Colo High School

2019 Annual Report

8526

Introduction

The Annual Report for 2019 is provided to the community of Colo High 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.

School contact details

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4571 2011

School background

School vision statement

Colo High School Learning Community comprises students, staff, parents and community members, working together in a collaborative environment, ensuring educational opportunities and outcomes for all students.

School context

Colo High School is a proud, comprehensive high school. It has an outstanding record of achievement in academic, sporting and cultural pursuits. The school community is situated in the semi–rural Hawkesbury area and was established in 1978 primarily through the initiatives of the community.

This cooperation with the school community is symbolised in the Colo emblem, which is representative of the bonding of community, staff and students. The School Plan reflects Colo High School's willingness to embrace the future in developing a cooperative culture with its school community, as well as a culture of excellence and lifelong learning within a happy and safe place environment. As a school community we believe in:

- Respecting ourselves and others   Showing responsibility

- Valuing education and lifelong learning

- Valuing a safe and secure environment

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. 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 school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Delivering
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

EFFECTIVE LEARNING

Purpose

To ensure student success and achievement through explicit programs to improve Literacy, Numeracy and Critical Thinking, embracing high expectations and fostering independent learning.Development of STEM based learning opportunities and improving the integration of future focused learning into teaching and learning to meet the needs of all staff and students now and into the future.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by eight per cent (35.2% target – Premiers Priority)

Increase the number of classes engaged with Bring Your Own Device (BYOD) by 100% in 2018 and by 50% for the subsequent two years

By 2020, more than 50% of student elective courses in Stage 5 will be project based.

Between 2018 and 2020, increase the number of students attaining band 5 or 6 in the HSC by 20% each year

Halve the number of boys attaining E2 Mathematics ROSA grades by 2020.

Increase numbers of students transitioning to trade apprenticeships.

Progress towards achieving improvement measures

Process 1: Embed aspirational classes into Years 7 and 8, trial and roll out the Pinnacle Program to all students in Year 8.

Evaluation	Funds Expended (Resources)
Access to BYOD devices for all student has made delivery of pinnacle program more streamlined. Off task, technology uptake time has been minimised and an increase in on task time is evident	HT T&L **Funding Sources:** • Socio–economic background ($110000.00)

Process 2: Literacy and Numeracy initiatives fully implemented including, Accelerated Reading program in Stage 4, deep data analysis of NAPLAN and HSC which leads to explicit NAPLAN and HSC preparation for all relevant students.

Evaluation	Funds Expended (Resources)
STAR reading test administered to collect data to evaluate progress Review of 2019 implementation completed Amendments in place for implementation in 2020. Staff involved in 2020 receive orientation/review depending whether they were directly involved in 2019	Roll Call and English Class Teachers, Literacy coordinator Teacher/Librarian **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($11200.00)

Process 3: Explicit support for students with aspirations to vocations that do not require HSC or ATAR.

Evaluation	Funds Expended (Resources)
Individual support, mentoring and access to work placement/experience provided to students identifying as wishing to exit to employment pre–HSC.	Careers Advisor, DPs

Progress towards achieving improvement measures	
19 Students completed their white card course All Year 10 students completed minimum standards testing in writing	School to work funds $6500 School Lit/Num coordinator – Minimum Standards Funding

Process 4: Increase the use of technology in teaching and learning including current and emerging technologies, an increased number of future learning spaces and BYOD.

Evaluation	Funds Expended (Resources)
Technology upgrade for hall, common room and theatrette completed	Technology Committee
Completion of BYOD borrowing policy and procedures completed and to be implemented in full in 2020.	HT TAS, Computer Coordinator
2020 milestones and budget prepared and submitted for approval	
Recruitment process for new TSO commenced and completed	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($171200.00)

Next Steps

In 2020:

- we continue explicit instruction in literacy and numeracy to Increase students in the top two NAPLAN bands in 2020(Premiers Priority).
- in 2020, we will continue a roll out of BYOD across the entire school to include Year 8 and Year 11 on 2020
- in 2020, preparation will implement an increase the number of project based elective courses.
- in 2020 there will be a focus on all Year 10 and the remaining 11 students reaching minimum standards in Literacy and Numeracy

Strategic Direction 2

STAFF CAPACITY

Purpose

To provide meaningful professional development for every staff member in response to their individual PDP so that they better cater for student learning needs.Ensure all staff will complete mandatory training and registration requirements.Support all staff to develop their personal leadership capacity.

Improvement Measures

All staff will meet the requirements of their personal Performance & Development Plan each year.

All staff have clearly defined and explicit role statements.

All faculties work from and regularly evaluate teaching programs that meet the standard for registration

All staff utilise technology in their administration and classroom practice.

Progress towards achieving improvement measures

Process 1: All staff access a variety of professional learning opportunities, including mandatory training, to maintain accreditation, increase capacity to deliver quality teaching and develop their leadership capacity.

Evaluation	Funds Expended (Resources)
All Staff engaged with keynote session from Michael Griffin on increasing student engagement with learning.	$68,000 Professional Learning Funds **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($71582.00)

Process 2: Staff increase their capacity with the effective use of technology and data in their teaching and administrative practice.

Evaluation	Funds Expended (Resources)
Edval is fully integrated into Subject Selction processes Edval Daily is fully operational Sentral and Edval Sync is actively working 2019 NAPLAN data to be imported to Sentral for use by staff to inform teaching and learning	$11,000 Edval $10,500 Sentral

Next Steps

In 2020:

- All staff will continue to meet the requirements of their personal Performance & Development Plan each year.
- Explicit professional learning focusing on classroom pedagogy will take place as part of our school's professional learning plan
- A continued and increased focus on teaching and learning utilising technology will occur
- Ongoing upgrade of technology including,

Strategic Direction 3

WELBEING, CULTURE AND COMMUNITY

Purpose

To improve learning support for all students including those with identified needs and Aboriginal students. To enhance communication in and beyond our school community. To facilitate authentic educational experiences for our students, their families and our partner primary schools. Maintain consistent high expectations of standards across the school promoting a healthy, safe and positive learning environment.

Improvement Measures

50% decrease in non–attendance rates of students with anxiety issues.

SLSO's access and support 50% more students over the life of the plan.

All staff and parents utilise Parent and portal by 2020

Decreased numbers of negative incidents recorded on Sentral by 5% t each year from 2018–2020

100% increase in the numbers of positive incidents recorded on Sentral each year from 2018 to 2020.

In each year of the school plan, the year 9 NAPLAN and HSC results of Aboriginal students will match or exceed those of the rest of that school cohort.

Progress towards achieving improvement measures

Process 1: Development of a new learning centre, The Hub, to effectively support students with learning and welfare needs

Evaluation	Funds Expended (Resources)
The outdoor area program. 'Rowie's Renovations' was successful in refocusing a small group of disengaged students. Budget goals are aligned with planning. Welfare Hub is continually assessed. Small group work is providing students with better access to support across classes. Students are accessing an alternative supervised space and feel safe . Staff, Learning Support and Welfare teams encourage students to access resources in the Welfare Hub.	HT Well being, SLSOs, LASTs, School Counsellors $138,731.00 Staffing cost of LAST $22,000 SLSO support $86,342.00 Integration Funding Support **Funding Sources:** • Low level adjustment for disability ($22000.00) • Low level adjustment for disability ($138731.00) • ($0.00)

Process 2: Expanding the use of Social Media and other technologies to improve communication with the broader community

Evaluation	Funds Expended (Resources)
Text and email attendance notifications implemented. Accuracy of attendance data has improved along with overall attendance rates. 2696 likes on Facebook, growing by 5–10 new likes per week. Content being updated daily and is catering to the needs of all faculties. Webiste has undergone a large makeover and will continue to be upgraded. Updating and maintaining the website for accuracy and relevance is a large and time consuming job.	Social Media Coordinator and Deputy Principal $5000.00 Social Media Coordinator **Funding Sources:** • ($0.00)

Progress towards achieving improvement measures

Process 3: Increasing and expanding the work of the Colo Learning Community in providing authentic learning opportunities and communication between the schools.

Evaluation	Funds Expended (Resources)
In 2019 We: Planned, delivered and hosted 'Think Blast' primary school challenge. Participated in Hawkesbury Leadership Camp at Yarramundi Hosted Colo Learning Community Meetings Prepared and hosted transition lessons during the trial HSC for all students enrolled at CHS for 2020 and all students in year 6 at partner primary schools (regardless of High School enrollment intention) Organisde and make available to whole community parent session delivered by Michael Griffin on supporting your child's learning (towards becoming more engaged at school) Participated in Hawkesbury Dance festival. Hosted High School orientation day	$10,000 HT T&L

Process 4: Development/refinement, implementation and review of policies and processes that support the school's high expectations of students and staff.

Evaluation	Funds Expended (Resources)
This Direction was discontinued in 2019	

Process 5: Implement programs to support the improved learning outcomes for Aboriginal students.

Evaluation	Funds Expended (Resources)
1. All ASTI students 7–12 are provided with support to meet learning outcomes and improved NAPLAN and HSC results. 2. PLP's for all Aboriginal students are completed and easily accessed via Sentral. Regular meetings with Student/ teacher to monitor/ control PLP's. 4. Stiudents engage with mentoring, cultural meaning activities, liaison with WUS and Macquarie Universities 5. Students engage with Connection to Country and peer mentoring activities. Improved absentee rate and improved school retention thru to Yr12. 6. School representation at all AECG meetings .	**Funding Sources:** • Aboriginal background loading ($33857.00)

Next Steps

In 2020

- Wellbeig Hub concept rolled out to a another major area in the school
- Decrease numbers of negative incidents recorded on Sentral by 10 % as compared to 2019
- Further decrease in non–attendance rates of students with anxiety issues.
- Increase in the numbers of positive incidents recorded on Sentral
- SLSO's access and support20% more students as compared to 2019

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($33 857.00)	1All ASTI students 7–12 were provided with support to meet learning outcomes and improved NAPLAN and HSC results. PLP's for all Aboriginal students are completed and easily accessed via Sentral. Regular meetings with Student/ teacher to monitor/ control PLP's. Stiudents engage with mentoring, cultural meaning activities, liaison with WUS and Macquarie Universities Students engage with Connection to Country and peer mentoring activities. Improved absentee rate and improved school retention thru to Yr12. School representation at all AECG meetings .
Low level adjustment for disability	Flexible Funding $87,032.00 Staffing (LAST) $138,731.00 **Funding Sources:** • Low level adjustment for disability ($87 032.00) • Low level adjustment for disability ($138 731.00)	The outdoor area program. 'Rowie's Renovations' was successful in refocusing a small group of disengaged students. Budget goals are aligned with planning. Welfare Hub is continually assessed. Small group work is providing students with better access to support across classes. Students are accessing an alternative supervised space and feel safe . Staff, Learning Support and Welfare teams encourage students to access resources in the Welfare Hub.
Socio–economic background	**Funding Sources:** • Socio–economic background ($143 403.00)	$34,500.00 was spent on student support purchasing students unfiroms, facilitating attandance at excursions and subsidising elective subject fees. $35,000.00 was ustilised to boost access to technology for students who do not have access to internet at home or could not afford a device to bring to school to use for learning.. As part of the rollout of Bring Your Own Device (BYOD) 30 'loan' laptop computers were purchased so that socioeconmic barriers did not prevent students from being able to access techonology based llearning. Student Learning Support Officer time (0.6 – $36350.00) was provided to ensure additional learning support for targeted students with learning in the classroom. Additional release time (0.2 – $27.000.00) was provided to the Head Teacher Wellbeing via the purchase or a HT T&L to enable additional support to students with anxiety, learning support needs or were from Out of Home Care background. In 2020, we will continue this integrated approach to ensure equity of access and opprtunity for all studeents.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	437	424	414	445
Girls	503	499	498	467

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	91.7	93	91.4	92.2
8	90.3	90	90	88.6
9	89.1	87.8	85.1	86.9
10	85.2	85.7	85.1	83.2
11	85.2	83.3	86.4	83.2
12	89.5	88.3	90.5	90.5
All Years	88.5	88	88	87.6
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Enrolments though still higher in regards to female students over male students, The upward trend shows an increase since 2016 of male enrolments.

Overall Colo Hs attendance percentages are on par with Departmental attendance figures.

At Colo HS, the management of non–attendance ofstudents is carried out through a systems approachwhere every staff member has specific responsibilities.For example, classroom teachers mark the rolls eachlesson using an element of the SENTRAL platformcalled 'Period–by–Period'. They are also the initialrespondent for truancy identification and follow–up.Additionally, each teacher has the authority to initiatecommunication with parents/carers if they see anypersistent patterns of absence of students under theircare. As follow–up, Head Teacher Administrationmonitors attendance patterns and involves the HSLOas required. We have also included a the asdditional communication with parents via SMS

Overall trends in the school's attendance patterns compared to State data show that the mean deficit difference amounted to 1.7% below the State average. The attendance of our Stage 6 cohorts showed a marked improvement from 2017 cohorts where the difference was 4.9% below State average. In 2018 that equated to being just below and just above State average respectively for each grade in Stage 6. However, when using the recommended NESA minimum attendance rate of 85%, none of our year cohorts fell below this standard.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	35	8	0
TAFE entry	2	16	0
University Entry	0	0	41
Other	5	2	2
Unknown	0	0	0

The above figures are based on a literal per capita basis, not as a percentage. The 7 students in "other" from Year 10 and 11–12 undertook either Home Schooling or Distance Education courses. The figure of 35 in employment were all apprenticeships that either commenced at the end of Year 10 or early Year 11. The balance of the Year 12 cohort sought employment in addition to or instead of attending immediate post HSC studies.

Year 12 students undertaking vocational or trade training

23.45% of Year 12 students at Colo High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Colo High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2019, 57 undergraduate offers were made by UAC, this did not include offers from private institutions, to 41 students. This is compared to 52 offers made to 39 students in 2018. Colo High School in 2019, also gained 5 Leaders and Achievers entrances to Macquarie University programs. This was an increase of 1 up from 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	46.3
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.97
Other Positions	1

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

All staff have participated in mandatory training and all staff have updated their training/skills in: – Anaphylaxis and asthma awareness – Emergency care – Child Protection and 'Working with Children' guidelines – CPR and Senior First Aid training for relevant staff those responsible for excursions and sport.

The NSW Government Great Teaching, Inspired Learning (GTIL) reforms mean that every NSW school teacher needs to meet the Australian Professional Standards for Teachers. This includes, as of 1 January 2018, the need for all teachers to be accredited to continue, return to or start teaching in a NSW school. Teachers who started teaching from 2004 on have spent time on their 'maintenance of accreditation' that will includes 100 hours of professional learning over each five year period. Those teachers who are pre2004 are ready for active participation in the accreditation process.

As a result of a needs analysis survey of staff PDPs carried out by the School's Professional Learning and Development Team, the following common areas of interest were identified. These included; a desire to improve the quality and relevance of feedback given to students resulting from formal and in–formal assessment tasks, additional PD to improve their use of the applications from the Google communication suites and an expression of interest to engage external experts to provide current trends in educational theory and practise. These directives were carried out in 2019.

In terms of the flexible delivery of Professional Development for DET schools, it was decided to schedule these sessions as follows. Two sessions after school and a single whole day on the last day of school operations at the end of Term 4. The 2019 PD program consisted of; individualized on–line (sourced from DET and TTA) courses that targeted specific needs of teaching staff ranging from classroom management; familiarization with both Google Suite and Microsoft 365 tools – especially the online learning platforms; professional readings related to the face–to–face presentation by Dr Michael Griffin entitled "Breaking Down the Shackles and Liberating the Mind for Learning"; and finally, a major session on engaging with the NESA website on how to complete on–line documentation and the language required for post–course reflections, of teacher identified and NESA accredited courses in order to maintain staff accreditation.

The session provided by Dr Griffin was so successful with staff that it was decided to share, in a modified structure, his knowledge with parents and students. The former's session was called "Supporting Your Child at School", and the latter's session was called "Finding Your Motivation". Students from Year 8 through to Year 11 were targeted due to the identified benefits for these groups to re–focus their attentions on how to learn; their role in their educational success, to attempt to increase their engagement with learning.

Additionally, time was given to faculties to continue to create site–specific programs, resources and assessment task adjustments in line with new syllabus requirements.

Executive PD was focussed on using digital platform MS 365 in order to create, store and monitor Stage 6 documentational requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	617,192
Revenue	10,277,026
Appropriation	9,735,130
Sale of Goods and Services	38,999
Grants and contributions	494,248
Investment income	7,968
Other revenue	681
Expenses	-10,046,031
Employee related	-8,791,954
Operating expenses	-1,254,077
Surplus / deficit for the year	230,995

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.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	175,878
Equity Total	414,167
Equity - Aboriginal	33,857
Equity - Socio-economic	143,403
Equity - Language	4,477
Equity - Disability	232,429
Base Total	8,364,575
Base - Per Capita	214,037
Base - Location	0
Base - Other	8,150,538
Other Total	422,458
Grand Total	9,377,078

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Percentage in bands:

Year 7 Grammar & Punctuation
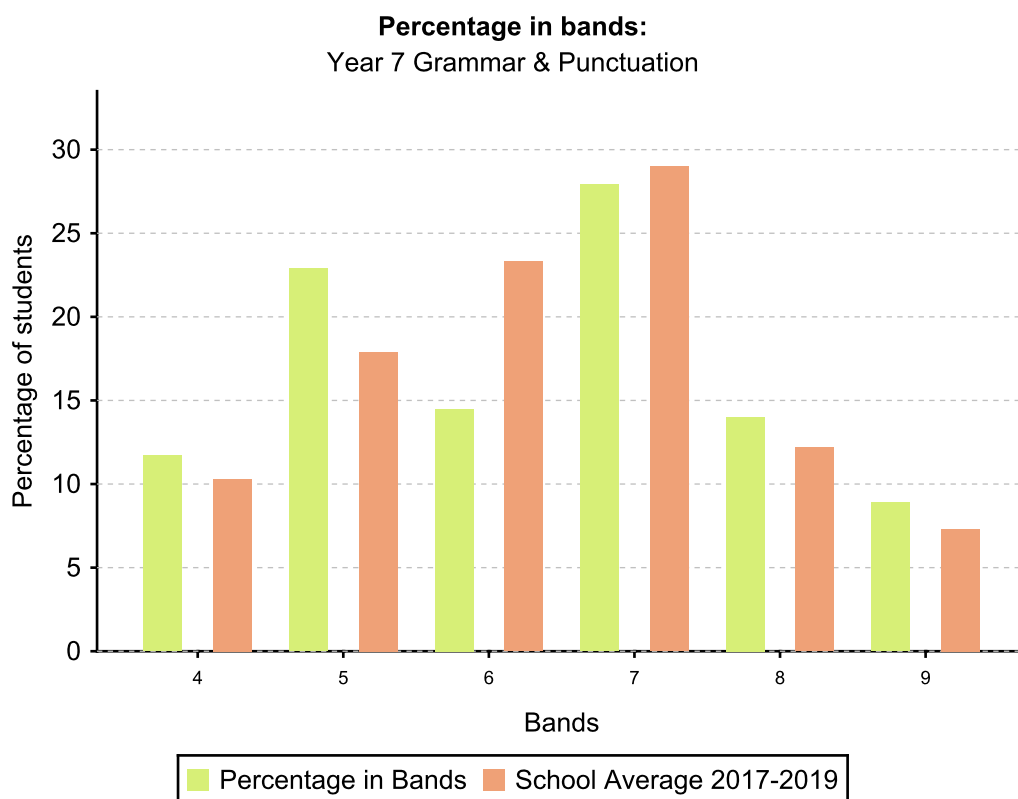
Band	4	5	6	7	8	9
Percentage of students	11.7	22.9	14.5	27.9	14.0	8.9
School avg 2017-2019	10.3	17.9	23.3	29	12.2	7.3

School performance - NAPLAN

Percentage in bands:
Year 7 Reading
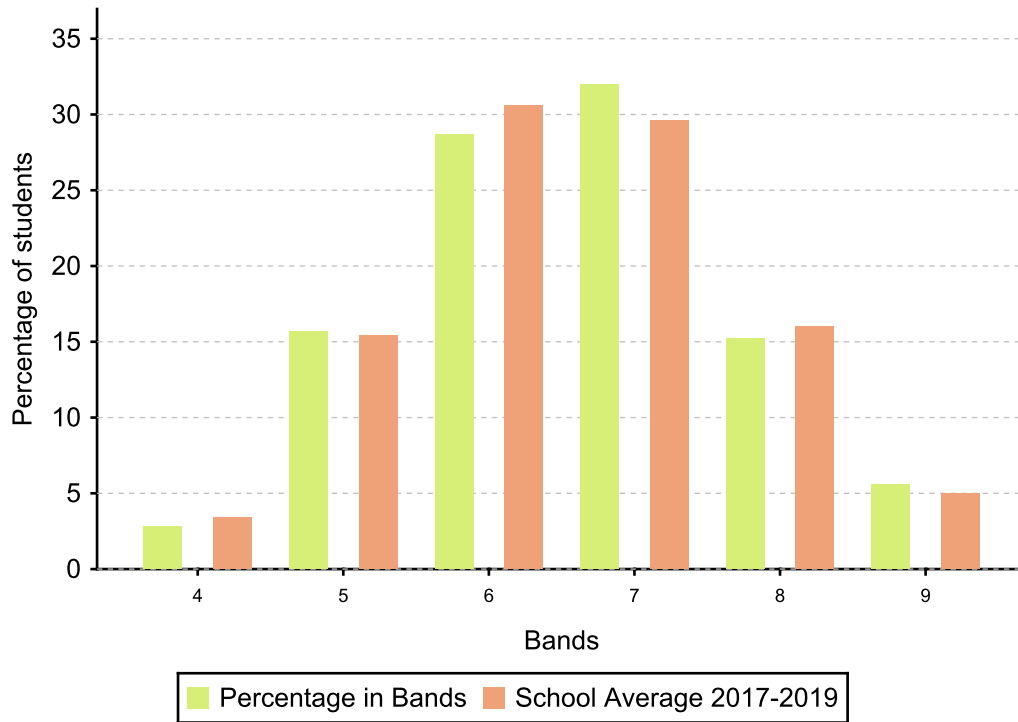
Band	4	5	6	7	8	9
Percentage of students	2.8	15.7	28.7	32.0	15.2	5.6
School avg 2017-2019	3.4	15.4	30.6	29.6	16	5

Percentage in bands:
Year 7 Spelling
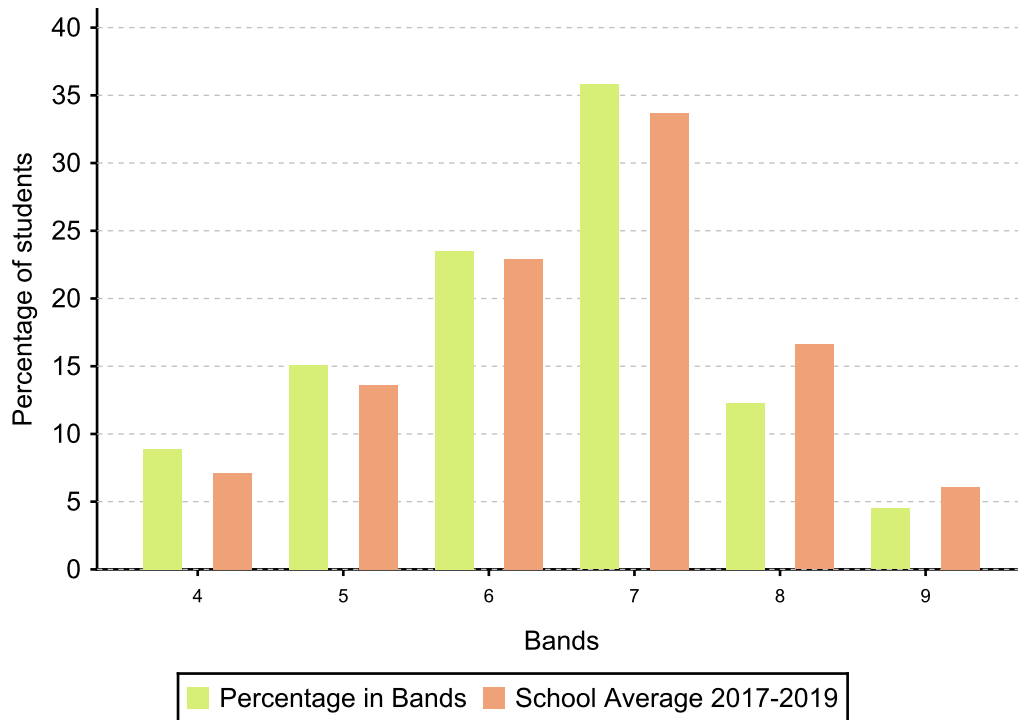
Band	4	5	6	7	8	9
Percentage of students	8.9	15.1	23.5	35.8	12.3	4.5
School avg 2017-2019	7.1	13.6	22.9	33.7	16.6	6.1

Percentage in bands:
Year 7 Writing
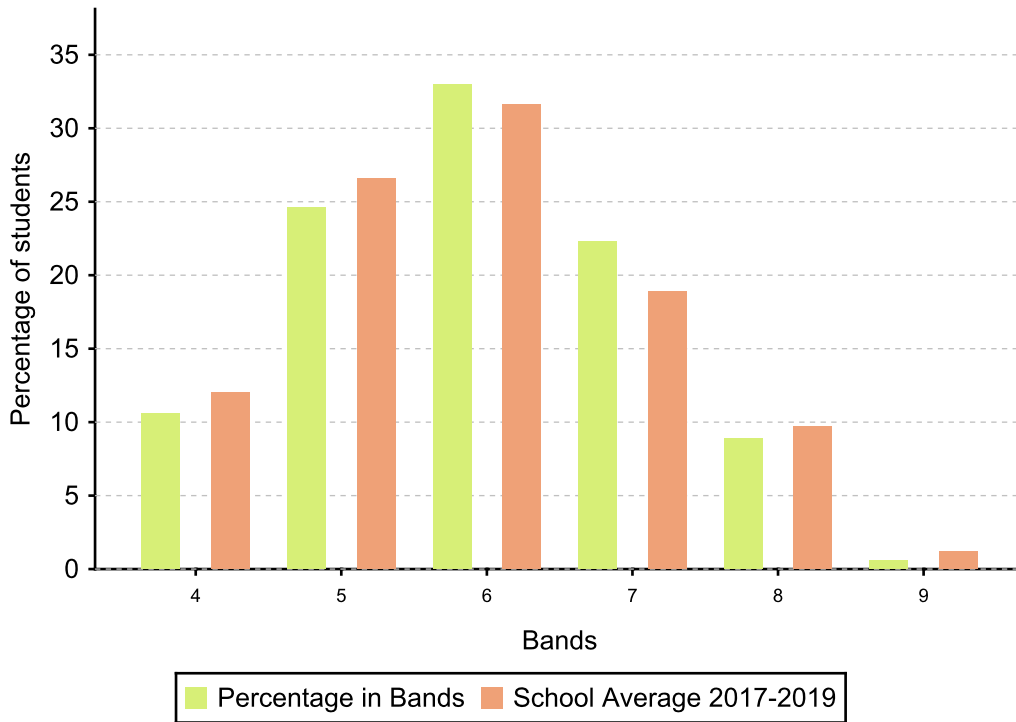
Band	4	5	6	7	8	9
Percentage of students	10.6	24.6	33.0	22.3	8.9	0.6
School avg 2017-2019	12	26.6	31.6	18.9	9.7	1.2

Percentage in bands:
Year 9 Grammar & Punctuation
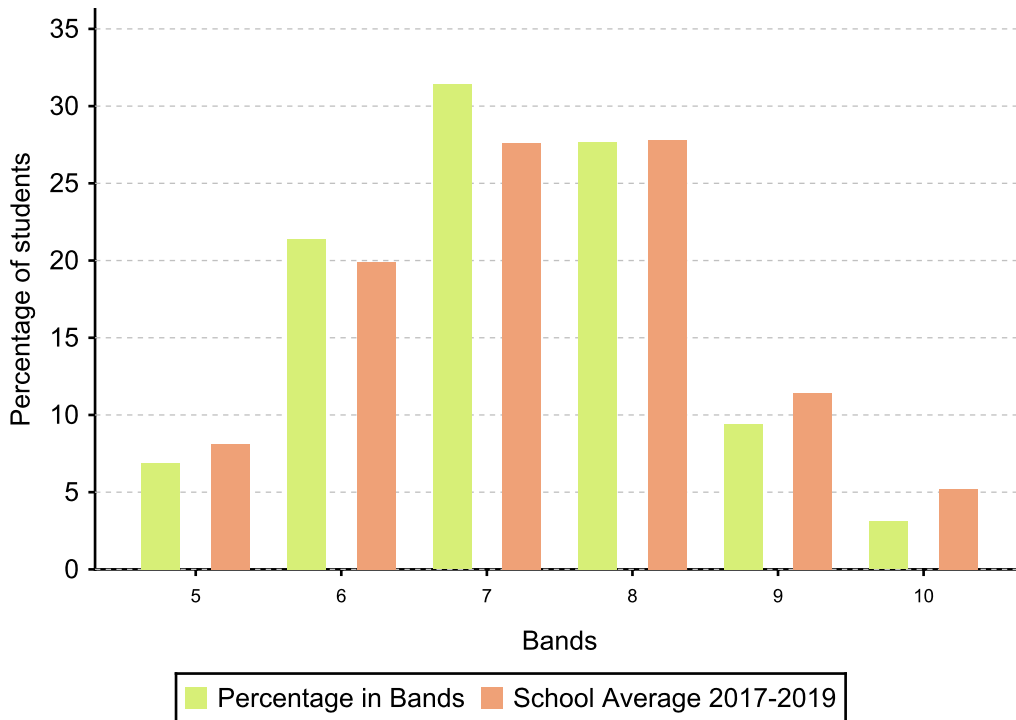
Band	5	6	7	8	9	10
Percentage of students	6.9	21.4	31.4	27.7	9.4	3.1
School avg 2017-2019	8.1	19.9	27.6	27.8	11.4	5.2

Percentage in bands:

Year 9 Reading
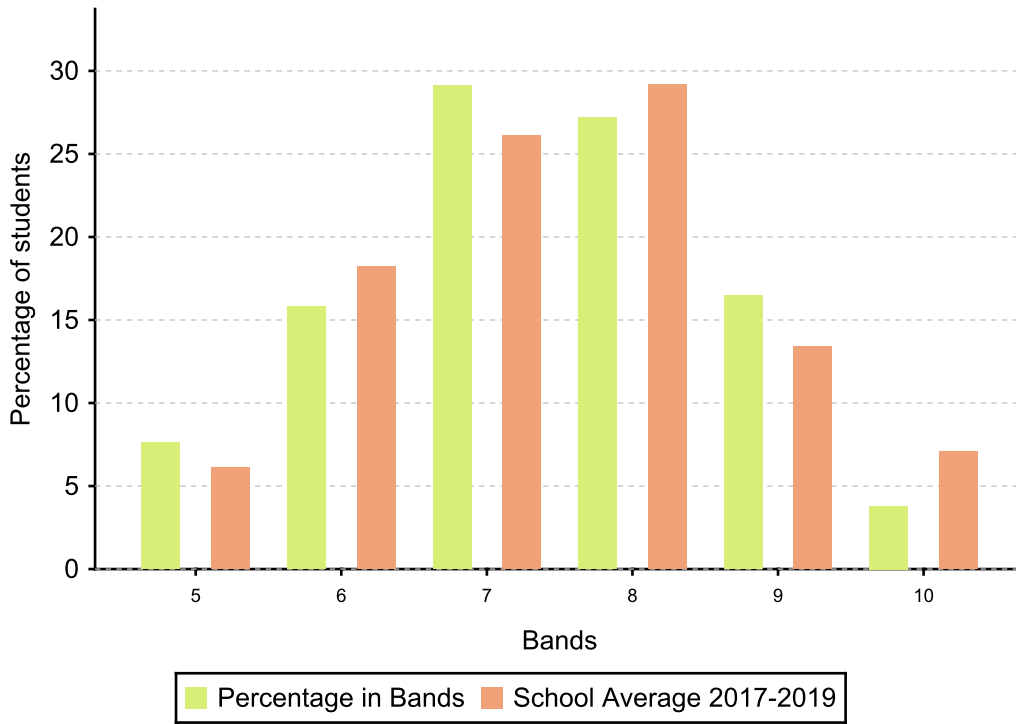
Band	5	6	7	8	9	10
Percentage of students	7.6	15.8	29.1	27.2	16.5	3.8
School avg 2017-2019	6.1	18.2	26.1	29.2	13.4	7.1

Percentage in bands:

Year 9 Spelling
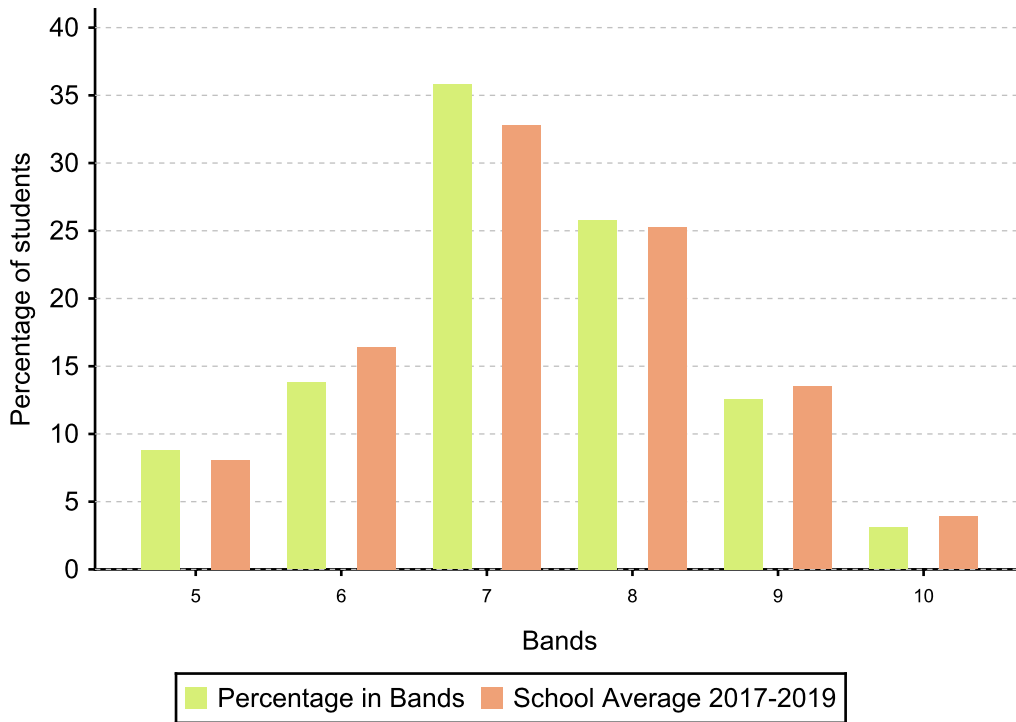
Band	5	6	7	8	9	10
Percentage of students	8.8	13.8	35.8	25.8	12.6	3.1
School avg 2017-2019	8.1	16.4	32.8	25.3	13.5	3.9

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Percentage in bands:
Year 9 Writing
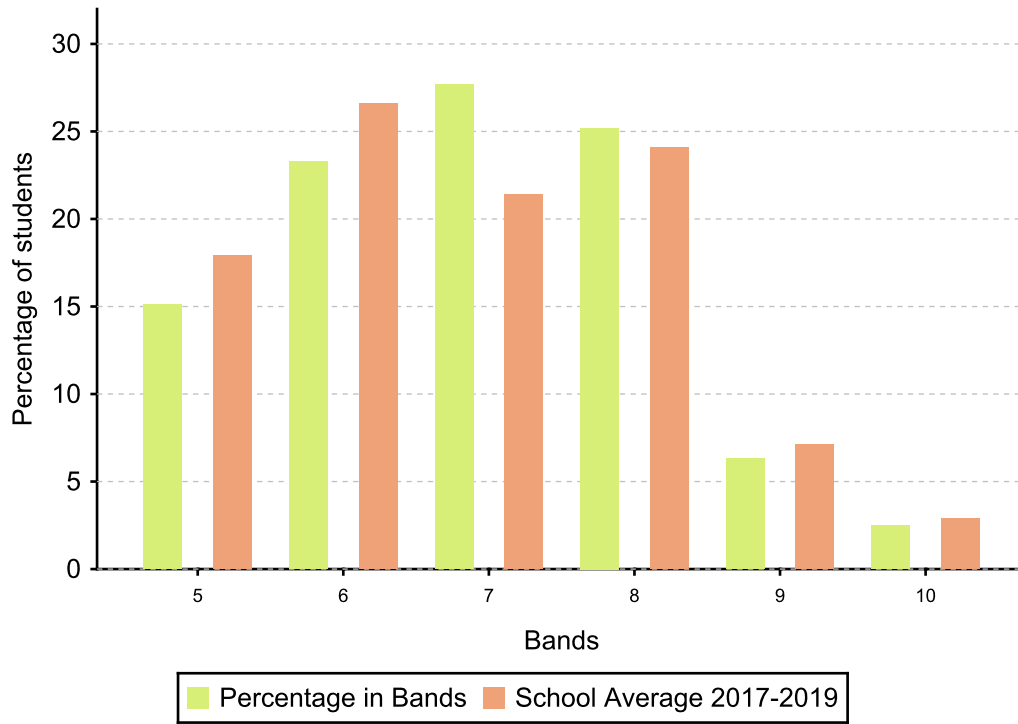
Band	5	6	7	8	9	10
Percentage of students	15.1	23.3	27.7	25.2	6.3	2.5
School avg 2017-2019	17.9	26.6	21.4	24.1	7.1	2.9

Percentage in bands:
Year 7 Numeracy
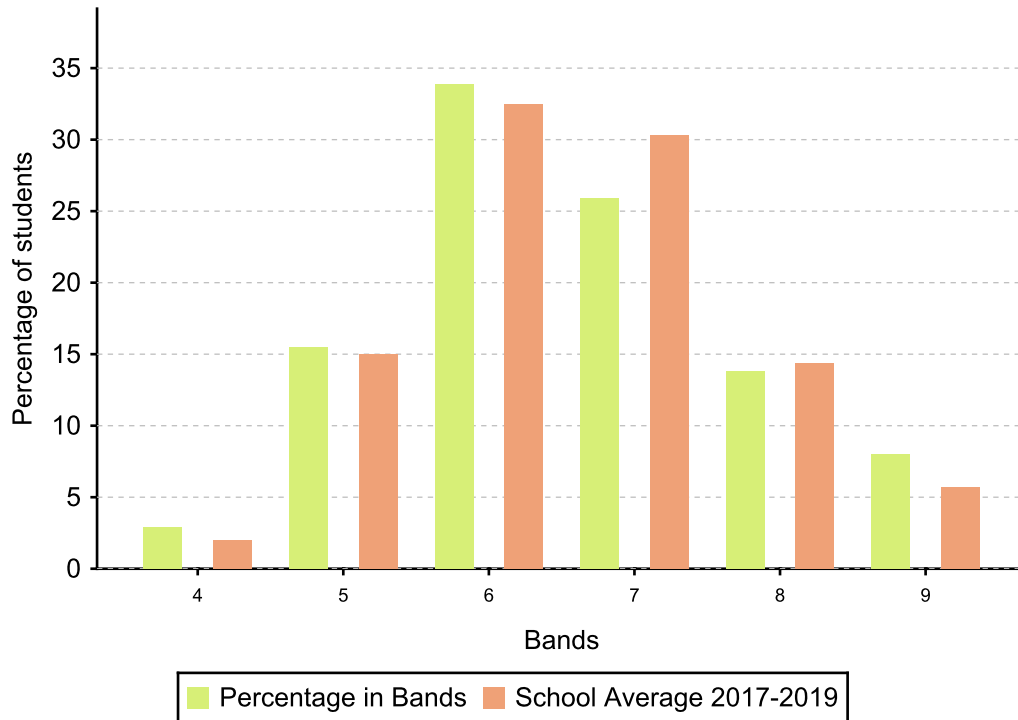
Band	4	5	6	7	8	9
Percentage of students	2.9	15.5	33.9	25.9	13.8	8.0
School avg 2017-2019	2	15	32.5	30.3	14.4	5.7

Percentage in bands:

Year 9 Numeracy
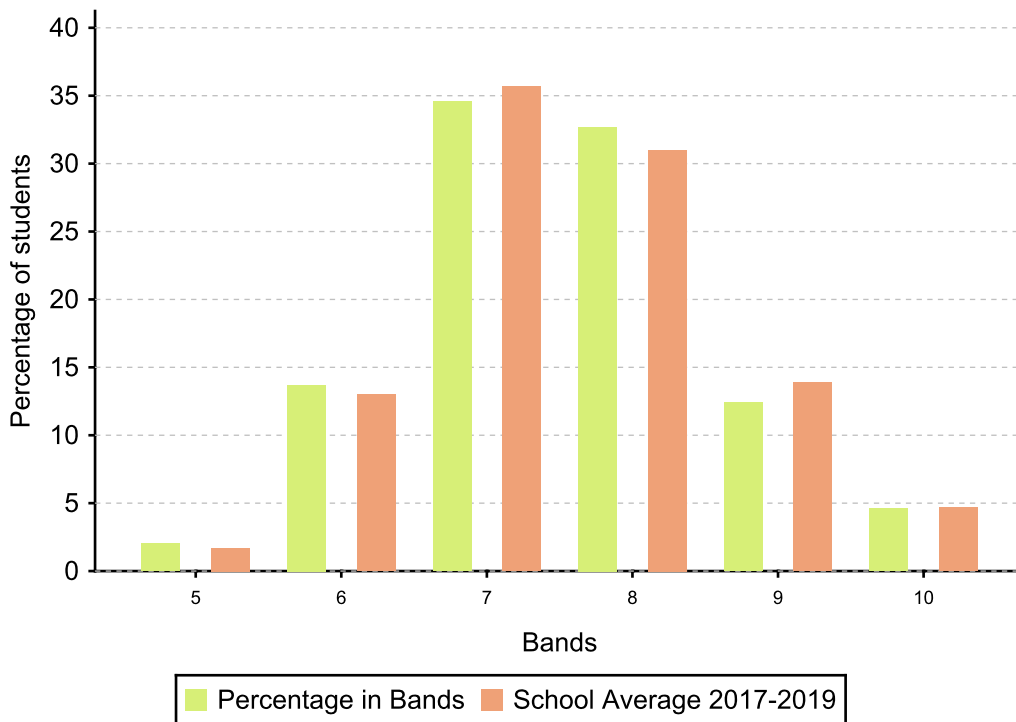
Band	5	6	7	8	9	10
Percentage of students	2.0	13.7	34.6	32.7	12.4	4.6
School avg 2017-2019	1.7	13	35.7	31	13.9	4.7

The literacy focus at Colo High School relates to Writing and Reading. It is therefore these two areas that will be analysed in the 2019 Annual Report.

For the 2019 NAPLAN Literacy tests the following observations can be made for our Year 7 cohort. 20.8% of students scored in the top two performance bands in Reading, which was an increase of 2.7% on that of 2018. In the area of Writing, 9.5% of the cohort scored in the top two performance bands, which was a decrease of 4.1% on that of 2018. In the area of Numeracy, 21.8% of the cohort scored in the top two performance bands, which was an increase of 7.2 % on that of 2018.

In terms of being at or above the minimum standard for Reading, Writing and Numeracy, the 2019 Year 7 cohort scored the following respectively; 52.8% (Reading), 31.8% (Writing) and 47.7% (Numeracy). This amounted to the following results when compared to the same data sets in 2018; 9.9% increase (Reading), 2.8% increase (Writing) and 0.2% increase (Numeracy).

The same areas of data analysis for the Year 9 cohort of 2019 can be summarized as follows. 20.3% of students scored in the top two performance bands in Reading, which was a decrease of 1.3% on that of 2018. In the area of Writing, 8.8% of the cohort scored in the top two performance bands, which was an increase of 1.0% on that of 2018. In the area of Numeracy, 17.0% of the cohort scored in the top two performance bands, which was a decrease of 4.8% on that of 2018.

In terms of being at or above the minimum standard for Reading, Writing and Numeracy, the 2019 Year 9 cohort scored the following respectively; 47.5% (Reading), 34.0% (Writing) and 49.7% (Numeracy). This amounted to the following results when compared to the same data sets in 2018; 3.4% decrease (Reading), 3.0% increase (Writing) and 0.1% increase (Numeracy).

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
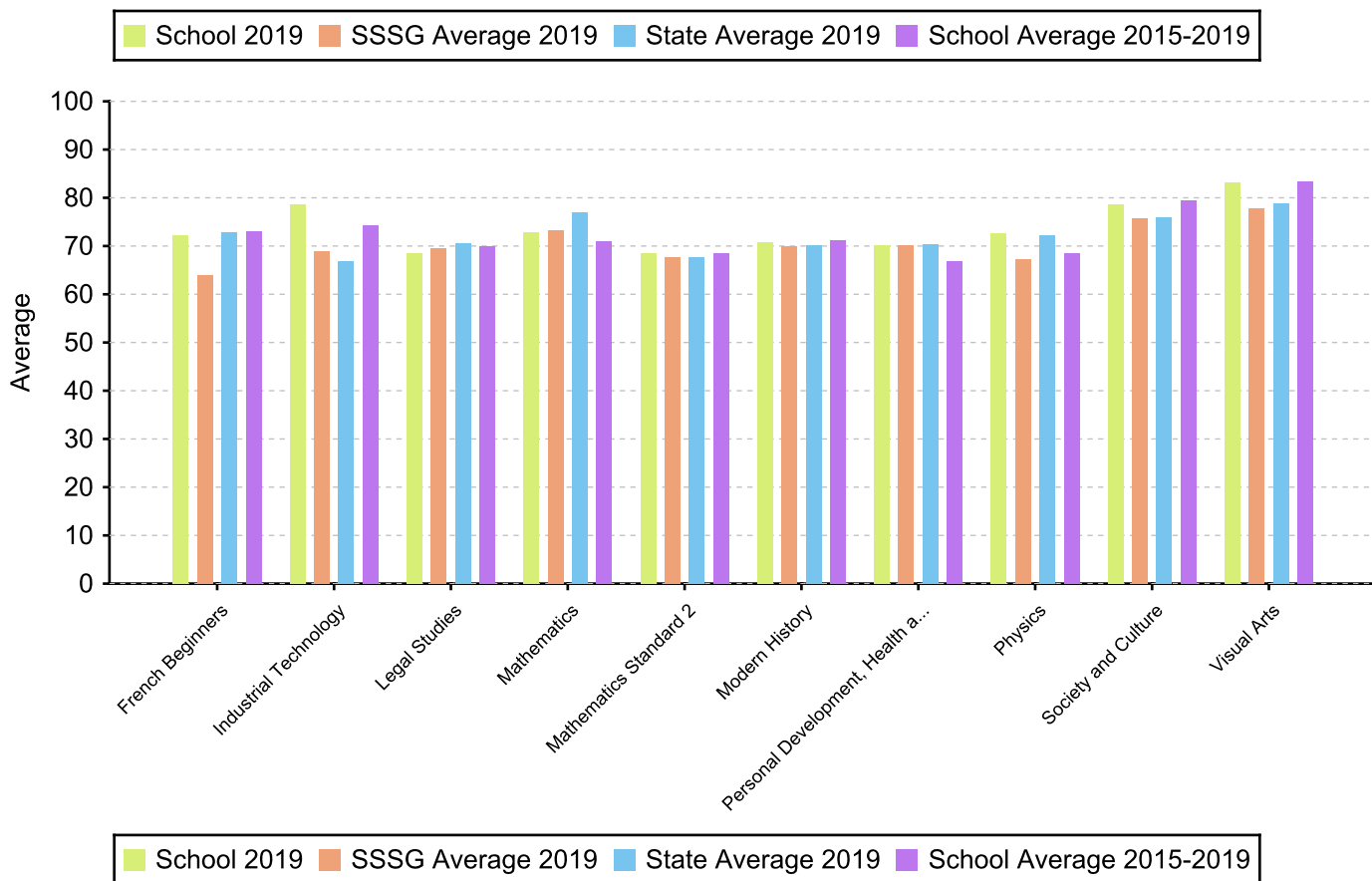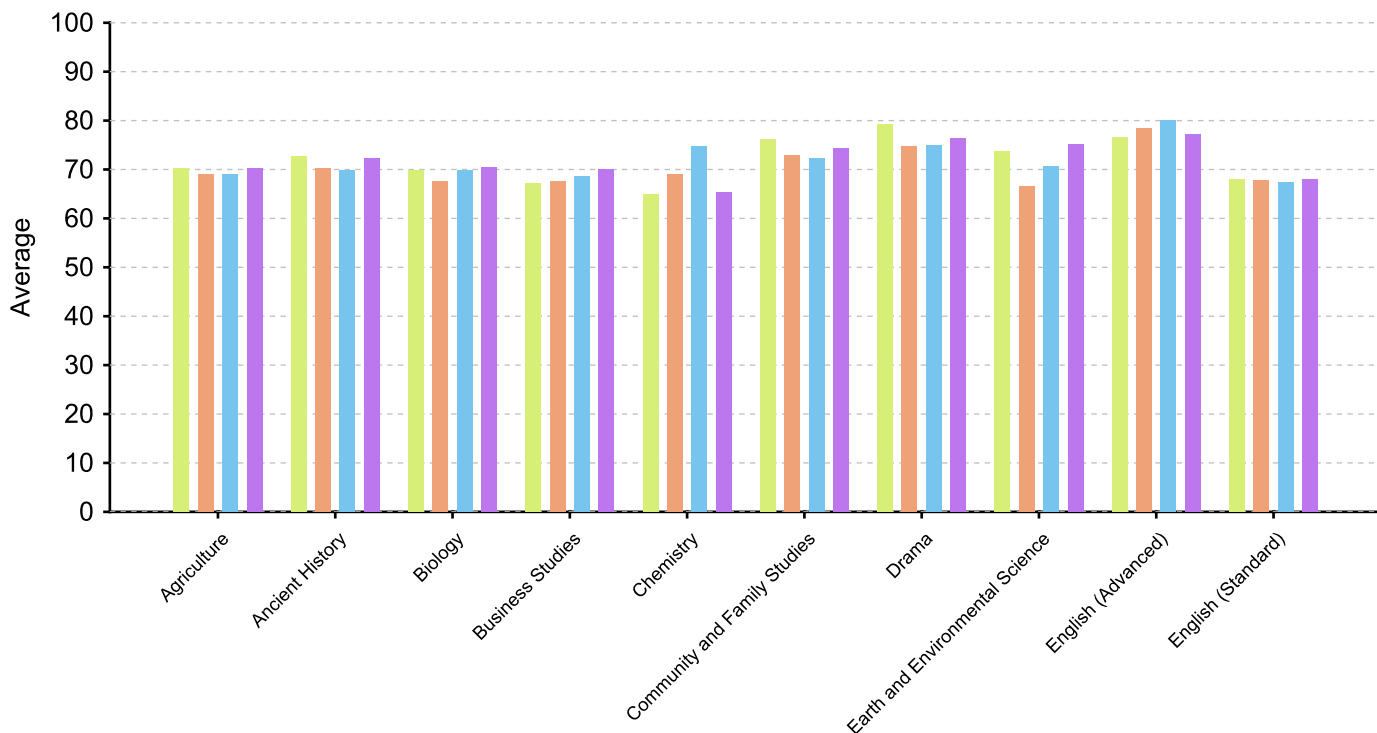
Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	70.2	69.1	69.0	70.3
Ancient History	72.6	70.3	69.9	72.3
Biology	69.9	67.6	69.9	70.5
Business Studies	67.2	67.5	68.6	70.1
Chemistry	65.0	68.9	74.7	65.4
Community and Family Studies	76.2	73.0	72.2	74.3
Drama	79.2	74.8	75.0	76.3
Earth and Environmental Science	73.8	66.5	70.6	75.1
English (Advanced)	76.5	78.5	80.0	77.2
English (Standard)	67.9	67.8	67.3	67.9
French Beginners	72.2	64.0	72.9	73.1
Industrial Technology	78.7	69.0	66.8	74.2
Legal Studies	68.5	69.6	70.6	70.0
Mathematics	72.8	73.3	76.9	71.0
Mathematics Standard 2	68.4	67.7	67.7	68.4
Modern History	70.7	69.9	70.2	71.1
Personal Development, Health and Physical Education	70.1	70.2	70.5	66.9
Physics	72.6	67.2	72.1	68.5
Society and Culture	78.6	75.7	75.9	79.4
Visual Arts	83.2	77.8	78.8	83.3

At Colo HS students were offered a broad range of subjects from which to construct their Preliminary HSC and HSC patterns of study. In the 2019 HSC, 20 of the subjects presented to HSC satisfied minimum statistical norms; this increased from the 17 presented for the 2018 HSC, that were deemed statistically viable for analysis. Of these courses 60% scored above State average (a decrease of 4.7% on 2018), 70% scored above SSSG (an increase of 17.1% on 2018) and 40% scored above their School pattern which is gauged from HSC cohorts of 2015–2019 (which is a decrease of 1.2% from 2018).

Parent/caregiver, student, teacher satisfaction

A school developed parent, student survey was completed by 41 families to inform the 2018–20 School Plan.

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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.

Kirinari Roll Call

Kirinari Roll Call for ATSI students continued in 2019 and proved to be a productive year. Under the guidance of Mrs Evans and Mr Plummer, the vertical streaming of Stage 4,5 and 6 continued to foster a positive and inclusive environment.

During the year, focus was again placed on literacy and numeracy games and activities to improve student achievement and confidence in verbal communication. It was at this time that a more rigorous mentoring environment evolved with the older students taking the initiative to help younger students in these activities.

At programmed times, students were directed in a "cultural" lesson in which an indigenous perspective was used to address both common and issues that related to these students' everyday lives.

AIME

Australian Indigenous Mentoring Experience (AIME) was implanted successfully in 2017. The program assisted our senior students to engage with University life and explore all options relating to tertiary education. This program mentors' students on ideas around Aboriginality, respect, resilience, balancing life and study, and jobs for the future. This program has been successful in helping students gain acceptance into University. In the 2019 HSC, Colo High School had its first Stage 6 Aboriginal Studies class. This resulted in an end class of 5 students (2 of whom were Aboriginal). The HSC results gained 2 Band 5s and 3 Band 4s.

Student Tutoring

Student tutoring continued in 2019. The program provided targeted support for Aboriginal students to accelerate their education and move towards the National Initiative "Closing the Gap". The focus of the programme is to provide learning assistance in literacy and numeracy in order that it may engage with the educational outcomes of the ATSI students. The process of the development of each student's PLP (Personal Learning Plan) was highly inclusive. This year the process was combined with a mentoring system, which saw teachers volunteer to be involved in the process with an ATSI student. This gave the teaching staff an opportunity to work closely with Aboriginal Education processes and provided the students with more options in terms of building relationships across the school. There were both positive and negative outcomes from this and it will be reviewed and considered to be continued or to revised prior to next year.

Anti-Racism Policy

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

Antiracism education is taught in our classrooms both as extra–curricular and as part of NESA perspectives were included in the range of mandated curriculum areas. We make every effort to ensure our school is free from discrimination. Our antiracism contact officer assists any member of the school community. Our school Wellbeing team, which is made up of students and staff, encourage safe and respectful behaviours at all times across the entire school site. Our programs encompass a wide variety of antibullying strategies and schoolwide promotional activities.

These proactive strategies contribute to an inclusive social and learning environment where everyone is considered a

valued member of the school. Our Antibullying Plan includes protection, prevention, early intervention and response strategies for student bullying.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

At Colo High School the cultural diversity of our nation and local community is acknowledge and celebrated within the classroom inline with NESA and Department of Education policies and curricula requirements. Additionally, we engage with and highlight different cultural groups in extracurricular activities which include reciprocal visits from our sister schools in Japan, our biennial study tour to Belgium, Italy and Germany from 2019, the annual festivities at our unique school function known throughout the community as Spirit Week.

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