

Colo High School

Annual Report



2016



8526

Introduction

The Annual Report for **2016** 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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Message from the Principal

Colo High School is proud to be a public, comprehensive, high school. We have a long and outstanding record of achievements in academic, cultural and sporting pursuits. We respect and value ourselves, others, our work and our environment. The students, staff, parents and community members of the Colo High School Learning Community have a shared vision of working together in a collaborative environment, ensuring quality educational opportunities and outcomes for all students. I certify that the information in this report is the result of a rigorous school selfevaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Sargeant

Principal

Message from the students

Colo High School is a comprehensive high school which prides itself on the valuable contributions made by all stakeholders: the staff, the students, parents and the wider community. It is in this positive setting that students are encouraged to embrace a range of opportunities that will ensure we grow to be happy, healthy and responsible young adults who have the skills to cope with the demands of the 21st century. Due to the tremendous support and commitment from our staff, Colo High School students have the opportunity to be involved in a wide variety of cocurricular and extra curricular activities ranging from sport, debating, Duke of Edinburgh, Rural Fire Service, cultural and overseas excursions and so much more. In addition, every student of our school is represented by a dynamic Student Representative Council (SRC), who work tirelessly to make a valuable contribution to both our school community and our local community. The SRC also provide the students with a voice in school affairs where their views are greatly valued. Finally, our Student Leaders work very closely with the P and C to ensure that a positive partnership exists between parents and students. We are extremely proud of the traditions we have built and the legacy that all who attend Colo High School leave for future students.

Sophee Turner and Jayden Smith – Year 11 2016

School background

School vision statement

Colo High School learning community comprising students, staff, parents and community members, working together in a collaborative environment, ensuring outstanding educational opportunities and outcomes for all students.

School context

Colo High School is a proud comprehensive high school. It is an ALARM school with 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 the necessity for Colo High School to embrace the future in developing a cooperative culture with its school community and 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

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

- In the domain of **Learning**, the school is Excelling in the element Curriculum and Learning. We are Sustaining and Growing in three elements. In the element of Student Performance Measures the school is operating at the Delivering stage.
- In the domain of **Teaching** the school is Sustaining and Growing in three elements. In Data Skills and Use the school is operating at the Delivering stage. We are Working Towards Developing in the area of Professional standards.
- In the domain of **Leading** the school is in three elements. In School Resources, the school is operating at the Delivering stage.

From 2017, we will become more systematic in our use of data to inform practice.

For more information about the School Excellence Framework

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

Strategic Direction 1

EFFECTIVE LEARNING

Purpose

Promote and develop a culture of high expectations from all students:

The development and implementation of coordinated learning experiences where every student is actively engaged in meaningful, challenging and future-focused learning. Particular emphasis will be on supporting student groups who are currently not achieving expected growth rates. Continued development and implementation of ALARM throughout all year groups providing scaffold based structures to support student achievement and academic growth. Trend data analysis of value adding from Yr 7 NAPLAN to HSC shows lower academic growth in higher ability students than in students of average or below average ability.

Overall summary of progress

70% of year 12 Staff engaged with Lesson Study during the final two weeks of term 1. Refinements to teaching practice were made as a result of feedback provided. Overall, more than 80% of teaching staff participated during the year.

The number of band 6 results in the HSC was slightly down from 2015, however, the number of different students attaining band 6 remained similar. ALARM continues to be implemented across the school, with the first cohort having exposure to the program for the full 6 years completing their HSC in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of staff will be actively engaging with lesson study by the end of 2016 and a minimum of 75% of staff will be actively engaging with lesson study by the end of 2017.	Lesson Study engaged with by Year 12 Staff during the Year 12 mid-course examination period. Observation proforma and Teacher feedback reports prepared for first round of lesson study. Staff presentations of Lesson Study to staff meeting in term 2. Lesson study Round 2 and Round 3 during Trial HSC and Year 11 yearly examinations. Collation of Lesson Study data base by organising team.	16 Days casual relief to facilitate lesson study 16 X \$440 = \$7400 (RAM)
Students achieve at or above expected growth of band 9 and 10 students in NAPLAN by 2017.	Presentation of ALARM to Primary Feeder schools. ALARM Team meetings, collection of data twice per term. Collegial meetings with stage 3 teachers to develop a primary ALARM matrix Head Teacher continue to drive ALARM faculty focus.	4 periods/FN allocation for ALARM coordinator (0.1) \$10,400 (RAM)
Double the numbers of students attaining band 6 in the HSC by 2017.	Implementation of the ABCN Aspiration Program for Year 11 students (10 girls and 10 boys) – students self-select and identify as inspirational. ABCN Focus and Focus 2 programs implemented for 8 year 11 girls . Year 11 Crossroads and Study Skills workshops completed by 100% of Year 11.	N/A

Next Steps

In line with the premier's priorities, Explicit NAPLAN improvement goals have been included into the 2017 iteration of our school plan.

We will use the data available to inform specific learning opportunities designed to address areas of student weakness.

Staff professional learning directed at supporting staff towards more explicit teaching, especially in the area of writing will occur. The school literacy committee will be reconstituted to work alongside the ALARM team in improving student writing at all levels. Specific emphasis is to be placed on improving vocabulary and subject specific terminology.

Staff will continue to engage with lesson study, and it is expected that in 2017 100% of staff will participate in reciprocal classroom observations.

ALARM will continue to be implemented across the school.

There will be an emphasis on stage 4. Staff will receive training in different teaching methodologies designed to support students with differing learning styles.

We will trial Bring Your Own Device for a selected group and support staff to integrate technology into their teaching.

Strategic Direction 2

STAFF LEARNING and LEADING

Purpose

Support and strengthen our strong culture of professionalism:

Strengthening of professional networks in our own learning community with a focus on high quality teaching practices. Developing Colo High School as a “centre for professional learning” where all staff are actively engaged with and supported in applying the professional standards in their teaching. Expertise is to be shared across schools and communities. Supporting accreditation and preparing staff to engage within the accreditation framework and support those who wish to seek Higher accreditation.

Overall summary of progress

In line with the move towards all staff requiring accreditation from 2018, an accreditation coordinator has been appointed to take a lead in supporting all staff to fully engage with the accreditation process.

Stage coordinators implemented fully following a successful trial in support staff in managing quality teaching and student monitoring processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Staff effectively engage with the Professional Teaching Standards Framework.	Accreditation team formed to support work of accreditation coordinator. Staff maintaining accreditation at proficient are identified and supported. Staff professional learning to prepare for accreditation cycle to commence for all staff from 2017. All staff are in process of obtaining working with children check.	4 periods/FN allocation for accreditation coordinator (0.1) \$10,400 (RAM)
Staff taking on leadership roles will increase by 50% by 2017 as compared to 2015.	Stage coordinators to complete first full year of student monitoring. Innovations team formed and leading staff discussion on school improvement and in formation of action teams. All relieving positions advertised on an EOI basis.	4 periods/FN allocation for three (3) stage coordinators (0.1 x 3) \$31,200 (RAM)

Next Steps

In 2017, the accreditation coordination will lead staff professional learning in the lead up to mandatory registration and accreditation from 2018.

Staff maintaining accreditation will continue to be supported in ensuring their accreditation remains current and their professional learning relevant to their professional needs.

During 2017, the effectiveness of the stage coordinator initiative will be reviewed and, based on feedback and data, the continuation, modification and/or expansion of the process will occur in 2018.

Staff will continue to be supported in taking on leadership roles at Colo HS and data on staff engagement with leadership will be collected to inform future directions.

Strategic Direction 3

COMMUNITY AND CULTURE

Purpose

Enhance our strong community image with effective communication practices:

Develop broader communication networks and systems to streamline work practices and promote individual and collective communication for the ongoing growth and development of the school. Maintain high expectations. Nurture and extend communications and interactions with our primary partners. This is indicated through a need to improve communications and the desire to strengthen ties with partner primary schools. Closer engagement with the whole community including the AECG and Aboriginal community.

Overall summary of progress

Sentral school administration software modules continue to be rolled out.

2016 saw our school more deeply engage with technology and, for example, our facebook page and schoolnews.com are now widely used for communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sentral will be installed at the school and 100% of staff will efficiently use the technology in their administration.	Daily Roll marking, period by period (PXP) roll marking, mark-book, timetable, student reporting and daily noticeboard modules introduced over semester 1. All teachers using daily noticeboard module. More than 80% teachers using PXP module. All teachers using reporting and mark-book modules.	4 periods/FN allocation for 2 Sentral coordinators (0.1 x 2) \$20,800.00 (RAM) \$15,000.00 allocated for purchase of Sentral
100% of students and staff, and 75% of parents and community will engage with the Tell Them From Me survey.	Over 90% of Junior students completed the Tell Them From Me Survey. Parent response to the survey was low.	Deputy Principal role.
The school will effectively engage with the community using modern technology.	Twitter and Facebook are formally launched to the Staff day 1 Term 2. schoolnews.com reached 500 email address membership in term 3. Facebook reached 1200 followers in December 2016.	Appointment of communication and social media coordinator 1 day per week \$20,800

Next Steps

In 2017, Colo High School will transition across to Learning Management and Business Reform (LMBR) software.

In 2017/8 we will evaluate the effectiveness and cost of Sentral as a third party administrative platform against the capacity of LMBR to perform the equivalent functions. We will make similar evaluation of our current timetable software against LMBR. The results of the evaluation will inform our decision of our preferred platforms moving forward.

We will investigate making the Tell Them From Me Survey more accessible for parents and community.

We will continue to expand our use of social media and other technologies to effectively communicate with our students, parents and community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Student Tutoring Program – more than 70% Aboriginal student participation.</p> <p>Spirit Week – all Aboriginal students present and participated with a non Indigenous buddy.</p> <p>AIME – 8 students and two staff members participated.</p> <p>School represented at AECG meetings</p> <p>HSC – School Academic Excellence award won by Aboriginal Student.</p> <p>Post school – 1 student received Department of Education teachers scholarship.</p>	<p>\$10,640 Norta Norta</p> <p>\$19,677 Aboriginal Background Loading</p>
Socio-economic background	<p>SLSO staffing:</p> <p>Additional staffing has been utilised to provide extra support to identified students through in class support and withdrawal lessons.</p> <p>Additional resources were purchased to support the learning of students with disability or identified learning needs.</p>	\$69,897
Support for beginning teachers	<p>Release from face to face staffing adjustment for 2nd year teachers (0.2 total)</p> <p>Professional Learning for beginning teachers</p>	\$12,242

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	498	482	468	437
Girls	505	503	503	503

Student numbers have declined slightly each year for the past several years.

Whilst the number of girls has remained relatively stable, the number of boys has declined.

This is consistent with an increase in the number of boys successfully entering into traineeships or apprenticeships either at the conclusion of year 10 or shortly after their 17th birthday.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.6	93.2	92.8	91.7
8	91.4	89.7	90.2	90.3
9	90.3	89.3	86.6	89.1
10	85.3	88.9	88.1	85.2
11	86.8	86	88	85.2
12	88.9	90.6	87.4	89.5
All Years	89.2	89.6	88.9	88.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Attendance rates at Colo HS have remained relatively constant over an extended period.

The small variance from year to year is consistent with a small number of individual students with problematic attendance being in those years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5.76
Employment	5.48	11.54	20.19
TAFE entry	0.52	12.87	7.69
University Entry	0	0	53.84
Other	0	0	3.84
Unknown	0	0	8.65

Year 12 students undertaking vocational or trade training

TAFE Delivered

TVET Courses

14 students attended Western Sydney Institute TAFE TVET courses. As in the previous year there was an increased interest in the Jackaroo/Jillaroo course **TVET Year 11** 9 students completed TVET courses. Unfortunately one course was cancelled (Aviation) due to low applicant numbers. 4 of these courses were 240 hour Framework courses 1 student undertook a 2 year Cert III in Childcare and acquired a full-time traineeship by the end of her first year. 3 students who enrolled in TVET moved schools prior to or at the beginning of their courses 1 student left to complete full time Beautician training through a private college. **TVET Year 12** 6 students continued their TVET Courses while 2 students added OTEN courses (Dental).

Year 12 students attaining HSC or equivalent vocational education qualification

in 2016, 104 students attained the HSC or equivalent qualification.

UAC and Other Tertiary Admissions:

One Indigenous student achieved the Western Sydney University Dean's Scholarship (\$20,000).

The 2016 Year 12 cohort achieved 76 different offers from 61 students applying for places into university undergraduate degrees based on their university preferences.

Student preferences showed a dramatic shift away from WSU (75% in 2015) and a greater variety of choices including regional, metropolitan and interstate universities. They are: WSU – 25% MAC – 18.4% UTS – 6.5% UNE – 6.5% CSU – 5.2% New – 5.2% UNSW – 5.2% UOW – 2.6% The balance was divided between inter-state and specialist campuses.

In addition to UAC applicants, 1 had direct (guaranteed) entry to Whitehouse Institute and 4 gained direct early entry to Notre Dame

Whitehouse Institute of Design:

Although only one student attended the Interior Design course at Whitehouse Institute of Design in Surry Hills, she achieved Student of the Year award. This was the second year in a row this has been achieved by a Colo student

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	12.37
Other Positions	1

*Full Time Equivalent

In 2016, there were no staff members who identified as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

In 2016 we have expanded professional support for the implementation of **lesson study** as learning and reflection tool for teachers via colleagues observing and providing collegial feedback on classroom pedagogy. Greater than 85% of teaching staff directly

participated in lesson study in 2016.

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 include 100 hours of professional learning over each five year period. Those teachers who are pre2004 have begun preparing for active participation in the accreditation process.

Colo High School continued to implement its Mentoring Program to support our early career teachers which, in 2016, included no permanent on probation teachers but did include 5 permanent and temporary teachers in their second year of service..

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

In 2016, training and development costs were sourced from a trust fund dissection. As we move to a new finance system in 2017, training and development costs will be more clearly identified.

Income	\$
Balance brought forward	623 520.17
Global funds	670 448.92
Tied funds	449 556.33
School & community sources	547 097.28
Interest	13 133.14
Trust receipts	59 666.20
Canteen	0.00
Total income	2 363 422.04
Expenditure	
Teaching & learning	
Key learning areas	208 625.34
Excursions	192 843.98
Extracurricular dissections	166 578.61
Library	12 830.95
Training & development	0.00
Tied funds	417 993.77
Short term relief	205 409.99
Administration & office	166 942.75
School-operated canteen	0.00
Utilities	122 836.18
Maintenance	76 966.99
Trust accounts	64 909.32
Capital programs	240 192.06
Total expenditure	1 876 129.94
Balance carried forward	487 292.10

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

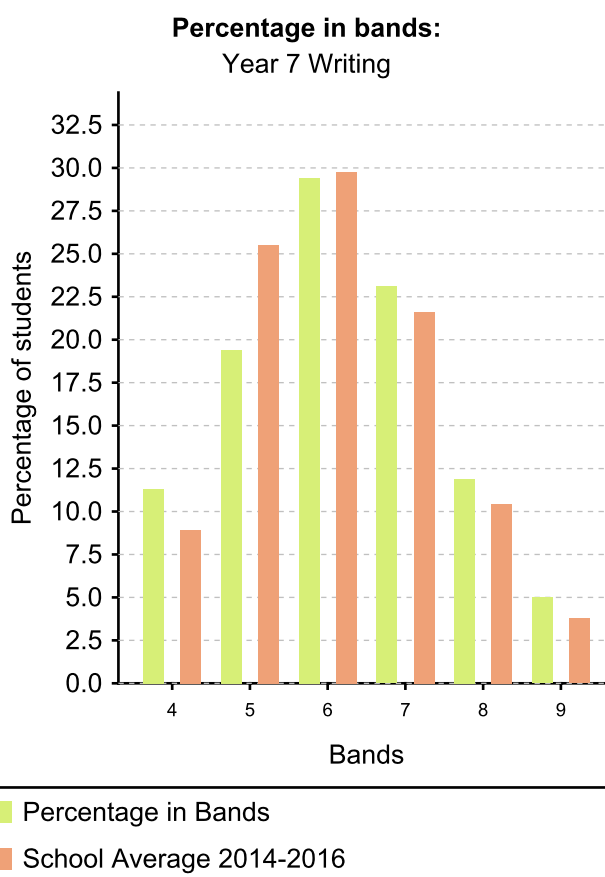
School performance

NAPLAN

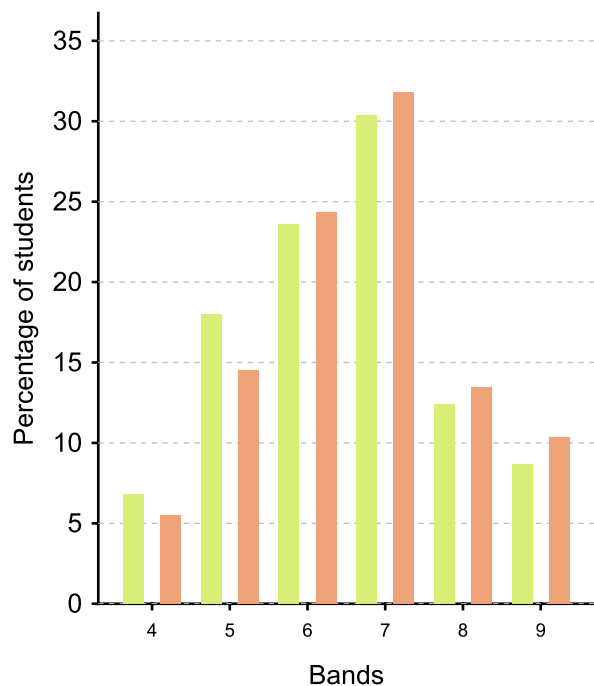
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The percentage of students in the top two bands of NAPLAN literacy (reading and grammar/punctuation) in both Year 7 and Year 9 is significantly lower than the percentage of students in the next two bands. This is consistent with the school average over the past three years.

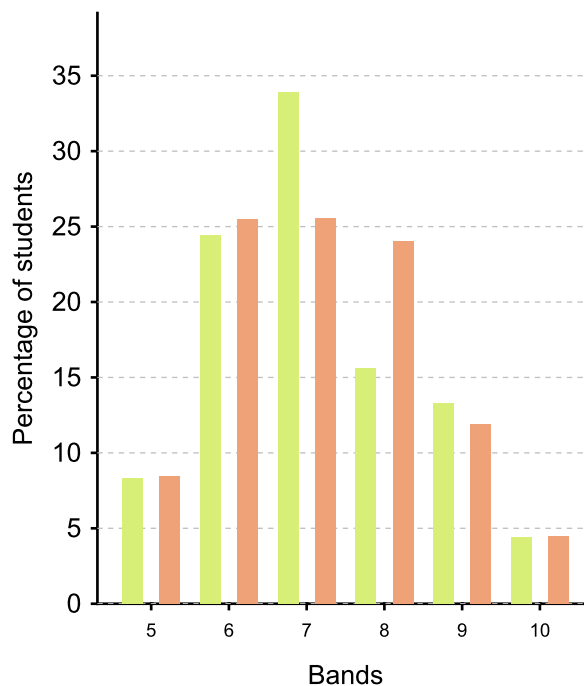
In 2017, our school plan includes strategies to increase the number and percentage of students in the top two bands and the growth from Year 7 to Year 9.



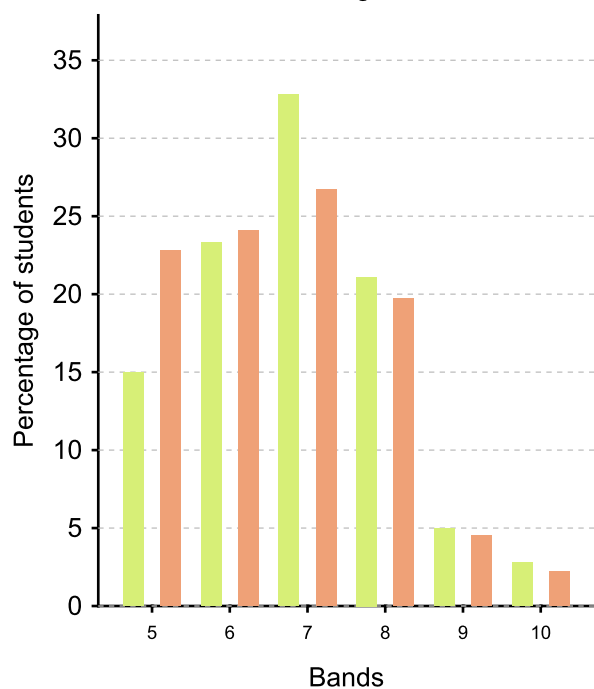
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Grammar & Punctuation



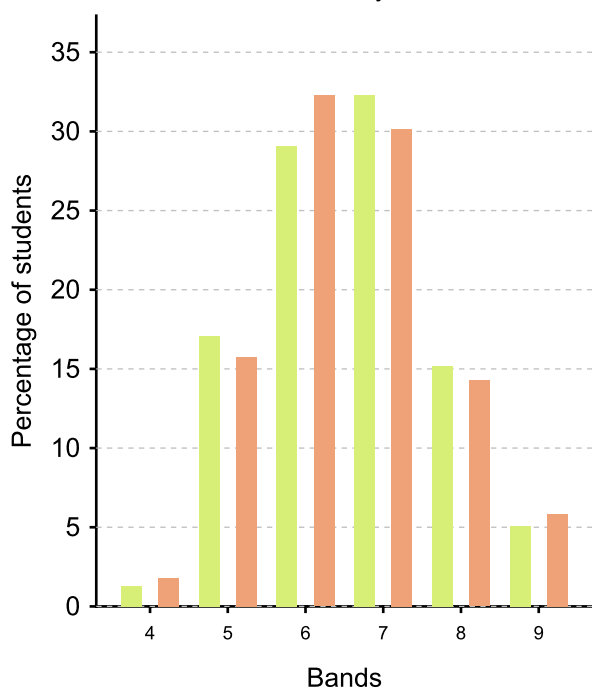
Percentage in bands:
Year 9 Writing



The percentage of students in the top two bands of NAPLAN numeracy in both Year 7 and Year 9 is significantly lower than the percentage of students in the next two bands. This is consistent with the school average over the past three years.

In 2017, our school plan includes strategies to increase the number and percentage of students in the top two bands and the growth from Year 7 to Year 9.

Percentage in bands:
Year 7 Numeracy



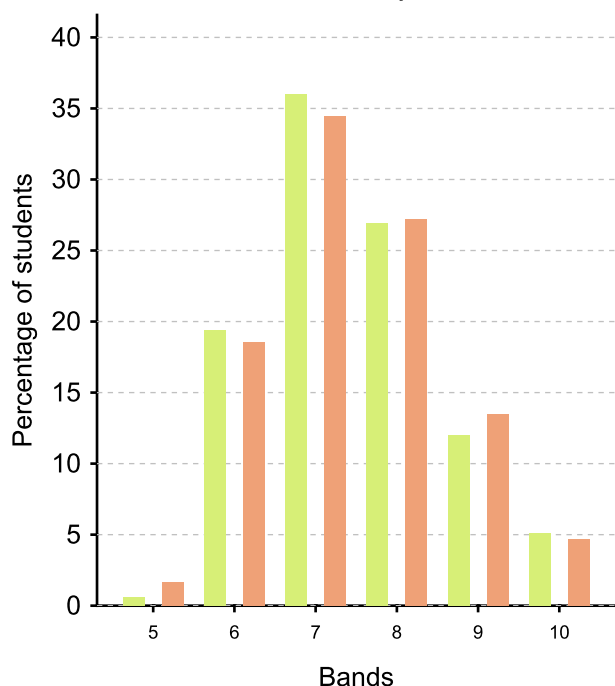
Percentage in Bands
School Average 2014-2016

From 2017 the school plan includes improvement goals in line with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Specifically, we will Improve NAPLAN results in writing and numeracy so that:

- 75% of students improve at or above expected growth from Year 7 to year 9.
- 60% of students achieve band 8 or above for literacy or numeracy in year 9.
- Aboriginal students demonstrate the same improvement and achievement levels as that for all other students.

Percentage in bands:
Year 9 Numeracy



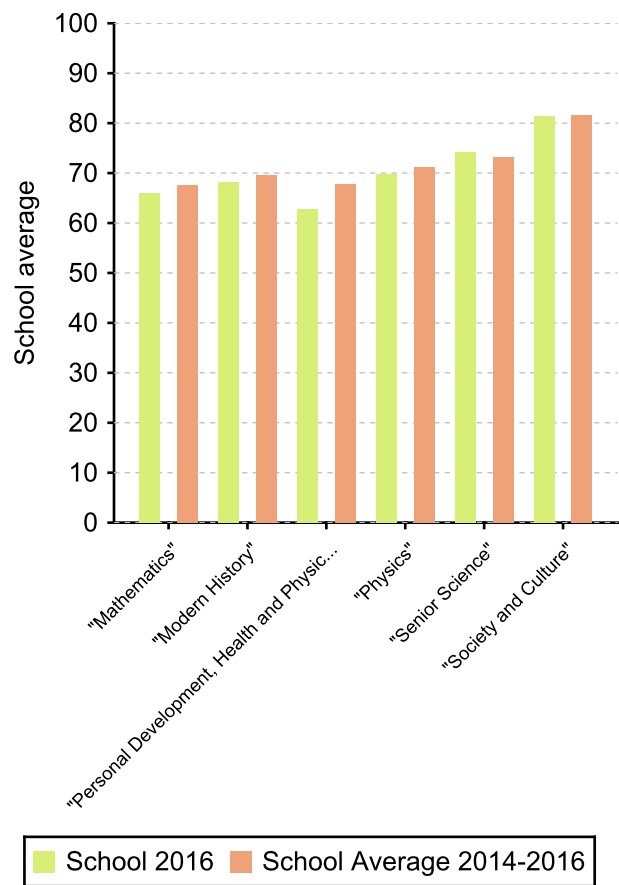
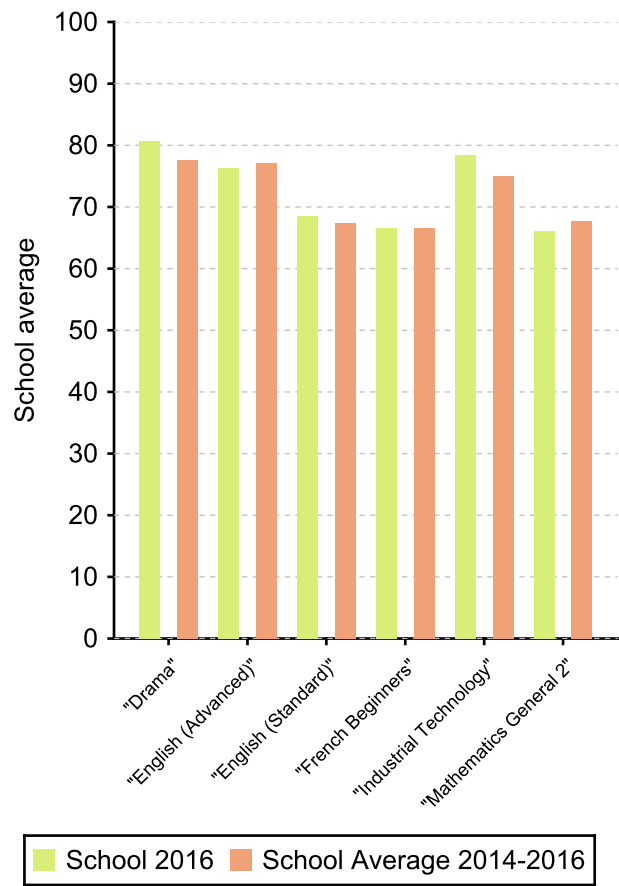
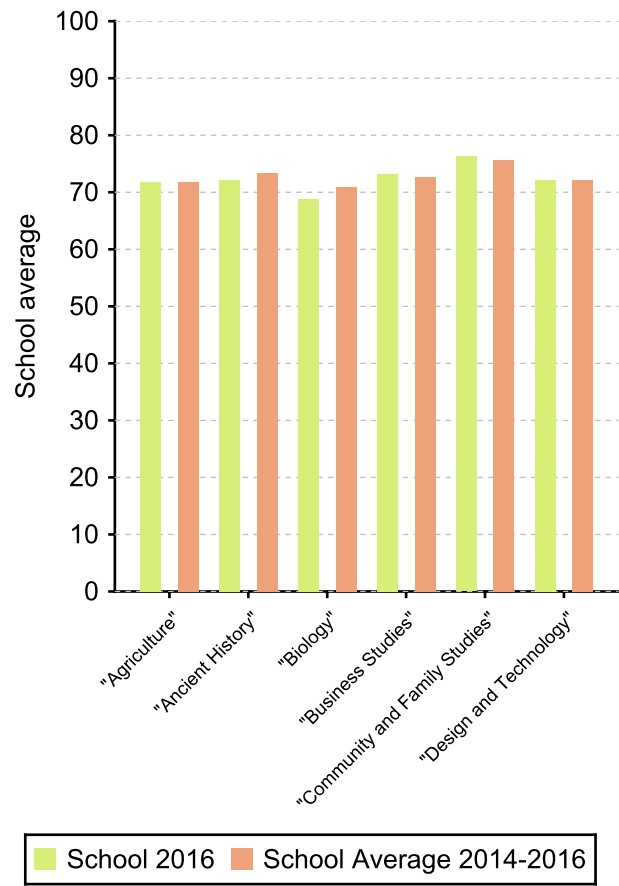
Percentage in Bands
School Average 2014-2016

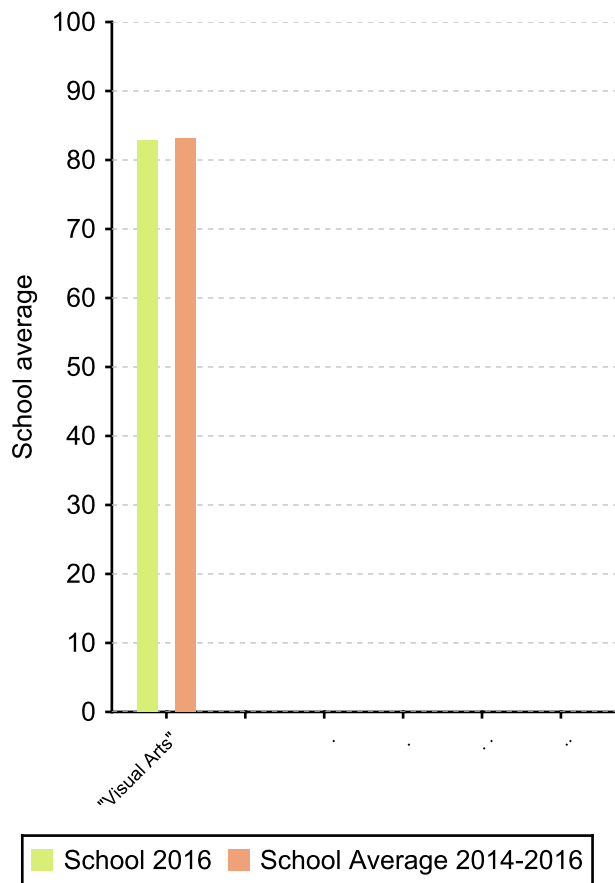
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

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

The 2016 HSC cohort was able to draw their patterns of study from a wide selection of subjects in their final year of secondary education. This amounted to 33 non VET subjects and several VET and TVET subjects. As a result, a total of 14 Band 6 and 134 Band 5 scores were gained across the school in these 33 subjects. Five subjects offered in the HSC of 2016 were able to increase their overall performance above that of the previous two years.





Parent/caregiver, student, teacher satisfaction

In 2016, a cross section of parent, students and staff engaged with our Parents and Citizens Association (P&C) led review of our school uniform.

A wide cross section of the community responded and the result was a committee was formed to investigate and propose improvements to the current uniform.

The updated uniform is being rolled out from 2017 and includes:

- short and culotte options for junior girls as well as a skirt option;
- new junior and senior school shirt options;
- a peaked cap option;
- introduction of a soft shell jacket to the winter uniform options;
- clarification of footwear requirements.

In addition, parents, students and staff again completed the Department of Education 'Tell them from Me' survey. This will be completed again in 2017, with the emphasis being on increasing the number of parental responses. The surveys will be compared for variance over time and used to inform the 2018–20 School Plan.

Policy requirements

Aboriginal education

Colo High School has 45 students identified as Aboriginal and Torres Strait Islander.

The attendance rate for our Aboriginal and Torres Strait Islander students improved significantly in 2016. There are many programs that have been implemented to educate students on culture, history and contemporary Aboriginal Australia.

Kirinari Roll Call

Kirinari Roll Call for ATSI students continued in 2016 with a very productive year. Under the guidance of Mr Pullen and Ms Rossetto, the vertical streaming of stage 4,5 and 6 fostered a positive and inclusive environment. The roll call was a basis for other programs such as AIME, and Bush tucker café. During focus time, students were encouraged to work on literacy and numeracy activities to improve their achievement. Furthermore they were encouraged to complete home and work on assessment tasks. Once a week students undertook a 'Cultural' lesson in which students looked at the colonisation story from different perspectives. These activities allowed the students to engage with their cultural heritage and explore who they are as Aboriginals.

Allowah Day

Allowah day was celebrated in term 2. Every school in the Hawkesbury joined together for a festival celebrating what it meant to be Indigenous. It was a fun day where students completed arts and crafts, listened to elders and took part in a picnic.

Cumberland Plains

Erin Wilkins approached the school to engage in a native garden project in 2015. It was decided that the grass area behind Social science would be used as a garden. The ATSI students worked together planting Australian native plants. Throughout 2016, it was the job of the Kirinari roll call to water, weed and look after the garden. The students were encouraged to see the garden grow.

AIME

Australian Indigenous Mentoring Experience (AIME) was implanted successfully in 2015. The program assisted 30 students to engage with University life. The program mentors students on ideas around Aboriginality, respect, racism, resilience, balancing life and study and jobs for the future. This program has been successful in helping students gain acceptance into University. Three out of four year 12 students gained an acceptance into University.

Norta Norta

Norta Norta continued to be successful in 2016. The Norta Norta program provided targeted support for Aboriginal students to accelerate with their education. The focus of the program was to provide learning assistance in the key areas of literacy and numeracy in order that it may engage with the educational outcomes of the ATSI students.

The Urban Challenge

In 2016, we undertook our first urban challenge. The urban challenge was a team building exercise that took students on a scavenger hunt around the city of Sydney. Students found this a very rewarding experience because they were able to use their problem solving skills to overcome obstacles. Students enjoyed it so much that they wanted to take part in it again.

Multicultural and anti-racism education

At Colo High School the cultural diversity of our nation and local community is acknowledge and celebrated within the classroom inline with BOSTES 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 tours to France, Belgium and Italy, the annual festivities at our unique school function known throughout the community as Spirit Week.

Antiracism education is taught in our classrooms and 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 displays. 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.

Other school programs

Student Representative Council:

The Student Representative Council (SRC) maintains a high profile throughout the school. In this capacity, they work tirelessly to promote the views of the student body to the Executive, chair studentcentred forums and host Formal Assemblies, raise funds for local and national charities, act as ambassadors at local youth forums, as well as coordinating our highly successful

Spirit Week celebrations. Another very important role of the SRC is to represent Colo High School in community service activities including ANZAC Day, the Vietnam Veterans and Police Commemorative services and Remembrance Day. In 2016, the SRC had 59 members who worked together to achieve common goals that would benefit their peers. Through our annual Spirit Week activities, the SRC raised \$3000 for our chosen charities: San Miguel and Brain Cancer Research Foundation. The SRC continues to be a vital component of school life at our school and will continue to proudly work on behalf of all students in the future.

Work Experience :

Students participate in weeklong Work Experience programs which assists them to formulate their career paths and decide on their senior studies pathways. Additionally it helps students to build experience, confidence, and community connections while enhancing their communication, time management, networking, organisational and job-seeking skills. Approximately 85% of work experience was hosted within the regional Hawkesbury community while 2 students undertook 'Away From Home' Work Experience through ADF at HMAS Albatross, Nowra and 'Dolphin Magic' at Coffs Harbour. Of these 6 students successfully participated in 'Eye on My Future' program which was organised and run by Macquarie Park Senior Pathways and received local media coverage. Overall our students covered a wide range of potential career experiences but carpentry and construction (males) appear to be the most popular followed by Early Child Care and Veterinary Nursing (females).

Of the 56 students attended 59 different employers, 25% of whom achieved success in attaining career opportunities directly from their Work Experience placements. This was 5% higher than 2015 despite 76 students participating in that year. These were:

- 9 Apprenticeships
- 3 fulltime work positions
- 2 Traineeships.

Students picked up more Traineeships (2), Apprenticeships (8) and full time work (3) through their continued endeavours into the beginning of 2017 with 2 continuing to full time training through Colleges/TAFE.

Industry programs:

Work experience also included a number of students who were selected through competitive application processes including: • 3 to the Australian Defence Force 'Work Experience Program'; • 4 to Nepean-Blue Mountains 'Health Inspirations' at Nepean Hospital • 1 to Taronga Zoo. Two groups of twenty students ranging from Year 9 to 11 completed onsite White Card courses in preparation for Work Experience/Placement in the Building and Construction industry.

Transition Programs

In 2016 three students attended and successfully completed their optional transition programs at WSTEC Links to Learning – McGraths Hill. This program works with students, parents, community agencies and employers to assist students in their transition into further fulltime study or employment at the end of Year 10 Rosa, Preliminary Certificate or the Higher School Certificate.

2016 SPORT

At Macquarie Zone, Colo High School once again dominated in Cross Country, leading the other schools by over 300 points. In both Swimming and Athletics, Colo came a very close second. In swimming our relay teams were most impressive; 6 of our relay teams made it through to Sydney West this year. Our 15yr girls relay team broke records at every level.

These results could not have been possible without the dedication and grit of our young athletes. At Colo High School the number of students representing at the CHS level has steadily increased. This year we had approximately 50 students representing in a wide variety of sports. We also have students representing their country in sports such as swimming, kayaking, karate and baseball. We also had two students; Kandra Lamb and Mackenzie Baldwin receive Sydney West Blue Awards in Softball and Hockey respectively.

Our school carnivals this year took an interesting turn. Last year we saw the winning houses spread across all three carnivals. However in 2016, all three carnivals were taken out by the Eagles house.

In 2016 Colo High School again made impressive showings at Macquarie Cup events, with representatives competing in Soccer, Netball, Basketball and Touch Football. Many of these students were selected into Macquarie Zone teams who then competed at Sydney West.

Colo also enjoyed phenomenal success in the knockout competitions this year, with our girls soccer, boys rugby and boys tennis teams all making it through to the finals of the state knockout competition. Our boys' rugby team were also victorious in the Penrith District Rugby Competition, winning the grand final in spectacular fashion against William Clarke College.

Sports Woman of the Year, Calinda Cameron, has always been so dedicated to Colo Swimming and demonstrating team spirit, so much so that we now also have our very own spirit stick. Every member of the Colo Swim Team may touch the spirit stick before their race for good luck.

Sportsman of the Year, Jarrod Lefevre, has always led by example in all of his sporting endeavours. He demonstrates fine character and strength of will, regardless of the sport he is playing. He is always the first to offering encouragement on the field or from the side of a pool.

Pierre De Coubertin winner, James Lloyd-Martin has shown what dedication and hard works both look like and what you can accomplish if you dare to dream.