

Coniston Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

At Coniston Public School we are committed to providing a quality education for all students in a caring and supportive environment. As a community, we work collaboratively to maximise 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 encouraging internal and external results and the strong 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 promote participation and enhance our 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!

Mrs Karen Brown

Principal

School background

School vision statement

Our vision

Coniston Public School seeks to inspire and empower ALL students through innovation, creativity and high quality practices so that every student is connected to succeed and thrive.

School context

Coniston Public School is located a short distance from Wollongong CBD, with easy access to public transport and local amenities. Generous school grounds afford students space to move, learn and play creatively.

The school holds high learning, social and welfare expectations and has a proud history of academic achievement, acceptance and cooperation amongst its highly diverse student body. Approximately 56% of families are from a non-English-speaking background and are represented by 26 different cultural groups. The school crest symbolises unity, harmony and a valued sense of community at Coniston Public School.

The school has 7 regular classes and 3 special education (Emotional Disturbance) classes at the Auburn Street Unit, located on the same school site. 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 inclusion, cooperation and warm friendship which form the core of the school's values.

Teachers, parents and the community work cooperatively as a single, unified group. A dedicated Parents and Citizens Association works tirelessly to improve school success. The school prides itself on the strong connections to the local Aboriginal Education Consultative Group (AECG), local business, 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 to effectively cater for student strengths and needs using contemporary methodology, underpinned by 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 develop whole school wellbeing processes that support the 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.
- **Sustaining and growing** consistent, school-wide practices for assessment to monitor, plan and report on student learning across the curriculum.
- **Excelling**, ensuring reporting is clear, timely and accurate to provide information that supports further progress and achievement for all student learning across the curriculum.
- **Sustaining and growing** performance levels on internal and external school performance measures.

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

- **Sustaining and growing** a commitment to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies .
- **Sustaining and growing** with regard to student assessment data being regularly used school-wide to identify student achievement and progress to inform future school directions .
- **Sustaining and growing** personal responsibility for maintaining and developing professional teaching practices, using the professional standards as a reference point for whole school reflection/improvement.

- **Sustaining and growing** professional learning aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. Explicit systems for collaboration and feedback sustain quality teaching practice.

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

- **Sustaining and growing** instructional leadership that is modelled and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.
- **Excelling** in 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.
- **Sustaining and growing** in ensuring resources are strategically used to achieve improved student outcomes and quality service delivery.
- **Excelling** in managing systems, structures and processes that underpin ongoing 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

INNOVATIVE LEARNING

Purpose

Inspire and challenge ALL students to be successful, creative and active partners in learning through a comprehensive curriculum.

Design and deliver a cohesive and consistent whole school curriculum model that aims to challenge and support all students to reach and exceed their potential. This will be achieved through meaningful, relevant and engaging learning experiences that connect with real world contexts, and deliver measurable improvements across internal and external data sources.

Overall summary of progress

Curriculum design at Coniston Public School is underpinned by comprehensive knowledge, understanding and application of NSW syllabuses, within the context of each classroom. Whole of school implementation systems ensure depth of content coverage and reflect contemporary research.

In 2018, all staff engaged with Focus on Reading (Phase 1/2) professional learning to strengthen the teaching of reading comprehension skills and provide a common metalanguage for students and teachers to use when analysing texts of increasing difficulty. Joining with Balgownie PS, afforded both schools the opportunity to train all staff. The purchase of additional quality texts supported students to 'learn to read' and 'read to learn'. Synthetic phonics was introduced and implemented alongside L3, in K–2 classrooms, and resulted in improved phonological knowledge and reading achievement. Following exploration of current spelling methodologies, a new scope and sequence of learning was developed in consultation with staff, providing a scaffold that is flexible and adaptable to the needs of all learners. Implementation and evaluation will be ongoing throughout 2019.

This year saw the first full year of implementation of the school–designed Mathematics scope and sequence developed in 2017. Revision and ongoing evaluations were carried out at key intervals to ensure cohesion and content mapping was optimal. Assessment aligned to each teaching and learning cycle, captured the growth and development of every student. Collaborative planning time enabled teachers to analyse class and stage data, draw upon the learning support team and program future learning. During Semester 2, upon release of the Numeracy Progressions, all teachers were made familiar with the structure, organisation and intent of the document. Through the school's learning sprint processes (SD2), all staff self–selected elements to trial and explored how best to monitor and track student progress efficiently. K–2 staff undertook booster training in Targeting Early Numeracy (TEN) and this strengthened the implementation of the pedagogical practices. Audit and reorganisation of the mathematics equipment enabled better access to resources.

A STEM leadership team was formed this year to drive the authentic implementation of STEM pedagogies across classes. Professional learning, with a focus on integrated lesson design promoted learning connections to localised community concerns. Class units of work provided opportunities for students to investigate, design and create innovative solutions to real–world problems through open–ended guided questions and tasks. Opportunities and products of learning have included Tournament of Minds, UOW Science Fair, computer apps, coded robotics, access to Code World, FilmPond and short films. To complement learning, investment in technological resources and physical spaces was initiated. A dedicated 'Maker Space' was established, resourced and is ready for classes to access in the new year. The permaculture garden continued to be the springboard for integrated learning, promoting cross–curriculum priorities, which embed literacy and numeracy learning.

Extensive data collection and monitoring protocols continued to underpin differentiated class programs and targeted interventions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students will achieve expected growth in literacy and numeracy.	Literacy and Numeracy Funding \$5,152 Teaching and Learning (Educational Delivery \$70,572)	Literacy – Reading Levels <ul style="list-style-type: none">• 86% of students in Kindergarten achieved or exceeded expected growth in reading.• 73% of students in Year 1 achieved or exceeded expected growth in reading.• 44% of students in Year 2 achieved or exceeded expected growth in reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students will achieve expected growth in literacy and numeracy.	Reading Recovery \$21,861 See also, Key Funding Initiatives – equity loadings.	<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; • 100% of Year 1 students were at or above figurative counting; • 87% of Year 2 students were at or above counting on/back <p>NAPLAN Growth Years 3 to 5</p> <ul style="list-style-type: none"> • Reading – 88.7 (compared to 83.2 state) • Spelling – 115 (compared to 81.1, state) • Grammar and Punctuation – 126.4 (compared to 70.1, state) • Writing – 61.9 (compared to 46, state) • Numeracy – 108.3 (compared to 94.6)
Increase by 5%, students achieving NAPLAN proficiency in literacy and numeracy.	Literacy and Numeracy Funding \$5,152 Teaching and Learning (Educational Delivery \$70,572) See also, Key Funding Initiatives – equity loadings.	<p>Overall, the percentage of students in the top two NAPLAN bands for literacy and numeracy in 2018 is 38.24%. This represents an increase of 17.31% from 2017 (20.93%).</p> <p>Year 3 – Proficiency</p> <ul style="list-style-type: none"> • Reading – 69.2% (state 51.9) • Writing – 34.5 (state 45.3) • Spelling – 48.3% (state 50.4) • Grammar and Punctuation – 51.7% (state 48.3) • Numeracy – 42.9% (state 41) <p>Year 5 – Proficiency</p> <ul style="list-style-type: none"> • Reading – 25% (state 35.2) • Writing – 29.2% (state 14) • Spelling – 41.7% (state 34.8) • Grammar and Punctuation – 25% (state 33.8) • Numeracy – 12.5% (state 29)
Increase the use of digital technologies and apps as a learning tool.	Computer Coordinator and hardware/software \$19,000 See also, QTSS funding. Professional Learning funds \$27,000	<p>Demonstration lessons and team teaching opportunities enabled staff to draw upon the expertise within the school. Flexible timetabling and use of QTSS funding was used effectively to release teachers. Additional technological products were purchased to enable all classes to engage in coding lessons to complement learning across the curriculum.</p> <p>All staff undertook professional learning in using FilmPond to record and share digital school stories. A number of films are in the 'pond' and further films are in production.</p> <p>Our school featured in the inaugural 'Film by the Coast' short film festival. Educational programs, including; Reading Eggs, Mathletics, CodeWorld, Minecraft Education, were used effectively across classes.</p>

Next Steps

In 2019, our next steps include:

- Focus on Reading modules completed and school structures in place to support the ongoing implementation and application of identified strategies. Home Reading will be reviewed and expanded beyond K–2 classes.

- Supported and scaffolded implementation of the newly designed and developed school-wide spelling framework.
- Build on the collaborative model of support that is assisting teachers to integrate EAL/D pedagogies, with a focus on vocabulary across literacy and numeracy.
- Employing an Instructional Leadership model to build the capacity of all staff to design, implement and reflect on quality literacy and numeracy teaching and learning. The progressions will be a focus area to plan, monitor and evaluate student achievement in identified elements.
- Partnering with University of Canberra to embed spatial reasoning skills research into mathematics programs.
- Ongoing professional learning to support all staff to implement the new Science and Technology syllabus, with a focus on digital technologies and integrated programming.
- Gifted and talented education review at school level, to inform further enrichment opportunities.



Strategic Direction 2

EVIDENCE-INFORMED PRACTICE

Purpose

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

Embed and sustain a culture of continuous school improvement through the development of high quality teachers. Learning is enhanced through focussed, personalised professional learning where innovation is valued and shared. Our staff will maintain and develop contemporary knowledge, informed by evidence and research based practices to ensure that every student thrives within a safe and supportive environment.

Overall summary of progress

Teacher quality has the greatest impact on student achievement and continues to be the primary focus for school and student improvement using a range of evidence-based practices and data from a range of sources.

Extensive networks of support and development have assisted all teachers to improve their practice. Performance and Development Plans (PDPs) reflect high understanding and application of the teaching standards in practice and are used to self-reflect and strategically plan whole-school priorities. All staff have engaged in opportunities to give and gain meaningful feedback through lesson observations. Weekly professional learning sessions, mapped to teachers' needs and school priorities have actioned positive changes within each classroom. All staff have also had the opportunity to source additional support through external providers and networks.

Professional readings and research have underpinned our 'learning sprints' processes through personalised teacher action learning cycles. The framing of the 'sprints' involved high levels of collaboration and support between teachers and effectively used data to plan, track and monitor student progress. All staff effectively applied a range of formative assessment strategies to adapt their teaching programs to meet changing needs within each class. Sharing sessions have enabled all teachers to communicate their findings and celebrate new ways of working. Classroom observational walks have provided staff an opportunity to view practices in action.

Wellbeing continues to be foundational to our operations. In 2018, Positive Behaviour for Learning (PBL) remained central to our consistent school-wide approach, which takes an explicit approach to the teaching of expectations in all settings. Teacher learning through modules of support, analysis of data and targeted teaching has resulted in significant positive data records. K-2 classes also participated in the 'Fun Friends' program with a focus on social and emotional learning, in consultation with Illawarra Health. As an additional program offshoot, 'Got It!' provided more intensive support to identified students and their families, led by health clinicians and co-facilitated by school staff. Comprehensive transition programs supported students to enter kindergarten, prepare for the transition to high school and integration into other supported settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personalised learning goals for teachers and students show improvement, as measured against relevant frameworks.	Professional Learning \$36,000 (spread across SD 1-3). See also, QTSS funding – collaborative planning External conferences, training and development and resources. In-school professional learning – cost neutral.	100% of staff have a Performance and Development Plan (PDP) aligned to the Australian Professional Standards for Teachers. Ongoing mentoring complements professional learning and networks of support, resulting in all staff making measurable 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
Personalised learning goals for teachers and students show improvement, as measured against relevant frameworks.		<p>Class learning goals were evident in all classrooms through visible learning intentions and success criteria. Personalised goals for reading, writing and numeracy were focus areas in 2018.</p> <p>Teachers/students are using a range of strategies to monitor goals, including 'bump it up' walls, PLAN software, learning progressions, desktop visuals, explicit quality criteria rubrics and feedback conferences.</p>
Attendance, welfare and learning support data, for targeted students, achieves intended impact.	Flexible Wellbeing funding \$38,130.	<p>Attendance is monitored through the Learning Support Team (LST). In 2018, attendance rates were 93.1%. compared to a state average of 93.4%. A number of students/families received additional support to improve attendance in consultation with the local Home School Liaison Officer. All mainstream students showed improved attendance rates following increased school contact.</p> <p>The LST provide ongoing additional support to teachers, students and families, following referral or identification through data capture processes. In 2018, 57 students were on the LST caseload and received additional learning, social and/or emotional support. A coordinated approach mobilised support personnel to best meet the needs identified across all classes. (See also Key Initiative Funding progress).</p>

Next Steps

In 2019, our next steps include:

- Continued implementation of the Performance and Development Framework and ensure all teaching and non-teaching staff collect meaningful evidence of progress towards goals and gain additional opportunities for feedback.
- Redefine meeting structures and protocols to maximise the time engaged in learning, support and sharing of teacher expertise.
- All teachers strengthening their data skills and use, through effective assessment for/as/of learning.
- Review attendance procedures and formalise school response protocols and support mechanisms, with greater interagency communication.
- Review school-wide data to inform and revise Wellbeing Policy and programs of support.



Strategic Direction 3

LEADING FOR LEARNING

Purpose

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

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. School structures and strategic, innovative use of resources will result in continued whole school improvement and opportunity.

Overall summary of progress

A focus on systems leadership has continued to strengthen our commitment to continuous improvement and is driven by our school's vision to inspire and empower every student through innovation, creativity and high quality practices.

Throughout 2018, school policies were progressively reviewed and updated to maintain currency, practical application and meet the changing needs of the school population. Feedback was regularly sought from stakeholders through focus groups, an active and supportive P&C body, and student council. All staff assumed leadership roles within their distributed areas of responsibility, supported through the executive team. Taking action from community feedback, formal student reports were updated to provide greater information to families. Ongoing whole school self-assessment against relevant frameworks has maintained the momentum and implementation of school planning processes.

This year, Coniston PS has increased its profile across the educational community through leadership, mentoring and engagement to share expertise, learning initiatives and support teachers at varied career stages. The school continues to create diverse opportunities for students through Keira Community of Schools initiatives, strong links with the University of Wollongong and Northern Illawarra Aboriginal Education Consultative Group.

Strategic staff planning positioned teaching staff to best harness areas of expertise. Organisational structures established through 'Quality Teaching Successful Students' funding supported collaborative practices and the capacity of all staff to effectively use data to evaluate the impact of school priorities and interventions. Sound financial planning enabled efficient use of available funds through newly deployed Department of Education tools. School resources continue to be maintained and upgraded, facilitating access for all students to literacy and numeracy online applications, a fully equipped 'Maker Space' hub and major physical school improvements and beautification.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School leaders drive programs and lead practices that reflect data-informed goals.	Supplementary staffing allocation used for executive release. Principal support funding \$6,000.	Executive leadership continues to be underpinned by contemporary research, including Hattie, Wiliam, Agile Leadership principles and CESE publications, that are contextualised to meet the demands of the school and students (evident in processes across SD1-3). Comprehensive, ongoing data capture protocols contribute to whole-school planning processes to maintain currency and measurement of student achievement and progress, and assist in aligning additional support to stages, classes, groups and students. School planning and monitoring is overseen by the executive team, with ongoing evaluation and revision to ensure momentum, progress and shared understanding is maintained. Distributed roles and responsibilities across school staff continues to build the leadership capacity across the school, through a process of support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School leaders drive programs and lead practices that reflect data-informed goals.		and connection to network specialists.
Extensive networks fuel innovation and informed exploration of new pedagogies.	Professional learning funds \$36,000 Teaching and Learning, Educational Delivery \$70,572.	Deep connections across the Keira Community of Schools have supported curriculum innovation – English Project with four partner schools, Creative Arts opportunities, professional learning and STEM Project. At a network level, school leaders have engaged in coaching and mentoring, sharing of best practice strategies in action, reference group representation and feedback at state level on issues related to wellbeing and future directions in education. See also, Key Funding Initiative –English Language Proficiency.
Flexible learning spaces are created to facilitate future focused skills.	Community funding sources \$6,000 External grants \$9,500 Aboriginal Background, flexible equity \$2,000	A number of facility upgrades have occurred throughout the year: <ul style="list-style-type: none"> • A technology hub accessible for all classes was established and resourced to facilitate 21st century learning needs, • Physical school improvements included repainting of the COLA mural and library, • Removal of the outdated fixed playground equipment, • Expansion of the playground games and sports equipment, and • Replanting of the front garden in collaboration with TAFE. Parents and the community continue to support the school through working bees, gardening, classroom helpers and organisation of numerous initiatives and fundraising events throughout the year.

Next Steps

In 2019, our next steps include:

- All staff being connected with a coach/mentor, with timetabled opportunities to observe colleagues (internal and external to the school) in identified areas for development.
- Agile leadership professional learning to be undertaken by executive team to fuel collaborative learning processes across the school community.
- Community workshops to build and promote a shared understanding of support for students with additional needs; social and emotional wellbeing and connectedness.
- Strategic planning with the Keira Community of Schools to identify further opportunities to enhance student learning initiatives and programs.
- Expanding the finance team, building the capacity of executive to effectively utilise new department tools and programs.
- Exploration of physical spaces and resources to support all classes to meet emerging curriculum and learning needs of the community.
- Using internal and external data measures to identify and plan for ongoing whole school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$9 547.00) 	<p>Personalised Learning Pathways (PLPs) collaboratively established in 3–way meetings. Ongoing review with class teachers monitored and supported implementation.</p> <p>Additional learning and social support was accessed by all Aboriginal students, reflective of individualised needs.</p> <p>A bank of iPads was purchased to enable all students to access the Bring Your Own Technology (BYOT) programs in classrooms.</p> <p>Quality texts, with Aboriginal perspectives, were purchased to further engage Aboriginal students with literacy and promote indigenous culture to all students.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$41 935.00) 	<p>Analysis of the EAL/D School Evaluation Framework identified program priorities to implement a sustained and systematic whole school approach.</p> <p>43 EAL/D students were supported with differentiated approaches using various modes of delivery.</p> <p>Action research projects and collaborative program design upskilled class teachers in using EAL/D pedagogies and significantly improved achievement across all students.</p> <p>Deep data analysis using EAL/D Progressions and ESL Scales reflects expected student growth.</p> <p>Translating services were used routinely to increase LBOTE parent and community engagement.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$28 929.00) 	<p>Employment of a School Learning Support Officer (SLSO), 4 hours per day/4 days a week to:</p> <ul style="list-style-type: none"> deliver MiniLit to a target group of 8 students (all students have demonstrated measurable growth in reading, vocabulary and phonological knowledge). support the implementation of differentiated learning through Targeting Early Numeracy (TEN), provide additional support to students in K–2 classrooms.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$39 355.00) 	<p>A permaculture garden teacher was employed one day per week and partnered with our part–time teacher entitlement, releasing teaching partners to collaboratively plan and learn through action learning cycles of inquiry and data–focused practices.</p> <p>Each term, K–2 and Y3–6 stage team planning days enabled teams to plan, review and learn together. Evaluation of student progress, greater consistent teacher judgement and professional support were</p>

Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$39 355.00) 	<p>enabled through the additional release time.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$73 318.00) 	<p>Funding utilised to employ additional support staff:</p> <ul style="list-style-type: none"> • Teacher (0.47 FTE) 4 hours a day/4 days per week, to provide additional personalised support to 9 students in literacy and 16 students in numeracy (K–2). Measurable improvements were shown through reading level progress and tracking on relevant continuums. Monitoring and analysis of assessment data provided further feedback to classroom teachers. • SLSO (0.241 FTE), used in conjunction with Flexible Wellbeing and Integration Funding. Under the guidance of class teachers, additional support was given to enhance the social, emotional and learning needs of students. <p>Additionally, funds were used to provide access to a number of online applications and programs to promote learning and communication, including: Athletics, Reading Eggs, The School Magazine, School eNews, Sentral and History Mysteries.</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 934.00) 	<p>18 students from refugee backgrounds, including 7 newly arrived students, supported using appropriate and flexible modes of delivery.</p> <p>Enrolment procedures for newly arrived students were modified to gather wellbeing information and is communicated to appropriate staff.</p> <p>Interagency approaches to refugee wellbeing improved support strategies available to students.</p> <p>Social connectedness and wellbeing of newly arrived and refugee students was enhanced through the Welcome Program.</p> <p>Newly arrived students received intensive intervention to increase acquisition of basic interpersonal communication skills (BICS).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	119	105	100	104
Girls	103	103	79	81

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.8	95.9	93.9	93.4
1	91.8	90.2	95.9	93.5
2	92.2	93.6	91.5	94.1
3	93.3	94.7	94.6	91.8
4	94.3	93.8	95.8	93.6
5	94.2	93.8	93.5	94.5
6	88.6	90.9	91.8	90.5
All Years	92.2	93.1	93.8	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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	25
YR1/2	22
YR 1/2	22
YR3	31
Y4	25
YR5	27
YR6	19

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.27
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	4.97

*Full Time Equivalent

Coniston Public School has an experienced staff, supported by the Principal and three Assistant Principals.

This year, Coniston Public School welcomed Ms Kym Daly to the teaching team. Ms Daly is a permanent appointment, through the Aboriginal Incentive Scheme, to the Auburn Street Unit support class setting.

A number of temporary teachers were employed through expression of interest processes to backfill teachers on secondment and extended leave.

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	40

Professional learning and teacher accreditation

All staff engage in ongoing professional learning throughout the year which is aligned to performance and development processes, school priorities and the Department of Education's Strategic Plan.

Focus areas in 2018, included:

- Implementation of the Performance and Development Framework, aligning professional and personal goals to the Australian Institute of Teaching and School Leadership, to enhance a culture of continuous improvement for all staff. All staff have opportunities to give and gain feedback, and reflect on practice to refine personalised plans.
- Collaborative planning across stage-based teams to consolidate and enhance learning across the areas of curriculum, assessment and reporting. A coordinated approach ensures consistent system wide frameworks are in place, thorough analysis of data underpins planning and coordinated levels of support are in place to support students.
- Focus on Reading Phase 1 and 2. All classroom teachers completed 6 of 12 modules, which are centred on reading comprehension strategies, using data to move all students' learning forward and an action research project. Completion of the remaining 6 modules is scoped across Semester 1, 2019. Combining with Balgownie PS afforded both schools the opportunity to run phases 1 & 2 concurrently.
- School planning and implementation. Interactive planning and workshops to plan, review, monitor and evaluate progress towards school targets.
- STEM Action Project. School engagement in the state mentoring project to up-skill and support school leaders to lead STEM/STEAM across the school to foster authentic, real-world problem solving teaching units delivered across all classes.
- Data Analysis of internal and external measures. School-wide data capture systems monitor student progress and interventions. Staff have had training in new systems, including SCOUT and the Learning Progressions, which will be built upon next year.
- Learning Sprints. Teacher planning partners designed and implemented mini action learning 'sprints' to apply contemporary research to classroom practice through a process of planning,

action and reflection. New teacher knowledge was shared and validated through evidence.

- Wellbeing. Positive Behaviour for Learning strengthened through a matrix review and update of documentary evidence. Professional learning in Evidence-based Logic, Functional Approach to Behaviour Workshop 3, Responding to Problem Behaviours and Systems of Support, supported teachers to consistently implement the framework. Other learning in 'Life Skills', 'Got It!' and 'Bounce Back' provided a comprehensive approach to student wellbeing.
- Program development and teacher professional learning to enhance quality, differentiated spelling practices.
- Science and Technology – Syllabus, Film Pond, Film by the Coast, Minecraft in Education and Coding.
- EAL/D pedagogies. Class teachers supported through collaborative teaching models, with a focus on teaching and extending vocabulary across Years 1–4.
- Development through access to specialist support agencies, to support students requiring targeted adjustments or accommodations. Gifted Education, Management of Actual and Potential Aggression, Multicultural Association, Refugee Support, Hearing and EAL/D learning, have assisted staff to meet the diverse and challenging needs of the school population.
- Network opportunities facilitating greater cultural awareness and action in supporting Aboriginal students in conjunction with our local Aboriginal Education Consultative Group.
- Compliance training to meet our statutory obligations, including: Cardio-pulmonary Resuscitation, Anaphylaxis, Disability Standards for Education and Child Protection.
- Financial management and human resources training using new systems software/platforms.

In 2018, there are two teachers working towards accreditation at Proficient level. All other teachers are in the maintenance stage of accreditation. A small number of teachers are considering accreditation at the higher levels of Highly Accomplished and/or Lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	261,601
Revenue	2,648,132
Appropriation	2,548,098
Sale of Goods and Services	2,968
Grants and Contributions	94,303
Gain and Loss	0
Other Revenue	200
Investment Income	2,563
Expenses	-2,463,517
Recurrent Expenses	-2,463,517
Employee Related	-2,266,791
Operating Expenses	-196,726
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	184,615
Balance Carried Forward	446,215

Funds carried forward are surplus to that planned, due to greater than expected School and Community Funds being collected through hire of facilities. Funds have been assigned to major planned playground works and additional intensive student support in 2019 to support the implementation of the School Plan.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,402,920
Base Per Capita	37,606
Base Location	0
Other Base	1,365,313
Equity Total	226,608
Equity Aboriginal	9,547
Equity Socio economic	73,318
Equity Language	41,935
Equity Disability	101,808
Targeted Total	588,009
Other Total	100,899
Grand Total	2,318,436

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

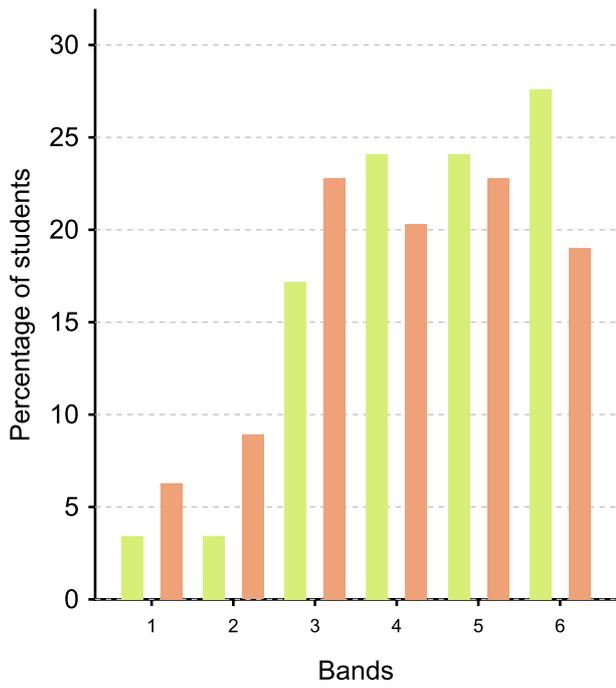
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

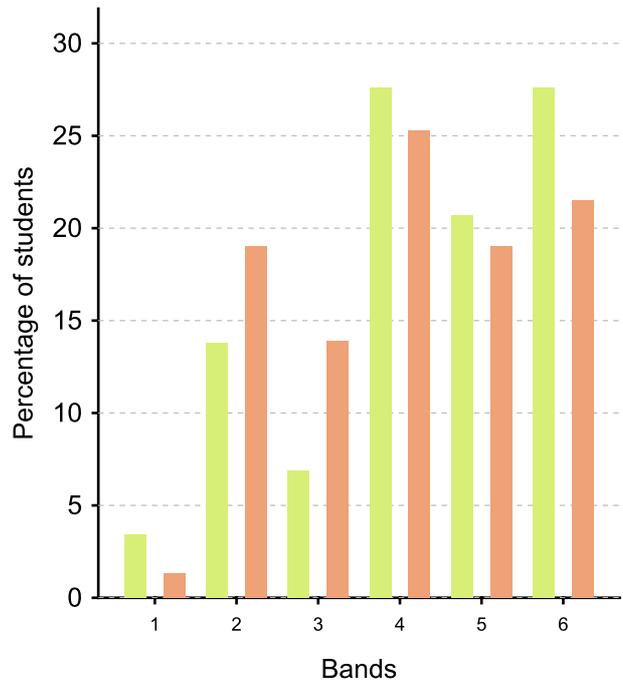
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 Reading, Spelling, Grammar and Punctuation, and Writing. This represents all aspects of the NAPLAN literacy assessment.

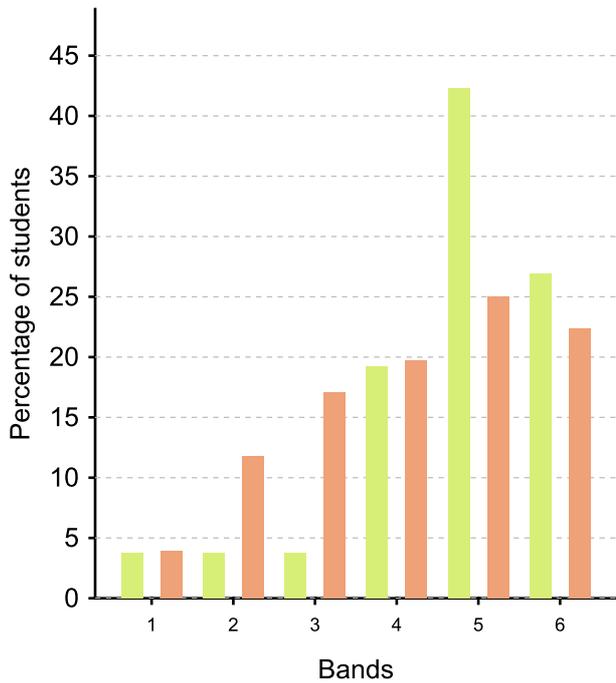
Percentage in bands:
Year 3 Grammar & Punctuation



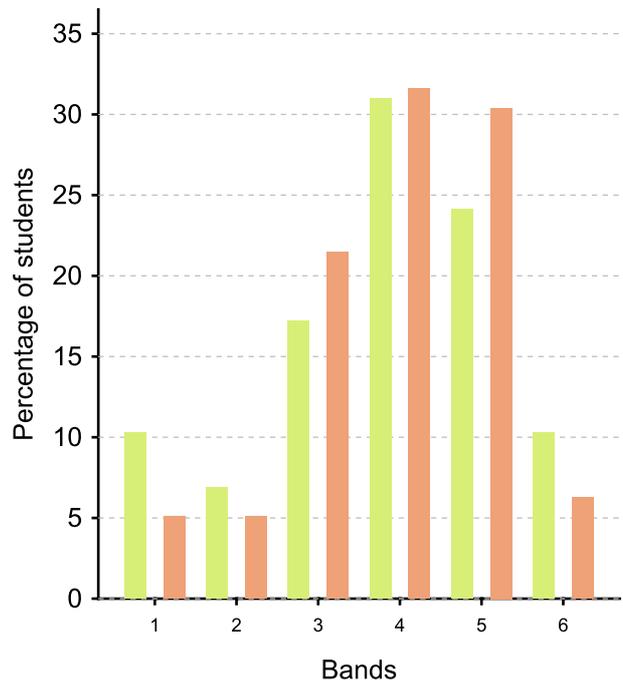
Percentage in bands:
Year 3 Spelling



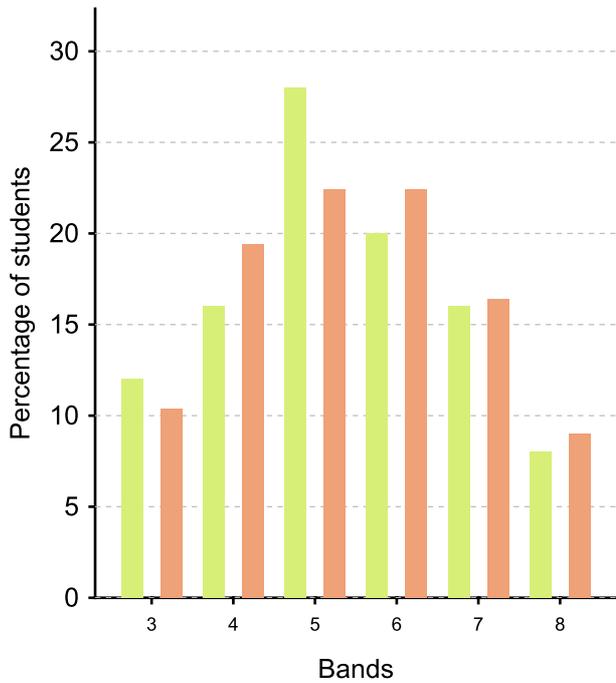
Percentage in bands:
Year 3 Reading



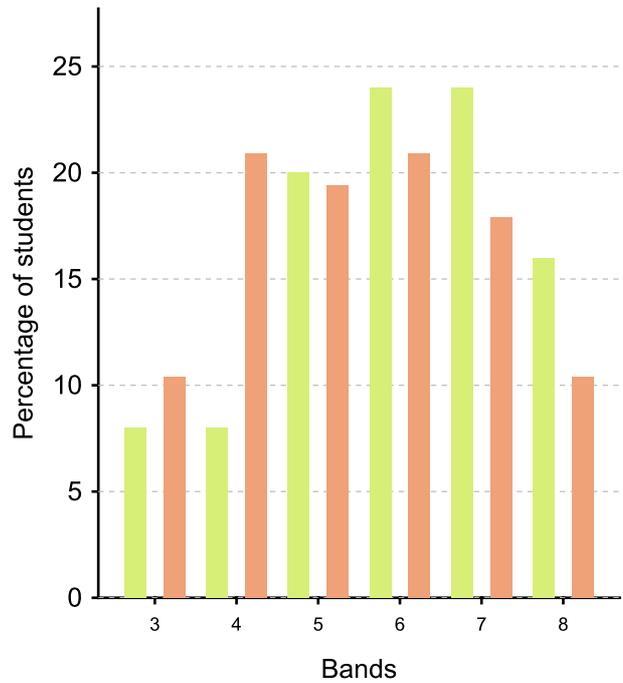
Percentage in bands:
Year 3 Writing



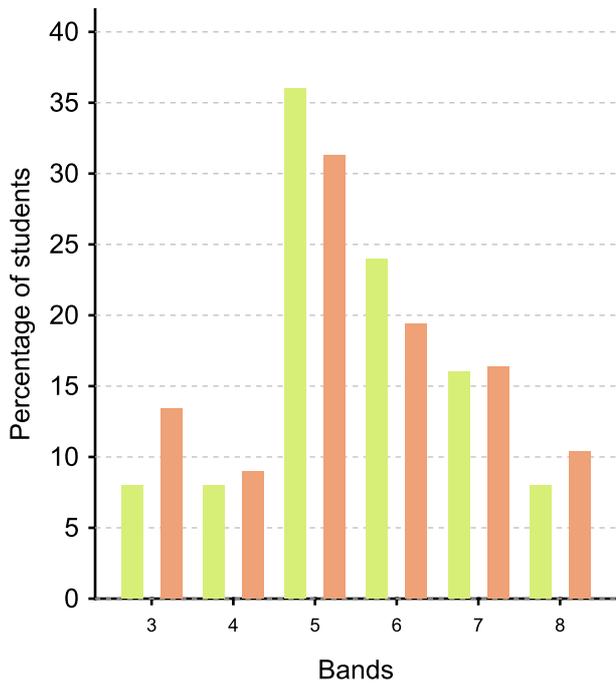
Percentage in bands:
Year 5 Grammar & Punctuation



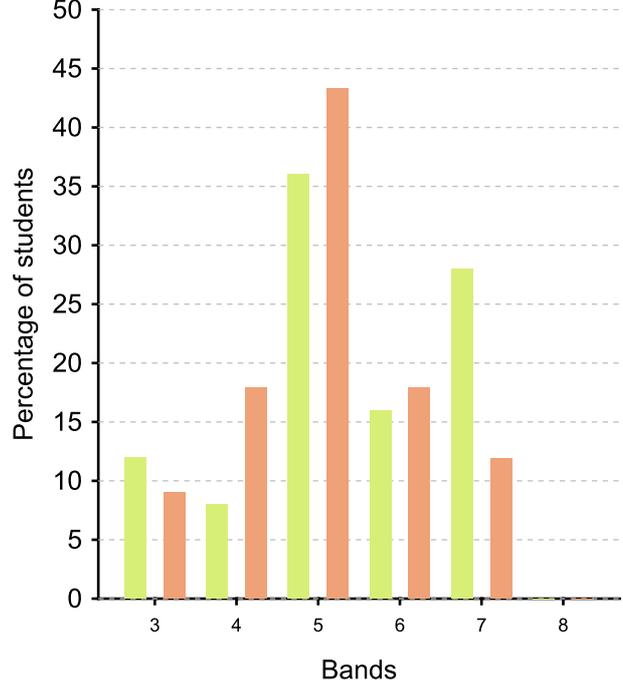
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

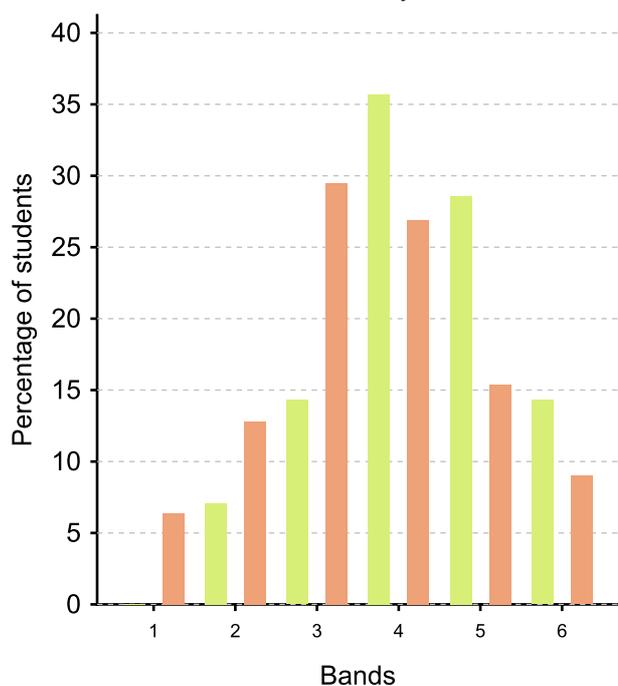


Percentage in bands:
Year 5 Writing

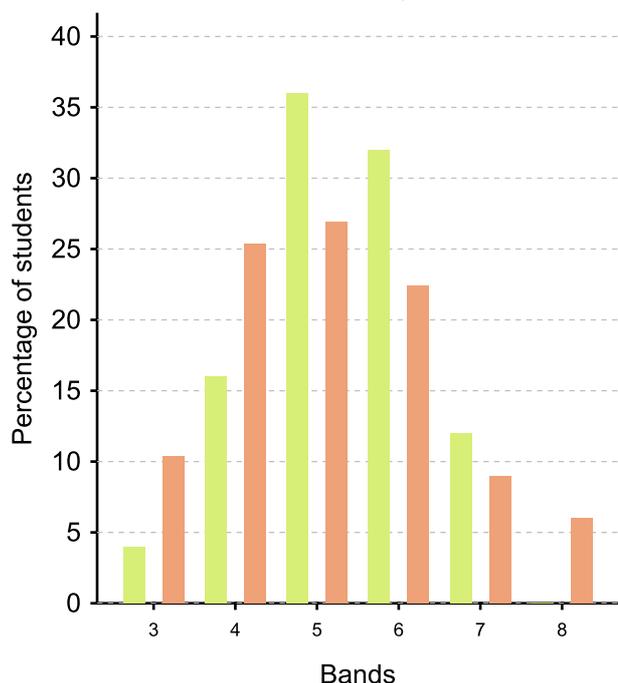


In 2018, student growth in Numeracy from Year 3 to Year 5 is well above the state average (126.4, compared to the state average of 94.5).

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.

In accordance with the Premier's Priority to increase by 8% the proportion of students in the top two bands of

NAPLAN by 2019, Coniston Public School has exceeded this target, moving from 23% in 2015 to 38% in 2018 (an increase of 15%).

Parent/caregiver, student, teacher satisfaction

Each year, as we endeavour to improve service and educational delivery, our school elicits information from parents, teachers and students to inform our future directions. This year, we gathered information via online surveys, along with other informal, consultative measures. The school satisfaction survey provided feedback from the perspective of students, teachers and parents.

Findings and Conclusions

In 2018, survey participation rates increased significantly. Most parents completed surveys online via the School eNews platform or were 'caught' in the playground before school by students armed with iPads.

Student and parent survey responses were very similar across like questions, with the majority of respondents agreeing that they:

- are proud to be part of the Coniston PS community,
- enjoy coming to school,
- are happy with their academic progress,
- have a good social network of friends and support,
- value the teachers at the school.

School staff responses indicate a high level of satisfaction, also consistent with results from parents and students. They indicate that staff:

- enjoy coming to work at Coniston PS and feel valued,
- are satisfied in assisting all students to improve,
- have developed positive home and school partnerships,
- value their colleagues.

Future Directions

Resultant from surveys and feedback, the school will:

- Investigate alternative ways to increase community awareness and knowledge of key school programs and initiatives.
- Increase opportunities for parents to be connected with learning in classrooms.
- Explore how the school can better involve the non-English speaking community.

– Revisit the 'Strengthening Family and Community Engagement' matrix to evaluate and prioritise future targets.

'Coniston is honestly the best school, which is fun, exciting and educational. I have never been so happy with how much progress I have made in every subject'. (Student)

'I honestly will not be surprised if Coniston PS is the best school in Wollongong. I am proud to be apart of this school and it's community'. (Student)

'I think Coniston PS is the best school. We are lucky to have wonderful teachers, great students and a fantastic principal. Thank you for all you hard work'. (Student)

'Very happy to be part of Coniston PS and what the school represents'. (Parent)

'Coniston PS is a multicultural school that welcomes any student. So proud to have my kids at the school'. (Parent)

'It's been a great first year for us'. (Parent)

'Such a positive school culture where staff work collaboratively and genuinely enjoy each day'. (Teacher)

'The students, staff and parents make CPS a happy and productive work place. The enthusiasm and willingness of staff to be involved in new programs and extra-curricula activities makes it an exciting place to be'. (Teacher)

'Coniston has a warm, welcoming atmosphere from the minute you step into the front office. Staff really work together as a team and love their school'. (Teacher)

Policy requirements

Aboriginal education

Coniston Public School is committed to the Premier's Priorities, improving educational outcomes for Aboriginal students. Personalised support and whole school initiatives operate throughout the year to support students to meet Personalised Learning Pathway (PLP) goals and increase knowledge and cultural awareness across the whole school population.

Reconciliation Week

Reconciliation Week marks the significant milestones in the reconciliation journey, the successful 1967 referendum and the High Court Mabo decision respectively. Four students and one teacher from CPS joined over 1000 students, teachers and community members at the annual Bellambi Community Walk for Reconciliation.

Reconciliation morning tea

Two students represented our school at the Northern Illawarra Aboriginal Education Consultative Group

(NIAECG) Reconciliation Morning Tea. Local elders joined with community representatives to share the significance of this year's theme 'Don't keep history a mystery'. Many inspirational young people shared their personal journey and knowledge with students from across our local schools.

Yuin Fit – Naidoc Week

Naidoc Week was celebrated with a special guest, James Storer. James Storer is an Indigenous, Fijian international rugby league player who has represented Fiji in three Rugby League World Cups. James held fitness rotations and presented his story of success from growing up in an Aboriginal mission in Mogo on the South Coast, to captaining Fiji in the 2008 World Cup. He was inspiring to listen to and gave our students valuable lessons about celebrating all things NAIDOC.

STEM Day at UOW

The UOW STEM Day is an initiative of the University of Wollongong, which aims to familiarise students with Indigenous knowledge and participate in activities based around Science, Technology, Engineering and Mathematics, as well as provide them with options to think about their future and to meet students beyond their usual cohort. Our four Aboriginal students from Year 6 were invited to participate in the STEM Day and the opportunity to meet with Aboriginal leaders through fun and engaging activities.

Additional Educational Support

All Aboriginal students have had opportunities to work one on one with a teacher to further develop their Personalised Learning Pathways, addressing goals and receiving support to achieve these goals. Students have elected to participate in reading programs, math activities and the resilience program, Rock and Water.



Multicultural and anti-racism education

The student population at Coniston Public School is approximately 51% LBOTE, with a significant proportion of these students being newly arrived or from refugee backgrounds. Languages spoken by our students include Macedonian, Burmese and Arabic. All staff embrace the cultural diversities of the students and find regular opportunities to celebrate differences,

including but not limited to Harmony Day and Refugee Week. All teaching and non-teaching staff promote acceptance of Australia's cultural, linguistic and religious diversity, challenge prejudiced attitudes and ensure that racist and discriminatory behaviours are strongly discouraged.

Other school programs

Support Program K–2

During 2018, K–2 students have been supported in classrooms, small groups, and on an individual basis according to student needs.

Kindergarten students have been supported in reading and writing in small groups. Our data reflects steady growth for most students, with 73% of students achieving higher than expected Kindergarten reading levels.

TEN activities were implemented in Kindergarten daily. A focus group of eight students was targeted according to need. The growth has been from Emergent to Perceptual and Figurative for these students.

Nine students in Year One were supported in reading and writing, individually and in small groups. Data collection has shown growth for all students. This has enabled students to continue to improve within the classroom program.

Support Program Years 3–6

In 2018, a culture of continuous growth and high expectations enabled Coniston Public School to provide differentiated learning which drives children's thinking and learning to learn.

Through set SMART goals children have a clear understanding of what they are achieving as learners and how to improve by knowing what is the next expectation.

100% of students targeted accessed Learning and Support Teacher (LaST) support on a one to one basis or in a small group.

All students receiving LAST have shown increased engagement in all learning activities. These students have also increased achievements in mathematics and literacy by at least 5%.

Gifted and Talented Education

Tournament of Minds (ToM) ran for a second year at CPS. ToM is a problem solving program for teams of students from both primary and secondary years. Six students from mainstream and one student from ASU participated in the 2018 challenge. ToM provides opportunities for developing diverse skills, time management and the discipline to work collaboratively within a challenging and competitive environment.

This year our students chose a new discipline, STEM (Science, Technology, Engineering and Mathematics).

The combination of Science, Technology, Engineering and Mathematics principles provided an integrated approach for students to deepen their conceptual understanding and use their creative and critical thinking skills to solve a challenge within an authentic context.

Feedback received by students from the ToM judges was very positive. They were impressed with their design, delivery and ingenuity. Our students look forward to participating again in 2019.

Technology, STEAM, Robotics, Coding

Coniston Public School obtained free school-wide access to CodeCamp World. Primary students have started to enjoy learning the concepts of coding, problem-solving and critical and creative thinking by building their own game app.

Coniston Public School was also given a 3D printing grant and access to the GE Additive Education Program. Students now have access to a 3D printer and 3D printing software which complements learning in all areas.

Whilst both of these programs are still in the beginning stages, they will continue into 2019.

STEAM

Our school implemented a whole school STEAM focus for 2018, using the theme, 'Is plastic fantastic?'. Two teachers participated in STEAM training late 2017 to implement across the school in 2018. All teachers were then provided with professional learning and strategies on how to plan, implement and engage students in STEAM learning.

Collaboratively, initiatives were discussed and pursued by each stage, resulting in research, campaigns, artworks, beach clean ups and a market day, where students sold items made from recycled products.

As a result of the implementation of STEAM initiatives, our students developed a passion for learning, problem solving, thinking critically and creatively as well as opportunities to demonstrate their skills and talents in an exciting, vibrant and collaborative way.

Public Speaking

The 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, speaking and presentation skills. They presented first in class, then as stage groups. This culminated in three speakers being chosen to represent their stage in the whole school final. The topics for each grade were linked to content studied in class and provided students with the opportunity to research, form an opinion and present their ideas.

The judges thoroughly enjoyed the experience but had a very difficult time choosing winners due to the high standard represented in the finals.

Spelling Bee

The Premier's Spelling Bee was an engaging event where students were encouraged to increase their spelling and vocabulary. All students K–6 participated in class spelling competitions, with finalists selected to represent each stage at the school final. Four students from Years 3–6 were chosen to represent our school at the regional final which was held at Hayes Park Public School. One of our students placed as a runner-up for the state final.

School Sport

With the Sporting Schools Grants the school was able to offer programs in tennis, basketball and gymnastics. All students participated in 4 sessions of tennis. Students were taught racquet and ball skills by two professional coaches from the Hot Shots Tennis Program.

Students from K–2 were able to attend a series of eight lessons at South Coast Gymnastics during Term 2. The coaches provided an introduction to a variety of gymnastic skills. The children practised skills such as crawling, skipping, hopping, balancing and jumping.

During Term 3, all students from K–6 participated in 8 weeks of basketball skills training with a coach from the Illawarra Snake Pit. Skills were developed in passing, dribbling and catching.

Swimming Carnival

Approximately 60 students participated in the 2018 Swimming Carnival at Western Suburbs Pool, Unanderra. As a result of the school carnival 20 students went on to the District Carnival.

Athletics Carnival

The whole school attended our annual carnival at the Beaton Park track. High participation across disciplines and sportsmanship was evident throughout the day with house chants promoting team spirit.

A number of records were broken in a range of events.

Cross Country Carnival

Our school Cross Country Carnival was held on a very warm Autumn day in March, with all students K–6 participating. From the school carnival, 30 students competed at the District Carnival at Kembla Joggers in May. Two students made it through to Regional Cross Country which was held in Nowra in June. We are very proud of our students' efforts.

PSSA

In Term 3, students had the opportunity to participate in PSSA sport. PSSA provides opportunities for students to learn new skills and play against other schools in supervised games. Years 5 and 6 participated in basketball at the Snake Pit, while Years 3 and 4 participated in Oztag at Sid Parrish Park.

Bounce Back

The Bounce Back! program provided students with opportunities to develop strategies for resilience and coping with unforeseen events. All students K–6 participated in learning aligned to a whole school scope and sequence that has been structured to continuously build on resilience skills and strategies.

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. Students have been observed effectively using language and resilience strategies to assist themselves and others in real situations.

PBL

Positive student wellbeing continued to be a strong focus for staff professional learning, systems and practice in 2018.

The Positive Behaviour for Learning team meet regularly throughout the year to review and establish systems and practices to support students to connect, succeed and thrive at our school. The team revised and updated the matrix of expected behaviour to reflect the modern school context and to include online and anti-bullying expectations. Location specific lessons were developed to teach expected behaviours to students through a planned scope and sequence of lessons. Updated behaviour definitions on the 'Sentral' database system were added, including specific school locations. This allowed for efficient analysis of school wide behaviour trends.

Students participated in a whole school acknowledgement and collaboratively named the new mascot.

Staff gave out over 6000 'Catch you being good' acknowledgements to students.

Staff professional learning built on a 'functional approach to behaviour'. Teachers reviewed the evidence based logics of Positive Behaviour for Learning and examined three of the Effective Classroom Practices modules; 'Responding to problem behaviour', 'Active Supervision' and 'Opportunities to respond' to efficiently manage a classroom and structure teaching to increase student engagement.

Rock and Water

The Rock and Water program is aimed at raising self-awareness of students' personal strengths and abilities. Students have opportunities to learn how to play and work together in a changing, multicultural society.

Rock and Water was successfully delivered by our trained Rock and Water teacher. Students were given opportunities at lunch time to come into a calm environment where they felt safe and were able to work on their own self awareness through games and exercise. This is a voluntary, opt-in program.

Transition – Starting with a smile

We have continued to build upon our relationships with our local pre-schools through a comprehensive transition program. Teaching staff made regular visits to the local pre-schools, getting to know new students and our pre-school students also came to experience aspects of the school day throughout the year. Our successful Kindergarten Orientation program has seen our families welcomed into our school with a family treasure hunt to familiarise themselves with the school, had the opportunity to see the Kindergarten classrooms and participate in a variety of activities throughout the program in readiness for school. Families are provided with detailed information to assist their child's readiness for school. This year family interviews were introduced for all students during the transition process enabling important transfer of information from families to support a smooth start to school for all students.

Our strong relationship with Keira High School has ensured that our Year 6 students are well supported throughout their transition journey to high school with many opportunities to meet and visit with staff and students from Keira High School. The transition journey starts in Year 5 with our students attending KHS to participate in initiatives such as a STEM Day, Keirabald, meet and greet day and parent information sessions.

SRC

With a very successful year, the Student Representative Council met weekly to discuss and advocate for their peers. They are committed and dedicated to representing their peers at Coniston Public School and helping to make their voice heard. They were proactive in supporting local organisations and charities to help others in less fortunate situations and to make a difference in their lives.

The SRC were responsible for implementing a 'Nude Food' initiative that instilled environmental awareness of how we bring our lunches to school. They also conducted a whole school audit on the Nude Food Day to determine its effect on the school environment. The results demonstrated that the day was very successful in minimising waste based on data gathered from previous days. The data was presented at a whole school assembly.

The SRC organised a 'Farmer Relief' donation, which was matched by the P&C. School activities and our garden connections highlighted the effects of the drought from farm to plate.

Finally, the SRC gained leadership skills while learning to serve and to give to others. They are to be congratulated on their outstanding effort through the year.

Permaculture Garden

This is the 4th year the Ganugan garden has been operating. It has continued to flourish with an abundance of edible plants, fruits, vegetables and biodiversity. A number of community working bees

have taken place with members from the community where permaculture practises have been taught.

Many Farmer's Market Stalls have also been held at the school where students have been able to offer their organically grown produce to the community at an affordable price or by donation.

Throughout the year, students have been engaged in learning about permaculture theory, sustainability and biodiversity. This has included growing and harvesting fruits and vegetables, preparing and cooking produce, composting, seed-raising, making beeswax wraps, planting native trees and creating a native bee-hotel.

We have been fortunate to have received a \$3500 Eco-schools grant from the Environmental Trust which will fund a greenhouse project enabling students to raise their own seedlings and learn seed-raising practises from the Wollongong Botanical Garden. This project will begin in 2019 with completion by 2020. An outdoor kitchen will be erected in 2018 following success with the Community Builders grant opportunity.

Drop In Club

A lunch time 'Drop In' club was established in 2018 for students to escape the noise of the playground and engage in quiet indoor play activities. Structured and unstructured games have enabled students to foster new friendships, gain practise in using play skills and provided an alternative in hot or wet weather.

Southern Stars

Southern Stars brings together more than 3000 students from across Southern NSW in an arena styled performance event. The performance is an inspiring and energetic mix of dancers, vocalists, orchestras, bands, choirs and other outstanding young performers from across the region at the WIN Entertainment Centre, Wollongong. It is an exciting opportunity for students to develop their skills in performing arts, work together as a team and build relationships with students from a variety of different schools.

12 students from Years 4, 5 and 6 participated in the Coniston Public School Southern Stars Dance group. They rehearsed over the first six weeks of Term 3, learning and perfecting three dances.

In Week 6, students had four days of technical rehearsals, dress rehearsals and performances. The students' behaviour was impeccable, their attitudes were beautiful and their dancing was spectacular.

Choir

This year, our school choir provided students with opportunities to engage musically with the wider community. The choir performed at the Wollongong Schools ANZAC Ceremony, Wollongong Choral Festival and in the Wollongong Mall as part of Christmas celebrations. Within the school community, the choir performed at a number of assemblies and celebrations.

CHiME

This year our K–2 classes have loved participating in the Childhood Music in Education Program (ChiME) with Mark from the Wollongong Conservatorium of Music. This program is dedicated to the exploration of music through singing, playing, moving, listening and creating.

Keirabald

As part of a Keira Community of Schools initiative, students were invited to participate in a portraiture art competition 'Keirabald'. Students painted or sketched a person who influenced them in some way. Our school was highly successful with one student taking out 1st place and another student receiving a highly commended award. We were very proud of their effort. All students' portraitures were exhibited at a local gallery 'Art Space' throughout the month of May.

Premier's Sporting Challenge

This year, the Premier's Sporting Challenge ran over Terms 2 and 3. Overall, 400 000 students and 10 500 staff from 1 600 schools participated in this challenge. Staff and students at Coniston Public School participated in the challenge for 10 weeks. In this time, all participants aimed to increase their physical activity for each day. Students developed their understanding of the importance of sport and physical activity throughout the challenge.

Easter Hat Parade

Our annual school Easter Hat Parade was a great event supported by our Coniston community. All classes participated from K–6, including students from the Auburn Street Unit, with a class dance and hat parade culminating in a whole school community dance.

Grandparents Day

Students enjoyed showing grandparents their classrooms and variety of learning activities, one class even taking their special guests up to the computer lab. At our special assembly we celebrated our Grandparents Day with class items and finished off with the whole school singing "One song". The lyrics of this song highlighted how we are all united as one, which is certainly evident at Coniston Public School.

After a show of hands and elimination we found our eldest Grandparent on the day, Alexander in KF's Great Grandmother. Lavina and Alexander proudly cut the cake on behalf of the school to finish our assembly. Grandparents were then treated to a morning tea in the library.

Harmony Day

Coniston Public School celebrates the rich cultural diversity of its community by embedding multicultural perspectives within teaching and learning programs. On Harmony Day, students had the opportunity to share in stories of inclusiveness and create a beautiful group

craft work for display. Students were encouraged to come dressed in traditional costume and share their culture. Parents were also encouraged to share stories and artefacts in classroom visits.

Visual Literacy– Film By The Coast

The children at Coniston Public School participated in the first children's Film By The Coast Film Festival at Anita's Theatre, Thirroul. The students of Year 3, created scripts and collaborated with local high school film students and teachers, to create an edited, sophisticated film with over 9 scenes. The film was successfully showcased at the prestigious theatre, which was watched by an audience of over 350 people.

Dance Troupe

This year, Coniston Public School developed an across–stage Dance Troupe. The troupe met weekly with the organising teacher to choreograph new dances to be performed at assemblies, celebrations and future eisteddfods.

2018 has been a fabulous year for the Coniston Public School community and we thank everyone that has invested their support, time and energy into making our school a wonderful place to learn and work!