2024

ANNUAL REPORT



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Attadale Primary School

Foundations for life

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 elders both past and present. 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 newly developed Attadale Instructional Model clearly articulates what learning looks like in our classroom. For many years, we have measured our success by the value which we add to our students' academic and social achievement as they move through our school and into secondary education. We are proud of the achievements of our students and our exceptional, dedicated staff are always looking for ways to improve their practice for the betterment of our students.

Our Specialist Programs in Science, The Arts, Physical Education, Languages and Music 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

PHIL SPRINGETT

2024 was another successful year at Attadale Primary School, marked by continued progress in our commitment to excellence in teaching and learning. Our strategic focus on high-impact instructional practices, collaborative partnerships, and curriculum innovation has strengthened our school community and enriched student learning experiences. I must acknowledge the ongoing dedication of our staff at Attadale PS, who work together to provide excellent learning opportunities for our students. This dedication in partnership with our engaged parent body helps to provide a positive and supportive learning culture for the students who attend.

Across 2024, we deepened our engagement with the Quality Teaching Strategy (QTS) through a partnership with Ranford Primary School. This collaboration has provided valuable insights into effective instructional approaches, reinforcing our commitment to evidence-based teaching. Staff have engaged in professional learning that enhances consistency in classroom practices, ensuring high expectations and improved student outcomes.

We have also sustained our partnership with Shaping Minds through the Riverside Network, providing teachers with targeted professional learning and opportunities to refine their instructional practice. This ongoing collaboration continues to elevate the quality of teaching across our network of schools, ensuring a strong foundation for student success.

We were proud to participate in the International Day of Play, hosting delegates from various early childhood agencies, including the Minister for Early Childhood Education, Sabine Winton. This event showcased our commitment to high-quality early learning and play-based pedagogy, reinforcing the importance of student engagement in foundational years.

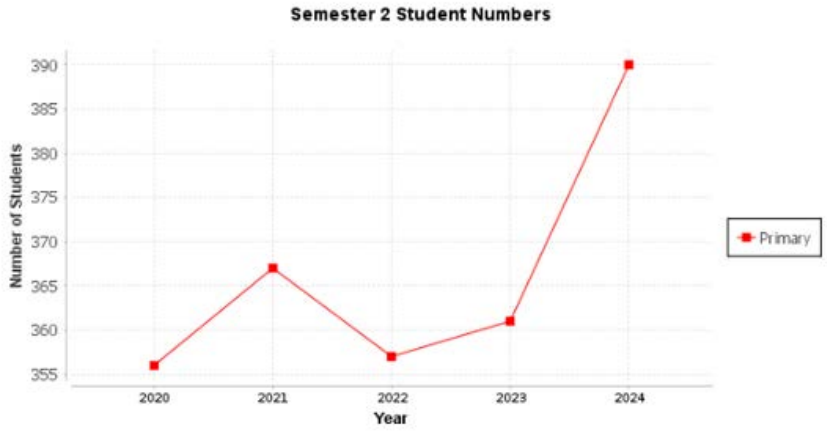
Additionally, we welcomed staff from the Jakarta Islamic School through our Bahasa Indonesian program, fostering cross-cultural connections and strengthening language learning opportunities for our students. This experience enriched our global perspective and reinforced the value of international partnerships in education.

Our approach to implementing the Kindergarten Curriculum Guidelines has been recognised at a system level, with resources produced by the School Curriculum and Standards Authority (SCSA) highlighting our work. Our staff's expertise and commitment to best practices in early childhood education continue to set a high standard for curriculum delivery, ensuring our youngest learners receive the best possible start to their schooling journey.

Like every school year, 2024 was full of highlights and special experiences. This annual report provides just a snapshot of what happens in our school.



STUDENT ENROLMENTS



We are continuing to experience growth in our enrolments, particularly in the Early Childhood area of our school. We anticipate this will stabilise in the coming years.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1140
Average ICSEA value	1000
School ICSEA percentile	93

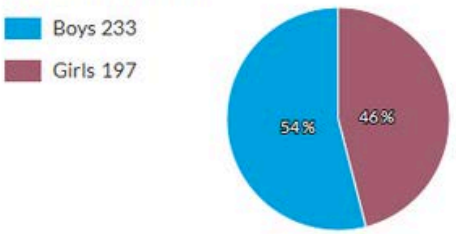
Distribution of Socio-Educational Advantage (SEA)



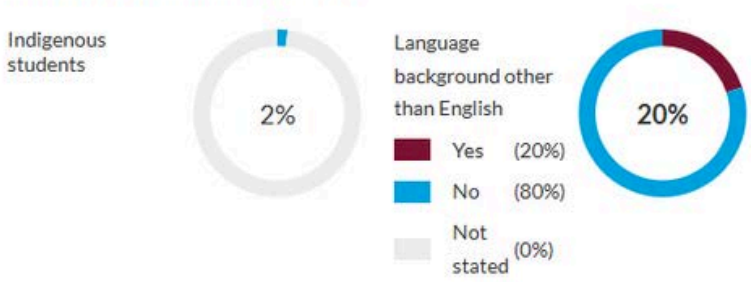
Percentages are rounded and may not add to 100

Students

Total enrolments: 430



Full-time equivalent enrolments: 414.0





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
2022	92.7%	91.3%	88.3%	89.3%	80.8%	69.5%	92.7%	91.2%	86.6%
2023	90.8%	92.6%	90.3%	83.6%	84.8%	74.3%	90.6%	92.5%	88.9%
2024	92.1%	92.8%	91.0%	90.1%	84.2%	74.3%	92.0%	92.7%	89.4%

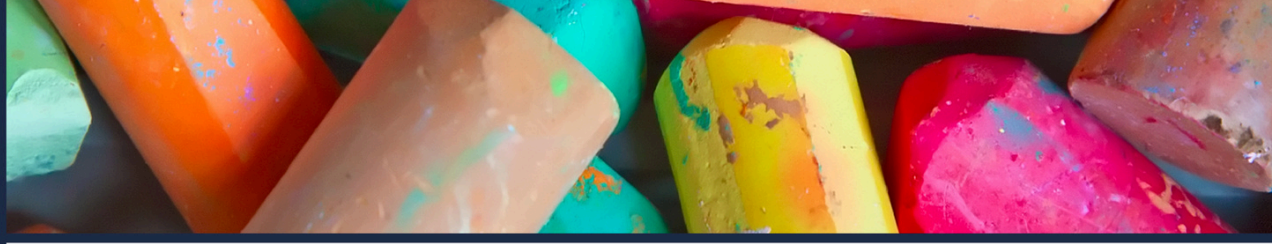
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	74.2%	21.1%	4.7%	0.0%
2023	65.8%	25.5%	8.5%	0.3%
2024	72.4%	23.0%	4.6%	0.0%
Like Schools 2024	76.5%	18.3%	4.5%	0.7%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Attendance

After refining our attendance processes in 2024, we were pleased to see an increase in both overall and regular attendance. The majority of our student absences are through planned vacations. Almost all of our students absences are accounted for via communication with parents.

WORKFORCE COMPOSITION

	Staff	FTE1
Principal	1	1
Deputy Principal	2	1.8
Teacher	29	20.5
Allied Professionals	15	9.9
Total	47	33.2



STUDENT ACHIEVEMENT AND PROGRESS

2023 2024

Compare to ● Students with similar background ○ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	432	442	426	434	439
Year 5	525	501	487	529	503

NAPLAN participation for this school is 96%
NAPLAN participation for all Australian students is 95%

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

PROFICIENCY LEVELS V LIKE SCHOOLS/WA PUBLIC SCHOOLS

Proficiency Level	Year 3 Numeracy						Year 5 Numeracy					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	23%	19%	24%	24%	11%	8%	21%	16%	30%	28%	11%	11%
Strong	64%	69%	60%	59%	50%	50%	67%	67%	60%	59%	53%	53%
Developing	11%	6%	12%	14%	24%	27%	10%	11%	8%	11%	23%	23%
NAS	2%	6%	4%	3%	14%	13%	2%	5%	2%	2%	12%	12%

Our 2024 NAPLAN results reflect strong student achievement in Reading and Numeracy. While a significant proportion of students are performing at the "Strong" level, our focus remains on increasing the number of students reaching the "Exceeding" category.

Our progress from Year 3 to 5 in Reading was notably pleasing with our the cohort moving from being 26 points behind the like school mean in 2022 to only 7 points behind the like school mean when tested in Year 5 in 2024. For the Second year in a row our Year 3 Numeracy data has been strong compared to like schools, reflecting the impact of our whole school approaches.

Proficiency Level	Year 3 Reading						Year 5 Reading					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	39%	31%	33%	35%	16%	16%	40%	35%	40%	38%	18%	17%
Strong	45%	48%	51%	49%	45%	44%	47%	55%	51%	49%	51%	48%
Developing	13%	12%	12%	12%	24%	22%	11%	7%	8%	9%	18%	21%
NAS	3%	10%	4%	4%	14%	16%	2%	4%	2%	3%	11%	13%



STUDENT ACHIEVEMENT AND PROGRESS
PROFICIENCY SUMMARY

Proficiency Level	Year 3 Writing						Year 5 Writing					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	13%	6%	20%	20%	9%	7%	9%	11%	25%	23%	10%	9%
Strong	76%	94%	72%	74%	65%	66%	73%	73%	63%	63%	54%	53%
Developing	6%	0%	6%	5%	14%	17%	16%	15%	10%	11%	22%	25%
NAS	5%	0%	2%	2%	10%	9%	2%	2%	2%	2%	12%	11%

Proficiency Level	Year 3 Spelling						Year 5 Spelling					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	22%	19%	31%	26%	15%	14%	22%	16%	42%	36%	20%	19%
Strong	56%	52%	47%	54%	42%	44%	58%	55%	47%	48%	48%	46%
Developing	22%	25%	20%	17%	28%	27%	13%	22%	8%	13%	20%	21%
NAS	0%	4%	3%	3%	13%	14%	7%	7%	3%	3%	11%	11%

Proficiency Level	Year 3 Grammar & Punctuation						Year 5 Grammar & Punctuation					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	17%	13%	19%	24%	8%	9%	18%	25%	31%	29%	13%	12%
Strong	55%	52%	55%	53%	42%	40%	56%	53%	55%	55%	46%	48%
Developing	23%	23%	20%	18%	30%	28%	22%	16%	12%	13%	26%	24%
NAS	5%	12%	6%	6%	18%	21%	4%	5%	2%	4%	14%	14%

Year 3 Writing: The cohort demonstrated proficiency across the board, however we would be expecting to see more students in the Exceeding proficiency.
Year 5 Writing: Similar to our Year 3s, we would be expecting to see more students in the Exceedig Proficiencey.
Year 3 Spelling: Although we are still below like schools the 5 year trend is improving as we close the gap between like schools
Year 5 Spelling: Low performance compared to 'Like Schools' but the Exceeding category indicating an area of weakness for the cohort.
Year 3 Grammar & Punctuation: Similar results to 2023.
Year 5 Grammar & Punctuation: The Exceeding category increased from 18% to 25%, bringing the cohort mean close to like schools.



COMMUNITY

Our School Board, led by Nigel Richards, 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. In 2024, the Board continued their strong relationship with the school. The board welcomed new members: Tanaya Barnes, Deb Brunette and Dylan Price who were elected through board election processes.

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 specialist 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. Gemma Brogden and Jason McIntosh shared the President role across 2024 and continued build on the work of the previous committee including the Attamums and Attadads. During 2024, the P & C developed a 5-year plan to streamline fundraising and communication. 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. Major funds were committed to the re-design of the Year 5/6 Wet Area, shade sails for the Funky Monkey playground in the ELC as well as upgrades to the Hall AV system. The P & C also funding our Year 2/3 project trolleys and other wish list items.



BUSINESS PLAN 2023-2025

2024 in focus - Progress towards Business Plan priorities

High Quality Teaching and Learning

QTS Partnership

Our partnership with Ranford Primary School as part of the Quality Teaching Strategy (QTS) enabled us to further refine and develop our consistent, high-impact instructional practices. Staff are using our Instructional model to reflect and refine pedagogy aligned to our whole-school model.

AIM Team

The Attadale Instructional Model (AIM) Team was formed to plan and lead the successful implementation of our instructional model. They collected student voice and teacher feedback to ensure support and resources were developed to drive improvement.

Word Origin

Members of our English committee investigated whole school approaches for spelling for our upper primary classes. Staff were then trained in the word origin program ready for implementation at the beginning of Term 1, 2025.

Shaping Minds Partnership

Professional learning through our Shaping Minds partnership supports consistent use of instructional strategies, including daily review, learning intentions and guided practice, strengthening teaching quality school-wide.



BUSINESS PLAN 2023-2025

2024 in focus - Progress towards Business Plan Priorities

High Quality Leadership

Riverside Future Leaders
Our leadership pipeline is strengthened through the Riverside Future Leaders initiative, offering targeted development and mentoring aligned to the Australian Professional Standard for Principals. In 2024 we had 3 staff members apply and begin the 18 month program.

Reconciliation Action Plan (RAP)
Our RAP continues to guide culturally responsive teaching and strengthen partnerships with local Aboriginal Elders, embedding inclusive perspectives in teaching and learning. Our plan was reviewed in 2024 and re-submitted through the Narragunnawali Program.

Positive Relationships and Partnerships

Positive Behaviour Review
In 2024 we reviewed our Positive Behaviour framework to emphasise consistency, restorative practices, and recognition, supporting a safe and positive learning environment. This process anchored in our school values, was consultative involving feedback from staff students and parents.



Opportunities for Parents
Parent engagement has increased through events such as the New Parent Evening and targeted workshops in reading and mathematics, which builds understanding of classroom strategies.

Transition Process
Our structured transition programs ensure students are well supported at key stages, helping them feel confident and connected in their learning journey.



Attadale Primary School

Foundations for life

SCHOOL IMPROVEMENTS

Our school has been built in stages over the past 70 years. In partnership with our P & C we have continued to upgrade and maintain both the older and new parts of our school to ensure students have access to safe and modern learning environments.

Over the course of 2024, we have had the following projects planned and funded

- ECE Playground Shade Sails
- Hall AV System Replacement
- Activity Trolleys for Years 2 and 3
- Maintenance to external ceilings
- Upper Primary Wet Area Re-design







FINANCE OVERVIEW

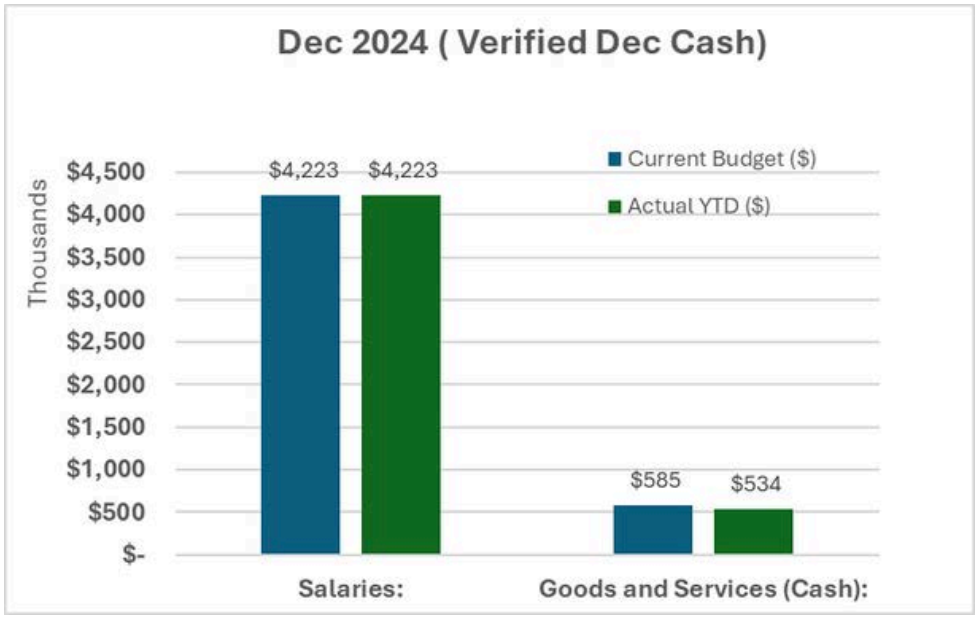
ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	49,434	49,434
Carry Forward (Salary):	227,003	227,003
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,418,453	4,418,453
Locally Raised Funds:	273,007	250,033
Total Funds:	4,967,898	4,944,924
EXPENDITURE		
Salaries:	4,222,934	4,222,934
Goods and Services (Cash):	585,358	533,697
Total Expenditure:	4,808,292	4,756,631
VARIANCE:	159,606	188,293

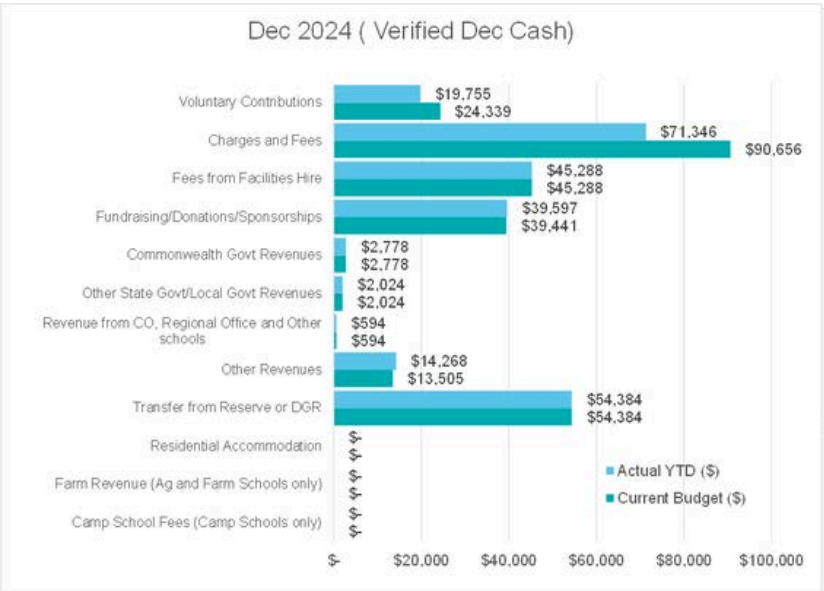
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	49,434	49,434
Carry Forward (Salary)	227,003	227,003
STUDENT-CENTRED FUNDING		
Per Student	3,683,428	3,683,428
School and Student Characteristics	527,679	527,679
Disability Adjustments	14,305	14,305
Targeted Initiatives	158,643	158,643
Operational Response Allocation	5,860	5,860
Total Funds:	4,389,915	4,389,915
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	28,538	28,538
School Transfers – Salary	(245,000)	(245,000)
School Transfers - Cash	245,000	245,000
Department Adjustments	0	0
Total Funds:	28,538	28,538
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	24,339	19,755
Charges and Fees	90,656	71,346
Fees from Facilities Hire	45,288	45,288
Fundraising/Donations/Sponsorships	39,441	39,597

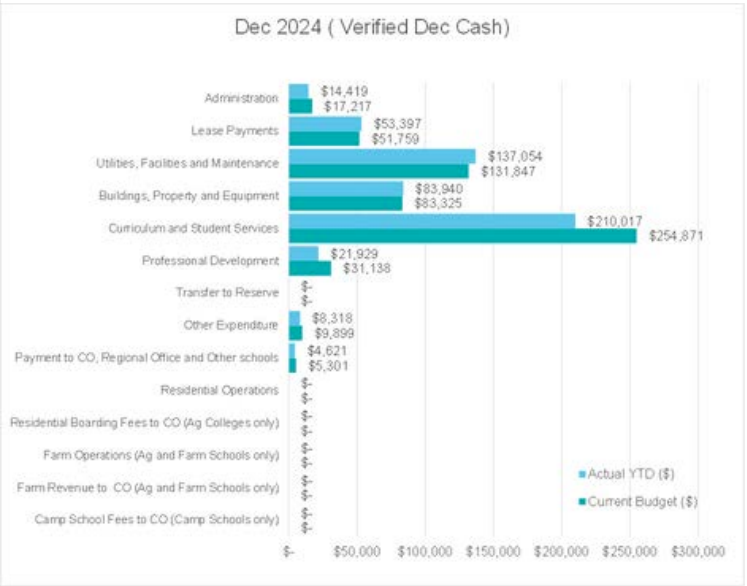


Commonwealth Govt Revenues	2,778	2,778
Other State Govt/Local Govt Revenues	2,024	2,024
Revenue from CO, Regional Office and Other schools	594	594
Other Revenues	13,505	14,268
Transfer from Reserve or DGR	54,384	54,384
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**273,009**	**250,034**
TOTAL	**4,967,899**	**4,944,924**
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget ($)	**Actual YTD ($)**
SALARIES		
Appointed Staff	3,613,049	3,613,049
New Appointments	0	0
Casual Payments	609,521	609,521
Other Salary Expenditure	363	363
Total Funds:	**4,222,933**	**4,222,933**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	17,217	14,419
Lease Payments	51,759	53,397
Utilities, Facilities and Maintenance	131,847	137,054
Buildings, Property and Equipment	83,325	83,940
Curriculum and Student Services	254,871	210,017
Professional Development	31,138	21,929
Transfer to Reserve	0	0
Other Expenditure	9,899	8,318
Payment to CO, Regional Office and Other schools	5,301	4,621
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**585,357**	**533,695**
TOTAL	**4,808,290**	**4,756,628**




Dec 2024 (Verified Dec Cash)
Thousands
$4,500
$4,000
$3,500
$3,000
$2,500
$2,000
$1,500
$1,000
$500
$-
$4,223
$4,223
$585
$534
Current Budget ($)
Actual YTD ($)
Salaries:
Goods and Services (Cash):


Dec 2024 (Verified Dec Cash)
Voluntary Contributions
$19,755
$24,339
Charges and Fees
$71,346
$90,656
Fees from Facilities Hire
$45,288
$45,288
Fundraising/Donations/Sponsorships
$39,597
$39,441
Commonwealth Govt Revenues
$2,778
$2,778
Other State Govt/Local Govt Revenues
$2,024
$2,024
Revenue from CO, Regional Office and Other schools
$594
$594
Other Revenues
$14,268
$13,505
Transfer from Reserve or DGR
$54,384
$54,384
Residential Accommodation
Farm Revenue (Ag and Farm Schools only)
Camp School Fees (Camp Schools only)
Actual YTD ($)
Current Budget ($)
$-
$20,000
$40,000
$60,000
$80,000
$100,000


Dec 2024 (Verified Dec Cash)
Administration
$14,419
$17,217
Lease Payments
$53,397
$51,759
Utilities, Facilities and Maintenance
$137,054
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Payment to CO, Regional Office and Other schools
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Residential Operations
Residential Boarding Fees to CO (Ag Colleges only)
Farm Operations (Ag and Farm Schools only)
Farm Revenue to CO (Ag and Farm Schools only)
Camp School Fees to CO (Camp Schools only)
Actual YTD ($)
Current Budget ($)
$-
$50,000
$100,000
$150,000
$200,000
$250,000
$300,000