board. Together, we examined our school's current performance through various performance and feedback sources, reflected on what we value, and identified the priorities that will shape our next phase of growth.

Our plan is structured around five of the domains of the Department of Education's The Standard, which provide a clear and rigorous framework for school excellence. These domains guide our ongoing self-assessment and drive our collective commitment to continuous improvement.

Aligned to this framework, the Business Plan sets out three key pillars that define a successful school:

- High-quality teaching and learning that supports, extends and challenges every student to take the next steps in their learning.
- A caring, inclusive and stimulating learning environment where all members of the community feel safe, respected and able to thrive.
- A highly engaged and connected community, working in genuine partnership to enrich students' educational experiences and strengthen their sense of belonging.

Through this plan, we affirm our shared responsibility for delivering the very best outcomes for every child. We move forward united, ambitious and future-focused, ensuring Attadale Primary School continues to be a place where excellence is expected, wellbeing is prioritised and every learner can flourish.





Our Targets

- Annual student interviews and surveys demonstrate an increase in the percentage of students recognising the structure and impact key elements of the Attadale Instructional Model (AIM).
- As a result of new wellbeing initiatives, reduce the number of mental health-based Student Services referrals (anxiety, school/subject refusal, isolation), and demonstrate progress in student wellbeing through standardised surveys and internal interviews.
- Annual external assessments and internal feedback demonstrate a continuous improvement in staff wellbeing, particularly in the areas of workload and professional support.
- Attendance - Regular attendance (90% and above) to exceed 80% of students annually.
- Overall compulsory attendance rate exceeds 93%.
- Decrease the number of students exiting for private schools at the end of Year 4 (15 - 20% annually as of 2025).
- Maintain average opinion scores of 4+ in bi-annual Parent, Staff and Student Opinion Surveys, increase in the few scores between 3 and 4.
- All NAPLAN Comparative Performance scores within one standard deviation of the expected school mean or higher.
- Percentage of students achieving in the 'Strong' and 'Exceeding' proficiency levels for all assessments - Numeracy, Reading, Writing, Spelling, Grammar & Punctuation - match or exceed like schools.
- Annual Year 5 NAPLAN indicates our stable cohort has made high progress (progress vs achievement quadrant graph).
- 85% of Year 3 students achieving 'Moderate' progress or better compared to pre-Primary On-Entry achievement, with more than half achieving 'high' or 'Very High' levels of progress.





Our Improvement Drivers

1 - High Quality Teaching and Learning

What you will see:

1.1 - Informed by contemporary research and aligned to the DoE Teaching for Impact statement, our Attadale Instructional Model is the foundation of teaching and learning across the school.

1.2 - Staff collaborate effectively in planning, teaching and assessing learning through high-quality, low-variance delivery across all learning areas.

1.3 - Technology is integrated in every classroom to enhance learning opportunities across curriculum areas.

1.4 - Our specialist areas offer high quality opportunities for students to expand their skills and enrich their experience.

1.5 - A culture of continuous improvement in educational practice is driven by high expectations, regular capacity-building and dedicated support for all.

1.6 - Informed by student data and teacher insight, learning is effectively differentiated to provide support and challenge simultaneously to all students.

2 - High Levels of Student Achievement and Progress

What you will see:

2.1 - Comprehensive tracking and analysis of student achievement data is used by staff to enhance future learning.

2.2 - Teaching staff make consistent judgments aligned to the WA curriculum when compared with contextually similar schools.

2.3 - Continued high levels of student progress in stable cohort between PP-Yr 3 and Yr3-Yr5.

2.4 - A comprehensive but streamlined assessment schedule provides meaningful information to track student progress and achievement.



3 - Positive Relationships and Partnerships

What you will see:

3.1 - An informed, engaged and supportive community with high levels of parent satisfaction through multiple feedback and consultation opportunities.

3.2 - A high functioning School Board that is an active participant in the monitoring of progress and two-way representation of school operations and the community.

3.3 - Our Reconciliation Action Plan drives our community towards becoming a culturally responsive school.

3.4 - Student voice and agency informs decision making across the school.

3.5 - Opportunities are provided to support and upskill parents on programs and strategies employed at school.

3.6 - School directions and performance are determined and evaluated through authentic collaboration processes between key stakeholder groups such as school leadership, the Board and the P&C.

4 - Contemporary and Engaging Learning Environment

What you will see:

4.1 - Monitored and actioned by the Student Services team, the school employs a multi-tiered system of support for student development and progress for all students in all areas: academic, wellbeing, behaviour, attendance.

4.2 - A values-based model of shared expectations of student, staff and parent conduct creates a positive culture for all.

4.3 - Unique, stimulating opportunities in the senior years establish pride in being part of the Attadale PS community until the end of Year 6.

4.4 - A targeted, comprehensive Literacy Intervention program meets the additional needs of students identified in the early years of schooling.

4.5 - Whole school approaches to supporting student wellbeing ensure students feel safe, have a voice and are empowered to be successful.

4.6 - The school works collaboratively with families and the wider community to improve the physical environment both in and outside the classroom.

4.7 - A positive wellbeing culture provides a supportive environment for staff to be their best.



5 - High Quality Leadership

What you will see:

5.1 - School improvement priorities are established in a transparent, consultative manner with students' needs at the core of every decision. Evaluation and recognition of progress is public and frequent.

5.2 - Authentic Distributed Leadership drives improvement in our school and monitors the progress towards our strategic objectives. Leaders within our school are given opportunities to develop their leadership skills and lead with clarity through various transparent, supportive pathways.

5.3 - A range of evidence based coaching and mentoring models support staff to improve practice.

5.4 - Rigorous school self-Assessment processes within various key stakeholder groups ensure initiatives and priorities are embedded and on track.

5.5 - A range of both formal and informal leadership opportunities are available to students to contribute positively to school culture and develop their skills.





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