Attunga Primary School
Annual School Report 2013
**School context**

Attunga Primary School is an important focal point for the local, rural community. Parents and community members feel a strong sense of ownership and are proud of the school spirit that has been nurtured by successive generations of families over the past 115 years.

The Attunga school community enjoys an envied reputation for its commitment to the education of its learners. The relaxed and peaceful school setting is the result of many years of dedicated planning, participation and hard work by hundreds of students, parents and teachers.

Our well-resourced classrooms boast enthusiastic learners and dedicated teachers delivering a relevant and challenging learning program using the latest technology.

As a school community we are committed to challenging each child to experience success and enjoyment in order to reach their potential.

**Principal’s message**

Attunga Primary School is very much a community asset. Both parents and community members share a strong sense of commitment to and ownership of the school culture.

The wider community acknowledges the contribution of the students, parents and staff to the health of the village of Attunga.

Our parents, staff and students share the belief that the education of each individual is most successful when the home and school work in partnership and when aspirations and success are encouraged and valued. I believe our school is strong, progressive and inclusive with a genuine focus on education as a foundation for student welfare.

Our students are fortunate to work alongside energetic and dedicated teachers who are committed to challenging students with a variety of learning opportunities leading to success.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Barry Burnett**

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**P & C message**

Although our small Parents and Citizens Association met formally on only four occasions its members were, nonetheless, very active in the day to day activities of school life at Attunga. This active involvement occurred at working bees, sports activities, in class support, learn-to-swim and as escorts on school excursions.

*Priscilla Hunt, P&C Representative*

**Student representative’s message**

The students enjoyed another interesting and busy year in the classroom, in the playground, in the pool, on the sports field and on excursions.

As has become a tradition, at the end of Term 1 we had our annual camp in the playground. During the year the Year 6 students organized three discos, a “fun run”, four “Red Food Days” each term, and four hot soup days in winter.

When the wireless system was installed we were able to spend a lot more time using our laptops and iPads to help us learn about numeracy, literacy, science and even art.

Mrs George and Mrs Kelly use the interactive whiteboard for literacy and numeracy lessons. Mr Burnett uses the interactive whiteboard for science, history, geography and current affairs.

*Shelby Sheedy and Jessica James*

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>15</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>13</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
Student attendance profile

Parents and carers must provide written or oral advice to explain a student’s absence. When oral advice is provided the teacher records the information on an Oral Advice of Reason for Absence Form.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Mr Burnett, Mrs Kelly, Mrs O’Brien and Mrs Macfadyen were retained in their positions from 2011. Mrs Karen George, Instructional Leader, and Mrs Kay Fletcher, Learning and Support Teacher, worked with our students in part-time roles.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Two members of our teaching staff are proudly Indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>13,980.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>54,872.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42,038.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11,124.47</td>
</tr>
<tr>
<td>Interest</td>
<td>1,161.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>877.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>124,053.74</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 23,302.70  |
| Excursions                 | 2,246.39   |
| Extracurricular dissections| 5,523.04   |
| Library                    | 1,790.00   |
| Training & development     | 0.00       |
| Tied funds                 | 33,210.19  |
| Casual relief teachers     | 0.00       |
| Administration & office    | 4,139.51   |
| School-operated canteen    | 0.00       |
| Utilities                  | 8,022.41   |
| Maintenance                | 4,233.41   |
| Trust accounts             | 918.50     |
| Capital programs           | 2,845.72   |
| **Total expenditure**      | 86,231.87  |
| **Balance carried forward** | 37,821.87  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Literacy and Numeracy – NAPLAN Year 3

Due to privacy legislation ten or more students must complete the NAPLAN for individual school percentage in band three, the year school average and average growth to be reported publicly; therefore the number of students who sat the assessment is too small to draw any reliable analysis.

Literacy and Numeracy – NAPLAN Year 5

Due to privacy legislation ten or more students must complete the NAPLAN for individual school percentage in band three, the year school average and average growth to be reported publicly; therefore the number of students who sat the assessment is too small to draw any reliable analysis.

Progress in literacy and numeracy

It is not appropriate to comment on the progress of our students between the Year 3 (2010) tests and the Year 5 tests because of the small number of students in the class. Parents have been advised of their child’s results.
Significant programs and initiatives

Every Student Every School Speech Pathology Project

The major goal of this project was to build staff capacity. Initially a speech pathologist was engaged to build teacher knowledge and expertise in the use of a speech and language assessment tool.

Teachers developed skills in their ability to screen students using a speech and language assessment tool and to use identified, relevant levels of questioning.

Teachers have implemented these strategies within their classroom practice, specifically focusing on vocabulary building or oral language development in alignment with the NSW English Syllabus for the Australian Curriculum.

All students have been tracked on the Literacy Continuum and teachers have conducted formative and summative assessments throughout the process.

Students have demonstrated an increase in vocabulary and comprehension during Semester 2, 2013.

Professional Learning and information sessions (one half day and a full day) were conducted for the Attunga and Somerton Primary Schools’ teaching and support staff.

A parent/community information session was conducted with four participants attending. Staff and parent pre and post evaluations were conducted for each session.

A Facebook page was developed for teachers to access resources and view video demonstrations of screening techniques. A parent Facebook page was developed and accessed by parents to show video clips of speech pathology tips for parents to use with their children whilst highlighting the currently available resources.

As a result of our ongoing partnership with the University Department of Rural Health a fourth year speech pathology student began working with our students and staff during the second semester.

“Early Action for Success” Initiative

The Implementation of the Early Action for Success initiative began with the identification of individual needs followed by the strategic application of targeted support and ongoing monitoring throughout the year.

Baseline data was collated on every Kindergarten to Year 2 student against the Early Action for Success reading, writing and numeracy benchmarks and the literacy and numeracy continuums.

All K-2 students have been supported with quality, whole class teaching and learning programs, small group work and individual programs where required.

The Instructional Leader and class teacher tracked each student’s progress against key aspects of the literacy and numeracy continuums and used this tool to monitor the impact of personalised instruction and the effectiveness of tiered interventions.

The Professional learning needs of staff targeted and supported quality teaching and evidence based practices in personalising instruction in literacy and numeracy. This included continued engagement in Language, Learning and Literacy (L3) professional learning. Other professional learning has included Super Six Comprehension strategies, consistent teacher judgement, use of Learning Plans to assist with program implementation, MiniLit training, University Department of Rural Health Multidiscipline training and involvement in the Semester 2 ESES Speech Pathology Project.

Based on data and critical reflection relating to the school plan, students at risk, resource allocation and staff skills we will continue to
focus on improving quality teaching and quality implementation of literacy and numeracy, with a strident focus on an uninterrupted two hour literacy and a one hour numeracy block per day.

**Aboriginal education**

Our school provides ongoing support for the 27% of Aboriginal students enrolled here and focused teaching and learning programs that educate all students to better understand and appreciate Aboriginal history, culture and contemporary Aboriginal Australia.

To celebrate NAIDOC Week the students, parents and staff spent a day learning about and experiencing Aboriginal cultural, sporting, social and creative activities to gain a greater understanding of the history of our district.

**Multicultural education**

Although only one of our students came from a non-English speaking background our teaching and learning program is designed so that cultural significance and diversity are integral to student learning and experience. The students learn about traditions, customs, celebrations and religions within Australia and in other countries as well as the influence on our society of those who have migrated from overseas.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- ongoing discussions among students, parents and staff guide the planning framework for school development for the period 2012 to 2014; and,
- the School Improvement Plan is dynamic in that it is constantly monitored, reviewed and modified in order to reflect any changes to the school culture and environment whilst aligning with the Office of School’s Plan.

**School planning 2012—2014: progress in 2013**

**School priority 1 - Literacy**

**Outcomes from 2012–2014**

Improved student literacy outcomes, especially inferential comprehension (K/6), spelling (3/6), handwriting (3/6) and grammar (3/6), focusing on students in need of support.

**Evidence of progress towards outcomes in 2013:**

- students in K/2 made significant progress in improving the quality of their writing as a direct result of the implementation of aspects of Accelerated Literacy and L3 teaching and learning strategies;
- students in 3/6 are overcoming their reluctance to write and made moderate progress in improving the quality of their writing; and,
- most students in K/6 are unable to sustain focus on reading longer texts which inhibited their comprehension of what was read.

**2014 Targets to achieve this outcome include:**

- quality, explicit teaching evident in all literacy lessons;
- innovative use of relevant interactive technologies for learning, teaching and professional learning in literacy;
- improved student literacy outcomes, through explicit teaching, especially on comprehension, spelling and writing focusing on students in need of support; and,
- to raise the performance of our Aboriginal students to match that of our non-Aboriginal students.

**Strategies to achieve these outcomes in 2014**

- relevant aspects of the MiniLit, Accelerated Literacy and Reading to Learn Pedagogies are incorporated in the teaching and learning program;
- linking to new syllabus: reflection (visual literacy and multi-modal);
- administer PLAN and L3 benchmarking to inform teaching;
• analysis of school based Literacy and Numeracy Continuum and NAPLAN assessments to identify group and individual needs in order to guide, develop and implement an effective, relevant teaching and learning program;

• develop and regularly review Early Learning Plans;

• employ two School Learning Support Officers to support literacy learning in both classes;

• Instructional Leader consults students, parents and teachers to plan and implement Early Learning Plans for students at Tier 3 Intervention risk;

• Undertake quality professional learning to enhance skills incorporating iPads and the Interactive White Boards with a particular focus on spelling and speech therapy; and,

• Enter Phase 2 Australian Curriculum Syllabus Implementation “English K-6” in creating a professional learning network for sharing resources, teaching and learning programs and quality teaching practices.

School priority 2 - Numeracy

Outcomes from 2012–2014

Improved levels of numeracy achievement for every student, especially problem solving using Newman’s Analysis, money, time, space, multiplication and division focusing on students in need of support as evidenced by NAPLAN, PLAN and in-school assessment data.

Evidence of progress towards outcomes in 2013:

• most students developed greater confidence in working within the abstract concepts sometimes encountered in mathematics;

• whilst most students are skilled with tables and combinations there are some who still experience difficulty with multiplication and division skills and knowledge; and,

• overall student performance in numeracy is stronger than in literacy.

2014 Targets to achieve this outcome include:

• quality, explicit teaching is evident in all numeracy lessons;

• enter phase 1 for the implementation of the NSW version of the Australian Curriculum, “Mathematics”;

• innovative use of relevant interactive technologies for teaching, learning and professional learning in numeracy;

• conduct joint “Mathematics Challenge Activities” with staff and students from schools in the “Bective Small Schools’ Network”;;

• improved student numeracy outcomes, especially in problem solving using Newman’s Analysis, money, time, space multiplication and division focusing on students in need of support; and,

• to raise the performance of our Aboriginal students to match that of our non-Aboriginal students.

Strategies to achieve these outcomes in 2014:

• PLAN, NAPLAN, the Literacy and Numeracy Continuums along with school based assessment data is analysed to guide the development and implementation of the teaching and learning program;

• Improve and develop the quality of teaching numeracy through quality professional learning opportunities, shared reflection at staff meetings and within the Oxley Learning Community;

• School based assessment tasks are aligned with “Count Me in Too”, PLAN and NAPLAN formats;

• Improve and develop the quality of explicit teaching of numeracy through identified, relevant professional learning opportunities relating to syllabus content and incorporating interactive technologies;

• Undertake quality professional learning to enhance skills in incorporating iPads and the Interactive White Board with particular focus on measurement and problem solving; and,
Teachers enter phase 1 Australian Curriculum Syllabus Implementation “Mathematics K – 6” in creating a professional learning network for sharing resources, teaching and learning programs and quality teaching practices.

**Professional learning**

During 2013 teachers and support staff took advantage of a range of relevant, quality professional learning opportunities to enhance their practice whilst focusing on the needs of our students. These included:

- familiarisation with the Australian Curriculum requirements;
- Super Six Comprehension strategies;
- consistent teacher judgement;
- the use of Learning Plans to assist with program implementation;
- Minilit training;
- educating students in the “middle” school years;
- shared professional learning with staff from schools in the Oxley Learning Community;
- University Department of Rural Health Multidiscipline training; and,
- implementing the Semester 2 ESES Speech Pathology Project.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents indicated that the things they view as areas of strength at Attunga PS are:

- enthusiastic, approachable, caring and dedicated staff members who are keen for all students to succeed;
- the teaching and learning activities are varied and cater for the academic, sporting and creative strengths of individuals;
- discipline is fair and more consistent;
- regular informative and helpful communication with parents regarding student progress; and,
- A well maintained physical environment.

Parents expressed the view that teachers should enforce school uniform standards more stridently, student class work should be acknowledged in the newsletter and that performances by students should be a regular feature at assemblies.

All of the students were surveyed for their opinions on school life at Attunga PS. The students highlighted the following areas of strength:

- friendly teachers who care about and enjoy what they do;
- being able to have a drink and a piece of fruit in class times;
- being trusted by teachers;
- teachers listen;
- The opportunity to take part in a variety of activities with other schools; and,
- Interesting excursions.

The students suggested that the school should look at buying more computers, iPads and computer games to make learning more enjoyable.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Barry Burnett, Teaching Principal
Merline Kelly, Teacher
Margaret Macfadyen, Teacher
Karen George, Instructional Leader
Priscilla Hunt, Parent
Jo Abra, SLSO
Jannette Glass, SLSO

School contact information

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Fax: 67695690
School Code: 1071

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: