Strategic Direction 1
Strong Foundations For Students

Strategic Direction 2
Build Teacher Capacity through Partnerships

Strategic Direction 3
A Dynamic Futures Focused School
Introduction
The Annual Report for 2015 is provided to the community of Attunga PS as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Shellie Tancred
Principal - Relieving

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School background

To build strong student foundations and partnerships, and a dynamic future.

School context
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 as identified in our Vision Statement. 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)

Self-assessment and school achievements

Self-assessment using the School Excellence Framework
This section of the Annual Report outlines the findings from self-assessment using the Schools Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school briefly reviewed and discussed the Schools Excellence Framework and the school’s current progress across the Learning, Teaching and Leading domains. The purpose was to identify evidence and embed this evidence into a website, which would track the school’s progress over the 5 years.

Learning Domain - The focus was on Curriculum and Learning, Assessment and Reporting and Learning Culture, at the level of “delivering”.

In Curriculum and Learning, Differentiated Curriculum Delivery (Strategic Direction 1 & 2) was the main focus.
To build staff capacity, planning sessions centered on differentiated strategies, classroom management, student groupings to support the TEN, the Daily 5 and L3 (adapted) programs.
In Assessment and Reporting, Assessment Data, Informed Parents and Student Reports were the main areas. As a result, the K-2 Assessment Data was collated every 5 weeks and analysed, to inform future learning, and target intervention students. All K-2 students were tracked along the Lit/Num continuums, with Y3-6 students being tracked in only 8 areas of these continuums. Standardised testing occurred in June and November and student progress was recorded in a data base. Throughout the year only a few examples of Assessment as Learning was evidenced. Qualitative data was continuously collated by all staff members and discussed daily, which deepened staffs knowledge and developed consistency of delivery.

In the area of Informed Parents, a concerted effort was made to keep parents informed through regular, informal chats, formal Parent-Teacher meetings, texts/phone calls/emails. Parents were encouraged to seek advice, ask questions and be involved in their child/children’s education through an “open door” policy, transparency and the school’s friendly welcoming staff - no question was “off limits”. (Strategic Direction 3)

In the area of Student Reports, each semester the report format was reviewed and modified to reflect currency, clarity and understandability. Reports were distributed to parents via interviews, which enabled the teacher to explain the report format and student progress. (Strategic Direction 3)

**Teaching Domain** - The focus was on Effective Classroom Practice, Data Skills and Use, Collaborative Practice and Learning and Development at the level of “delivering”.

In the area of Effective Classroom Practice, all staff regularly reviewed and revised teaching and learning programs. Previous learning content was reviewed and teachers ensured their classes were well managed and students were productively engaged in learning. Strategies to achieve this were driven by Strategic Directions 1 & 2.

In the area of Data Skills and Use and Collaborative Practice, strategies identified in Strategic Directions 1 & 2 were the driving force that ensured Attunga PS “delivered” in this area.

In the area of Learning and Development, the milestones in Strategic Directions 1 & 2 identified the school’s progress. In 2016, laying the foundations of Succession Planning, supported with building staff capacity will be pivotal.

**Leading Domain** - The focus was on Leadership at the level of “delivering”.

In the area of Leadership, Strategic Direction 3 informed the school’s direction. The school achieved an excellent rapport with the school community and explored fresh, new opportunities to engage with the community. As a result, the school successfully applied for the School Chaplaincy program, to support the building of positive connections between the school and home, and support student learning. New families were canvassed and welcomed into our community, which led to the 2016 enrolment target being surpassed.

Extremely positive partnerships, with the Aboriginal Community and 3 local schools, were forged through the successful application of a “Community of Schools Projects supporting Aboriginal Education” grant. This grant ($25,000) will embed authentic learning practices into learning plus support and nurture the educational needs of Aboriginal students. All students will gain a deeper appreciation of the local traditional culture, language and connection to the land.
Strategic Direction 1

Strong Foundations For Students

Purpose
- To ensure our students are successful, self-directed 21st Century learners.
- To achieve this our students need to be literate, numerate, confident, creative, co-operative and resilient.

Overall summary of progress
Positive progress - All students achieved their personal growth.
In 2015 all students have become confident and creative learners and increased their resilience.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> All K-2 students to achieve personal targeted, growth along the Literacy and Numeracy continuums.</td>
<td>In 2015 positive student growth occurred, which has increased their ability to be literate, numerate and confident, which was a direct result of: 1. Individual Learning plans developed, with targeted students identified for additional learning support (Tier 2/Last, Y3-6 support teacher). SLSOs were employed to provide additional classroom support. 2. Student progress was tracked along Lit/Num continuums and reported to parents during Parent-Teacher meetings and in Semester Student Reports. 3. Students being successfully introduced to “I Can” statements, self-monitoring, success criteria, WALT-WILF. 4. Increased staff capacity through their participation in L3, TEN, Daily 5, understanding the continuums and differentiation training. Plus, instructional leadership training meetings, EAFS review meetings, new curriculum staff meetings and SDDs. 5. Additional resources were purchased - rich texts, stage readers, problem solving resources and hands on Maths resources.</td>
<td>$72,981.26 - from 1. RAM Equity Loading for Aboriginal Background, 2. RAM Equity Loading for Low Adjustment for Disability 3. RAM Equity Loading for Socio-economic Background 4. RAM Location Loading 5. TPL 6. Computer Co-od Allocation 7. Literacy&amp;Numeracy 8. EAFS Intervention Allocation 9. General Operations Grant 10. Short Term Casual Relief 11. Special Factors Loading</td>
</tr>
<tr>
<td><strong>B.</strong> All Year 3-6 students to achieve personal growth in Comprehension, with an emphasis on inferential and interpretative questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> All Year 3-6 students to achieve personal growth in all aspects of Numeracy, with an emphasis on Problem Solving.</td>
<td></td>
<td></td>
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</tbody>
</table>

Next steps
- A K-6 focus in Comprehension, Writing and Spelling.
- Provide explicit teaching, with targeted individual learning support for identified students and a focus on NAPLAN style questions in Term 1 for Y3-6 students.
- To ensure consistency of differentiation and creativity exists between both classes with peer observations, peer programming and reviews to occur.
- For all staff to own and drive student learning, best teaching and learning practices, and their professional learning journey.
Strategic Direction 1

- For all staff to articulate Strategic Directions and School Plan.
- For all teachers to understand the Teaching Standards & SEF. Evidence of these will be gathered by all staff.
Strategic Direction 2

Build Teacher Capacity through Partnerships

Purpose
To ensure our students are successful, self-directed 21st Century learners.
To ensure this:
- Attunga PS staff will be engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.
- Staff will develop their understanding of the Australian Teacher Performance Framework and ability to set professional learning goals, and identify their PL needs.
- Attunga PS will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress
Moderate progress - On track to achieve our 3 year target.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher capacity developed through ongoing, relevant and evidence based professional learning, Performance and Development Framework, mentor roles and team teaching. This will be evidenced in the teachers’ Professional Development Frameworks.</td>
<td>At the end of 2015 staff demonstrated a richer, professional dialogue when discussing PLAN data, EAFS initiatives, the Lit/Num continuums and student learning. Staff Development days and meetings focused on building staff capacity in the English, Maths, Science and History syllabus. Additional support is still required to deepen staff’s understanding of the syllabus, programming, resourcing and unit writing. A staff meeting reviewed the Performance and Development Framework and two professional goals were developed by all teaching staff members. Staff Professional diaries were to be developed, to successfully track staff professional learning, however the diaries weren’t developed. A staff meeting reviewed The Teacher Professional Standards and again additional work is required.</td>
<td>$5,500 - from 1. EAFS Training and Innovation grants 2. TPL funds</td>
</tr>
</tbody>
</table>

Next steps
- For all staff to own and drive student learning, and their professional learning journey.
- Professional diaries will be used and correlated to the standards.
- All teaching staff will be responsible for collating evidence that supports the SEF
- All staff to understand School Plan, to articulate it and both the Principal and SAM use it as a budgeting tool, until the implementation of LMBR.
A Dynamic Futures Focused School

Purpose
- To create a dynamic, future focused school with a strong home-school-community partnership, which collectively develops the shared dynamic vision.
- To build a culture that recognises Attunga PS as a school of excellence that leads the way in individualised learning and 21st Century pedagogies.
- To recognise Attunga PS as the “first school of choice”.

Overall summary of progress
Excellent progress!

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a dynamic school by:</td>
<td></td>
<td>$12,5000 - from 1. RAM Equity Loading for Socio-economic Background</td>
</tr>
<tr>
<td>- Increasing school profile in media through the rigorous promotion of school activities.</td>
<td>The school eclipsed student enrolment target with 32 enrolments for 2016 - “Attunga is first choice”. Highly positive feedback from the wider community was received about our “School News”, which appeared in the Manilla Express and Daily Leader. The information booklet was completed, embedded onto the website and 2 prospective families requested a printed copy. Click Information booklet to view. The school endeavoured to create an attractive and stimulating physical environment that supported learning, developed collaborative skills and independent learning. This was achieved by implementing a Kitchen-Garden program featuring attractive garden beds that beautified the school and the acquisition of a $3500 NSW Environmental Trust grant to further this program. A Bush Tucker garden was achieved through a Community Schools grant. Collaborative style furniture was purchased for the K-2 room, which will broaden 21st century learning practices. Plus a vibrant, outside learning space was created, that will enrich the Literacy and Numeracy programs for our creative 21st century students.</td>
<td>1. 90% of families attended the Annual Presentation assembly, which celebrated all students’ achievement. 2. 80% of families attended the community ANZAC Service and Easter Hat Parade. But only 3 families attended the IL run parent workshop on the 9.9.15. 3. Three families volunteered to help with cooking. 4. Six families volunteer to transport students on excursions. 5. 80% of families attended the Athletics Carnival.</td>
</tr>
<tr>
<td>School explores additional opportunities to engage school community in a wide variety of activities.</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

Resources

1. RAM Equity Loading for Socio-economic Background
Strategic Direction 3

6. Two families regularly attended the Thursday morning Mothers’ group.
7. The milestone of 90% of families to provide Term 4 school analysis feedback wasn’t achieved. Instead, approximately 50% of families responded, who were all highly supportive and positive of the school and its practices.

Next steps

- Continue the positive media promotion of the school and its innovative practices.
- Strengthen school networks through Community of Schools grants, small schools curriculum planning, student enrichment activities and Kitchen-Garden program/grant.
- Continue to explore creative initiatives to engage the school community in school activities.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**           | **Strategic Direction 1** - Semester 1 funding: All students have PLPs that are developed by the LaST. The school will provide resources and programs to ensure all Aboriginal students achieve their personalised goals. Excursions will be subsidised to ensure 100% participation. All Aboriginal students will achieve personal growth, equal or better to non-Aboriginal students. | Semester 1: $1,056  
Semester 2: $1,056 (unallocated) |
| **Socio-economic funding**                  | **Strategic Direction 1** - Semester 1 funding:  
To support student learning by employing a K-2 SLSO and a 3-6 SLSO for 6hrs each a week for 40 weeks.  
The SLSOs provided additional learning support for targeted students.  
Highly successful.  
**Strategic Direction 3** - Semester 2 funding ($3000)  
Purchase Literacy/Numeracy resources for the K-2 room.  
Highly successful. | Semester 1: $15,673.00  
Semester 2: $15,673.00 |
| **Low level adjustment for disability funding** | **Strategic Direction 1** - Semester 1 funding:  
This funding helped to employ an additional teacher in Terms 3&4, who provided support for targeted Y3-6 students in Literacy and Numeracy.  
Highly successful. | Semester 1: $1,854.50  
Semester 2: $1,854.50 (unallocated) |
| **Other school focus areas**                | **Strategic Direction 1** - 2015 funding:  
This funding employed the LaST in Terms 3 and 4. The LaST provided targeted support for K-2 tiered students. The funding also assisted in the purchase of K-2 readers, and funded the planning days for the IL and K-2 teacher. As a result, all EAFS milestones were achieved except for the Y2 writing target. However, the Y2 students achieved personal growth in writing.  
Highly successful. | 2015 Funding: $17,182 |
Mandatory and optional reporting requirements

**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**

![Enrolments chart]

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
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<tr>
<td>2012</td>
<td></td>
<td></td>
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<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>QTSS Release</td>
<td>0.01</td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.446</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Attunga PS has one staff member who proudly identifies as Aboriginal.

**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>Undergraduate degree or diploma</td>
<td>66%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2015, no teachers at Attunga PS participated in the Teacher Accreditation program.

Significant amounts of professional learning were undertaken by Attunga PS staff in 2015. The school’s main focus was building teacher capacity in Literacy and Numeracy, Teacher Standards, Professional Development Framework and the understanding of and successful implementation of the new syllabus.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73134.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>62623.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63488.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3733.55</td>
</tr>
<tr>
<td>Interest</td>
<td>2447.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2582.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>208010.87</td>
</tr>
</tbody>
</table>

| **Expenditure**           |           |
| Teaching & learning       | 14757.58  |
| Key learning areas        |           |
| Excursions                | 3255.93   |
| Extracurricular dissections| 2557.20   |
| Library                   | 443.41    |
| Training & development    | 280.00    |
| Tied funds                | 71496.64  |
| Casual relief teachers    | 73.97     |
| Administration & office   | 8097.22   |
| School-operated canteen   | 0.00      |
| Utilities                 | 5926.37   |
| Maintenance               | 5699.86   |
| Trust accounts            | 3118.65   |
| Capital programs          | 0.00      |
| **Total expenditure**     | 115706.83 |

**Balance carried forward** 92304.04

School performance

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.

Attunga PS had less than ten students that participated in NAPLAN testing. Due to privacy legislation ten or more students must complete the NAPLAN to enable the results to be reported publicly.

However, by visiting My School website it will provide additional information about Attunga PS.

Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The focus for 2015 was the school’s Maths and Sports Programs, school satisfaction and Science which will be a focus for 2016.

**Parent satisfaction** - 2015 annual school assessment data indicates 95% of the parent’s total responses were extremely positive. They believed that learning was encouraged, students’ learning needs were catered for, positive relationships nurtured, concerns acted upon, their child/children enjoyed school and achieved personal growth. They believed that their child/children had enjoyed success in Maths. Their child/children also enjoyed the sporting/pe activities and the wider range of sporting equipment/activities that were offered in 2015.

**Student satisfaction** - Analysis of the 2015 annual assessment student data indicates 90% of the students indicated they enjoyed school and learning. They believed that Attunga PS is a happy school, their teachers help them to learn and their learning activities were interesting. All students enjoyed Science, they thought Science was an important subject and would like to do more Science activities. Most students enjoyed learning in groups as well as by themselves.

**Teacher satisfaction** - Discussions with the staff indicated that the school had a positive, happy, supportive learning environment and the needs of
the students were catered for. In 2015 the students achieved personal academic growth, were more confident, creative and slightly more resilient. Writing, spelling, comprehension should be a focus/target for 2016. Staff felt that TEN training, and the additional Maths resources had strengthened the school’s Maths program, and the students were achieving positive growth in Maths. Problem solving, especially in the Y3-6 class, required further development. The teaching staff recognised the importance of professional learning and felt their professional learning needs were being accommodated. The staff felt valued and supported in their various roles.

Policy requirements
Aboriginal education
In Term 2’s Staff Development Day, the school’s teaching staff, participated in an authentic professional learning experience, when they combined with Oxley Vale PS staff for a Gomeroi Cultural Day.

This was the catalyst to successfully applying for a Community Group of Schools Grant ($25,000) which aims to build a deep, genuine connection to country and the local Aboriginal community, plus an understanding of the local Indigenous language and culture. As a result, all stakeholders have built partnerships with their local Aboriginal communities, shared their learning journeys with each other, with combined activities planned for 2016. (Woolomin PS, Somerton PS, Oxley Vale PS and Attunga PS).

Attunga PS visited Oxley Vale PS in Term 3 to learn about their Sorry Gardens and their Aboriginal Education program. Uncle Neville Sampson, Gomeroi elder, explained the significance of the Sorry Garden and the different type of indigenous plants in the gardens.

From this, Attunga PS established a genuine partnership with Gomeroi Elder Uncle Neville, who assisted our students to create their own Bush Tucker garden. Uncle Neville helped the students to design the garden layout and plant the Bush Tucker plants. In the middle of the garden is a quinine plant, which is a healing plant. This journey is evidenced here - Bush Tucker Garden. Attunga PS is looking forward to learning more about the Gomeroi culture in 2016.

Multicultural education and anti-racism
Multicultural education continued to be integrated into the student’s learning. As a result the students developed an awareness of differences between cultures, religions and customs from their studies of Asian cultures (China & Japan), rich English texts and the celebration of cultural days (St Patrick’s Day, Chinese New Year, Harmony Day). In addition students studied aspects of multiculturalism through cooking and discussions about food.

Attunga PS’s Anti-Racism support person ensured that any racist issues were effectively dealt with. However, no issues arose in 2015.

Environmental education and sustainability.
Environmental education and sustainability initiatives included:
- establishing student gardens (vegetable, succulent, vertical). The students were involved in the design process, the physical construction and planting of the gardens. These activities enriched the student’s literacy and numeracy programs.
- establishing a simple, recycling system of school waste, which is organised and monitored by the Y3-6 students.
- Successfully applying for a NSW Environmental Trust Grant of $3500 which will further assist the school’s Kitchen - Garden program. To view the students’ enthusiasm for this program click!
- Participating in a “Kids Teaching Kids” Day which was organised by Tamworth East Public School and had an environmental theme. The Tamworth East PS students “taught” our students about butterflies, frogs, the Bell turtle and bats. Our Y3-6 students were engaged in hands on Science and craft activities. The “Kids Teaching Kids” Day was a very rewarding experience for both the presenters and participants.

Arts and Sport
2015 Art and Sport initiatives included:
- Participating in 2 video conferences which allowed the Y3-6 students to share their artworks with other schools.
- Exhibiting artworks in the Currububula Art Show. Three students achieved ribbon awards and the Y3-6 student’s wire sculptors achieved a highly commended.
- Participating in an Art Appreciation workshop called “Art In a Suitcase” which was organised by New England Regional Art Gallery.
- Four talented Y3-6 students participated in an Art workshop which was organised by Tamworth Regional Art Gallery.

- A wide variety of engaging sports equipment was purchased to positively promote physical activity and improve the students’ skills.

- A staff member participated in Fundamental Movement skills training to enable these skills to be embedded into our students’ learning.

- Students experienced a wider variety of sporting opportunities with students from other schools. These opportunities included tennis, hockey, netball, cricket, swimming and athletics.

**Connecting with other schools**

Opportunities to connect with and build relationships with students from other schools:
- Somerton PS through Healthy Harold, the CSIRO Ag Week day, Life Education, Questacon workshop, Bush Dance, Combined Year 6 Farewell
- Manilla Central and the Born To Read day
- Tamworth East PS - Kids Teaching Kids
- Small school sporting days

**Chaplaincy Program**

In 2015 Attunga PS successfully applied for the School Chaplaincy program which will commence in 2016. The aim of this program is to build positive connections between the school and home. This program will provide an additional $60,000 over 3 years to support learning at Attunga PS.