

Coniston Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Coniston Public School** 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.

Mrs Karen Brown

Principal

School contact details

Coniston Public School

Auburn St

Coniston, 2500

www.coniston-p.schools.nsw.edu.au

coniston-p.School@det.nsw.edu.au

4229 1117

Message from the Principal

Coniston Public School is committed to providing a quality education for all students in a caring and supportive environment. As a community, we work collaboratively to exceed expectations across learning, engagement and wellbeing.

Our school vision is amplified by the many, diverse school programs and the outstanding commitment of the entire school community. Together we aspire to excellence in all that we do and this can be seen in the many achievements from within our school, our competitive external results and the connections across our Keira Community of Schools network.

Our key focus areas of literacy and numeracy permeate every aspect of learning to equip students with the foundational skills required for ongoing, future success. A consistency of approach across our classes ensures that contemporary practices and currency of methodologies drive programs that are differentiated to meet diverse student learners.

A highly supportive and active parent body works in consultation and partnership with our school to maximise participation and promote an inclusive school culture. Their tireless work and contributions can be seen in every corner of the school, from the permaculture garden to the resources in classrooms and services provided to students and their families. Throughout the year, many events are scheduled and are very well-attended, inviting highly positive feedback.

I am filled with a sense of pride and honour to be leading Coniston Public School and look forward to our future endeavours as we strive to meet the challenges and opportunities presented to us. Whatever we do, we aim to do well. Into the future, we will grow our strengths and continue to set our sights high!

Mrs Karen Brown

Principal, Coniston Public School

Message from the school community

The Coniston Public School P&C Association is a small group of parents, teachers and community members whose sole focus is to provide support to the school through various fundraising and community–building events. In 2017, two meetings were held each term with an average of 10 members attending. It was great to see the committee growing in numbers, welcoming Kindergarten families, as well as teachers from Auburn Street Unit. I would like to thank everyone involved in giving up their personal time to help in growing the school.

The P&C year kicked off with the welcome to school barbecue, followed by various events and fundraising activities such as the Bunnings barbecues, election barbecues, cake stalls, Mothers' and Fathers' Day stalls, Easter raffle and pie drives. The P&C Association was also able to support the school, providing panel representatives for after school care provider selection, holding a working bee and providing gardening buddies. Through the hard work of all of our volunteers we have raised much needed funds for our school community.

The CPS P&C Association continues to work towards a vision of providing new outdoor seating for the students. This year the CPS P&C Association had suitable areas surveyed and are in the process of drawing up concept ideas. We are working in with CPS to develop exciting concepts going forward into 2018.

Once again, I would sincerely like to thank all the members of the P&C committee for all their work in 2017. It has been a fulfilling and enjoyable year. Thank you also to the numerous parents and carers who volunteered their time and energy to support P&C events this year.

Melinda Stocker

P&C President

Message from the students

Year 6 have had a sensational year. Each and every student has contributed so much to the school, but mostly to each other. All students have contributed to make this school a happy and lovely place so that all may be proud of it. It is such an honour to be finishing our primary school lives as School Captains knowing that we have played our part in such a huge role. We have had so many incredible experiences; catching a rip at Sandon Point Beach and also getting to go to Jamberoo. There have been many events at school this year organised by the teachers and P&C. We would like to wish our school community all the best for 2018 and hope that the students will follow proudly in our footsteps.

Manuela Piljevic and Anthony Mitreski–Dimovski

School Captains 2017

School background

School vision statement

Our vision

Coniston Public School seeks to make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education.

Our commitment

Our commitment to customer service is underpinned by the Department of Education (DoE) values including fairness, respect, integrity and responsibility.

We aim to design and deliver flexible, innovative and reliable services, which meet and exceed our community's expectations.

The DoE has a vision for a vibrant and dynamic NSW, where highly skilled and educated people achieve their potential, build social and economic prosperity, participate in activities that contribute to their wellbeing, and contribute as informed citizens.

In working towards this vision, all staff in our school have a role to play. This may be through providing experiences that inspire and facilitate teaching and learning, or working to engage and support our community.

The values that underpin our work include fairness, respect, integrity and responsibility. In providing excellent customer service we also aim to be flexible, innovative and reliable.

School context

Coniston Public School holds high academic, social and welfare expectations and has a proud history of academic achievement, tolerance and cooperation amongst its highly diverse student body. It is a unique multicultural school with approximately 56% of families from a non-English speaking background represented by 26 different cultural groups. Increasing numbers of families from refugee status (Burmese and Arabic) have been a feature over the past three years.

The school has 7 regular classes and 3 special education (Emotional Disturbance) classes at Auburn Street Unit, located on the same school site. Cultural harmony is seen as a significant factor in the success of the school with cultural cohesion a showpiece for our wider community. The school has a culture of acceptance, cooperation and warm friendship which forms the core of the school values with teachers, parents and the community working cooperatively as a single, unified group. A dedicated Parents and Citizens Association works tirelessly to improve school success with links to many local businesses, community groups and the University of Wollongong. Dedicated staff use a balance of traditional and innovative approaches to ensure the needs of each individual are differentiated, carefully considered, accommodated and adjusted. Quality programs are then implemented catering for student strengths and needs using contemporary methodology that links to the Australian Curriculum.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the **Learning** domain, Coniston PS is:

- **Sustaining and growing** a learning culture to build educational aspiration and ongoing performance improvement.
- **Sustaining and growing** a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- **Sustaining and growing** an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning, responsive to the needs of all students.
- **Delivering** consistent, school-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum.
- **Sustaining and growing** performance levels on internal and external school performance measures.

In the **Teaching** domain, Coniston PS is:

- **Delivering** a commitment to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.
- **Delivering**, with regard to student assessment data being regularly used school-wide to identify student achievement and progress, and inform future school directions.
- **Delivering** explicit systems for collaboration and feedback to sustain quality teaching practice.
- **Sustaining and growing** professional learning aligned with the school plan, and its impact on the quality of teaching student learning outcomes is evaluated.
- **Delivering** personal responsibility for maintaining and developing professional teaching practices.

In the **Leading** domain, Coniston PS is:

- **Sustaining and growing** a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.
- **Delivering** a school plan that is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.
- **Delivering** in ensuring resources are strategically used to achieve improved student outcomes.
- **Delivering** in managing systems, structures and processes that underpin school improvement and the professional effectiveness of all school members.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Successful Students

Purpose

Empowering ALL students to be successful, creative and active partners in learning.

To challenge and support all students through a meaningful, relevant and engaging curriculum that connects with real world experiences. This learning will equip students with the knowledge and skills required to be active, creative and informed citizens. Deep teacher knowledge will ensure that every student meets or exceeds their potential in a safe and supportive school and community environment.

'Learning is the new skill. Imagination, creation and asking new questions are at its core'. (Sugata Mitra)

Overall summary of progress

An engaging whole-school focus on student learning where all students have access to an authentic, relevant and meaningful curriculum is connected with real world experiences and aligned to NSW syllabuses and the ever-changing demands of future-focused knowledge and skills. Teaching and learning programs are informed by the development of systematic data collections for reading and writing and reflective analysis by all staff. An assessment matrix has been developed and refined, incorporating educational tools including Best Start and PLAN.

This year, curriculum teams were formed and surveys of current practice undertaken in English, Mathematics and Science. As a result the English Scope and Sequence was reviewed and a new version trialled throughout Term 3 and 4. Further, the development of a new Mathematics Scope and Sequence, ready for implementation in 2018 was designed. SOLE and STEAM pedagogies were implemented across all classes with an instructional leader, culminating in a whole school Science Day. The exploration and trial of robotics and coding resources has resulted in teachers and students being engaged in new technologies across curriculum areas. A plan for the implementation of a *Bring Your Own Technology* program (BYOT) was designed and presented to parents across 3 classes and a pilot took place in Term 4. The pilot has informed our plans moving forward, ready for full implementation in 2018. Our *Ganugan* Garden has grown in its conception with a specialist teacher linking learning to literacy and numeracy K–6, from the process of planting, harvesting, cooking and selling of excess produce in our school community.

Across our school, a Wellbeing Coordinator has reviewed and designed programs, supporting staff and students, with alignment to the Wellbeing Framework. Teachers have engaged in professional learning and accessed support to enhance and develop wellbeing processes and practices including SMART goals, PLASST, collaborative planning processes, Positive Behaviour for Learning (PBL), and the implementation of wellbeing programs including EdYOUtopia, Bounce Back, and Rock and Water. School-wide processes and systems to support our students with additional learning needs, aligned with a comprehensive timeline monitor student achievement through identifying, developing and reviewing students' Individual Learning Plans and Personalised Learning through early intervention and strategic placement of resources and personnel. A review and restructure of our whole school award system took place and a refined system implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 5%, the number of students K–6 rated as achieving their year appropriate cluster or better for literacy and numeracy achievement, as measured through PLAN and SENTRAL;	Literacy and Numeracy Funding \$5,600 <ul style="list-style-type: none">• Reading Eggs and Mathletics digital subscriptions. Teaching and Learning – \$14,000 (Educational Delivery) Reading Recovery – \$55,511 See also, 'Key Funding Initiatives' – Equity Loadings for program	The Literacy and Numeracy Continuums are used to track, monitor and evaluate performance. Literacy As measured on the Literacy Continuum, in the aspect of 'Reading Texts': <ul style="list-style-type: none">• 60% of Kindergarten students met or exceeded cluster expectation• 76% of Year 1 students met or exceeded cluster expectation;• 92% of Year 2 students met or exceeded cluster expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 5%, the number of students K–6 rated as achieving their year appropriate cluster or better for literacy and numeracy achievement, as measured through PLAN and SENTRAL;	funding.	<p>Numeracy</p> <p>As measured on the Numeracy Continuum, the following results were achieved:</p> <ul style="list-style-type: none"> • 100% of Kindergarten students were at or above perceptual counting; • 88% of Year 1 students were at or above figurative counting; • 88% of Year 2 students were at or above counting on/back.
Every student has appropriate, visible learning goals with a focus on writing, and is used as the basis for effective student feedback.	<p>Teaching and Learning – \$4,000 (Educational Delivery)</p> <p>Professional Learning – \$15,465 (Spread across SD1–3).</p>	<p>Whole–school review and redesign of school–based scope and sequence in English and Mathematics, ready for implementation in 2018.</p> <p>All staff undertook action research throughout 2017 to embed formative assessment techniques into classroom practice through the 'Beyond 0.4' project.</p> <p>Personalised learning goals, feedback and reflection were visible in the classroom environment, teaching programs and action plans.</p> <p>Collaborative stage planning and meeting structures focussed on assessment for/as/of learning, tracking the individual progress of every student through the use of student–friendly rubrics and explicit success criteria.</p> <p>Learning and Support personnel adopted a new programming structure focussed on SMART goals in consultation with class teachers. Flexible modes of support delivery ensured students made significant progress towards intended goals</p>
Increase student access and engagement with technology as a tool to support learning across areas of learning.	<p>Computer Coordinator and hardware/software \$10,376</p> <p>University of Adelaide – Lending Library – human resources.</p>	<p>'Bring Your Own Technology' (BYOT) was successfully piloted across 3 classes. Increasing numbers of devices have complemented classroom programs and facilitated greater future–focused learning skills and personalised learning opportunities.</p> <p>Instructional leadership, afforded through QTSS funding, provided in–class technology demonstration lessons and support to effectively utilise products and applications to the learning context, (including multi–modal presentations, coding, robotics and G–Suite).</p> <p>'Coding Cave' operated during most lunch times, offering students opportunities to further explore videography, coding, prodigy and self–selected tasks.</p>

Next Steps

In 2018, our next steps include:

- Full implementation and evaluation of the Coniston Public School English and Mathematics Scopes and Sequences.
- Refine whole school literacy data collection K–6, which will narrow the teaching and learning cycle and reflect data–driven practice.

- Create a whole school numeracy data collection system K–6, reinforced by collaborative team planning and decision making.
- Further implementation and resources purchased for SOLE/STEAM, promoting inquiry-based learning.
- Full implementation of BYOT for Years 4–6.
- Create further links with Ganugan, our permaculture garden, across Literacy, Numeracy and Science and Technology linked with cross curriculum priorities; sustainability and work and enterprise.

Strategic Direction 2

Quality Teachers

Purpose

Quality teachers committed to developing the skills and talents of EVERY student in our care.

To nurture a culture of continuous school improvement through the development of high quality teachers in EVERY classroom. Teacher learning is enhanced through focussed, personalised professional learning where innovation is valued. Our staff will maintain and develop contemporary knowledge, informed by evidence and research based practices, enhanced through extensive educational and community networks.

'We improve, not because we are not good enough, but because we can be even better'. (Dylan Wiliam)

Overall summary of progress

The continued improvement of our teachers is 'not because they are not good enough, but because they can be even better.' At Coniston Public School we strive to provide the highest standard of education for our students through the quality of our teachers.

In 2017 all staff consolidated their professional growth aligned to the Australian Professional Standards for Teachers, in conjunction with the Performance and Development Framework. The growth goals were achieved through targeted professional learning contextual to our school, students and community. Regular professional learning sessions, including classroom observations, supported the school's priorities.

An assessment and reporting matrix, aligned with the Early Action for Success protocols, was developed and implemented to support consistency across stages, including the use of formative assessment practices currently in all classrooms. Data was collected using PLAN/Sentral and analysed to identify future learning needs. As a result of collected data, all staff were trained through the 'writing in the middle years' program, which was identified as an area of need for students.

With the Department of Education providing access to G– Suite, staff have enhanced their collaborative practices in and out of the classrooms. Staff engaged in collaborative personalised action research, incorporating formative assessment techniques, to enhance student outcomes.

Community partnerships with our Community of Schools and the University of Wollongong extended the learning of students in literacy and numeracy linked in with 'Ganugan': Coniston's permaculture garden. Authentic links with local preschools and high schools has also ensured quality transition to support all students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Distributed leadership practices result in all staff having defined roles, responsibilities and opportunities to be leading learners.	Professional Learning – \$15,465 (Spread across SD1–3). Conferences, induction, training and development, resources and in–school learning.	100% of staff have a Performance and Development Plan (PDP) aligned to the Australian Professional Standards for Teachers. Ongoing coaching and mentoring complements professional learning and support networks, resulting in all staff making measurable and evidenced progress towards personalised goals. Distributed roles and responsibilities across all staff build capacity and diversify skills. All members of the school community undertake roles of leadership across all contexts of learning and administration. Comprehensive and responsive professional learning is scoped across the year to meet whole–school priorities and the needs of staff at varied career stages. School–based learning and engagement in external networks build and share expertise across our learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Measurable impact is observed across all classes, with a focus on Reading, Writing and Numeracy.</p>	<p>Data monitoring, analysis and planning \$8,000</p> <p>Collaborative stage-planning days – Terms 1–4. Casual relief \$11,000.</p> <p>Executive release – costs absorbed through supplementary staffing allocation.</p>	<p>Evidence-based research continues to underpin professional practice, with a focus on William, Hattie and the 'Centre for Education Statistics and Evaluation' publications. Contextually relevant models of classroom practice continue to evolve through ongoing team collaboration.</p> <p>Consistency of teacher judgement has been a focus through the development of more systematic stage-based assessment protocols. Greater use of data for planning better reflects the needs of the diverse learning community.</p> <p>Regular school-based data capture protocols, reviewed through the Learning and Support Team (LST), seek early identification of students 'at risk' in their learning to design and deliver effective intervention.</p>
<p>All staff are active contributors to personalised learning pathways and contribute to professional learning networks, internal and external to the school context.</p>	<p>Professional Learning – \$15,465 (Spread across SD1–3).</p>	<p>Active membership within our Keira Community of Schools, created opportunities for teachers to collaborate beyond school borders. Significant student programs, teacher learning and transition position our students well within the broader educational context for life-long learning.</p> <p>Teacher self-selected learning through our school-based 'Beyond 0.4' project has promoted innovation in teacher practice and challenged all staff to seek solutions to contextual challenges. Celebration of new learning through collaboration spaces has consolidated and shared newly acquired knowledge and problems of practice.</p> <p>All staff invest in broader educational networks reflective of their role and position. These opportunities enable depth and breadth of knowledge to flourish within our smaller school setting.</p>

Next Steps

In 2018, our next steps include:

- Continued personalised professional learning aligned with the Professional Standards for Teachers. All staff will be monitoring and tracking their professional learning in accordance with the maintenance phase of the accreditation process.
- The learning sprints process fostered through 'Agile Leadership' will be utilised to support deep change in current classroom practices. This will be supportive of the schools priorities for 2018.
- Targeted professional learning around data analysis will further support consistent teacher judgement protocols. This will build upon the assessment and reporting matrix implemented in 2017.
- Action research will support and develop teachers skills in providing new ways of learning for students.

Strategic Direction 3

Systems Leadership

Purpose

Effective leadership fostering a school-wide culture of high expectations and shared responsibility.

To maintain and strengthen our focus on future and student-centred systemic priorities and reforms within the context of our school. Strong community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and community support systems. Organisational systems level processes and strategic, innovative use of resources will result in continued whole school improvement.

'Vision is important but it must rest on evidence'. (Stephen Dinham).

Overall summary of progress

A focus on systems leadership has strengthened our commitment to continuous improvement and is driven by our school's vision to have an outstanding impact on our students through quality teaching and leadership in education.

Our school-wide policies have undergone review and been updated to reflect broader educational policies and priorities. The school excellence framework and a range of evaluative tools have been used to elicit feedback, analyse data and reflect on our progress, maintaining currency and progress for our diverse learning community. Alignment and strategic use of flexible funding sources have been employed to maximise staffing expertise and resources to support learning, innovation and the physical environment.

Distributed leadership roles have ensured that all staff have opportunities to further develop knowledge and skills, linked to practice. School-based learning is contextual to our school's needs and is flexible to meet varied stages of career development. Access to regional and state networking opportunities have increased involvement to engage in research-driven innovation. Instructional leadership roles have shared expertise, particularly in technology, to build the capacity and confidence of staff in this area.

As a school, we value the contributions of all stakeholders. In 2017, we have strengthened consultative processes to seek wider views from our community, representative of our diverse nature. Mixed modes of feedback, forums and surveys have been utilised with pleasing results. Our community is well represented and increased opportunities for meaningful school involvement is evident throughout the year. Active partnerships support student learning, engagement and wellbeing. This is evident through key transition programs, personalised planning for support and inter-agency contacts. High expectations, matched with challenging learning goals, have helped to create a culture of inclusion, success and perseverance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent satisfaction surveys reveal high satisfaction across all aspects of our school.	School Planning \$4,000 Community Engagement \$3,000 Communication and advertising \$2,500.	Tell Them From Me parent survey results reveal a high level of satisfaction across all seven aspects surveyed. All school averages were above NSW government norms. Appreciative inquiry with our parent body values the school's committed teaching staff, the opportunities provided for our students and the sense of community. Directions for the future, based on feedback, includes greater parent involvement in learning and building on our sustainable learning through 'Ganugan', our permaculture garden. Regular, informal feedback from our community indicates that school staff are approachable, responsive to feedback and work in partnership with parents/carers. Review meetings and interviews are well attended and provide multidisciplinary support to our students as

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent satisfaction surveys reveal high satisfaction across all aspects of our school.		required.
The school's facilities are utilised in flexible ways and are accessible by local community and cultural groups.	<p>Playground upgrade \$30,000 (funding to be used in 2018 upon completion of consultation and project management).</p> <p>Income is derived from the communities use of facilities.</p>	<p>School playground planning is underway, with consultation and concept plans available for viewing and feedback.</p> <p>A range of community groups utilise the school's facilities during school hours and after school, providing additional revenue for the school, resources and facilities. These include:</p> <ul style="list-style-type: none"> • Multicultural Playgroup, • Totally Tumbling, • Macedonian Community Language class, • CAMP – Out of School Hours care service. <p>Having these services available locally is seen as a positive opportunity for our students and community.</p>
Increasing numbers of parents/carers are involved in supporting the school and its students. This is echoed in survey data collection.	<p>Transition P–K, 6–7, Support Class – \$6,000.</p> <p>Permaculture Garden – \$5,000.</p> <p>Extra–curricular – \$5,000</p> <p>(See also, Key Initiative Funding programs).</p>	<p>Calendar events are well–supported throughout the year and promote inclusivity for our multicultural community. At many events, we reach venue capacity.</p> <p>Parent information sessions, held early each year, promotes communication and builds relationships between school and home. Increased numbers of parents volunteered within classrooms and contribute to school initiatives both in the school, our garden and community.</p> <p>Transition programs are comprehensive and provide a thorough orientation to school, ensuring learning, wellbeing and school readiness is addressed. Positive feedback and engagement is a feature of school programs.</p> <p>Learning and support is highly coordinated and strong links with families and interagency supports are key to our successful partnerships.</p>

Next Steps

In 2018, our next steps include:

- Exploration of flexible funding to resource targeted school learning support programs to extend our identified gifted and talented students and students requiring additional interventions.
- Long term planning for physical upgrades to playground and classroom spaces, resultant from consultation processes with the school community and local business partnerships.
- Increase opportunities for collaboration within and across stages to build consistency and continuity of learning, enhanced through data collection, analysis and evaluation.
- Enhanced learning alliances to further develop instructional expertise, with a focus on literacy and numeracy.
- Extend the use of technology as a learning tool for students, teachers and administration.
- Improved feedback, at all levels, from all stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Targeted student support, professional learning, program coordination, event management and student assistance.</p> <ul style="list-style-type: none"> Aboriginal background loading (\$12 730.00) 	<p>Attendance data matches or betters non-Aboriginal rates. Data reflects achievement of SMART goals in consultation with parents and carers.</p> <p>Students are supported to achieve educational goals through the employment of additional personnel to target identified learning needs.</p> <p>Engagement with community programs to foster opportunities to improve educational and social outcomes.</p> <p>Community consultation with the Northern Illawarra Aboriginal Education Consultative Group to develop school-based 'Acknowledgement of Country', reflective of our context and locale.</p> <p>Engagement in the NAIDOC Public Speaking competition and regional Reconciliation Week celebrations to enhance all students' connections with country and identity.</p>
English language proficiency	<ul style="list-style-type: none"> Employment of additional support teacher, 2 days per week. Professional learning. Targeted resources. English language proficiency (\$50 647.00) Targeted student support for refugees and new arrivals (\$30 000.00) 	<p>Deep analysis of all available data reflects expected growth on respective continuums of learning. (EAL/D progressions, PLAN and SMART goals).</p> <p>New planning templates and support structures effectively cater for the diverse needs of learners using flexible modes of delivery.</p> <p>Five weekly teaching and learning cycles ensured SMART goals were set, monitored and reviewed regularly in consultation with class teachers and the Learning Support Team.</p> <p>'Teaching Students from a Refugee Background' modules were completed to build understanding and depth of skills in this area, complemented by observations of best practice in settings with significant numbers of EAL/D students.</p>
Low level adjustment for disability	<p>Reading Recovery – \$50,787, (0.5 FTE).</p> <p>Additional support staff:</p> <ul style="list-style-type: none"> SLSO (FTE 0.4) \$24,312 <p>Other:</p> <ul style="list-style-type: none"> Professional Learning, specialist interventionists, network meetings. Regional support staff. Low level adjustment for disability (\$122 589.00) 	<p>All students requiring adjustments/accommodations to their learning had an Individual Learning Plan developed and monitored through the Sentral database. The Personalised Learning and Support Signposting Tool (PLASST) was also used to support decision-making based on student profile data.</p> <p>Nationally Consistent Collection of Data (NCCD) protocols have assisted teachers' professional judgement and practices to support students with disability to access curriculum.</p> <p>Learning and support personnel worked collaboratively within the team and with class</p>

<p>Low level adjustment for disability</p>	<p>Reading Recovery – \$50,787, (0.5 FTE).</p> <p>Additional support staff: <ul style="list-style-type: none"> • SLSO (FTE 0.4) \$24,312 Other: <ul style="list-style-type: none"> • Professional Learning, specialist interventionists, network meetings. • Regional support staff. • Low level adjustment for disability (\$122 589.00) </p>	<p>teachers to design and deliver support programs that reflect best practice.</p> <p>Analysis of NAPLAN and PLAN data shows measurable improvement across aspects of literacy and numeracy.</p> <p>Professional Learning undertaken in MiniLit for implementation in 2018. Resources purchased to prepare for program delivery.</p> <p>Students attending Auburn Street Unit have successfully integrated with a range of mainstream programs throughout the year with significant success. These school based events include Harmony Day celebrations, Easter Hat Parade, Reconciliation Morning Tea, Life Education, Biggest Morning Tea, Tournament of Minds, Science Enrichment Day, Book Week, Inaugural Walk-a-thon, Acknowledgement of Country consultation and gardening projects.</p> <p>Additionally, students were provided opportunities with school sporting programs including School Swim Scheme, Golf lessons, Surf Sense and Speedminton.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Instructional leadership – additional teacher (0.2 FTE). Collaborative stage planning days – one day per term. <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$17 979.00) </p>	<p>Action learning outcomes reveal improved knowledge and application of successful teaching strategies, resulting in improved student performance.</p> <p>Evidence of practice are visible across all classrooms and teacher reflection recognises the 'MSC' that has occurred. All teachers have received personalised support, reflective of individual need and school priorities.</p> <p>PDP goals met and reflection prompts 'next steps'.</p>
<p>Socio-economic background</p>	<p>Additional support teacher (FTE 0.3) \$30,000 Additional School Administration Officer (0.4) \$24,000. Student assistance, \$13,000 Wellbeing \$10,000 Garden consumables \$5,000 Playground concept planning and budget \$32,000 <ul style="list-style-type: none"> • Socio-economic background (\$84 384.00) </p>	<p>Positive Behaviour for Learning (PBL) data is extracted through SENTRAL at regular intervals. Pre and post data was analysed for target groups to measure the effect of programs and school initiatives.</p> <p>Social skills programs were introduced and scoped across classes to respond to emerging needs, these included Bounce Back, EdYOUtopia and Rock and Water.</p> <p>All students have access to technology applications and programs, eg. Reading Eggs and Mathletics to use at school and home. All students had the opportunity to access the full range of opportunities available, regardless of family circumstances through student assistance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	117	119	105	100
Girls	94	103	103	79

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	90.8	95.9	93.9
1	92.9	91.8	90.2	95.9
2	94.6	92.2	93.6	91.5
3	95	93.3	94.7	94.6
4	95.5	94.3	93.8	95.8
5	93.3	94.2	93.8	93.5
6	96.4	88.6	90.9	91.8
All Years	94.7	92.2	93.1	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Coniston Public School values the link between attendance, achievement, engagement and student connectedness. Monitoring of attendance occurs throughout the year and is overseen by the Principal and the Learning and Support Team, in consultation with classroom teachers. The following is an overview of our monitoring processes.

1. Class teachers monitor and follow up unexplained full and part day absences.
2. Letters sent home requesting explanation of absences, as required.
3. Attendance monitored through Learning and Support

Team – liaison with teachers and parents. Support provided, relevant to needs.

4. Students at or below 85% attendance, without a justified explanation, receive notification.
5. Continued monitoring, support and communication with parent/carer.
6. If no improvement is noted, further formal correspondence via letter and/or phone.
7. Referral to Home School Liaison Officer.

Class sizes

Class	Total
KINDER	17
YR K/1	19
YR1/2	22
YR2/3	21
YR3/4	26
YR4/5	29
YR5/6	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.07
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.97
Other Positions	0

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All teachers are involved in ongoing contextual professional learning activities throughout the year. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning, personalised need and departmental priorities.

Focus areas in 2017, include:

- The Performance and Development Framework, to align professional and personal goals to the Australian Institute of Teaching and School Leadership to enhance a culture of continuous improvement for all staff.
- Collaborative planning across stage-based teams to consolidate and enhance learning across curriculum, assessment and reporting. A coordinated approach ensures consistent system wide frameworks are in place.
- The Writing in the Middle Years project was undertaken by all staff to improve student writing engagement and achievement across areas of learning. Explicit teaching of skills and deep teacher knowledge to develop and extend student writing skills.
- Training in MiniLit to prepare for the intervention to be implemented with target students in 2018.
- NAPLAN Online training undertaken to prepare for the online technical requirements into the future.
- Building leadership capacity through participation and engagement with wider educational networks and professional associations, including Leadership– Illawarra Network of Key Stakeholders (L–INKS) and Primary Principal's Association and Council.
- Whole–school analysis of NAPLAN, PLAN and school based data to best match learning to point of need instruction, using NSW syllabuses to guide developmental learning progressions.
- Reading Recovery – ongoing training and support to deliver the program to Year 1 students across the year.
- School–wide learning centred on the school–designed 'Beyond 0.4' project, promoting a culture of self–directed learning and sharing across our school personnel. Executive attendance at the Dylan Wiliam conference, further supported the leadership team to drive

evidence–based practice.

- Instructional leadership with a focus on embedding new and emerging technologies, integrated across the curriculum. Partnerships with the University of Adelaide, University of Wollongong, Apple 'Towards Transformation' community and educational networks.
- Professional learning and specialist access, to support students requiring adjustments or accommodations. Completion of Choice Theory/Reality Therapy, Management of Actual and Potential Aggression, Behaviour Consultancy, Multicultural Association, Refugee Support, Hearing and EAL/D learning, have assisted staff to meet the diverse and challenging needs of our school population.
- Network opportunities facilitating greater cultural awareness and action in supporting Aboriginal students in conjunction with our local Aboriginal Education Consultative Group.
- Syllabus implementation with a particular focus on Geography. Scoping of new content in tandem with History was developed.
- Online Training to assist learning support personnel to personalise student learning.
- Development of leadership and capacity building for all staff through engagement in coaching, mentoring and network participation.
- Compliance training to meet our statutory obligations, including: Cardio–pulmonary Resuscitation, Anaphylaxis, Disability Standards for Education and Child Protection.
- PBL reload training was undertaken to further develop and embed the values in our school community and evaluate school systems, processes and policy. NDIS, EdYOUtopia, Bounce Back and Rock and Water, also featured throughout the year to support student wellbeing. A range of Department of Education specialist personnel provided training and on–going support in identified areas.
- Financial management training using new budgeting systems.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	222,426
Revenue	2,543,737
Appropriation	2,480,839
Sale of Goods and Services	4,015
Grants and Contributions	49,221
Gain and Loss	0
Other Revenue	7,550
Investment Income	2,113
Expenses	-2,504,563
Recurrent Expenses	-2,504,563
Employee Related	-2,315,631
Operating Expenses	-188,931
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,174
Balance Carried Forward	261,601

Funds carried forward into 2018 are targeted toward playground refurbishment and carriage of leave awaiting reimbursement, with the remaining funds to be used to support 2018–2020 initiatives to improve student learning and the physical environment.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,368,855
Base Per Capita	34,285
Base Location	0
Other Base	1,334,570
Equity Total	270,351
Equity Aboriginal	12,730
Equity Socio economic	84,385
Equity Language	50,647
Equity Disability	122,589
Targeted Total	572,228
Other Total	108,428
Grand Total	2,319,862

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

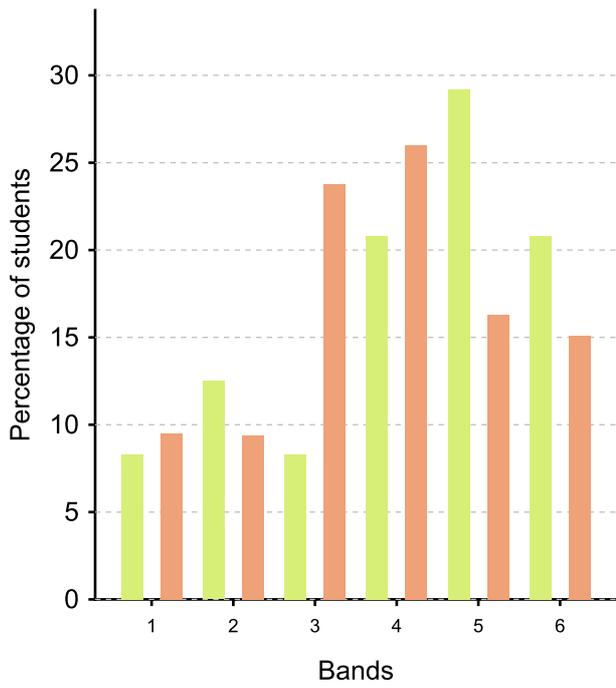
School performance

NAPLAN

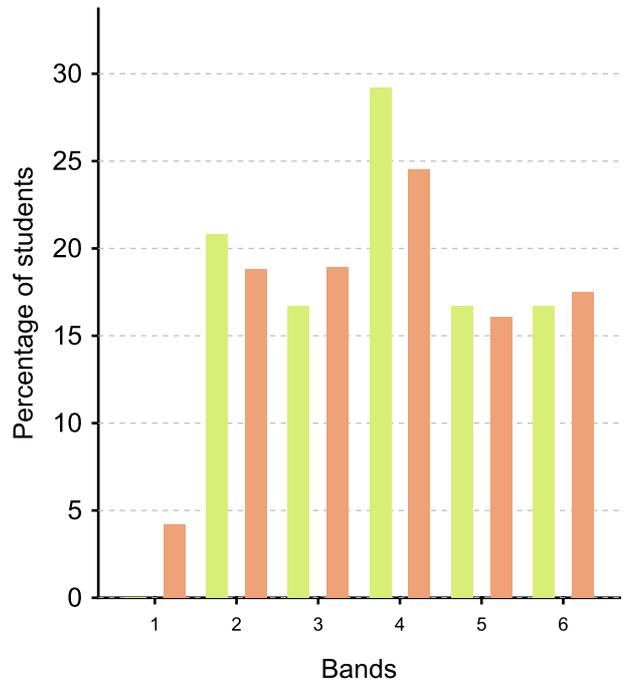
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

At Coniston PS, our individual measures of achievement in NAPLAN reveal excellent results compared with state averages. Student achievement growth from Year 3 to Year 5 is above state averages across the areas of numeracy, spelling and grammar and punctuation. Particularly impressive is grammar and punctuation, which is 41 points above state comparison. Our growth for students moving from Year 5 to Year 7, was also worthy of note, with performance matching or bettering state averages in most areas. These results are testament to the quality of teaching, learning and support for our students.

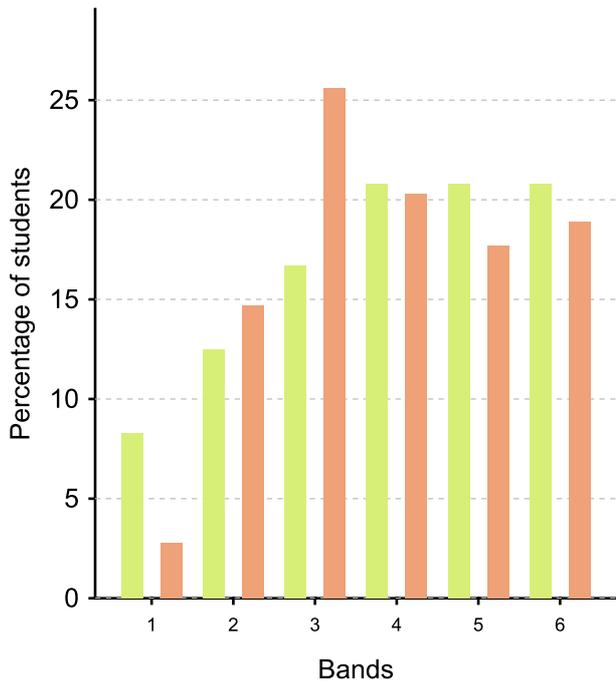
Percentage in bands:
Year 3 Grammar & Punctuation



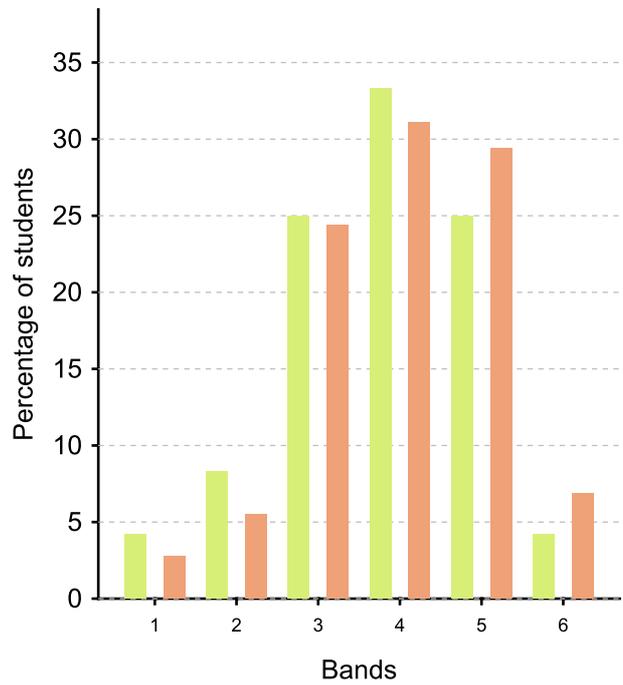
Percentage in bands:
Year 3 Spelling



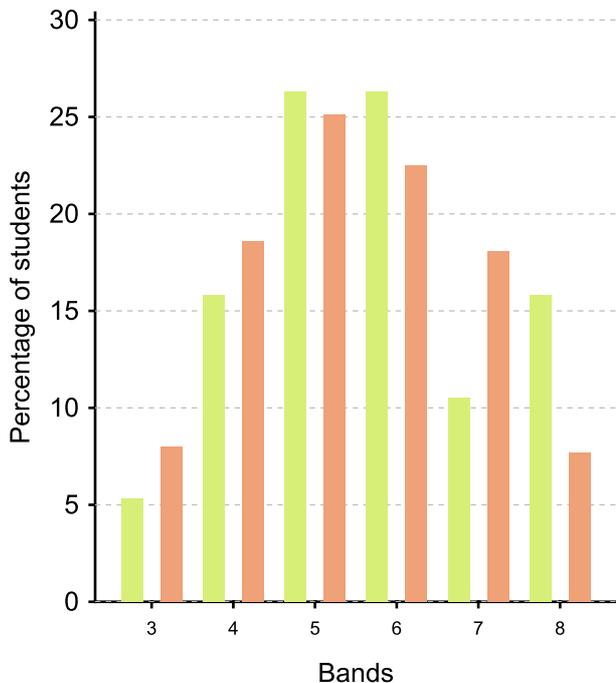
Percentage in bands:
Year 3 Reading



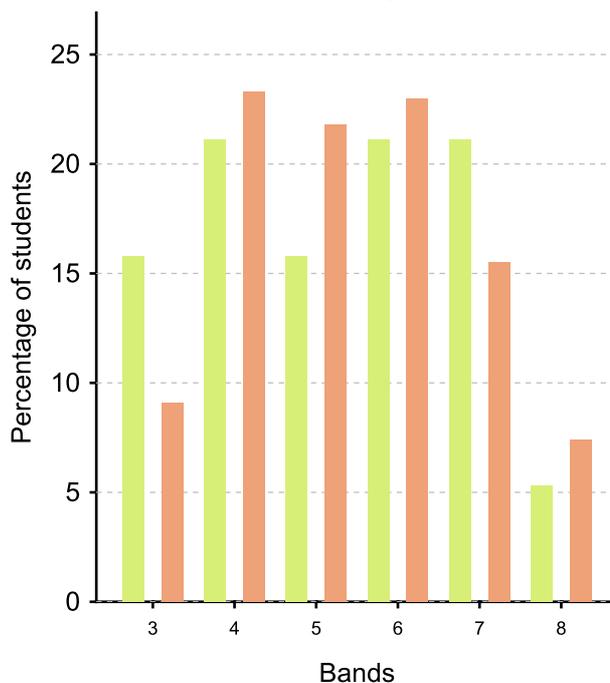
Percentage in bands:
Year 3 Writing



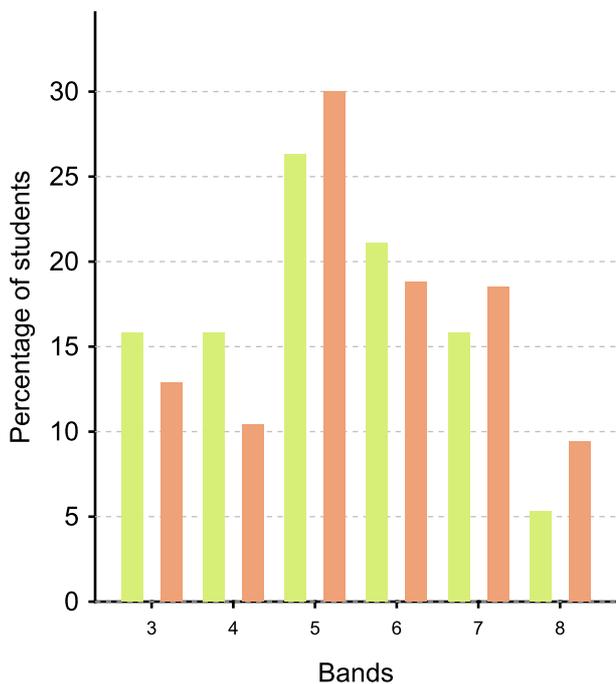
Percentage in bands:
Year 5 Grammar & Punctuation



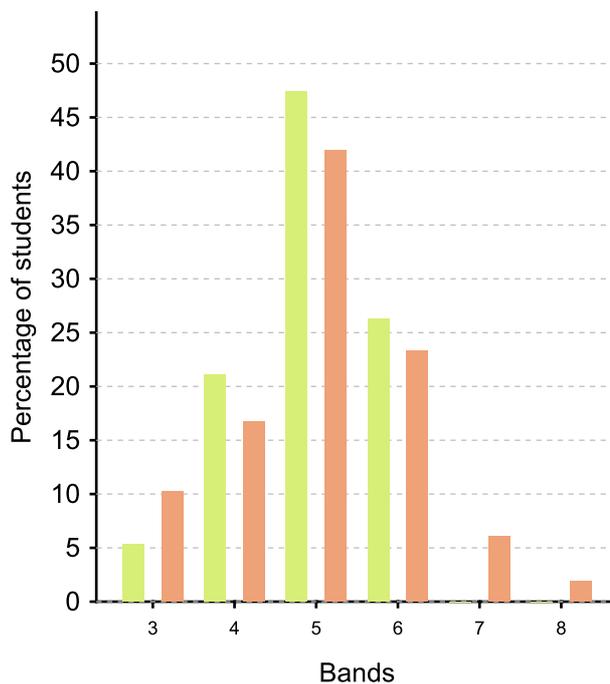
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



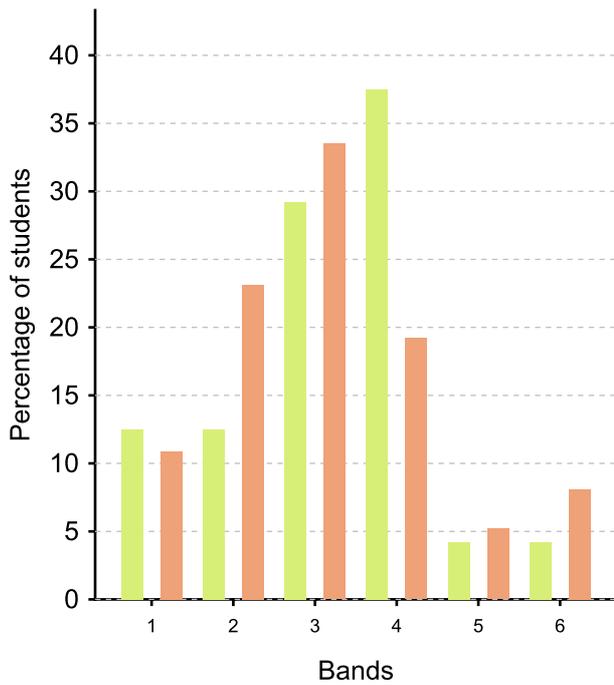
Percentage in bands:
Year 5 Writing



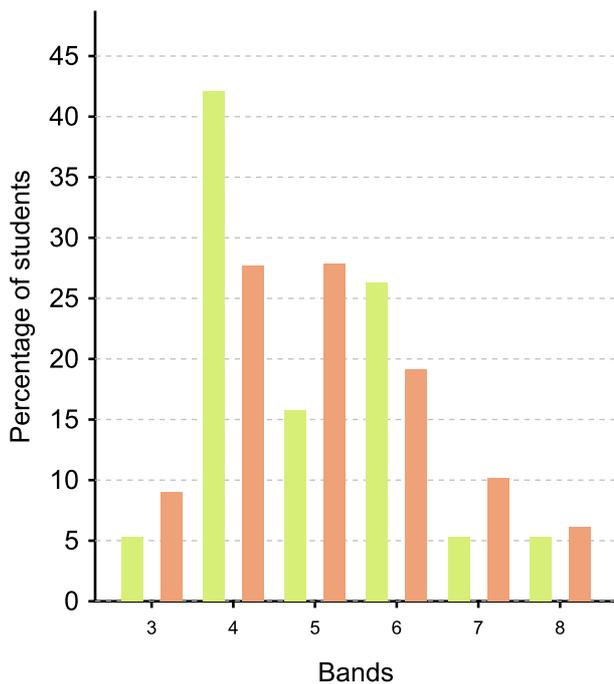
<Use this text box to comment on numeracy NAPLAN data>

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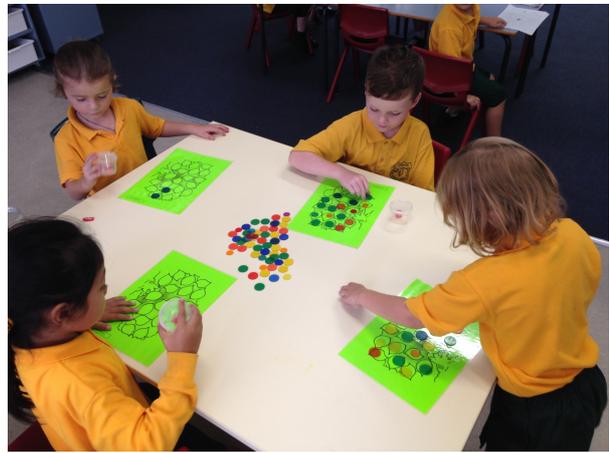
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year, as we endeavour to improve our service and educational delivery, our school elicits information from parents, teachers and students to inform our future directions. This year, we gathered information via the 'Tell Them From Me' Department of Education survey tool, along with other informal, consultative measures. The survey provides the school with insights into student engagement, wellbeing and effective teaching practices from the perspective of students, teachers and parents.

Findings and Conclusions

Our students rated the school highly, well above national norms, across all aspects of Social-Emotional Outcomes which encompass participation, belonging, relationships, values, behaviours, motivation and effort. Student responses related to effective learning, curriculum, wellbeing and advocacy, positioned our school well with the majority of students reporting that their learning had purpose, relevance and they were encouraged.

Parent survey results were consistently higher than national norms across all aspects; communication, parent participation, support of learning within the home, school support of learning and support of student behaviour.

Teachers, in responding to the survey, reveal results consistent with national norms across aspects of leadership, collaboration, culture, data, teaching strategies and technology.

Areas of strength include:

- Significant numbers of students access and participate in extra-curricular school activities.
- Most students expect that they will go on to higher education.
- Students feel valued and accepted by their peers.
- Parents report that teachers are approachable and listen to concerns and are well informed about school activities.
- The majority of parents trust that teachers take account of individual needs, abilities and interests.

- School leaders create a safe and orderly school environment and work collaboratively to solve problems.
- Teachers have high expectations and give feedback to students on their work.
- Assessment data assists teachers to understand where students are having difficulty.

Future Directions

- Some differences in data sets were found when analysing year groups and this information will further inform planning into 2018.
- Re-examine the scheduling of school events to enable greater parent participation.
- Review student reports to ensure that each child's progress is clear and easy to understand.
- Greater opportunities for teachers to collaboratively analyse data systems to design effective teaching programs.
- Increase opportunities for teachers to share lessons and give/gain quality feedback.



Policy requirements

Aboriginal education

Reconciliation Walk

Reconciliation Week marks the anniversary of the 1967 referendum to allow Aboriginal people in the census and allow the Commonwealth to create laws for them. Two Aboriginal students, and our school captains accompanied Mrs Judd in the annual Bellambi Public School Community Walk for Reconciliation. Over 1000 other students, teacher and community members from around the Illawarra participated at this year's event. As a school community we want all students to be critical thinkers and use their knowledge to ensure that we move forward and create positive futures for all young Australians.

Reconciliation Morning Tea

In May, four students visited the Novotel to recognise Reconciliation Week. The students joined representatives from across our network to commemorate and acknowledge Aboriginal history and the achievements of our local students and community members. Our students were privileged to learn from and see performances led by the Northern Illawarra Aboriginal Education Consultative Group (AECG).

NAIDOC Public Speaking

The NAIDOC Public Speaking and Debating Workshop was attended by four of our students from Years 2–6. The workshop aimed to develop students' skills, knowledge and confidence in public speaking and debating. The theme was 'Our Languages Matter' and the purpose was to emphasise and celebrate the unique and essential role that Indigenous languages play in cultural identity. Our students learned the techniques of public speaking and presenting to an audience whilst gaining valuable knowledge about their culture.

Acknowledgement of Country

'Acknowledgement of Country' is performed at the commencement of a gathering, meeting and or function by a speaker, an Elder or a student. Coniston Public School students, staff and representatives from the AECG worked together to align our 'Acknowledgement of Country', to reflect our school's values, location and respect to Indigenous cultures within our community. We now have a new and endorsed 'Acknowledgement of Country' that will be proudly displayed in our school hall and recited at the beginning of any formal occasions.

Multicultural and anti-racism education

Multicultural education and anti-racism

Coniston Public School has a significant number of students from a non-English speaking backgrounds, with a growing number of newly settled students from an Arabic background and parts of the Asia Pacific region. Some of these students have never attended a structured school before Coniston and not only have they had to learn English as an additional language but also learn all about coming to school and what it means for them. All classrooms are multicultural classrooms, a place where both the students and the teacher embrace all races, religions and cultures. This engagement is evidenced by books that are read, activities engaged in and lessons that are taught.

Other school programs

English as an Additional Language/Dialect

The school uses Resource Allocation Model (RAM) funding to employ an EAL/D teacher two days per week to support students and teachers in the classroom and withdraws students for specialist attention. Classroom teachers utilise their own classroom for differentiated learning for EALD students as well as multiculturally inclusive activities. During 2017, the school welcomed new students from Thailand, Burma, Saudi Arabia and the Philippines. The EALD teacher and classroom teachers ensured these children were provided with opportunities to develop all dimensions of language competence throughout the school curriculum. The school considers itself fortunate to have so many

children from many countries and cultures. This helps the students to work together in an atmosphere of mutual respect, tolerance and acceptance. Together as a school we celebrate every cultural day of significance but also special days such as Harmony Day and Refugee Week. In 2017 Coniston Public School continued to receive funding to support intensive English instruction to refugees in Stages 1, 2 and 3. The program focused on Key Learning Areas with a strong emphasis on engaging students so that they would acquire the literacy concepts and skills needed to meet mainstream key learning area outcomes. EALD students participated in many excursions within Wollongong and the wider community. Most importantly, the children's journeys in their new country was supported and enhanced by developing their ability to become effective communicators in their new language.

L3

Language, Learning and Literacy (L3) is delivered in our K–2 classrooms complementing the daily literacy program and increasing opportunities for students with diverse learning needs to achieve stage outcomes. Data was collected at regular 5 week intervals and used to target teaching and learning. Students received explicit instruction in reading and writing strategies in small groups of three to four. Our ongoing collection of data illustrates strong individual growth for students from Kindergarten to Year 2.

Reading Recovery

Reading Recovery is a program that supports the lowest achieving students in Year 1 who are experiencing difficulty learning to read and write. It has been running at Coniston Public School for seventeen years. This year we have had an allocation of 4 students per day. Each student received a 30–minute daily lesson individually designed to meet individual student's literacy learning needs. Over the course of the year, eight students participated in the program. Seven were discontinued successfully at Reading Recovery Level 16 or above. One student was referred off the program and has received further intensive support from the learning support teacher.

Learning Support

At Coniston Public School our Learning Support Team (LST) meets weekly to discuss and plan for the needs of identified students in relation to all wellbeing issues: emotional, social, behavioural, academic and attendance. The team consists of the Principal, Two Assistant Principals, School Counsellor and Learning Support Teachers. Classroom teachers are invited to attend meetings on a needs basis. The LST assesses and prioritises referrals, then in consultation with class teachers and/or parents, develops a plan to address student needs.

The team regularly analysed K–6 Literacy and Numeracy data with the aim of targeting students early who were not meeting expected stage outcomes. Our learning and support teaching staff were provided with

time for Teacher Professional Learning (TPL) with the Assistant Principal Learning Assistance and Coniston Public School Learning Support Coordinator in the writing of Individual Smart Goals and use of current assessment strategies. This has enabled specific, measurable learning goals to be set for each child and has provided evidence of growth.

Attendance patterns of students were monitored at regular intervals, followed up with parents and strategies suggested or implemented to support families.

Sentral incidents and patterns in student behaviour were analysed each month and strategies were put in place to provide support for students in a variety of areas. As part of our personal development lessons the Bounce Back program was introduced in all classes K–6. This has provided students with a positive approach to wellbeing, resilience and social–emotional learning. Students were explicitly taught how to recognise, respond and behave when experiencing bullying through our EdYOUtopia workshops with Dr Patty Rose. Additional equipment was also purchased for students to use at playtime to encourage imaginative and creative play.

CAPA

Creative and Performing Arts (CAPA) is highly valued at Coniston Public School and is vital to the quality and whole education of our students. It is an excellent opportunity for students to engage with themselves, each other and with the community. Some highlights of our CAPA program for 2017 were:

- Our school choir performed as a part of the Wollongong Music Festival (Choral Festival) at Wollongong Town Hall, and at IRT Links Seaside Nursing Home for the enjoyment of residents.
- The violin ensemble with 11 students from Kindergarten to Year 6 received tuition throughout the year and were able to perform at a number of school based events.
- All students in KF, K/1R, 1/2J and 2/3H participated in ChiMe, Wollongong Conservatorium of Music's Childhood Music Education program. The students have been encouraged to be involved in music for life and developed an understanding of music through the playing of both tuned and untuned instruments, singing and participating.
- The school Talent Show involved many students from all grades auditioning for a place in our public event. A varied selection of performances included singing, dancing, instrument playing, joke telling was a fun and informal opportunity to showcase the student's interests and abilities.
- Keirabald is an exhibition of student portraiture from the Keira Community of Schools. All students in 5/6P completed artworks which were entered. Several artists were chosen as finalists in the competition. All the works were exhibited at Wollongong Art Gallery for the month of May.

Positive Behaviour for Learning

Positive student wellbeing has continued to be supported through 'Positive Behaviour for Learning' systems and practices at Coniston Public School by promoting the 3 school values of 'Be SAFE, Be RESPECTFUL and Be a LEARNER'. Behaviour expectations and school procedures are taught and celebrated weekly with students both in the classroom and at school assemblies. Throughout the year, staff reviewed and implemented a new whole school acknowledgement system where students individually earn CONISTON CREDITS for displaying the three school values. Collectively students also earned more than 9000 'Catch You Being Good' tokens and celebrated this year with two whole school acknowledgement days. Teaching staff engaged in two professional learning workshops to build on their knowledge of a 'functional approach to behaviour'. During this time, staff revised the school guidelines for differentiating and defining minor and major problem behaviours.

Bounce Back

Throughout the second half of 2017, the Bounce Back! program was introduced into classrooms to provide students with opportunities to develop strategies for resilience and coping with unforeseen events. All classes participated in Circle Time discussions where students were able to voice their opinions and beliefs, and discuss a variety of situations and how to best approach them to maintain positive emotional and mental wellbeing. Soon after the implementation of Bounce Back!, students were observed effectively using language and strategies that were discussed to assist themselves and others in real situations and demonstrating a greater level of resilience.

Rock and Water

The Rock and Water Program is aimed at students from K-6 and it teaches resilience and provides opportunities to awaken the student's awareness of their own strength and opportunities (physically and emotionally) while working on their ability to play and work together in an ever-changing society. The program builds on social skills while incorporating play, sport and physical exercise. It was originally offered as a lunch time activity. However, from the level of interest and enthusiasm shown, it was decided to incorporate the training as part of the normal classroom program.

Kindergarten Orientation

We had a very successful Kindergarten Orientation this year. The new 2018 kindergarten students were invited to come along to our formal playgroup in the weeks prior to our scheduled orientation. 2018 kindergarten teachers were released to meet the students and their families in an informal setting. Our orientation days followed and ran over three consecutive Wednesday mornings starting on the first morning with a treasure hunt around the school that had families exploring the grounds and learning spaces our school has to offer.

The Treasure Hunt concluded in the Kindergarten rooms with students having the opportunity to look with their parents and participate in a variety of activities. During the second and third weeks, students were met by their Year 6 buddies and participated in activities in the kindergarten rooms. Information was shared with parents during this time in the library by a variety of guest speakers to help make the transition to school an easy one for new families.

Following on from our orientation days a Welcome BBQ was held for our new students and their families. Students were entertained by their Year 6 buddies with a variety of activities and families given the opportunity to get to know one another whilst enjoying a sausage sizzle provided by our P&C.

Permaculture Garden

This is the 3rd year the Ganugan garden has been operating. In 2016 we held the official opening of Ganugan and since then it has flourished with an abundance of edible plants, fruits, vegetables and biodiversity. Three new edible native trees have been planted near the seating circle to provide shade and replace the Eucalyptus that had to be removed. Throughout the year, students have been engaged in learning about permaculture theory, growing and harvesting fruits and vegetables, preparing and cooking produce, composting, seed-raising, natural construction using logs and bamboo and biodiversity through the creation of a butterfly garden, worm farm and pond. We have been fortunate to have great links with the University of Wollongong. UOW were able to bring a class of Environmental Education students to come and work with Year 5 and 6 students in the Permaculture Garden, linking the learning to literacy and numeracy activities, culminating in authentic learning experiences. In 2018, we will aim to enhance students' practise of sustainability in their daily lives through implementing whole school practises such as waste reduction and recycling.

Library

The teacher-librarian continued to foster a borrowing culture among students as well as teaching the new Geography and History syllabuses to all classes. 133 students completed the NSW Premier's Reading Challenge with 25 achieving a Gold Certificate for their fourth successful year in the challenge. Promotion of books and authors, together with literacy events, helped to encourage a reading culture among students. Events included participation in Scholastic Book Club, National Simultaneous Storytime in May, celebration of Book Week in August and a Scholastic Book Fair which raised around \$800 for the school to spend on books for the Library.

Professional learning was undertaken by the teacher-librarian in Softlink Oliver online training as well as Build8 training. Participation in the online stocktake training modules in Oliver provided an opportunity for the teacher-librarian to engage in

with the professional learning community of other teachers working in the rapidly changing and hyper-connected world of information. Oliver training remains future focused and the Oliver system continues to demand a disciplined and purposeful approach to collaborating to solve the ongoing challenges of promoting excellence in access to information. This has required keeping up-to-date with regular Oliver software releases and associated training. An extensive cull of the collection has continued throughout 2017 in order to prepare for the 2017 stocktake.

Public Speaking

The Coniston Public Speaking Competition was held this year with participation from all students K-6. During Term 3 all classes worked on the writing of speeches and speaking and presentation skills. This culminated in three speakers being chosen to represent their grade in the Championship final. The topics for each grade were linked to content that students studied in class and provided students with the opportunity to research, form an opinion and present their ideas. Our guest judges were our Relieving Assistant Principal- Miss Jodi Thompson from Auburn Street and Mr Casey Law - 2018 Year 7 advisor from Keira High school. The judges feedback was that this year's speeches were of an extremely high standard across all grades and this made choosing a winner difficult.

Technology

Technology is used everyday in classrooms as part of teaching programs. Classes have a range of devices at their disposal, including desktops, laptops, iPads and interactive Smartboards. The use of online programs (Reading Eggs and Mathletics) is available to all students, paid for by the school, to support students' literacy and numeracy education. With the improvements in technology over the years we are replacing some Smartboards with Apple connectivity TV displays. This will increase the quality of the picture and therefore enhance the learning opportunities in classrooms. In Term 4, after a consultation process, 3 classes (3/4B, 4/5W & 5/6P) implemented a 'Bring Your Own Technology (BYOT)' pilot program. The program was a great success with many students making use of their own device during lessons. Other students were able to utilise school owned devices within the classroom. The BYOT program will continue to be implemented in 2018. The 'Coding Cave' was a big hit for students (with thanks to Mr Body) at lunchtimes where students could come and participate in coding lessons using code.org. The students coding experience was extended by borrowing a range of robots to use as part of coding lessons in all classrooms. As students engaged in the lessons, linked to other KLAs, they found that they could solve problems. The school has now purchased Spheros, Bee Bots and a range of robotics equipment to continue to embed in learning in 2018.

Student Organised Learning Environment (SOLE)

All primary students participated in SOLE workshops. This provided opportunities to encourage critical and

creative thinking in our students. Once a fortnight, students were given tasks that complemented their current learning. The tasks involved opportunities to develop skills in research, collaborative work, problem solving and presenting their findings. These skills have always been important for students, though they are particularly important in the 21st Century information-based economy.

STEM Action

Coniston Public School joined project partners for 'STEM Action' which links our learning community with other schools across the state. Two members of staff participated in a professional learning day to explore options for focusing on whole school learning and aligning it to a real-life context. The professional development focus is to implement a truly integrated, meaningful and engaging unit of work that encourages critical and creative thinkers and is built around the fundamental idea of Humanitarian Project-Based Learning. Whilst this program is in the beginning stages, it will continue in 2018.

Tournament of the Minds

In August, a team of 7 students participated in Tournament of Minds (ToM). Six students from mainstream and one from ASU participated in the challenge. The team worked hard over two terms in preparation for the final challenge which was held at Nowra High School. The team chose Mathematics and Engineering and had to create a working lotto machine. They had to demonstrate how it worked successfully and how they could 'rig' it to have the winning numbers required for the challenge. The group did exceptionally well for their first time. Congratulations to Manuela, Eleanor, Claire, Jasmine, Remy, Akira and Tyson.

Science Enrichment Day

To celebrate Science Week, Coniston Public School students participated in a day of exploring, investigating and communicating, followed by an afternoon of sharing. Students were broken into cross stage groups and had to complete tasks set up in each classroom. Students hypothesised and made observations about the activities they participated in. It was a great day and the senior students were excellent leaders following our school's values as they led their teams to each activity.

Student Representative Council (SRC)

The Student Representative Council has taken on a student lead approach similar to last year. Our senior school representatives have again been responsible for organising the times and locations of fortnightly meetings and notifying the other members of these events. All student representatives had the responsibility of communicating SRC discussions and outcomes to their respective classes throughout the year. As a group they spoke about numerous ideas for fundraising and initiatives for the benefit of our school community. Such events included a cake stall for cancer research and a muffin/crazy hair day which raised money for the Illawarra Animal Shelter.

Scripture / Ethics

Coniston Public School offers numerous religious persuasion groups on a weekly basis. These include Protestant, Catholic, Orthodox Christian (Serbian), Macedonian Orthodox and Islamic. We were fortunate to have volunteers to offer Ethics classes in 2017 to Stage 2 and 3 students. Our volunteers continue to have a positive impact on our students as we strive to support their spiritual wellbeing.

Life Education

Life Education is a program that addresses many of the components and objectives within the NSW Personal Development and Health curriculum. Lessons include looking at common behavioural risk factors such as smoking, physical inactivity, poor nutrition, and harmful use of drugs and alcohol. The aim is to educate and empower our children to make safer and healthier choices in their future lives. The Happy Harold Van visited our school during Term 2 and all children from K-6 and ASU are involved in a face to face lesson in the van with follow up lessons and activities. Teachers provide students with opportunities to further develop strategies and practice the skills required to make healthy lifestyle choices. In 2017 the visit to the van, student workbooks and teacher resources were fully subsidised by Life Education.

Tradie iPromise Grant

Building on our already fabulous garden, we were selected from 62 applications, to receive a grant from the Tradies iPromise Grant. Only four applications were successful across Sydney and the Illawarra. We received a grant for \$1415. The money was used to extend and maintain our thriving gardens.

Community Events

Easter Hat Parade

Our annual Easter Hat Parade continued to be a very well supported community event that was celebrated by all students from Kindergarten to Year 6. Students from our community playgroup and Auburn Street Unit also participated in the parade. Students designed and made hats that they proudly displayed during the parade, followed by a variety of class items that demonstrated student dance skills. Parents, grand parents and friends filled the audience and joined in at the end for a whole school 'Chicken Dance'.

Grandparent's Day

We had over 70 grandparents attend our technology focused Grandparent's Day. The morning started with a short assembly celebrating the many wonderful things that grandparents do for the children within our school. Students were able to show their grandparents technology in action in the classroom. Following on from the classroom visits, grandparents were treated to morning tea in our library to conclude the event.

Walk-a-thon

To raise money for our playground upgrade, students participated in a whole school walk-a-thon. Students were sponsored by family, friends and our local business community. The day was such a success and raised over \$4600.

Harmony Day

Coniston Public School celebrated Harmony Day 2017 in style. Parents engaged in a variety of classroom activities with their children, all in the spirit of Harmony. Some of these activities included Aboriginal games, guest speakers, literacy and numeracy activities as well as art activities. Parents and caregivers then celebrated Harmony Day by sharing morning tea with their children. The students of Coniston have been proudly working on a collective Harmony Day Mural which they proudly presented to the principal, Mrs. Karen Brown on the day. At the centerpiece of the mural is the world and around it are rainbow Harmony Hearts. Every student at Coniston has their name and thumbprint image on this mural. As it is every day at Coniston the whole school community joined together to reflect on how lucky we are to learn from each other and value cultural diversity.