

2021 Annual Report

Coniston Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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

School vision

Coniston Public School inspires and empowers ALL students through high quality and engaging 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 provide students with space to move, learn and play creatively.

Coniston Public School has eight regular classes and three special education (Emotional Disturbance) classes at the Auburn Street Unit, located on the same school site. 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. More than 50% of families are from a non-English-speaking background and are represented by 26 different cultural groups.

The school has a culture of inclusion, cooperation and warm friendship, which form the core of the school's values. The school crest symbolises unity, harmony and a valued sense of community at Coniston Public School. Harmony is seen as a significant factor in the success of the school with cultural cohesion a showpiece for our wider community.

Teachers, parents/carers 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 businesses, community groups and the University of Wollongong.

Individual student needs are carefully considered and accommodated by dedicated staff who use a balance of traditional and innovative approaches to ensure the needs of each individual are met. Quality and differentiated programs are implemented to effectively cater for student strengths and needs using contemporary methodology, underpinned by the Australian Curriculum.

Through our situational analysis, the school has identified that evidence informed teaching practices, particularly for reading and numeracy, require further development and consolidation. This is supported by targeted high-impact professional learning and deep analysis of internal and external data to inform personalised, explicit and differentiated learning experiences for all students. Our work with individual students is responsive and closely monitored, with targeted support provided to those students who are yet to demonstrate expected growth on relevant assessment measures.

To continue to build a culture of high expectations and high performance, teachers are provided with ongoing opportunities to collaborate, engage in additional high impact professional learning with an emphasis on both curriculum implementation and wellbeing practices, and the opportunity to develop their own leadership aspirations. All non-teaching staff engage in relevant professional learning to ensure that they are highly skilled in their particular area. Meeting the needs of all students in our diverse community is a high priority.

In our complex school environment, student wellbeing and community connection are paramount. We continue to implement Positive Behaviour for Learning as part of the Department's Student Behaviour Strategy. This is complemented by additional, evidence-based practices designed to support all our students to connect, succeed and thrive. To ensure our community is connected to the school, a range of opportunities and connections are implemented. The permaculture garden plays a major role in building community connection, both within the school and wider community.

Rigorous evaluation measures and practices are embedded in our strategic improvement plan to ensure that the school remains focused on improving outcomes for every student.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students demonstrate continual improvement in reading and numeracy, we will embed evidence-informed teaching, assessment and data driven practices that are underpinned by high impact professional learning and collaborative practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed teaching

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$23,545.00
New Arrivals Program: \$16,095.00
Refugee Student Support: \$4,406.00
Professional learning: \$3,159.11
Literacy and numeracy: \$4,829.00
Socio-economic background: \$77,752.00
Beginning teacher support: \$4,680.00
English language proficiency: \$46,534.00
Low level adjustment for disability: \$78,483.00
QTSS release: \$41,930.00

Summary of progress

Throughout 2021, the teaching staff of Coniston Public School focused on developing a shared understanding of effective classroom practice, including the analysis of reading and numeracy data, in order to improve student outcomes.

Teaching staff engaged in the formal analysis of current system, school and classroom growth and attainment data to inform and tailor personalised, explicit and differentiated learning experiences to cater for student strengths and needs. A range of assessments were administered with achievement and growth data collected and analysed, including:

- check-in assessments for Years 3-6.
- NAPLAN Years 3 and 5.
- individual reading assessments for fluency, comprehension and accuracy.
- Best Start Kindergarten.
- Year 1 phonics assessments.
- pre- and post-assessments for numeracy.

Consistent and coherent high impact professional learning informed by student need was undertaken with relevant elements embedded into the school's practices. Professional learning included:

Reading

- Fluency on Teams Blended Learning
- Focus on Understanding Texts: The components of reading
- Focus on Vocabulary
- Effective Reading: Phonics
- Effective reading instruction with decodable readers
- Fab 5: Phonological Awareness and Phonemic Awareness
- Improving Reading and Numeracy: Comprehension; Connecting ideas; Understanding character, and; Vocabulary
- Reading Resources on the Digital Hub
- Introduction to the Reading Guide
- Phonics Diagnostic Assessment
- Deep Dive into Literacy Resources
- Synthetic Phonics
- EAL/D professional learning and mentoring
- K-2 Curriculum introduction - English

Numeracy

- Interview for student reasoning
- Maths Online - Stages 2 and 3

- K-2 Curriculum introduction - Mathematics
- Additive Strategies - Early Stage 1 and Stage 1
- Improving Reading and Numeracy: Number and Place Value; Measurement and Geometric Reasoning; Multiplicative thinking, and; Additive strategies
- Becoming mathematicians: Quantifying collections, and; How numbers and fractions work
- Number talks for additive strategies

The opportunity for consistent collaboration in order to build teacher capability and collective pedagogical practice was embedded into the school's professional learning calendar. Twice each term, teachers met to analyse student reading and numeracy assessment data and progress, share teaching strategies, engage in targeted professional learning, if required, and plan for the next teaching cycle.

In order to prepare for the implementation of new syllabuses in English and Mathematics, including new ways of teaching, a significant level of finances were allocated to improve resources to support teaching and learning. This included the:

- purchase of decodable readers, appropriate software programs, School Magazine, teaching guides and books for the library.
- purchase of furniture to enable small group / individual instruction, provide additional storage for resources and to complete the library upgrade commenced in 2020.
- installation of QuietSpace in all classrooms and library to ensure 'walls that teach' are available to support each and every student.
- conversion of sliding doors in six classrooms to whiteboards to enable working to be demonstrated by teachers as well as completion of tasks by students.

Our intensive learning support program was a significant investment in 2021. Combining a range of funding sources enabled the school to allocate one teacher, three days per week to each stage and one teacher two half days per week to Auburn St Unit. Each teacher collaborated with their team to implement a teaching program to best meet the needs of students assigned to the program. Students were selected on the basis of need as identified through individual and standardised assessments and reference to student wellbeing records. Growth data was collected and analysed for each student with students entering and exiting the program at various times throughout the year. The continuation of this program will not be possible in 2022 due to reductions in funding and staff allocation but the revised program will be designed to build on achievements and professional learning.

The above focus on student growth and attainment has resulted in the following achievements for NAPLAN Years 3 and 5:

Reading

- 40.7% of Year 3 students achieved the top two bands with the statistically similar group achieving 43.6%.
- 31.3% of Year 5 students achieved the top two bands with the statistically similar group achieving 26.5%.
- 100% of matched Year 5 students demonstrated growth with 71% achieving at or above expected growth.
- 100% of Aboriginal students achieved above expected growth.
- 80% of students with English as an additional language / dialect who are at the consolidating phase, achieved above expected growth.

Numeracy

- 44% of Year 3 students achieved the top two bands with the statistically similar group achieving 30.7%.
- 6.3% of Year 5 students achieved the top two bands with the statistically similar group achieving 20.2%. This cohort will be a focus in Semester 2 2022 in preparation for high school.
- 93% of matched Year 5 students demonstrated growth with 53% achieving at or above expected growth.
- 100% of Aboriginal students achieved above expected growth.
- 40% of students with English as an additional language / dialect who are at the consolidating phase, achieved above expected growth.

Please note, matched students are those that participated in Year 3 whilst enrolled in a NSW public school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift in the percentage of students achieving in the top two bands for reading to be above the system identified baseline.	<p><i>Reading</i></p> <p>In the top two bands for reading, the school has experienced since 2019 an upward trajectory that is steeper than expected but is yet to achieve the combined Year 3 and 5 baseline target of 38.92%, achieving 37.21%.</p>

<p>An uplift in the percentage of students achieving in the top two bands for numeracy to be above the system identified baseline.</p>	<p><i>Numeracy</i></p> <p>In the top two bands for numeracy, data indicates that 29.27% of combined Year 3 and 5 students achieved the top two bands, exceeding the lower bound target and approaching the upper bound target.</p>
<p>An uplift in the percentage of students achieving expected growth for reading to be above the system identified baseline.</p> <p>An uplift in the percentage of students achieving expected growth for numeracy to be above the system identified baseline.</p>	<p><i>Reading</i></p> <p>61.54% of all students achieved expected growth in reading, which is .71% below the lower bound target.</p> <p><i>Numeracy</i></p> <p>46.15% of all students achieved expected growth in numeracy, which is below the lower bound target of 76.47%.</p>
<p>The following School Excellence Framework Elements are validated at sustaining and growing.</p> <p><i>Learning</i></p> <ul style="list-style-type: none"> • Curriculum • Student performance measures <p><i>Teaching</i></p> <ul style="list-style-type: none"> • Effective classroom practice • Data skills and use • Professional standards <p><i>Leading</i></p> <ul style="list-style-type: none"> • School resources 	<p>The school continues to focus on learning, teaching and leading through the implementation of the school improvement plan and additional practices and programs.</p> <p><i>Learning</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of curriculum and student performance measures was validated by the external validation panel.</p> <p><i>Teaching</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of effective classroom practice, data skills and use and professional standards was validated by the external validation panel.</p> <p><i>Leading</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the element of school resources was validated by the external validation panel.</p>

Strategic Direction 2: A culture of excellence

Purpose

In order for every student, teacher, leader and our school to improve every year, we will implement evidence-based improvement processes that are sustained over time and that are integrated into the daily work of the school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collective teacher efficacy
- High performance culture

Resources allocated to this strategic direction

Socio-economic background: \$20,288.00

Beginning teacher support: \$37,164.00

Professional learning: \$15,290.03

Summary of progress

The aim of strategic direction two, *A culture of excellence*, was specifically designed to complement and support strategic direction one, *Student growth and attainment*.

The Department of Education sets a school baseline for student wellbeing, with one of three measures being *expectations for success*. It is noted that the Department's system identified baseline is based on data that was collected from Tell Them From Me surveys that were conducted with small cohorts, with some evidence of inconsistency in survey administration.

In order to reestablish the school's baseline, the student wellbeing measure, *expectations for success*, was measured using the student Tell Them From Me survey in Term 1 2021. Sixty-eight students in Years 4-6 completed the survey. The overall result for this measure was 94.12%.

In the 2022 - 2025 school improvement cycle, all students in Years 4-6 will be given the opportunity to complete the survey with one executive staff member administering the survey to ensure consistency. (See also the annual reflection for strategic direction three for information regarding the additional two measures.)

Two initiatives support strategic direction 2: *Collective teacher efficacy* and *High performance culture*.

Collective teacher efficacy

Opportunities to build instructional knowledge, collaborate with colleagues and work collectively were embedded in the school's structures and processes.

Through the allocation of two assistant principals for two days each week, the monitoring and evaluation of our intensive learning support program, regular collaborative planning sessions and, the processes of classroom observation, feedback and coaching to support professional development and encourage reflective practice were embedded across the school.

Although impacted by the learning from home period, teachers regularly engaged in sessions to discuss and reflect on teaching strategies, school planning and performance and development goals.

For our two early career teachers, the process of observation, coaching and feedback was implemented on a weekly basis with dedicated time allocated for both the teachers and their mentors in accordance with Department of Education policy.

The building of school and classroom leadership capability through identifying and solving problems of practice as part of an ongoing process of implementation/improvement cycle was particularly enhanced through our participation in the external validation process. A core team of three members from the executive leadership team, with reference to two additional members and teaching staff, ensured a high quality submission was made and supported the panel. This opportunity laid the foundations for ongoing reflective practice that will continue in 2022 with teams being formed to further build leadership capability and distribute leadership across the school.

Teaching teams were provided with frequent opportunities, structures and targeted supports to enable them to collaboratively analyse and monitor student progress and attainment data, evaluate teaching effectiveness and modify teaching programs based on identified student need. At the end of 2021, a teacher reflection using the What Works Best reflection guide indicated that the culture of collaborative practice had been improved by these measures and will therefore continue in the 2022 - 2025 plan.

High performance culture

Throughout 2021, practices and processes to further develop a school culture that encourages, recognises and celebrates high performance were explored.

Formative assessment professional learning requires consistent processes of learning, observation and reflection and was therefore not practical due to the extended learning from home period. Although formative assessment professional learning is deferred until 2022, teachers were surveyed regarding their practices, performance goals established and reflected on, and resources purchased ready for implementation in 2022. Designed as a self-reflection tool, the survey will be repeated in Term 1 2022 to determine what gains have already been made and to more deeply inform professional learning.

Professional learning for the High Potential and Gifted Education policy was completed by all members of the executive leadership team with three teaching staff then completing a University of Wollongong course about meeting the needs of special populations within the policy. All students in Years 1 - 5 were assessed above level using a general ability test to assist in the identification of those students who may be underachieving in the academic domain. In 2022 - 2025, this area will be well supported through formative assessment professional learning and practices with opportunities in the remaining domains to be explored and embedded across the school.

With the fluctuating status of teaching staff, it has been difficult to provide consistency in opportunities for teachers to seek higher levels of accreditation, and/ or leadership roles. However, teachers were supported to take on alternate opportunities in other schools in order to develop their expertise whilst seeking higher levels of employment rather than accreditation. This area will remain a focus in the next planning cycle with an emphasis on succession planning and accreditation for two early career teachers.

All non-teaching staff were provided with a range of professional learning experiences to ensure they are highly skilled and efficient within their specific roles. This included targeted professional learning regarding disabilities, and specific administration programs and software.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The following School Excellence Framework Elements are validated at sustaining and growing.</p> <p><i>Learning</i></p> <ul style="list-style-type: none"> • Learning culture • Assessment • Reporting <p><i>Teaching</i></p> <ul style="list-style-type: none"> • Professional standards • Learning and development <p><i>Leading</i></p> <ul style="list-style-type: none"> • Educational leadership • School planning, implementation and reporting 	<p>The school continues to focus on learning, teaching and leading through the implementation of the school improvement plan and additional practices and programs.</p> <p><i>Learning</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of learning culture, assessment and reporting was validated by the external validation panel.</p> <p><i>Teaching</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of professional standards and, learning and development was validated by the external validation panel.</p> <p><i>Leading</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of educational leadership and school planning, implementation and reporting was validated by the external validation panel.</p>
<p>Baseline data collection for:</p> <ul style="list-style-type: none"> • high skills - high challenge (Tell Them 	<p>Baseline data was collected for:</p> <ul style="list-style-type: none"> • high skills - high challenge: 48% (NSW 53%) in the student Tell Them

<p>From Me student survey) <ul style="list-style-type: none"> the use of formative assessment strategies (teacher). <p>Student wellbeing measure - Expectations for success maintained at / close to system identified baseline.</p> </p>	<p>From Me survey in Term 1 2021 conducted with 68 students in Years 4-6. This data, forms the baseline for the next strategic improvement plan (2022 - 2025) with initiatives and activities in this plan to improve on the baseline data.</p> <ul style="list-style-type: none"> formative assessment strategies using a teacher survey based on Wiliam's student survey. In Term 1 2022, students will be given the same survey and teachers will repeat the survey for whole school data collection and for personal professional reflection purposes. <p><i>Wellbeing measure - expectations for success</i></p> <p>The percentage of students achieving expected growth in overall wellbeing decreased to 84.73% indicating progress is yet to be seen toward the lower bound target, with expectations for success decreasing to 94.12%. See additional information in the summary of progress section and the annual reflection for strategic direction three.</p>
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Strategic Direction 3: Connect, succeed, thrive

Purpose

For the wellbeing of our students to continually improve, we will further develop our programs and practices, including those that engage members of the school and wider community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student wellbeing
- Community connection

Resources allocated to this strategic direction

Professional learning: \$2,378.15

Low level adjustment for disability: \$52,841.00

Socio-economic background: \$7,100.00

Integration funding support: \$73,014.00

School support allocation (principal support): \$13,907.00

Aboriginal background: \$9,510.00

Summary of progress

The Department of Education sets a school baseline for student wellbeing, with two of the three measures being *sense of belonging* and *advocacy*. It is noted that the Department's system identified baseline is based on data that was collected from Tell Them From Me surveys that were conducted with small cohorts, with some evidence of inconsistency in survey administration.

In order to establish the school's baseline, the student wellbeing measures of *sense of belonging* and *advocacy at school* were measured in the student Tell Them From Me survey in Term 1 2021. Sixty-eight students in Years 4-6 completed the survey. The overall result for *sense of belonging* was 74.63% and for *advocacy at school*, 85.29%, with both results influenced by the extensive learning from home period in 2020 where students experienced a level of disconnect from both their peers and teachers.

In the 2022 - 2025 school improvement cycle, all students in Years 4-6 will be given the opportunity to complete the survey with one executive staff member administering the survey to ensure consistency. (See also the annual reflection for strategic direction two for information regarding the additional measure.)

Coniston Public School has a diverse community that includes:

- families with a language background other than English.
- families who are deemed low-socio economic according to the *Family, Occupation and Education Index* (FOEI).
- families who are refugees or new arrivals to Australia.
- families and individuals who have experienced trauma.
- students with disability, diagnosed and undiagnosed.
- students with complex behaviours.

Based on this information, providing opportunities for members of our community to connect, succeed and thrive continues to be a high priority. This strategic direction is supported by two specific initiatives, *Student wellbeing* and *Community connection*.

Student wellbeing

In 2021, student wellbeing was self-assessed as excelling and this was supported by the external validation panel. While this is cause for celebration, this assessment served two purposes: to affirm the school's current programs and practices and as a stimulus to ensure we continue to excel in this area.

Professional learning

Throughout the year, extensive professional learning and implementation occurred, including Neuro-sequential Model of Education, Smiling Minds and Zones of Regulation. These programs underpin the school's Positive Behaviour for Learning (PBL) values of *be respectful, be safe, be a learner*. Although PBL was not fully implemented in 2021 due to a number of factors, including the impending *Student Behaviour Strategy* from the Department, the language of the values

is used consistently throughout the school. PBL lessons were reintroduced for the student bathrooms on completion of the upgrade. Signage displaying the values and expectations has been installed in strategic locations throughout the school. PBL will be relaunched in 2022 commencing with a focus on recess and lunchtime eating and play periods. Zones of Regulation language and practices will be expanded throughout the school to complement PBL along with Smiling Minds as a resource to support Zones of Regulation.

A range of inclusive programs and practices for all students, including Aboriginal and Torres Strait Islander students, students with disability and students from a language background other than English are embedded across the school. Ganugan, our permaculture garden, is integral to the success of these programs, with groups of students working in the garden and cooking in the kitchen in formal programs (for example, release from face-to-face teaching and time dedicated for students requiring social-emotional support). Students are also provided with informal opportunities to work in Ganugan as part of our lunchtime activities. Our yarning circle is located within Ganugan, and dedicated activities occur for our Aboriginal students on a regular basis.

Student voice

Student voice is an area for development at Coniston Public School. While we have an active Student Representative Council (SRC) and all Aboriginal students regularly revisit their Personalised Learning Plan with their parent/carer and teacher, other opportunities have historically been limited. To address this area, the following activities occurred in 2021:

- All students Kindergarten - Year 6 had the opportunity to complete the school satisfaction survey. (The results of this survey are found later in this report.)
- All students in Years 4-6 had the opportunity to complete the student Tell Them From Me survey in Term 1.
- The student leadership team comprising the captains and vice-captains analysed the school satisfaction and Tell Them From Me surveys as part of the annual evaluation process and the preparation of future directions.
- The student leadership team, as well as the executive leadership team and P&C, developed our Student Leadership framework that outlines eligibility criteria and roles and responsibilities for our elected and selected leadership roles.
- Our senior Aboriginal students presented the Acknowledgement to Country on formal occasions and led many activities for our Aboriginal students.

In 2022, the profile of our student leaders will be raised with the addition of the following opportunities.

- Captains and vice-captains will lead assemblies and contribute to the newsletter.
- House leaders will lead games and sporting activities at lunchtime, including taking responsibility for the maintenance and distribution of equipment.
- Ganugan Ambassadors will monitor our compost, squashable plastic and paper only recycling bins at eating time to ensure that sustainable practices are administered correctly.
- The SRC will be expanded to include two students from Auburn St Unit.

Attendance

In 2021, the school revised its attendance procedures to more closely reflect *Every Day Counts* in preparation for implementation in 2022. This revision involved the executive leadership team and school administration support staff as both teams are instrumental to the effectiveness of the procedures. A graph showing attendance for each grade in the previous fortnight is included in the fortnightly newsletter along with general reminders to parents. A feature of the graph is the inclusion of a red line indicating the desired 95% attendance. Celebratory statements for highest attendance are also included. In order to prepare for implementation in 2022, the school has upgraded its Sentral account to enable daily SMS messaging to parents/carers if their child is recorded absent with professional learning undertaken by executive staff and administration staff. The procedures also outline the role of the learning support team in monitoring and responding to attendance.

Community connection

During the year, our programs and practices designed to connect and engage with all members of our school community focused on communication and exploring new opportunities to authentically engage members of the wider community in school life.

Communication

- A cost / benefit analysis of current practices was undertaken early in the year. School support allocation (principal support) funding enabled the employment of an additional administration staff member each fortnight to prepare and publish the newsletter. After the analysis, it was determined that a more cost effective newsletter would result from a reversion to a Word document that enabled the principal and staff to work directly within a template. As a result, the additional staff member was allocated to other tasks. In 2022, the allocation of this funding source for this purpose is no longer required enabling the funds to be directed to a greater area of need.
- Enews continues to be the most effective method of communication with alerts, general information, learning from home learning programs and the newsletter distributed via this application.
- During the learning from home period, both Google Classroom (mostly Years 3-6) and SeeSaw (mostly K-2 and Stage 3) were highly effective in providing direct feedback to students.

- The school's website is regularly updated by the Department with school frameworks and other relevant information added by the school as required.
- The school's FaceBook account is primarily used for the sharing of photographs and reminders about important events. The effectiveness of FaceBook is being monitored in terms of the time taken to administer this site for the few that access it.

Opportunities for the community to engage

Throughout the year, restrictions related to COVID-19 significantly impacted the school community's ability to engage in the school. While Ganugan had a dedicated teacher and community time set aside each week, few members of the community engaged, although the children and parents who attend the playgroup conducted by Illawarra Multicultural Services spent many hours in the garden, learning about plants and building relationships. It is hoped that in 2022, restrictions will enable members of our community to join us in Ganugan through a revitalised approach.

The employment of a Karenni school learning support officer (funded by the Warrawong Intensive English Centre) one day each week and an Aboriginal school learning support officer three hours per week in 2022 will enable the school to connect more deeply with these groups within the school community.

The P&C had a difficult year with none of the long-term executive members standing for re-election. This left the P&C with a two-member executive for most of the year, growing to four at the final meeting of 2021. The members of the P&C, including five staff members, are determined for the P&C to remain viable and integral to the school.

With the school's centenary in July 2023, it is envisaged that the community will come together throughout 2022 to organise a celebratory event for this significant milestone.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><i>Wellbeing measures</i></p> <p>An uplift in the percentage of student wellbeing measures to be above the system identified baseline.</p> <p><i>Attendance</i></p> <p>An uplift in the percentage of students' attending greater than 90% of the time to be above the system identified baseline.</p>	<p><i>Wellbeing measures - advocacy at school and sense of belonging</i></p> <p>The percentage of students achieving expected growth in overall wellbeing decreased to 84.73% indicating progress is yet to be seen toward the lower bound target, with advocacy at school decreasing to 84.29% and sense of belonging decreasing to 74.63%. See additional information in the summary of progress section and the annual reflection for strategic direction two.</p> <p><i>Attendance</i></p> <p>Information regarding attendance is found later in this report, including an explanation of how the data was derived by the Department for 2021.</p>
<p>The following School Excellence Framework elements are validated at sustaining and growing:</p> <p><i>Learning</i></p> <ul style="list-style-type: none"> • Learning culture <p><i>Teaching</i></p> <ul style="list-style-type: none"> • Effective classroom practice <p><i>Leading</i></p> <ul style="list-style-type: none"> • Educational leadership • Management practices and processes <p>The following School Excellence Framework element is validated at excelling:</p>	<p>The school continues to focus on learning, teaching and leading through the implementation of the school improvement plan and additional practices and programs.</p> <p><i>Learning</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the element of learning culture was validated by the external validation panel.</p> <p>Self-assessment against the School Excellence Framework at excelling in the element of wellbeing was validated by the external validation panel.</p> <p><i>Teaching</i></p> <p>Self-assessment against the School Excellence Framework at sustaining and growing in the elements of effective classroom practice was validated by the external validation panel.</p> <p><i>Leading</i></p>

Learning
• Wellbeing

Self-assessment against the School Excellence Framework at sustaining and growing in the elements of educational leadership and, management processes and practices was validated by the external validation panel.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$73,014.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coniston Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs who have been approved by the Department to receive integration funding support. <p>The allocation of this funding has resulted in:</p> <p>* school learning support officers employed to work in the classroom with students entitled to integration funding support. Playground support was also provided.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* the continued allocation of integration funding support funds to support students approved to receive this funding. Support will be provided in the classroom and playground, depending on the needs of the individual student and in accordance with their individual learning plan.</p>
<p>Literacy and numeracy</p> <p>\$4,829.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coniston Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment. <p>The allocation of this funding has resulted in:</p> <p>* the purchase of decodable readers and accompanying teaching and assessment resources to enable professional learning to be embedded in K-2 classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to support the implementation of the new K-2 English and Mathematics syllabuses by partially funding an above establishment assistant principal.</p>
<p>Professional learning</p> <p>\$20,827.29</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coniston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching • Collective teacher efficacy • Student wellbeing • High performance culture <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$20,827.29</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Synthetics Phonics (English) • Interview for Student Reasoning (Mathematics) • Behaviour Management for Early Career Teachers • Students with autism in the classroom • Administration staff: Sentral, First Aid • CPR / Anaphylaxis • Purchase of Formative Assessment professional learning package for use in 2022 • Neuro-sequential Model in Education resources • Collaborative planning days • Gifted Education for Minority Populations • Connecting to Country - Aboriginal cultural awareness <p>The allocation of this funding has resulted in:</p> <p>* the implementation of targeted high impact professional learning, supported by appropriate resources, to enable teachers to meet the needs of students in regards to English, Mathematics and wellbeing in particular.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* planning days embedded in the school plan for 2022 with all teachers being released twice per term for this purpose.</p> <p>* continued implementation of high impact professional learning to enable effective implementation of the K-2 syllabuses and to prepare Year 3-6 teachers for implementation in 2023.</p>
<p>Refugee Student Support</p> <p>\$4,406.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds. <p>The allocation of this funding has resulted in:</p> <p>* the partial engagement of an above establishment assistant principal to coordinate programs, monitor student growth, provide parents with support to understand student reports, and organise interpreters for parent meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* a continuation of the same practices and processes implemented in 2021.</p>
<p>New Arrivals Program</p> <p>\$16,095.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Coniston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to enable students to participate successfully in schooling. <p>The allocation of this funding has resulted in:</p>

<p>New Arrivals Program</p> <p>\$16,095.00</p>	<p>* a teacher being employed one day per week to provide intensive support to students approved for new arrival funding support. All students progressed one phase on the English as an Additional Language / Dialect scale as a result of this intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding source is an annual allocation based on application made early in the school year and may not apply in 2022.</p>
<p>Socio-economic background</p> <p>\$105,140.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coniston Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching • Collective teacher efficacy • Student wellbeing • Community connection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities. • professional development of staff to support student learning. • resourcing to increase equitability of resources and services, including technology hardware and software, classroom infrastructure and reading resources. • additional staffing to implement targeted literacy and numeracy programs to support identified students with additional needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * teachers being provided with additional release to collaborate to prepare and analyse assessment data to inform teaching and learning programs. * the purchase of resources, including software programs, with an emphasis on literacy and numeracy. * engagement of additional staff as part of the school's intensive learning support program. * purchase of licences to support communication practices. * financial assistance to students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * ongoing additional release for teachers to collaborate to prepare and analyse assessment data to inform teaching and learning programs. * continued purchase of resources, including software programs and technology devices, with an emphasis on literacy and numeracy. * purchase of licences to support communication practices. * provision of financial assistance to students, including uniforms and excursions/incursions.
<p>Aboriginal background</p> <p>\$9,510.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coniston Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community connection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release for the development and implementation of Personalised

<p>Aboriginal background</p> <p>\$9,510.00</p>	<p>Learning Plans.</p> <ul style="list-style-type: none"> • community engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all Aboriginal students meeting with their class teacher each term, including parents each semester, to develop, monitor and update their Personalised Learning Plan. * one staff member completing Connecting to Country professional learning. * the purchase of resources to support cultural programs, such as NAIDOC Week, Ganugan and an elder to work with Aboriginal students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to engage an above establishment assistant principal to oversee Aboriginal education and monitor the progress of students, providing interventions and teacher support where required. <p>The school will use other funding / staffing allocations to:</p> <ul style="list-style-type: none"> * engage a teacher to continue to release teachers once per term to meet with their Aboriginal student/s to develop and monitor their Personalised Learning Plan. * fund cultural programs, including those for NAIDOC Week, and Ganugan.
<p>English language proficiency</p> <p>\$46,534.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coniston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiated initiatives. • employment of an additional staff member to monitor student progress and support teachers in the classroom to develop high level skills. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the engagement of a staff member to oversee the English as an Additional Language / Dialect program. Roles for this staff member include: shoulder to shoulder support in the classroom for teachers, provision of targeted professional learning, oversight of required accountabilities and community liaison, such as, engaging interpreters. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * a continuation of the same practices and processes implemented in 2021.
<p>Low level adjustment for disability</p> <p>\$131,324.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coniston Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher (FTE .7) to work with individual students and in a case management role across the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers FTE .344.

<p>Low level adjustment for disability</p> <p>\$131,324.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the engagement of a learning and support teacher 3.5 days per week from the staffing component. This teacher supports both students in the classroom and teachers by modelling teaching strategies and sourcing high-impact professional learning to enable teachers to meet the needs of individual students who require additional support with their learning and/or wellbeing. This teacher also fills the role of Learning and Support Team Coordinator, liaising with the Learning and Support Team that includes the school counsellor and staff members. This role also involves liaising with parents, sourcing external providers to support families / students and preparing requests for funding support or specialised settings. * the engagement of two School Learning Support Officers for 10.5 hours per week from the flexible component of this allocation. These Officers provide additional support to students with additional needs as identified by the Learning and Support Team. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employment of a teacher three and one-half days per week as Learning and Support Teacher to work directly with students identified as requiring additional support in literacy and / or numeracy. This teacher will also coordinate the Learning and Support Team, which involves liaising with staff and families as well as the allocation of resources. * engagement of a school learning support officer to supplement integration support funding to bring the position to full-time. Students allocated for support will be at the discretion of the Learning and Support Team based on identified need.
<p>Beginning teacher support</p> <p>\$41,844.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Coniston Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching • Collective teacher efficacy • High performance culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional release time for teacher and mentor in accordance with policy. • participation in targeted professional learning, with implementation reflected on and monitored. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * early career teachers developing explicit skills in targeted areas, including the explicit teaching of literacy, including for students with a language background other than English, and behaviour management. * early career teachers engaging in a range of practices with their mentor, including observations of their mentor and vice versa, professional conversations and resource development. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to provide additional teacher release in accordance with policy. <p>The school will fund additional release for an assistant principal to mentor early career teachers.</p>
<p>School support allocation (principal support)</p> <p>\$13,907.00</p>	<p>School support allocation funding is provided to support the principal at Coniston Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>School support allocation (principal support)</p> <p>\$13,907.00</p>	<ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage additional administrative staff to support wellbeing. <p>The allocation of this funding has resulted in:</p> <p>* an additional staff member being engaged one day per fortnight to support a range of activities, including health care plans, work health and safety, and newsletter.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to increase the allocation of school administration officer to a full-time position because of an expected decrease in staffing allocation due to decreasing student numbers.</p>
<p>QTSS release</p> <p>\$41,930.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coniston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in:</p> <p>* additional assistant principal support to teachers to implement high impact professional learning in their teaching and learning programs, and mentor teachers for a range of purposes, including collecting and analysing data, and meeting the wellbeing needs of individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to partially fund an above establishment assistant principal who will coordinate and implement a range of programs, including new syllabuses for Kindergarten - Year 2, English as an Additional Language / Dialect explicit teaching and additional learning support.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coniston Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a classroom teacher two half days per week to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <p>* students in Auburn St Unit being provided with two half days intensive support in literacy and numeracy with an emphasis on reading and early numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to combine this allocation with other funding sources to employ an above</p>

<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>establishment assistant principal.</p>
<p>COVID ILSP</p> <p>\$115,050.03</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition and monitor progress. • providing targeted, explicit instruction for student groups in literacy and numeracy. • employing staff to coordinate the program. • development of resources and planning of small group tuition. • leading and providing professional learning for COVID educators. <p>The allocation of this funding has resulted in:</p> <p>Early Stage One</p> <ul style="list-style-type: none"> - 100% improvement in phonics knowledge - 100% improvement in hearing and recording sounds - 100% improvement in reading ability <p>Stage One</p> <ul style="list-style-type: none"> - 100% improvement in reading fluency - 84% improvement in reading accuracy - 88% improvement in reading comprehension <p>Stage 2</p> <ul style="list-style-type: none"> - 97% improvement in reading fluency - 93% improvement in reading accuracy - 100% improvement in reading comprehension - 100% of students showed achievement in Understanding place value (QuN9) in Year 3 check-in assessment - 75% of Year 4 students made improvements in additive strategies <p>Stage 3</p> <ul style="list-style-type: none"> - 76% improvement in reading fluency - 74% improvement in reading accuracy - 100% improvement in reading comprehension - 100% improvement in understanding place value <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need then adjusting the explicit teaching and delivery model to best meet the needs of the students. * providing ongoing monitoring and additional in-class support for identified students to continue to meet their personal learning goals. * ongoing involvement of the Learning and Support Team to monitor student progress and identify students for additional support.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	104	114	112	111
Girls	81	87	86	87

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	91.4	92	91.7
1	93.5	91.8	89.8	92.1
2	94.1	91.4	90	90.8
3	91.8	94.5	84.4	90.6
4	93.6	94.2	87	89.9
5	94.5	90.9	89.8	92.2
6	90.5	94.3	88.4	90.5
All Years	93.1	92.6	88.9	91
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.3
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	5.37

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

A note about Assistant Principals

Four assistant principals are allocated to Coniston Public School. Of these, two are in the mainstream section, one leads Auburn St Unit for students with emotional disturbance, and one is an Assistant Principal Learning and Support who is

based at Coniston but is a resource for all local schools.

In 2021, a range of funding sources were combined to employ an above establishment assistant principal in the mainstream setting. This assistant principal led Kindergarten - Year 2 amongst other responsibilities enabling another assistant principal to focus on wellbeing in addition to their teaching responsibilities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	456,140
Revenue	3,305,594
Appropriation	3,258,028
Sale of Goods and Services	3,462
Grants and contributions	43,948
Investment income	157
Expenses	-3,576,785
Employee related	-3,065,622
Operating expenses	-511,163
Surplus / deficit for the year	-271,191
Closing Balance	184,949

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.

At the end of 2021, financial commitments for infrastructure upgrades, primarily the installation of QuietSpace in classrooms, were outstanding. These amounts have not been deducted from the closing balance.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	56,254
Equity Total	243,883
Equity - Aboriginal	9,510
Equity - Socio-economic	82,827
Equity - Language	46,534
Equity - Disability	105,013
Base Total	2,227,383
Base - Per Capita	51,778
Base - Location	0
Base - Other	2,175,605
Other Total	359,735
Grand Total	2,887,256

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, our students, staff and parents/carers are surveyed to determine their satisfaction with the school. This year, respondents were provided with two statements from which to choose:

1. More satisfied than dissatisfied.
2. More dissatisfied than satisfied.

Respondents were also given the opportunity to provide 'two stars and a wish'. This language reflects one of the formative assessment techniques for providing students with feedback.

Student Satisfaction

Students in Years 3-6 were provided with an online survey while students in Kindergarten - Year 2 were provided with a paper survey. Students from Auburn St Unit also completed a paper survey.

One hundred and eighty-one students completed the survey with eighty-six per cent more satisfied than dissatisfied.

'Stars' included:

- lots of friends to play with and to assist in both the classroom and the playground.
- teachers and support staff who are caring and supportive.
- teachers who provide engaging lessons with maths, art, reading, Library lessons and technology all specifically mentioned.
- a range of activities, including Ganugan gardening, and equipment to engage students in the classroom and in the playground.
- improved facilities, such as, the student bathrooms and classroom enhancements.

'Wishes' included:

- greater access to equipment during play time, especially for the older students.
- more books to borrow from the Library.

Students who expressed dissatisfaction noted the following as their reasons:

- a desire for learning from home not to occur again in the future, and
- reparation of the basketball court. (This area has been a concern for some time and is in the hands of the Department's Asset Management Unit).

It is noted that both of these issues are beyond the control of the school.

Parent/Carer Satisfaction

The parent/carers survey was an online survey with the link provided through the newsletter and Enews. Unfortunately, no parents/carers responded to the survey. The P&C continues to be a valuable forum for parents/carers to highlight their 'stars' and express their 'wishes'.

Staff Satisfaction

Twenty-two staff members responded to the survey with all respondents more satisfied than dissatisfied.

'Stars' included:

- effective student wellbeing strategies, such as, greeting students by name and building positive relationships, noted.
- high levels of collegiality, collaboration and team work with resources allocated for these purposes.
- quality and targeted professional learning.
- effective and improved communication from the executive leadership team and across the school in general.

'Wishes' included:

- the reintroduction of Positive Behaviour for Learning and supportive strategies, such as, Zones of Regulation, across all settings.
- more effective and increased use of the additional learning spaces within our school, including Ganugan and MakerSpace.
- playground upgrade for Auburn St Unit with a focus on self-regulation apparatus for repetitive motion and physical exertion.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.