School context statement
Attunga is a small rural village 25 km north of Tamworth. Our motto is “Our Best Always” which underpins the school’s purpose and values. Our school community has high expectations and encourages respect, self-discipline and a sense of responsibility. Our purpose is to cater for all students to enable them to be confident, creative, well informed, articulate and resilient individuals. Explicit teaching of literacy and numeracy, supported with individualised learning programs and 21st Century teaching perspectives, ensures our students achieve their “Best Always”. The NSW DEC measure of family occupation and education index (FOEI) is 148 which enables the school to receive Early Action For Success funding and an Instructional Leader (3 days a week)

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
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<td>21</td>
<td>20</td>
<td>20</td>
<td>13</td>
<td>14</td>
<td>12</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. The HSLO supports our students and their families who experience attendance difficulties.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>96.4</td>
<td>93.3</td>
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<td>95.4</td>
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<tr>
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State DEC

<table>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>95.0</td>
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<tr>
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<td>94.9</td>
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<td>93.8</td>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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

2014 was the year of change. Anew Principal and Instructional Leader were appointed to the school. The K-2 classroom teacher retired, who was replaced by a temporary classroom teacher, who had supported our students in a variety of teaching roles in 2014.

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.536</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.036</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. One member of our teaching staff is proudly Indigenous.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</td>
</tr>
</tbody>
</table>

Professional Learning - Teacher Accreditation
In addition to the mandatory staff training, the school provided staff members with Professional Learning in iPad and Web 2.0 Technology, the New Curriculum, Programming for Quality Teaching and Assessing plus Core Financial Literacy. The SASS staff participated in a SASS Conference – SRG Tamworth, Core Financial Literacy. SASS network meetings, ERN Family Manager training and Disability Discrimination Act training.

Beginning Teachers
No staff member is an Early Careers Teacher.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>37,821.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>55,023.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63,333.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7,916.21</td>
</tr>
<tr>
<td>Interest</td>
<td>1,701.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,491.97</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>134466.24</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 30,616.99
- Excursions: 5,000.86
- Extracurricular dissections: 3,299.08
Library: 851.61
Training & development: 0.00
Tied funds: 41,794.05
Casual relief teachers: 220.94
Administration & office: 4,725.43
School-operated canteen: 0.00
Utilities: 7,633.15
Maintenance: 2,578.70
Trust accounts: 2,382.96
Capital programs: 50.00
Total expenditure: 99153.77
Balance carried forward: 73,134.34

A full copy of the school’s 2014 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 2014

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.

Alternatively:

NAPLAN Year 3 – Literacy and Numeracy
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.

NAPLAN Year 5 – Literacy and Numeracy
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.
**Other Achievements**
Attunga PS was awarded “Overall Achievement” at the Tamworth Show for its outstanding artwork. The school received outstanding comments for its artwork at the Manilla Show.

Attunga PS was selected to participate in the National War Memorial’s “National Soundscape Project”, which resulted in Stage 3 students recording the names of WW1 veterans at Tamworth’s ABC Radio Station.

On ANZAC Day, the Attunga PS students led the ANZAC Service for their community of Attunga.

Attunga PS participated in the Picasso Cows project, which was organised by Dairy Australia. This experience led to the “birth” of “Attunga Belle” who is a beautiful, yellow, dairy cow. “Attunga Belle” has long eyelashes, gorgeous, fluorescent pink hair and magnificent Picasso art painted on her. The Stage 1 students recited “Cow Nursery Rhymes” at Tamworth’s Cow Presentation Day and four Stage 3 students created a website about her.

To view Attunga Belle’s journey visit http://attungabelle.weebly.com/attunga-belle.html

**Significant Programs and Initiatives – Policy and Equity Funding**

**Early Action For Success Program**
The NSW Numeracy and Literacy Action Plan, “Early Action for Success” continued to be implemented at Attunga PS in 2014 through the leadership of the Instructional Leader (IL). The initiative provided a funding grant as well as an Instructional Leader to work 3 days a week to support teacher professional learning in K-2 literacy and numeracy. Data was also gathered every 5 weeks with the Instructional Leader closely monitoring the progress of every student.

Strategies to achieve improved K-2 literacy and numeracy outcomes in 2014
- IL provided classroom based professional learning for teachers
- IL worked along teachers in the classroom
- Using evidence to inform teaching
- MiniLit implemented to support student’s progress in literacy.
- Consistency in the use of Early Action for Success benchmarks as data collections and the use of evidence to inform teaching
- Personalised learning delivered through classroom teaching and specialist intervention
- Student progress closely monitored with tiered interventions (small group and individual) implement to support student progress in literacy and numeracy
- Collaborative planning and programming
- Literacy and Numeracy Continuum understanding development for staff
- Learning In Action TAFE accredited program delivered to parents to improve knowledge and understanding in the early childhood years

**Key Findings**
- Teachers have higher expectations of students
- Teachers are data driven and are able to more closely monitor student progress
- Teachers have been delivered more personalised professional learning based on need in literacy and numeracy leading to improved teaching practice.
- Teachers have delivered improved classroom practice and delivery of key understandings
- Students have shown growth in all areas from K-2 as evidenced from progress on the literacy and numeracy continuums.
- Students continue to make faster progress with LaST support
- Parents have a greater understanding of literacy and numeracy in the early years as evidenced by survey findings.

**Directions for 2015**
- Further emphasis on reading and writing to build on results as this is the area of greatest need for our students
- Emphasis on Tier 2 and 3 interventions for students still performing below expected EAFS benchmarks in literacy and numeracy
- PL for staff and introduction of the TEN program in the K-2 room to further support numeracy.
Aboriginal Education

The embedding of authentic perspectives and activities, across the KLAs, has impacted positively on the learning outcomes for all students. The school provides ongoing support for the 10% of Aboriginal students who are enrolled at Attunga PS.

NAIDOC Week and Sorry Day were recognised within the classroom. Stages 2-3 discussed the impact of the Discovery of Australia and The First Fleet had on the Indigenous people.

Multicultural Education and Anti-Racism

Aspects of multicultural education were covered in classroom learning. The students developed an awareness of differences between cultures, religions, customs and food. In addition students studied aspects of multiculturalism through our Cooking program and integrated studies.

Learning and Support

Attunga PS received a 0.1 allocation for a Learning and Support Teacher (LaST), which equated to 1 day a week.

Throughout the year, the LaST developed individual learning plans for Stage 2-3 students, who needed additional Literacy and Numeracy support. The LaST provided these students with individualised Literacy and Numeracy instruction. With this additional support the identified students were able to achieve their identified individualised learning goals.

School evaluation processes

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

- Consultation with the whole school community, which includes our staff, parents and students.
- The consultation process enabled our school community to identify the school’s strengths and areas in need of improvement.

School Planning 2012-2014:

School Priority 1 - LITERACY

- Innovative use of relevant interactive technologies for learning, teaching and professional learning in literacy.
- Improved student literacy outcomes, especially inferential comprehension (K/6), spelling (3/6), handwriting (3/6) focusing on students in need of assistance.
- To raise performance of our Aboriginal students to match that of non-Aboriginal students.

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Qualitative data shows most students completing all Literacy tasks to the best of their ability.
- Students daily demonstrate an increased knowledge of and ability to correctly use Grammar, Spelling and Punctuation, plus inferential comprehension skills.
- EAFS and L3 data indicates all students achieving personal growth.
- Classroom observations reveal 21st Century technologies are embedded into all students’ daily learning.
• Instructional Leader consults students, parents and teachers to plan and implement PLP’s for at risk students.
• Analyse school based, L3 and NAPLAN assessments to identify group and individual needs in order to guide, develop and implement an effective, relevant teaching and learning program.
• Administer “Best Start” benchmarking to inform teaching. Develop Early Learning Plans and review regularly.
• Employ two School Learning Support Officers to support literacy learning in both classrooms.

School Priority 2 - NUMERACY

• Innovative use of relevant interactive technologies for learning, teaching and professional learning in numeracy.
• Improved student numeracy outcomes, especially problem solving using Newman’s Analysis, money, time, multiplication and division focusing on students in need of assistance.
• To raise performance of our Aboriginal students to match that of non-Aboriginal students.

Outcomes from 2012–2014

Improving levels of numeracy achievement for every student; especially problem solving using Newman’s Analysis, money, time, multiplication and division focusing on students in need of assistance as evidenced by NAPLAN, Best Start and in-school assessment and evaluation data.

Evidence of progress towards outcomes in 2014:

• EAIF and L3 data indicates all students achieving personal growth.
• Qualitative data shows all students confidently completing Numeracy tasks to the best of their ability.
• Students daily demonstrate an increased understanding of how to interpret and solve problems.
• NAPLAN data indicates all Year 3 and 5 students achieved personal growth in Numeracy. All students achieved bands in the range of 4-8.
• Classroom observations reveal 21st Century technologies are embedded into all students’ daily learning.

Strategies to achieve these outcomes in 2014:

• Instructional Leader to develop numeracy Early Learning Plans (K/2) and review regularly.
• Implementation of TEN program across K-2 class.
• “Best Start”, NAPLAN and school based assessment data is analysed by the Learning Support Team to guide the development of the teaching and learning program across the continuum.
• Improve and develop the quality of teaching numeracy through professional learning opportunities and shared reflection at staff meetings.

School Priority 3 – ENGAGEMENT and ATTAINMENT

• Improved “bounce back” and resilient behaviours for all students, especially during learning and play.
• In consultation with parents, staff and students reviewed the effectiveness of our current Good Discipline and Effective Learning Policy incorporating relevant aspects of the “You Can Do It” and “Bravehearts: Ditto” strategies.

Outcomes from 2012–2014

Students are more confident, resilient, cooperative and tolerant.

Evidence of progress towards outcomes in 2014:

• School community indicates the school has a more settled learning environment and the students are happier, more engaged and cooperative.

Strategies to achieve these outcomes in 2014:

• A quality teaching and learning program is the foundation for a happy and safe school.
• Review Good Discipline and Effective Learning Policy and Procedures including Bullying Plan in consultation with parents, staff and students. Ensure parents are informed.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

In 2014 our school carried out evaluation on:

- Mathematics
- School Satisfaction

The responses are presented below.

**Mathematics**

The parents who participated in the school survey indicated that they valued Mathematics.

Most parents were unsure if the school had adequate equipment to teach Mathematics and felt they would like to participate in a workshop to gain additional understanding.

All students indicated Mathematics was an important subject. They reported their teacher planned interesting Maths learning activities and helped them understand Maths concepts. They indicated they enjoyed learning in small groups, learning by playing Maths games and using technology aides eg iPads, Mathletics and computers.

The staff indicated that the school was well resourced. The students were engaged and they enjoyed Maths, and student improvement was evident. All staff agreed that additional professional learning would be required to ensure the successful implementation of the new Mathematics syllabus.

**Parent, Student and Teacher Satisfaction**

The parents who participated in the school survey indicated that they felt welcomed, the school provided a safe, supportive environment and it was catering for their child’s/children’s learning needs. The school’s tone was a friendly happy one and the staff endeavoured to act upon their concerns. They felt their child enjoyed school. Overall they were satisfied with the school.

The Stage 2-3 students indicated they enjoyed school and their teachers helped them achieve their personal best. They felt their teacher cared about their learning and was willing to provide extra help. The students felt it was important to attend school, homework was important and they helped each other learn.

The staff indicated that they felt supported at the school. The school learning environment and tone, was a positive and happier one. The staff identified a need to provide the students with additional enriching sporting and cultural experiences. Plus promote the school to the wider community via the media.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
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.

Shellie Tancred - Principal
Jodie Bishop - Instructional Leader
Julie Petersen - Classroom Teacher
Mary McGuire – SAM
Kay Fletcher - LaST

School contact information
Attunga Primary School
Attunga Street
ATTUNGA 2345
Ph: 67695554
Fax: 67695690
School Code: 1071
Email: attunga-p.school@det.nsw.edu.au
Web: www.attunga-p.schools.nsw.edu.au

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: