Welcome

Attadale is a primary school staffed by experienced teachers, administration and assistants. Staff are dedicated in their approach to education and to working as a member of a team in order to meet the needs of every student. Loyalty and teamwork are strong features of this staff.

The School focuses on excellence, enrichment, engagement and acceleration with an emphasis on each child reaching their full potential academically, socially and emotionally. We encourage parent and community partnerships to ensure that together, we are meeting the needs of our students.

We pride ourselves on the high standards of behaviour and safety that exists at Attadale Primary School. Collectively, as a school and community, we plan and intend to continue to build on this very high standard.

Our reputation as a school of choice attracts enquiries for enrolment from all over the world, both for students and teaching positions. Our enrolment continues to remain at approximately 365 students. This means we have that almost perfect balance between cohorts large enough to challenge and engage students and small enough to know each other and what we stand for.

An active School Board and Parents and Citizens Association meet twice a term at the school. These groups actively engage in supporting the fabulous resourcing and planning we have that ensures student success.

We analyse and share how we are performing. Results consistently show we out-perform State and national mean performance. Critical to our performance review is ‘value adding’ for every student, as that is our focus.

Thank you for joining us and being a part of the Attadale Primary School experience.
Our vision at Attadale Primary School is 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, we believe our 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, the community and school.
Our values

- Care/compassion [VAS1]
- respect/understanding [VAS 7,9]
  
  VET: Kindness to self, others & environment
  
  BUZ: BMP 6, 7, 8

- Do your best/achieve potential [VAS 2,6]
- seek knowledge/serve community [VAS]
  
  VET: Being the learning/achieving kind
  
  BUZ: BMP 11, 15

- Take care

- Give it your best

- Stand up

- Fair go

- VET: Respect yourself. Achieve potential

- Honesty/trustworthiness [VAS 5]
- integrity/ responsibility [VAS 6,8]
  
  BUZ: BMP12, 13, 15, 18

- VET: Being the community kind respect for others

- Tolerance/ inclusion [VAS 9]
- respect/ freedom [VAS 4, 7]
  
  BUZ: BMP 2, 3, 4, 14, 16

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**KEY**

- **VAS:** The Nine Values for Australian Schooling [Values for Australian Schooling, Curriculum Corporation]
- **VET:** Values Education Toolkit [David Koutsoukis, RIC publ.]
- **BUZ:** BUZ Life-skills targeting Virtues and Values [Res.Manual]
Successful students

**Evidence-Based Teaching and Learning**
- As a school, review and build our ability to collect, interpret and use student performance in an ongoing way.
- Explicitly and consistently create and use opportunities such as early close sessions in teams of staff working across like phases of student development to share and review data, planning, teaching assessment and value adding.

**Early Intervention**
- Ensure, on entry, baseline data is collected and analysed to review teaching and learning success and plan for further improvement.
- Ensure students in need of support or extension are acknowledged, recorded and planned for collaboratively to ensure they receive the resources and support required.
- Explicitly teach concepts, skills and understandings at and beyond what is developmentally expected in the Australian Curriculum.

**Differentiated Curriculum**
- Ensure we understand the developmental learning needs of each student and deliver and assess a curriculum that caters for their learning style, academic, social and emotional needs. This will include a focus on excellence, extension, enrichment and acceleration.

**Life-Long Learning**
- Ensure we provide motivation and purpose in learning contexts that allow students to understand the relevance of what they are learning for their transition to life in the short, mid and long term future.
- All students to have and demonstrate increasing responsibility for their learning by setting and reviewing personal learning goals.
- The continued development of staff and student confidence and competence when using technology to access, demonstrate and pass on the learning and teaching of skills, concepts and understandings.

**Pursuit and Celebration of Personal Excellence**
- Promote a culture of personal and colleague recognition by developing opportunities to highlight and celebrate individual and collective success via displays, newsletters, web page, exhibitions, open night, assemblies and class-based schemes.

**Developing Information and Communications Technologies**
- ICT is embedded in Phase discussions (and the classroom) sharing and linking teaching and learning consistently with ICT.
- Staff are supported at need through professional development days and sharing sessions.
- Teachers use interactive whiteboards in their class daily and whole school programs such as Mathletics regularly each week.
- Infrastructure is maintained and enhanced to support ICT implementation (eg: wireless network — 2012, one on one laptop program investigation 2012 and beyond, class sets of note books).
Key Focus Areas
Strategies and Milestones

Literacy and numeracy

Developing Whole School Approaches
- Use current research along with the Australian Curriculum to establish whole school approaches to all the aspects within English.
- Use current research along with the Australian Curriculum to establish whole school approaches to all the aspects within Mathematics.
- Staff collectively ensure the whole school approaches are consistently embedded in their teaching and learning.
- Explicitly teach the skills, concepts and understandings within English, allowing time for students to apply these skills in motivational and purposeful contexts.

Early Intervention
- Assessment practices will be consistent across the school and particularly in phases of development so staff and students know what has been learnt, what needs to be taught next and what value has been added.
- Each phase will have clearly outlined how they will collect and analyse student success and need, as well as quantify what value has been added.
- SAER Coordinator continue working across the school to build and maintain data base of SAER and the development, implementation and review of IEP. 2012 and beyond
- Whole of school Management Information System is used to transition assessment information for individual and cohorts of students 2012 and beyond.

Teaching and Learning
- ICT is embedded in Phase discussions (and the classroom) sharing and linking teaching and learning consistently with ICT.
- Use of programs such as Mathletics is consistent, confidently and competently used by staff and students for teaching and learning. 2012 and beyond.
- Current whole school approaches (phonics and spelling) are consistently used by staff in phases and across the school based on student need. 2012 and beyond.
A safe, healthy and sustainable environment

**Key Focus Areas**

**Strategies and Milestones**

**Learning and Working Environment**
- Maintain a very high standard of learning and work environment as reflected by staff, students and community through annual school community survey data.
- Conversations in class, playground and assemblies that reflect the school's values and builds a resilient, caring and safe school environment.
- Use the above settings plus the web page, newsletters, awards and functions to celebrate the staff and students who live and share our values.
- More than 80% of respondents in staff, student and community survey verify the above.

**Physical and Natural Environment**
- Continue the development of the school recycling program with each class contributing to at least one area of environmental sustainability.
- Further develop the school and community use of our edible garden with all classes engaging with the garden as part of their curriculum for one term through the year. Build parent leadership group for the edible garden and encourage further use by local residents.

**Developing Leadership**
- Staff continue to take on and aspire to leadership roles with support from the school and community. (e.g. Phase leaders, First steps leaders, financial leaders, sporting leaders, partnership leaders)
- Student leadership roles are provided in each class and across the school.
- Audit knowledge and expertise of staff annually and provide high-quality professional development opportunities which build best practice leadership, teaching and learning.
- Highlight and celebrate staff, student and community leadership success through nomination for awards, newsletters, assemblies and feedback through performance management.
Learning as a Partnership
- Encourage family and wider community involvement in providing support at home, in the classroom and across the school to support the academic, social and emotional development of our children. We aim to maintain at least current levels of in school and across school support of 45% of our families working with us.
- Establish a data base of parent and community resources that could be used in and across the school. This will be refined each year.

Build and Celebrate social and Cultural Diversity and Inclusivity
- Create a cultural diversity review of the school to help our community understand the multicultural nature of our community.
- Celebrate each year the different cultures we bring to school with a multicultural day. (2012 and yearly or bi-yearly).
- Use the Australian Curriculum to support the understanding (teaching and learning) of the Aboriginal (Indigenous) people of Australia.
- Chose one social charity each year to focus on as a school that supports people who need help more than we do.
- Develop links with local and broader social and cultural groups that provide experiences to our students that they otherwise may not get.

Branding and Marketing
- Review the current brand and marketing of our school looking to ensure we celebrate and share our school as widely and as positively as possible.
- Continue to use the web page, newsletter and parent forums to build the Attadale PS brand.
Key Focus Areas
Strategies and Milestones

Self assessment

Attadale Primary School is committed to an evidence-based approach to teaching and learning.

We know that good teaching starts with knowing and understanding the developmental requirements (knowledge, concepts and skills) within a learning area and where our students sit in terms of that sequence.

Good teaching starts at the point of need for students and is challenging, motivational and purposeful. Students are equally able to assess their learning given they understand what their learning needs are, how this current piece of work links to their needs and what successful learning will look like for them and others.

Like all schools, we use NAPLAN as one piece of information to assess the value adding of our work.

Attadale PS also have a Management Information System that aligns with phase and classroom assessments.

Each phase has agreed assessment and moderation tools and processes that allows consistency in judgment and triangulation of information to make the most informed decisions possible when determining student need and success.

Targets

Our performance targets are based on national testing but will be triangulated with school based information as well.

NAPLAN:
Reading and Mathematics
- The school mean in reading and mathematics for Year 3 in 2013 and beyond to match the mean for ‘like’ schools.
- In 2013 and beyond no Year 5 and Year 7 students will have limited progress indicated by First Cut in reading and mathematics.
- In 2013, there will be more Year 5 and Year 7 students with very high and high progress in reading and mathematics when compared to ‘like’ schools as indicated by First Cut.

Science (WAMSE):
WA Monitoring Standards in Education
- 40% of Year 5 and Year 7 students will perform in the top 20% of the State in WAMSE science testing.

Society and Environment (WAMSE):
WA Monitoring Standards in Education
- 40% of Year 5 and Year 7 students will perform in the top 20% of the State in WAMSE Society and environment testing.

Attendance
- Maintain high levels of attendance (i.e. 95% and above).
School creed

This is our school
Let peace dwell here
Let the rooms be full of contentment
Let love abide here
Love of one another
Love of God and love of life itself
Let us remember
As many hands build a house
So many hearts
Make
Make
Make a school
This is our school