Colo High School

Annual Report

2018

8526

Introduction

The Annual Report for **2018** 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.

Mark Sargeant

Principal

School contact details

Colo High School

218 Bells Line of Road

NORTH RICHMOND, 2754

www.colo-h.schools.nsw.edu.au

colo-h.school@det.nsw.edu.au

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

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

– In the domain of **Learning,** the school is Excelling in the element Wellbeing. We are Sustaining and Growing in three elements. In the element of Student Performance Measures the school is operating at the Delivering level.

– In the domain of **Teaching** the school is Sustaining and Growing in all elements.

– In the domain of **Leading** the school is Sustaining and Growing in all elements.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

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.

Overall summary of progress

In 2018:

- we have begun the process of Increase students in the top two NAPLAN bands by eight per cent (Premiers Priority).
- the number of classes engaged with Bring Your Own Device (BYOD) increased by 100% in 2018 and by 50% for the subsequent two years.
- there was a modest increase the number of students attaining band 5 or 6 in the HSC in 2018. However there was a decline in number of band 6 result
- at the end of 2018, we saw a 22% Increase numbers of students transitioning to trade apprenticeships as compared to the previous year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands by eight per cent (35.2% target – Premiers Priority)	HT T&L (staffing)	We have begun the process of Increase students in the top two NAPLAN bands by eight per cent (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	Technology Budget from RAM $100,000.00	The number of classes engaged with Bring Your Own Device (BYOD) increased 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.	From faculty resources.	In 2019, preparation will begin for an increase in student project based elective courses for 2020.
Between 2018 and 2020, increase the number of students attaining band 5 or 6 in the HSC by 20% each year	plus $5000.00 RAM Platinum futures Project (2019) $5000.00	There was a modest increase the number of students attaining band 5 or 6 in the HSC in 2018. However there was a decline in number of band 6 result
Halve the number of boys attaining E2 Mathematics ROSA grades by 2020.	From faculty resources.	To be reported on in 2019
Increase numbers of students transitioning to trade apprenticeships.	School to work funds	At the end of 2018, we saw a 22% Increase numbers of students transitioning to trade apprenticeships as compared to the previous year

Next Steps

In 2019:

- we continue explicit instruction in literacy and numeracy to Increase students in the top two NAPLAN bands in

2019 (Premiers Priority).

- in 2019, we will commence a roll out of BYOD across the entire school commencing with Year 7 2019
- in 2019, preparation will begin for an increase in student project based elective courses for 2020.
- in 2019 there will be a focus on all Year 10 and 11 students reaching minimum standards in Literacy and Numeracy

Colo High School 8526 (2018)

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.

Overall summary of progress

In 2018:

- All staff met the requirements of their personal Performance & Development Plan each year.
- All faculties worked from and regularly evaluated teaching programs that meet the standard for registration
- a full school technology audit was completed and a professional learning support structure was planned

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will meet the requirements of their personal Performance & Development Plan each year.	N/A	All staff met the requirements of their personal Performance & Development Plan each year.
All staff have clearly defined and explicit role statements.	N/A	All staff revised and updated their role statements in 2018
All faculties work from and regularly evaluate teaching programs that meet the standard for registration	N/A	The school participated in a district initiative to support staff towards readiness for registration. In 2018 the focus was Mathematics, in 2019 it will be English
All staff utilise technology in their administration and classroom practice.	Technology budget $100,000.00	All classes were brought up to a minimum agreed technology standard

Next Steps

In 2019:

- 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, Agriculture common areas, staff common room and wifi capacity

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.

Overall summary of progress

In 2018:

- the Well being Hub was completed and there was a 12% decrease in non–attendance rates of students with identified anxiety issues.
- SLSO's supported and increased number of students in 2018.
- The parent portal had approximately 60% uptake by end of 2018
- The number of positive incident recorded in Sentral increased by 36% in 2018
-

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% decrease in non–attendance rates of students with anxiety issues.	$12,000.00 creation of Well being Hub	the Well being Hub was completed and there was a 12% decrease in non–attendance rates of students with identified anxiety issues
SLSO's access and support 50% more students over the life of the plan.	Equity Funds – low level adjustment for disability	SLSO's supported and increased number of students in 2018.
All staff and parents utilise Parent and portal by 2020	Sentral upgrade $7,000.00	
Decreased numbers of negative incidents recorded on Sentral by 5% t each year from 2018–2020	N/.A	this will be a 2019 focus as negative incidents increaed in 2018
100% increase in the numbers of positive incidents recorded on Sentral each year from 2018 to 2020.	N/A	• The number of positive incident recorded in Sentral increased by 36% in 2018
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.	Equity Funding Aboriginal	This was achieved in 2018

Next Steps

2019

- Wellbeig Hub concept rolled out to a another major area in the school
- Decrease numbers of negative incidents recorded on Sentral by 10 % in 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 support 50% more students

Colo High School 8526 (2018)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Socio–economic background		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	468	437	424	414
Girls	502	503	499	498

The enrolment profile shows a minimal decline of female enrolments over the last four years and a moderate but slowing decline in male enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.8	91.7	93	91.4
8	90.2	90.3	90	90
9	86.6	89.1	87.8	85.1
10	88.1	85.2	85.7	85.1
11	88	85.2	83.3	86.4
12	87.4	89.5	88.3	90.5
All Years	88.9	88.5	88	88
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

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.

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 in showed a marked improvement from 2017 cohorts where the difference was 4.9% below State average. In 2018 they equated to just below and just above State average. However, when using the recommended NESA minimum attendance rate of 85%, none of our year cohorts fell below this standard.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1.7	3.4	2.1
Employment	4.3	3.2	5.7
TAFE entry	3.4	4.7	4.25
University Entry	0	0	30.4
Other	0	0	0
Unknown	1.7	7.2	2.2

Year 12 students undertaking vocational or trade training

Year 11 and 12 TAFE Delivered TVET Courses

3 Year 12 students attended Western Sydney Institute of TAFE courses. Enrolments indicated an increased interest in Human Services and Early Childhood Education courses. These students chose to complete the 8–unit durational courses. 33 Year 11 TVET students completed courses in courses related to the Fitness Industry. Additional interest was expressed in undertaking courses in Animal Studies.

Whitehouse Institute

3 students enrolled at Whitehouse Institute to undertake further studies to complement their HSC

pattern of studies.

Year 12 students attaining HSC or equivalent vocational education qualification

UAC and Other Tertiary Admissions

In 2018 105 students obtained a HSC or equivalent qualification.

In 2018, 32 students of this HSC cohort applied to begin a university undergraduate degree based on their university preferences. The range of selections just as diverse as in previous years with a range of metropolitan and regional tertiary institutions admitting those who applied. Western Sydney University again was the main place of choice, closely followed by University of Sydney. There was an increase in applicants via University of Notre Dame (Sydney) under the direct, early entry scheme. The institutions applied to in their preference lists included:

WSU – 72%, MAC – 44%, UTS – 38%, UNE – 3%, CSU – 19%, ACU – 25%, UOW – 6%, USYD – 50%, UNSW – 25% TORRENS – 3%, ANU – 3%, UON – 6%.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.1
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

At Colo High School, we currently have one Aboriginal member of the executive staff on extended leave.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	28

Professional learning and teacher accreditation

In 2018 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 87% of teaching staff directly participated in lesson study in 2018.

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. Colo High School continued to implement its Mentoring Program to support our early career teachers which, in 2017, included no permanent on probation teachers but did include 5 permanent and temporary teachers in their second year of service.

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 will be carried out in 2019.

Financial information

Financial summary

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

	2018 **Actual** ($)
Opening Balance	640,811
Revenue	9,858,782
Appropriation	9,303,906
Sale of Goods and Services	38,812
Grants and Contributions	483,334
Gain and Loss	0
Other Revenue	23,362
Investment Income	9,369
Expenses	-9,882,402
Recurrent Expenses	-9,882,402
Employee Related	-8,724,238
Operating Expenses	-1,158,164
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-23,619
Balance Carried Forward	617,192

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Governance of financial management processes

As part of the governance of finances at Colo High School, an oversight committee consisting of the following Departmental personnel; Principal, SAM, executive staff representative and a non– executive staff member, is responsible for the provision and management of all financial funds distributed to faculties and special programmes that run in the school throughout the year . The roles of this body are; to meet regularly to assess school, faculty and special programmes' periodic budgetary requests and to plan for the needs of the whole school. T heir main function is to meet in Term 4 each year to consider whole school and faculty budget submissions for the following school year. In 2018, this body had to postpone this meeting due to the migration from OASIS to SAP. It did so in order to allow its decisions to be as fiscally responsible and as accurate as possible according to the available data and financial policy regulations. Once the budgets have been finalised, each faculty/special programme recieves monthly account updates. This ensures that each specific manager is able to track their expenditure and keep it in–line with their intended allocatory components.

Underspending

In 2018 Colo HS spent less of its financial resources on the physical upgrade of the school due to the internal and external repairs which were managed by Infrastructure NSW.

Overspending

In 2018 Colo HS spent more than usual on utilities – especially electricity and water. The former had an upward trend mainly due to the use of airconditioning which aided the establishment of productive learning environments. This trend is not expected to abate in the near future.

Intended use of funds for capitial expenditure

In 2018 the construction of an outdoor learning space was established. From 2018, the Technology Committee was allocated additional funding to continue the cyclical up–grading of technology in all learning spaces (classrooms, school hall, library, and computer rooms), due to the relocation of the Gernal Assistant to a large, new shed, the general assistant's room was converted into a state–of–the–art photographic–dark–room to accommodate a dramatic increase in the number of students choosing to take up photomedia electives, as part of the programme to expand the facilities of the PDHPE faculty an undercover facility for in–door PDHPE activities was also undertaken.

Colo HS encourages the payment of voluntary contributions and has approximately 68% uptake of

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	8,378,719
Base Per Capita	178,480
Base Location	0
Other Base	8,200,240
Equity Total	391,422
Equity Aboriginal	27,507
Equity Socio economic	139,782
Equity Language	1,754
Equity Disability	222,379
Targeted Total	87,318
Other Total	155,268
Grand Total	9,012,728

Figures presented in this report may be subject to

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

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

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

The literacy focus at Colo High School relates to Writing and Reading. It is therefore these two areas that will be analysed in the 2018 Annual Report.

In the 2018 NAPLAN Literacy tests the following observations can be made for our Year 7 cohort. 18.1% of students scored in the top two performance bands in Reading, which was a decrease of 6.2% on that of 2017. In the area of Writing, 13.6% of the cohort scored in the top two performance bands, which was an increase of 4.1% on that of 2017. As a result of this performance in reading, see the implementation plan for 2019 below.

The same data for the Year 9 cohort of 2017 can be summarized as follows. 21.6% of students scored in the top two performance bands in Reading, which was an increase of 2.1% on that of 2017. In the area of Writing, 7.8% of the cohort scored in the top two performance bands, which was a decrease of 5.4% on that of 2017.

Accelerated Reading Program

Rationale:

Literacy is a key area of concern across all NSW schools, and each year we analyse our NAPLAN and HSC data to design methods directed at to improve the writing component of our students in both these external examinations. The results of several staff discussions around this question led to another question; how often are the students at Colo High School reading?

This may seem to be a separate issue on the surface. However, reading and writing are intrinsically linked with the development of one skill enhancing the outcomes to the other. The foundation of any successful writer is their level of reading. Those students who are regularly wide readers have better vocabulary, understand the links between words and context to a greater degree and have a far superior grasp of spelling, punctuation and grammar. Therefore, those students can apply it to a higher standard and produce writing that is more sophisticated as a result.

Participants:

Based on the results of these discussions, it was agreed that a reading program would be a assist in the improvement of literacy at Colo High School. After investigating a range of programs already being used in schools with similar results, it was decided to implement the *Accelerated Reading Program* with our Stage 4 students in order to encourage them to increase their reading in a self–directed and sustained manner.

Features of the Program:

The attractive features of this program were (a) the choice of books, including thousands of popular fiction and non–fiction books, (b) the accompanying comprehension quizzes. Each quiz measured a student's vocab, comprehension and number of words read. This was coupled with a test that determined their reading age and indicated the best level of books for each student to begin with to foster improvements in comprehension, and (c) the data that was automatically generated that enabled the teachers to monitor each students' progress. It also has the capability to track who has read what books, taken what test and maps their improvements, or highlights any issues that may arise throughout the process. This in turn allows for staff to consistently monitor the progress of their students and adapt their lesson sequences to reflect their needs.

Implementation:

Each class is accompanied to the library and supervised by an English teacher during roll call and one period of English. They were also encouraged to continue their reading outside of school hours. The administration and data collection and analysis of the programme became the responsibility of the school teacher–library.

Commitment:

The school has committed to the program for our Stage 4 students for three years, at a cost of $12 per student. This is a substantial investment into the future of our students to help them improve their reading and writing, which hopefully will have a positive impact on their ability to achieve better literacy results and increased confidence across every aspect of their schooling and beyond.

Percentage in Bands:
Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	4.2	15.8	37.0	24.8	13.3	4.8
School avg 2016-2018	3.3	18.3	28.6	29	14.5	6.2

Percentage in Bands:
Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	17.8	26.6	26.6	15.4	11.8	1.8
School avg 2016-2018	12.3	25	30.3	19.1	10.7	2.7

Percentage in Bands:
Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	8.3	17.2	23.6	29.3	12.7	8.9
School avg 2016-2018	3.8	18.5	26.9	30.1	12.7	8

Percentage in Bands:
Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	23.9	27.7	17.4	23.2	6.5	1.3
School avg 2016-2018	17.7	26.5	23.5	22.7	6.6	3

In the 2018 NAPLAN Numeracy tests the following observations can be made for our Year 7 cohort. 14.6% of students scored in the top two performance bands which was a decrease of 9.4% on that of 2017.

The same data for the Year 9 cohort of 2018 can be summarized as follows. 21.5 % of the cohort scored in the top two performance bands which was an increase of 4.2% on that of 2017.

Percentage in Bands:
Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	1.2	15.2	36.0	32.9	12.2	2.4
School avg 2016-2018	1.5	15.5	30.9	32.6	14.9	4.6

Percentage in Bands:
Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	2.6	13.7	34.0	28.1	16.3	5.2
School avg 2016-2018	1.2	15.1	36.1	29	13.7	4.9

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

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands, the Colo HS NAPLAN results can be summarized as follows.

In the domain of Writing Year 7, 3/11 students performed in the top two performance bands. In the domain of Reading Year 7, 3/11 students performed in the top two performance bands. In the domain of Numeracy Year 7, 3 students performed in the top two performance bands.

In the domain of Writing Year 9, 1/8 students performed in the top two performance bands. In the domain of Reading Year 9, 1/8 students performed in the top two performance bands. In the domain of Numeracy Year 9, 2/7 students performed in the top two performance bands.

Overall, since 2015, we have had a steady rise in the achievement of our Aboriginal students in the top two performance bands in NAPLAN. This has amounted to an average of about 24% of our students. From 2017–2018, this progress has levelled out with a slight decrease.

Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	68.4	71.0	67.1	71.6
Ancient History	70.8	72.0	69.5	73.0
Biology	71.2	70.9	70.7	70.5
Business Studies	72.0	70.1	69.3	71.5
Community and Family Studies	69.6	72.3	69.9	74.8
Dance	82.5	73.6	80.7	82.4
English (Advanced)	76.1	78.8	77.5	77.5
English (Standard)	68.0	67.6	65.0	68.2
Industrial Technology	74.6	68.0	66.2	74.3
Legal Studies	67.0	71.9	71.2	70.8

Mathematics	68.4	74.6	74.8	68.1
Mathematics General 2	65.1	67.3	65.1	66.3
Modern History	72.1	69.9	69.5	70.8
Personal Development, Health and Physical Education	65.6	70.7	69.5	65.6
Senior Science	74.5	69.4	68.2	71.2
Society and Culture	77.2	76.0	76.1	81.6
Visual Arts	83.4	78.5	78.0	84.3

At Colo HS students were offered a broad range of subjects from which to construct their Preliminary HSC and HSC pattern of studies. In the 2018 HSC, there were 17 subjects that were deemed statistically viable for analysis. This was a reduction of 6 courses that were eligible to be part of the HSC analysis of 2018. Of these courses 64.7% scored above State average, 52.9% scored above SSSG and 41.2% scored above their School pattern which is gauged from 2014–2018.

Parent/caregiver, student, teacher satisfaction

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

Policy requirements

Aboriginal education

Aboriginal Programs

Colo High School has 40 students identified as Aboriginal and Torres Strait Islander. The attendance rate for these students has been maintained over 2018 and is trending at 78% average. Programs that were implemented have been continued and new activities have been trialled.

Kirinari Roll Call

Kirinari Roll Call for ATSI students continued in 2018 and proved to be a productive year. Under the guidance of Mr Pullen, Louise Brassell and Mrs Evans, the vertical streaming of Stage 4,5 and 6 continued to foster a positive and inclusive environment.

A trial undertaken last year to have roll call conducted in the Library as there were too many students for one classroom, and the library offered a large round table inclusive environment. It also gave the group access to the library computers and a presentation place where documentaries and cultural experiences could be conducted. The use of the library as a home base for the Kirinari Roll Call group saw greater collaboration during group work activities. Literacy group work tasks were implemented with successful use of ITC and oral tasks to explore culture and history. This encouraged excellent streaming across all 3 stages of learning and help to identify strengths in each student. This formed and extension of the tutoring program beyond the classroom and individual students.

During the year, focus was 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.

Allowah Day

Allowah Day was celebrated in Term 1. 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.

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. Four out of six Year 12 students entered University last year.

Student Tutoring

Student tutoring continued in 2018. 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.

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 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 Anti bullying 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 2018, the SRC had 58 members who worked together to achieve common goals that would benefit their peers. Through our annual Spirit Week activities, the SRC raised $2,500.00for our chosen charities: Bridges Disability ($1,200.00), Guide Dogs NSW ($1,300.00). In Term 4, the SRC also raised $4242 to support Drought Relief. Trundle Central School and Hawkesbury City Slickers were the recipients of this fundraising activity. 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.

Debating

In 2018 the Year 10 Debating team participated in the Premier's Debating Challenge for Years 9 and 10 with great success. There were 378 high schools from across NSW involved in the competition. The Colo

team were successful against Hawkesbury, Riverstone and Quakers Hill in the zone rounds, Parramatta in the regional quarter finals, Girraween in the regional semi–finals, Crestwood in the regional finals, Lambton in the state quarter finals and Kooringal in the state semi–finals before reaching the state finals of this long running competition. Colo debated Hornsby Girls in the state final and are to be commended on being state finalists' runners–up.

Science Competition results 2018

2018 VALID exam 56,997 sat for this Year 8 exam. Lachlan Plew achieved the fifth highest score in NSW. This gave him a ranking in the top 50 students in the State. He also achieved a High Distinction in the UNSW Science competition. Additionally, in the Zirorobotics International competition 7 Colo students from Years 8 12 programmed a satellite to perform specific tasks. Their success was measured by being aced 28th in a 300–place field. They were 4 points behind 1st place.

Mathematics Competition results 2018

Colo High School had an outstanding year in showcasing and providing opportunities for our very capable young mathematicians. Their accomplishments included;

Australian Mathematics Trust's Australian Mathematics Competition:

High Distinction – Lachlan Plew (Year 8)

Distinction – Conlon Heslop (Year 8) and William Potter (Year 11)

Australian Mathematics Trust's Australian Intermediate Mathematics Olympiad:

High Distinction – Lachlan Plew

Tournament of the Towns (Invitation only International Competition)

O–Level Paper: Lachlan Plew was ranked 8th out of 36 Sydney entries.

A–Level Paper: Lachlan Plew was ranked 8th out of 32 Sydney entries.