

# 2020 Annual Report

## Colo High School



8526

# Introduction

The Annual Report for 2020 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

---

Colo High School  
218 Bells Line of Road  
NORTH RICHMOND, 2754  
[www.colo-h.schools.nsw.edu.au](http://www.colo-h.schools.nsw.edu.au)  
[colo-h.school@det.nsw.edu.au](mailto:colo-h.school@det.nsw.edu.au)  
4571 2011

## School vision

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 symbolized 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	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

### 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)
During 2020 Colo High School continued to implement the Aspirations and Pinnacle classes, however the planned expansion into other classes outside of 7P, 7L, 8P and 8L did not occur during 2020. A trial of the program expansion will be considered in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Teaching and Learning (\$1590.21)</li><li>• Teaching and Learning - Pinnacle Incursion (\$5718.18)</li></ul>

**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)
<p>The Accelerated Reading program was introduced in 2019 to address increasing issues identified in students ability to write and express themselves.</p> <p>All research suggests these skills can be fostered through improved reading. The program encouraged students to engage with text in a meaningful way. The process involved testing students to determine their reading age and therefore the appropriate book level to engage with.</p> <p>After completing a book, students sat a quiz that is written specifically for that book that assessed how well they comprehended the content.</p> <p>With the data collected to date, those students who do follow the process have seen improvements in all areas including their reading age, comprehension AND writing. The program has significant data analysis attached to it and assists in teachers preparing and planning lessons, making adjustments and supporting student learning across all KLA's.</p> <p>Unfortunately, NAPLAN data was not available in 2020, however we have undertaken initial school-wide steps to implement the use of SCOUT data to</p>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$5405.71)</li></ul>

## Progress towards achieving improvement measures

inform effective teaching and learning practice. The work in this space is ongoing and has been addressed in the 2021-2024 school improvement plan.

2020 internal testing - and Check in testing demonstrated improved growth for students in literacy.

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

Evaluation	Funds Expended (Resources)
<p>2020 was a difficult year for students in our catchment given the impact of extreme heat and bushfires, followed by a flood event, and the far-ranging effect of COVID-19 on student learning and the community. The latter severely impacted students attending Work Experience with only one student managing to organise and attend work experience prior to the COVID-19 shut down. Other specialised programs organised through GoIT Girls (ABCN), Health Inspirations (NSW Health - Nepean Hospital), and Taronga Zoo were postponed until later in Terms 3 and 4 or delayed until 2021 (Taronga).</p> <p>As a result of COVID-19, the number of contracted apprenticeships dropped dramatically as businesses were forced to down-size or close for the extended period.</p> <p>Once restrictions were lifted, the requirement for host employers to provide Risk Assessments as part of the SPR was problematic for many sole traders (common in our area) as they had little time or in many cases, the inclination to provide these. The NSW COVID-19 Safety Plans link helped resolve this issue towards the end of the semester, however, only 27 students attended organised Work Experience with another 19 attending TAFE YES programs at Richmond TAFE.</p> <p>A number of students, largely boys, secured apprenticeships during the Summer 2020-21 holidays. In a normal year, Year 10 Work Experience plays a more significant role towards students securing apprenticeships.</p> <p>A number were employed in family businesses where there were no other options.</p> <p>Throughout 2020, individualised school career planning was undertaken as part of our School to Work program.</p> <p>VET programming and professional learning continued throughout 2020 to support students who were working towards non-ATAR patterns of study.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• School to Work Funding (\$732.00)</li> <li>• Socio-economic background (\$728.25)</li> <li>• VET Funding (\$10112.47)</li> </ul>

**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)
<p>In 2020, the roll out of our BYOD program expanded to Year 7 and 8 students. Targeted Professional Learning to support both students and teachers was provided to support this program.</p> <p>The COVID-19 lockdown highlighted the success of the PL provided which allowed staff to provide remote learning students.</p> <p>Infrastructure upgrades to WAP's, digital screens, projectors and wireless connectivity further added to the success in this area.</p> <p>Furthermore, upgrades to learning spaces in Music, IA and the Library provided future focused and flexible learning spaces to support teaching and learning in the 21st Century.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background - TSO Wages (\$82464.23)</li> <li>• Community Funds - Technology Infrastructure (\$147068.86)</li> </ul>

## Progress towards achieving improvement measures

Lastly, the appointment of a Technical Support Officer to lead the integration and management of technology integration including BYOD has further enhanced the success of the school progress in this area.

## 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)
2020 saw a significant increase in the provision of online professional learning opportunities, including mandatory training. Furthermore, the requirement to engage in remote teaching and learning as a result of COVID-19 encouraged a large number of staff to engage with PL focused on the use of online T&L platforms such as Google Classrooms and Microsoft 365. Leadership experience also developed throughout this period as staff regularly engaged in discussions and implemented systems to track and support student learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$35284.77)</li></ul>

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

Evaluation	Funds Expended (Resources)
Staff actively engaged in professional learning throughout 2020 to support teaching and learning through the use of technology. The COVID-19 lockdown resulted in staff requiring PL in the use of online learning platforms such as Google Classrooms and Microsoft 365. Furthermore, staff developed systems to utilise school wide engagement data to support student learning.  Additionally, our participation in the Uppley program continued to expand with the team of staff involved increasing to 12 by the end of 2020.  In Term 4, explicit training on the use of SCOUT and SCOUT data was provided to staff.  Both Uppley and SCOUT have been included as part of the schools 2021-2024 School Improvement Plan.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5208.90)</li><li>• Uppley - DoE Funded (\$11459.58)</li></ul>



## 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)
<p>The Wellbeing Hub has been funded to provide students with better learning and support options through increasing the spaces available and accessibility of Wellbeing and Learning Support Staff.</p> <p>The Wellbeing Hub itself has utilised funding to create support in 4 specific areas:</p> <ol style="list-style-type: none"> <li>1. Staffroom - which enables all SLSO's and Head teacher Wellbeing to work together effectively as a team, as opposed to being scattered in different areas throughout the school.</li> <li>2. M5 - this is a refurbished classroom which is now being utilised as a multi-function classroom. It is used to facilitate Special Provisions for exams, Learning and Support Lessons, Social Skills Groups, Small Group Tuition, interviews and counselling with students</li> <li>3. Open Area Quiet Space - this open area, with a shared duty of care, is where students who need time out can go to and reflect upon mental health management strategies or re-calibrate when needing a break from class or the playground.</li> <li>4. Outdoor Wellbeing Space - this space has enabled a very public, yet private area for confidential or discrete conversations in a calming environment. It is also used by students for safety and support when needing a designated place to attend during recess and lunch times.</li> </ol> <p>Congruently our Integration Funding Support Funds and Low Level Adjustment Funds have been utilised to ensure the outcomes of students' Personalised Learning Plans, Individual Learning Plans and Supported Students Learning Plans are facilitated.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$14579.29)</li> <li>• Integration funding support (\$85507.00)</li> <li>• Low level adjustment for disability (\$78103.33)</li> </ul>

## Progress towards achieving improvement measures

We maintained a 2.1 allocation of Student Learning Support Officers, who have been able to utilise these four extra spaces to increase the efficiency and effectiveness of their support delivery. The SLSO support role has increased from supporting students within a regular classroom setting, to:

- supporting reading programs during roll call
- mentoring students and administering medications in a way to ensure duty of care
- facilitating Special Provisions for students
- one-on-one support for students requiring support completing incomplete work or clearing N-Awards
- facilitating catch-up opportunities for students and small group tuition during remote learning periods
- increased communication through periods of via telephone and emails to parents and students during remote/online learning
- increased support with students needed assistance with HSC Minimum Standards
- supplying effective solutions to students who are not capable of achieving outcomes due to BYOD disengagement

The use of funding to employ SLSO's as well as securing four additional spaces to the school, has ensured that the Wellbeing Hub is functioning at a high capacity to ensure CHS is supporting students with learning and wellbeing needs as indicated in NCCD data.

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

Evaluation	Funds Expended (Resources)
<p>2020 presented communication challenges and created a disconnect from our community. Our Social Media manager utilised our social pages, Facebook, Instagram, Twitter, Website and Sentral Portal to communicate effectively to our community about school operations throughout this difficult time.</p> <p>Due to COVID restrictions we invested in the provision of a streaming service to stream our Year 12 Graduation and Presentation Evening to our community. This was exceptionally well received among students and their families.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Community Funding (\$8727.79)</li> <li>• Community Funds - Technology Infrastructure (\$3696.14)</li> </ul>

**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)
<p>2020 presented significant challenges in the Colo Learning Community of schools. Yr 6 to 7 transition days and Orientation day were impacted by COVID-19 restrictions and resulted in the school purchasing equipment to stream the event to our local families. Our annual Thinkblast competition for primary schools was cancelled and Year Advisor and ambassador visits were also impacted. Nonetheless, our relationship with our local feeder schools continued to strengthen throughout 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Transition (\$133.68)</li> <li>• Community Funding - Technology Infrastructure (\$1400.00)</li> </ul>

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

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Throughout 2020 a number of school procedures required amending and/or adjustment as a result of COVID-19 restrictions and remote learning. NESA assessment requirements changed and consequently whole school assessment required modification and communication to staff, students and parents.</p> <p>2020 also saw a community wide survey and evaluation of report processes to be implemented in 2021.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Australian Indigenous Mentoring Experience (AIME) had two initial meetings in Term 1 with many plans in place, however, due to COVID, those plans were abandoned and no AIME mentoring took place.</p> <p>Our Aboriginal Support Officer developed PLP's for all Aboriginal students which are completed and easily accessed via Sentral. Additionally, all ASTI students 7-12 were provided with support to meet learning outcomes and improved overall results.</p> <p>Assistance was also provided in the form of the provision of uniforms, food, course costs and learning resources.</p> <p>In line with COVID guidelines a Bush Tucker BBQ was organised as part of NAIDOC week.</p> <p>School representation at AECG meetings where COVID restrictions allowed.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$25320.38)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$28 957.00)</li> </ul>	<p>All ASTI students 7-12 were provided with support to meet learning outcomes and improved NAPLAN and HSC results. PLP's for all Aboriginal students were completed and accessed via Sentral. Regular meetings with student/ teacher were helpful in the monitoring of each student's focus and progress in achieving most of their goals. Some goals were modified during the 2020 school year. Students engaged with mentoring, cultural activities and liaised with WSU and Macquarie Universities.</p> <p>Students engaged with Connection to Country and peer mentoring activities and as Spirit Week was unable to run, a Bush Tucker COVID Safe Stall was held to allow the students to connect with the large school community by sharing unique tucker.</p> <p>Due to COVID-19 regulations, attendance at AECG meetings occurred when appropriate.</p> <p>It is hoped that with the changing conditions and restrictions in 2021, these meetings will increase along with our attendance. This will help strengthen communication between the AECG members and Colo HS and thereby create a deepening partnership aimed at a sharing of ideas for future planning of educational and cultural activities designed to improve not only the learning outcomes for all Aboriginal students, but for all students, teachers within the Colo Learning Community.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$101 052.00)</li> </ul>	<p>Our Low Level Adjustment Funds have been utilised to ensure the outcomes of students' Personalised Learning Plans, Individual Learning Plans and Supported Students Learning Plans are facilitated.</p> <p>We maintained a 2.1 allocation of Student Learning Support Officers (SLSO's), who have been able to support students within a regular classroom setting to:</p> <ul style="list-style-type: none"> <li>- supporting reading programs during roll call</li> <li>- mentoring students and administering medications in a way to ensure duty of care</li> <li>- facilitating Special Provisions for students</li> <li>- one-on-one support for students requiring support completing incomplete work or clearing N-Awards</li> <li>- facilitating catch-up opportunities for students and small group tuition during remote learning periods</li> <li>- increased communication through periods of via telephone and emails to parents and students during remote/online learning</li> </ul>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$101 052.00)</li> </ul>	<ul style="list-style-type: none"> <li>- increased support with students needing assistance with HSC Minimum Standards</li> <li>- supplying effective solutions to students who are not capable of achieving outcomes due to BYOD disengagement</li> </ul>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$164 624.00)</li> </ul>	<p>A large proportion of these funds was spent on student support purchasing students uniforms, computers, facilitating attendance at excursions and subsidising elective subject fees. This increased as a result of the 2019-2020 Bushfires, floods and COVID-19.</p> <p>\$82464 was utilised to engage the services of a Technical Support Officer to support the implementation and management of technology services, devices and school infrastructure to support teaching and learning.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	424	414	445	439
Girls	499	498	467	445

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	93	91.4	92.2	88.8
8	90	90	88.6	87.9
9	87.8	85.1	86.9	83.8
10	85.7	85.1	83.2	81.3
11	83.3	86.4	83.2	77.8
12	88.3	90.5	90.5	87.9
All Years	88	88	87.6	84.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

**Enrolments** though still higher in regards to female/male ratio, the difference has been reducing since 2019. These enrolment figures reflect the demographics of the families in the localities that Colo HS draws its students from.

The total data sets used indicate the following comparative conclusions when the School is compared to State: (1) Attendance has fluctuated across all cohort variables since 2017, (2) The rank order corresponds with that of the State - except for the reversed order of Years 10 and 11, (3) In 2020, 3 cohorts were lower than the NESA recommended minimum.

At Colo HS, the management of non-attendance of students is carried out through a systems approach where every staff member has specific responsibilities. For example, classroom teachers mark the rolls each lesson using an element of the SENTRAL platform called 'Period-by-Period'. They are also the initial respondent for truancy identification and follow-up. Additionally, each teacher has the authority to initiate communication with parents/carers if they see any persistent patterns of absence of students under their care. As follow-up, Head Teacher Administration monitors attendance

patterns and involves the HSLO as required. We have also included the additional communication with parents via SMS.

## 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	60	60	30
Employment	6	10	1
TAFE entry	0	4	2
University Entry	0	0	37
Other	0.5	13	5
Unknown	10	4	0

(2) EMPLOYMENT also includes apprenticeships.

(3) TAFE = direct entry

(4) UNIVERSITY percentages are based on offers not actual enrolments.

(5) Other = Post 17 years old + home schooled

(6) UNKNOWN = inter-school transfers

## Year 12 students undertaking vocational or trade training

---

20.79% of Year 12 students at Colo High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

---

95.7% of all Year 12 students at Colo High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	848,186
<b>Revenue</b>	10,201,250
Appropriation	9,768,313
Sale of Goods and Services	35,266
Grants and contributions	395,235
Investment income	2,436
<b>Expenses</b>	-10,506,529
Employee related	-9,212,569
Operating expenses	-1,293,960
<b>Surplus / deficit for the year</b>	-305,279
<b>Closing Balance</b>	542,907

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	202,861
<b>Equity Total</b>	442,979
Equity - Aboriginal	28,957
Equity - Socio-economic	164,624
Equity - Language	6,147
Equity - Disability	243,251
<b>Base Total</b>	8,618,738
Base - Per Capita	219,340
Base - Location	0
Base - Other	8,399,398
<b>Other Total</b>	398,464
<b>Grand Total</b>	9,663,042

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

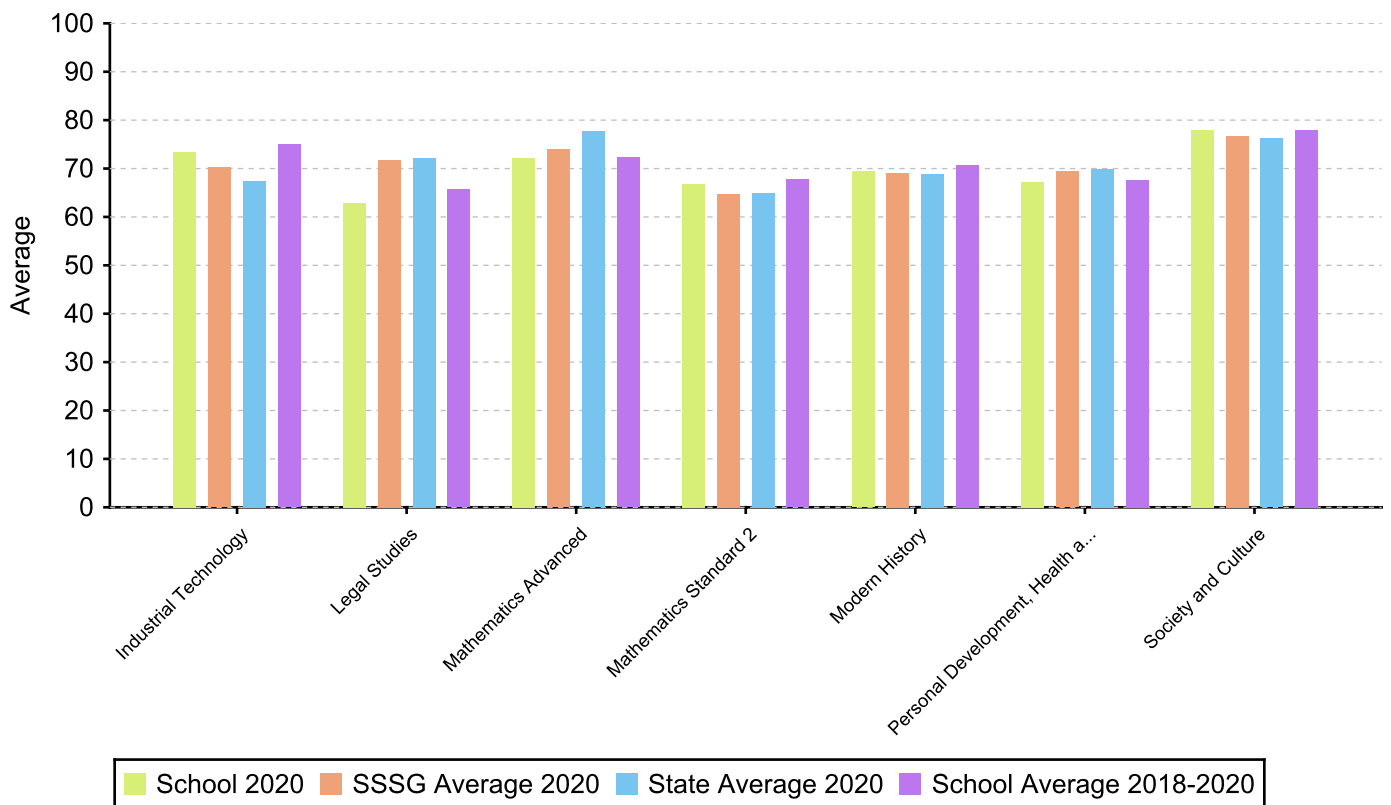
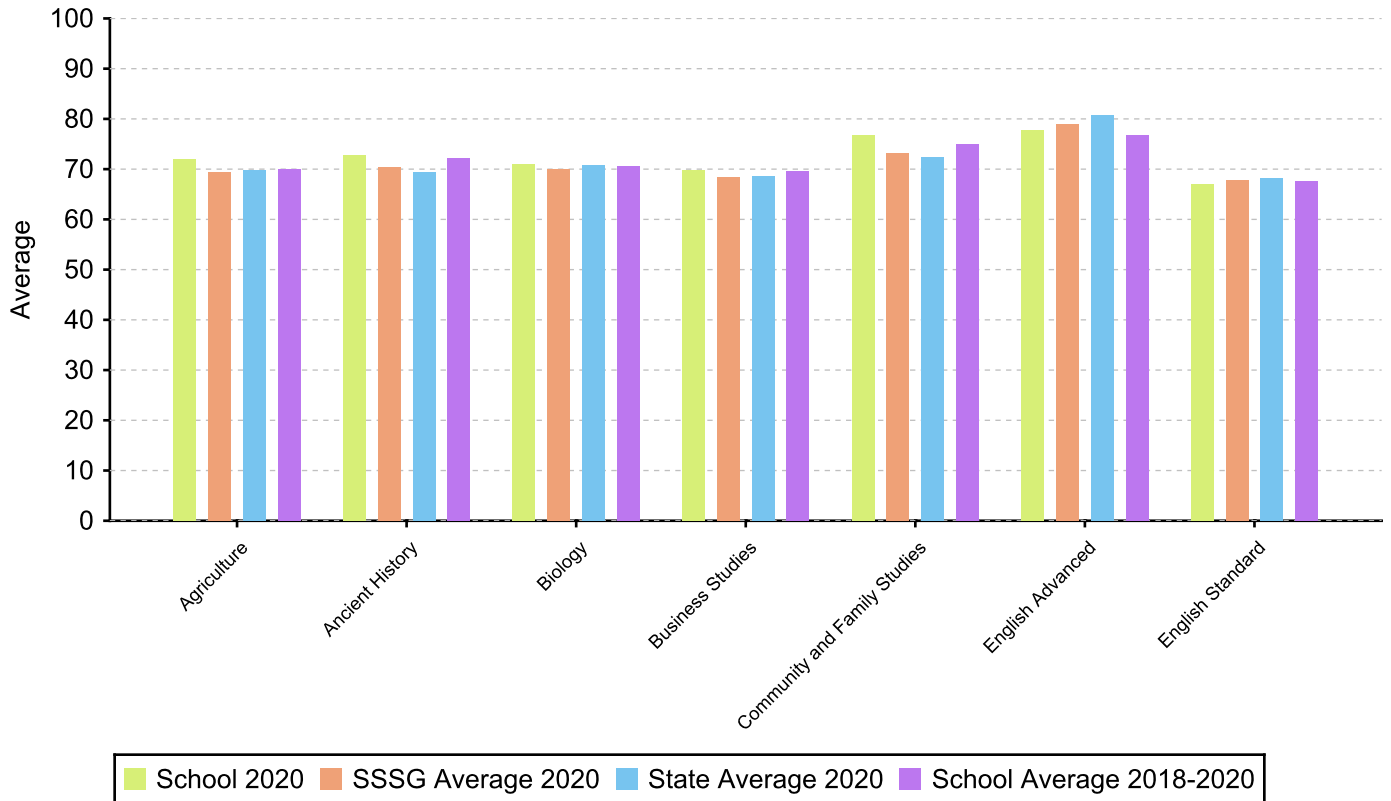
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

One of the two focus areas for Colo HS is Writing. One of the strategies initiated in 2020 aimed at improving the writing of students at this school was to participate as a trial school for the Departmental initiative called UPPLEY. A cross faculty team, from the mandatory KLAs, participated in intensive online professional development units in order to familiarize themselves with this program whose main aim was to provide teachers and students with the frameworks for increasing opportunities for the latter group to be able to compose writing work samples across 4 different domains and 84 different learning intensions and success criteria. In 2021, this trial will be rolled out to every teacher in the school, using those trained in 2020 as facilitators.

# 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Agriculture	71.9	69.4	69.7	69.9
Ancient History	72.8	70.4	69.4	72.2
Biology	71.0	69.9	70.8	70.7
Business Studies	69.7	68.3	68.6	69.7
Community and Family Studies	76.8	73.1	72.4	74.9
English Advanced	77.8	78.9	80.8	76.7
English Standard	67.0	67.9	68.1	67.7
Industrial Technology	73.4	70.2	67.5	74.9
Legal Studies	62.9	71.8	72.1	65.7
Mathematics Advanced	72.2	74.0	77.7	72.2
Mathematics Standard 2	66.8	64.7	64.9	67.8
Modern History	69.4	69.0	68.9	70.7
Personal Development, Health and Physical Education	67.2	69.4	69.9	67.6
Society and Culture	78.0	76.8	76.2	78.0

At Colo HS, students were offered a broad range of subjects from which to construct their Preliminary and HSC patterns of study. In the 2020 HSC, 14 of the subjects presented for the HSC final examinations were deemed statistically viable for analysis. This decreased from the 20 presented for the 2019 HSC. However, this was not a true reflection of the broad range of subjects used by the cohort in gaining the HSC as their exit credential. Additionally, a number of the nonviable courses scored at or well above the three parameters used in the above table. Of the viable courses, 64% scored above State average (an increase of 4% on 2019), 64% scored above SSSG (a decrease of 6% on 2019) and 29% scored above their School pattern which is gauged from HSC cohorts of 2015-2019 (which was a decrease of 11% from 2019). However, 21% of the courses that had statistical viability equaled the school average 2018-2020.

## Parent/caregiver, student, teacher satisfaction

A school developed parent, student survey was completed by 41 families to inform the 2018-20 School Plan. During 2020, parent survey's were conducted on internet availability, access to technology and reporting and assessment. Technology survey had a completion rate close to 90% while the assessment ad reporting survey achieved close to 50%.

Additionally, a group of students completed the Tell Them From Me Survey.

# 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 2020 and proved to be a productive year. Under the guidance of Mr Plummer, Mr Murray and Mr Sargeant 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.

2020 placed enormous pressure on the students on the back of an unprecedented bushfire season, followed by flood and COVID-19 which resulted in remote learning. This resulted in disruption to our programs and an unsettled return to school where the focus was on attendance, catching up on missed work and ensuring all students were settled and back in a routine of learning.

### AIME (Australian Indigenous Mentoring Experience)

Australian Indigenous Mentoring Experience (AIME) had two initial meetings in Term 1 with many plans in place, however, due to COVID-19, those plans were abandoned and no AIME mentoring took place in 2020 due to site restrictions.

### Student Tutoring

Student tutoring continued in 2020. 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 program 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 conducted by Mr Plummer and gave him a unique insight into each of the students needs.

**Impact achieved in 2020**All ASTI students 7-12 were provided with support to meet learning outcomes and improved NAPLAN and HSC results. PLP's for all Aboriginal students were completed and accessed via Sentral. Regular meetings with student/ teacher were helpful in the monitoring of each student's focus and progress in achieving most of their goals. Some goals were modified during the 2020 school year. Students engaged with mentoring, cultural activities and liaised with WSU and Macquarie Universities.

Students engaged with Connection to Country and peer mentoring activities and as Spirit Week was unable to run, a Bush Tucker COVID Safe Stall was held to allow the students to connect with the large school community by sharing unique tucker.

Due to COVID-19 regulations, attendance at AECG meetings occurred when appropriate.

It is hoped that with the changing conditions and restrictions in 2021, these meetings will increase along with our attendance. This will help strengthen communication between the AECG members and Colo HS and thereby create a deepening partnership aimed at a sharing of ideas for future planning of educational and cultural activities designed to improve not only the learning outcomes for all all Aboriginal students, but for all students, teachers within the Colo Learning Community.

## 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 through extra-curricular activities such as Themed assemblies with guest speakers, and special purpose celebrations such as Harmony Day, Wear it Purple Da.

Additionally, as part of NESA perspectives included in the range of mandated curriculum areas. In 2020 we were unable to conduct 'Harmony Day' activities due to COVID-19 restrictions. 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.

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.

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.