

# 2021 Annual Report

## Colo Heights Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Colo Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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As you may have read and seen in the news this year has been a bit different. Can't put my finger on it, but 2020 has not been the usual for school, families, community, town, state, country, world&hellip;. Year.

But&hellip;&hellip;&hellip;.. I am very proud to say that Colo Heights Public School and the Colo Heights Community have risen way above what 2021 has thrown at us. As Principal of this great school I cannot be prouder of everyone. We all heard the stories of schools not coping with the fear of Covid, the lockdowns and even learning from home.

This was not the case for Colo Heights. Every student, teacher, community member have risen to the occasion and demonstrated the incredible tenacity and resilience that is at the core of our school. We did overcome! Yes, restrictions are slowly getting relaxed but the threat of Covid still exists and as we move into the New Year we hope for a more consistent year for everyone.

I continue to work with some of the most professional and caring staff any principal could want. I again thank you all for your unwavering dedication to the students of Colo Heights. It is because of you we have such a great school. Thank you, Carmel, Kat, Carlie, Carley, Stewart, Malinda. Please understand that everyone, students, community members, myself are forever thankful for your work for the students.

To the students of Colo Heights, congratulations for your effort throughout the year. Yes it has been challenging but you all worked so well and improved so much. We couldn't be prouder of everyone.

Remember where you are from, Colo Heights, and what that stands for. Remember our school motto Effort and Integrity.

Lastly, remember - Respect, Responsibility and Personal Best. They all were not just for school, they were instilled in you for life. In this world we live in it is nice to know that as future citizens you will continue to treat people the right way and will always strive to achieve your best. If you can continue to do these things I am certain you will achieve great things.

Girls and boys I know I say this a lot but, you can achieve anything you want as long as you work very hard at it. As I said last year, the year before and the year before that, the one thing I would love to instill into Colo Heights as Principal are these notions. The harder I work the smarter I get and when all else fails 'Have a Go!'

Mr G Ellis



## School vision

Colo Heights Public School collaboratively supports, engages and encourages students, staff, parents and the Colo Heights Community in a shared learning journey.

We empower our students to be Respectful and Responsible members of society who continually strive to achieve Personal Best. All three qualities ensure the ongoing acceptance of the school's motto - Effort and Integrity.

It is the school's and community's passion to instill in our students these qualities for their time at school and in their future.

## School context

Colo Heights Public School is a small, rural school in the Wollemi National Park of the Blue Mountains. It is a school which is committed to providing all students with quality teaching and learning programs through a caring, personalised approach.

The school serves a wide area from the local Colo Heights community, to the upper and lower Colo River valley to as far as the Putty Valley. The majority of students travel to school by bus with many travelling to and from school a over a long time and considerable distance.

The staff are highly professional and experienced and work tirelessly and collaboratively with a wonderful parent and community body to maximise ongoing learning opportunities for students, both academically and socially.

In 2020 the school evaluated itself through parent surveys, data base lining and utilising 'Tell Them From Me' in developing a very honest Situation Analysis (SIT). Through this SIT we have been able to develop this plan that will benefit our students and their future educational journey. The four initiatives we have identified are Data Skills and Use, Quality Professional Development, Effective Classroom Practice and Personalised Learning and Well Being. This plan has been developed in collaboration with students, staff and parents.

While Colo Heights Public School may be a small school, it is one which enjoys the provision of many learning opportunities that would be associated with larger schools while maintaining a strong feeling of belonging and inclusivity that defines it as a quality school.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

#### LITERACY

Colo Heights Public School is committed to providing every opportunity for our students to achieve at or above expected ability and growth in Literacy.

We will achieve this through the following areas;

- Quality Teaching and Learning Programs.
- Identify and participate in Professional Learning programs that enhance Literacy.
- Increased data collection capabilities and informed reflection on all students.
- Increased student attendance and engagement in their learning.

#### Initiatives

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

- Data Skills and Use
- Quality Professional Development - Literacy and Numeracy

#### Resources allocated to this strategic direction

QTSS release: \$6,278.00

Literacy and numeracy: \$4,554.00

#### Summary of progress

Professional Learning was impacted greatly by the lock downs throughout the year. With restricted staff attendance the school moved to the 'Training 24/7' online professional learning with emphasis on 'Cognitive Load Theory' and 'Schema'. In 2022 the school will be joining with like schools in the Hawkesbury with the 'SOLAR' project which will see Professional Learning in Literacy (taking in the new Literacy Syllabuses being released by the DoE.

Utilised the document 'How to Teach Reading Effectively'. Again with the lock downs professional learning face to face was removed. However, the staff were able to utilise 'Training 24/7' as well to follow up the reading staff were able to familiarize themselves with the new syllabus in a variety a areas- Reading, writing and Spelling.

In 2022 we will be revisiting best practice with the SOLAR project as well as the school's new APCI (Literacy and Numeracy) position.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>NAPLAN</b> - Due to cohort numbers the following figures are based on a three year average. The average will be able to help track improvement over the entire time of the Plan.</p> <p>Over this time Year 3 and Year 5 students will achieve in the top two bands in Literacy;</p> <ul style="list-style-type: none"><li>• Reading - Year 3 - 60% or higher</li><li>Year 5 - 60% or higher</li></ul>	<p>Reading results in NAPLAN were impacted by the fact we had no Year Three students sitting the test.</p> <p>However, we had four Year 5 students sit NAPLAN. The results from this small cohort was as follows -</p> <ul style="list-style-type: none"><li>• 2021 Year 5 - <b>100% of Colo Heights Students achieved the top two bands</b> (SSSG - 23.7% and State - 39.4%</li><li>• The three year average has been conflicted as the 2020 NAPLAN was not held. The new average will continue over the 2022 and 2023 to indicate performance.</li></ul>
<p><b>STUDENT GROWTH</b> - Over the three</p>	<p>Reading results in NAPLAN were impacted by the fact we had no Year</p>

<p>year average, Student Growth will be <i>'At or Higher Expected Growth'</i></p> <ul style="list-style-type: none"> <li>• Reading - 70% or higher</li> </ul>	<p>Three students sitting the test.</p> <p>However, we had four Year 5 students sit NAPLAN. The results from this small cohort was as follows -</p> <ul style="list-style-type: none"> <li>• 2021 Year 5 - <b>100% of students achieved 'At or Above Expected Growth.</b> (SSSG - 57.8% and State - 63.4%)</li> <li>• The three year average has been conflicted as the 2020 NAPLAN was not held. The new average will continue over the 2022 and 2023 to indicate performance.</li> </ul>
<p><b>PROGRESSIONS</b> - Increased utilisation of Progression by teachers to record, plan and develop teaching/learning programs and assess. Student achievement in PLAN 2/Progressions will see students achieve <i>At or above Grade level'</i> in;</p> <ul style="list-style-type: none"> <li>• <i>Phonological Awareness</i> - 60% or higher</li> </ul>	<p>Student Progressions - <b><i>Phonological Awareness</i></b></p> <p><b><i>The Primary Class completed 2021 with a 93% achieved at or above their grade level.</i></b></p> <p>The Infants Class completed 2021 with a <b>94.6%</b> achieved <b>at or above</b> their grade level.</p> <p>Whole school - <b>93.8%</b> achieved <b>at or above their grade level in Phonological Awareness.</b></p>
<p><b>ATTENDANCE</b> - Student attendance is crucial to learning. Student attendance will increase in the upper level and decline in the lower levels.</p> <p>At an average over three years Student Attendance will be;</p> <ul style="list-style-type: none"> <li>• Upper levels will be at 80 to 90%.</li> <li>• Lower levels will drop to 5 to 20%</li> </ul>	<p><b>School Attendance in 2021 was 91.2%</b> (SSSG - 90.0% and State - 89.9%)</p> <p><b>Students attending 90% of the time - Colo Heights - 71.4%</b> (SSSG - 63.5% and State - 69%)</p> <p><b>Lower levels of attendance is at 10.7% (3 students)</b></p>
<p><b>SCHOOL EXCELLENCE FRAMEWORK</b> -The school will aim to continuing to be self evaluated at <b>'Sustaining and Growing'</b> through self assessment and External Validation in the following areas;</p> <ul style="list-style-type: none"> <li>• Learning Domain - <i>Learning Culture</i> (notably Attendance), <i>Assessment</i> and <i>School Performance Measures.</i></li> </ul>	<p>School assessment (all staff) of the School Excellence Framework saw the school at</p> <p><b>Sustaining and Growing</b> in the Learning Domain (<i>Learning Culture, Assessment and School Performance Measures</i>)</p>

## Strategic Direction 2: Student Growth and Attainment

### Purpose

#### NUMERACY

Colo Heights Public School is committed to providing every opportunity for our students to achieve at or above expected ability and growth in Numeracy.

We will achieve this through the following areas;

- Effective Classroom Practice.
- Quality Teaching and Learning Programs.
- Identify and participate in Professional Learning programs that enhance Numeracy.
- Increased data collection capabilities and informed reflection on all students.
- Personalised Learning and Well Being.

### Initiatives

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

- Effective Classroom Practice
- Personalised Learning and Well Being - Thrive, Strive, Succeed

### Resources allocated to this strategic direction

**Professional learning:** \$5,553.00

**Aboriginal background:** \$1,794.43

**Socio-economic background:** \$15,000.00

**Low level adjustment for disability:** \$6,000.00

**Location:** \$8,000.00

**Teaching Principal Relief:** \$5,000.00

**School support allocation (principal support):** \$4,000.00

### Summary of progress

#### Instructional Leader - Early Action for Success.

- **Again due to COVID all Professional learning from the Instructional Leader was restricted due to Colo Heights sharing the IL with Windsor Public School. The only PL was the areas covered by utilising the 'training 24/7' online Professional Learning program.**
- **2022 will see the school lose our current IL and hire a APCI-(Literacy Numeracy).**
  
- **SLSO provided;**
- **Support in both classroom for students and IEP programs in both Literacy and Numeracy**
- **Also supported the COVID ISLP teacher in Term 4 due to the change over from one staff member to another.**
- **Provided individual support to students during lock down via ZOOM in conjunction with the teachers.**

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN</b> - Due to cohort numbers the following figures are based on a three year average. The average will be able to help track improvement over the	Numeracy results in NAPLAN were impacted by the fact we had no Year Three students sitting the test.  However, we had four Year 5 students sit NAPLAN. The results from this

<p>entire time of the Plan.</p> <p>Over this time Year 3 and Year 5 students will achieve in the top two bands in Numeracy;</p> <ul style="list-style-type: none"> <li>• Year 3 - 60% or higher</li> <li>• Year 5 - 60% or higher</li> </ul>	<p>small cohort was as follows -</p> <ul style="list-style-type: none"> <li>• 2021 Year 5 - <b>100% of Colo Heights Students achieved the top two bands</b> (SSSG - 16.2% and State - 32.3%)</li> <li>• The three year average has been conflicted as the 2020 NAPLAN was not held. The new average will continue over the 2022 and 2023 to indicate performance.</li> </ul>
<p><b>STUDENT GROWTH</b> - Over the three year average, Student Growth will be <i>'At or Higher Expected Growth'</i></p> <p>Year 5 students will be achieving 70% or higher.</p>	<p>Numeracy results in NAPLAN were impacted by the fact we had no Year Three students sitting the test.</p> <p>However, we had four Year 5 students sit NAPLAN. The results from this small cohort was as follows -</p> <ul style="list-style-type: none"> <li>• 2021 Year 5 - <b>100% of students achieved 'At or Above Expected Growth.</b> (SSSG - 46.8% and State - 57.9%)</li> <li>• The three year average has been conflicted as the 2020 NAPLAN was not held. The new average will continue over the 2022 and 2023 to indicate performance.</li> </ul>
<p><b>PROGRESSIONS</b> - Increased utilisation of Progression by teachers to record, plan and develop teaching/learning programs and assess. Student achievement in PLAN 2/Progressions will see students achieve <i>At or above Grade level'</i> in;</p> <ul style="list-style-type: none"> <li>• <i>Quantifying Number</i></li> </ul>	<p>Student Progressions - <b>Quantifying Number</b></p> <p>The Primary Class completed 2021 with a <b>90%</b> achieved <b>at or above</b> their grade level.</p> <p>The Infants Class completed 2021 with a <b>84%</b> achieved <b>at or above</b> their grade level.</p> <p>Whole school - <b>87%</b> achieved <b>at or above</b> their grade level in <b>Quantifying Number.</b></p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Colo Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Well Being - Thrive, Strive, Succeed</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement LST and SLSO to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All socio-economic funding is directed to the provision of opportunities to the students of Colo Heights Public School. Whether these are the provision of support staff or opportunities for extra-curricula activities. The support programs have included;</p> <p>Partial funding of the RFF/LST/Library classroom teacher.</p> <p>Partial funding of SLSO.</p> <p>Excursion supplementation - Would have been camp however the camp was cancelled due to Covid.</p> <p>Identification and purchase of classroom resources - notably new Scientific LEGO kits.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Rolled over funding will be allocated towards future support programs in 2022.</p>
<p>Aboriginal background</p> <p>\$1,794.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Colo Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Well Being - Thrive, Strive, Succeed</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Our Aboriginal student was supported in class with the partial funding of the SLSO in the Infants class. This student was also included in the COVID ISLP program (SLSO supported)</p> <p>Resources were purchased for our school celebration of NAIDOC week where the school participated in a collaborative art project that resulted in a shared mural, displayed in the classroom block.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Future funding will increase in 2022 with the enrollment of another student in Kindergarten 2022.</p>

<p>Low level adjustment for disability</p> <p>\$6,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Colo Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Well Being - Thrive, Strive, Succeed</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This limited funding has allowed the school to partially fund both a Classroom Teacher (RFF/LST/Library) and a SLSO to assist with supporting programs for identified students in the development, implementation and review of all Individual Learning Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Rolled over funding will be allocated to support 2022 programs.</p>
<p>Location</p> <p>\$8,000.00</p>	<p>The location funding allocation is provided to Colo Heights Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Well Being - Thrive, Strive, Succeed</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Location funding has always been directed to ensure the students of Colo Heights Public School do not miss out on any learning and extra-curricula opportunities. Covid did impact with a number of programs (such as Senior school Camp, swim school and athletics carnival). However, the school was able to help subsidise the swimming and cross country carnivals, the Term 4 excursion to Sydney Zoo, and the purchase of resources for classroom learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Rolled over funding into 2022 will be allocated to supporting students with Camps and excursions to a larger amount.</p>
<p>Literacy and numeracy</p> <p>\$4,554.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Colo Heights Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Professional Development - Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Development of user friendly resources for Progressions (ALAN/Plan2).</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Literacy and numeracy</p> <p>\$4,554.00</p>	<p>In 2021 the school was able to develop a user friendly book (non technical-at the ready) that allowed teachers to record assessment directly into the written format for future recording onto the Progressions online platform. The funding also went towards providing staff with release tom access the Progressions platform. This is one of the school's programs that actually wasn't effected by the Covid lock downs. The development of user friendly resources, as well as, quality time allocation towards teacher observations/assessments/recording of students into the ALAN/Plan2 Progressions online platform.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The student books in Literacy and Numeracy will be used throughout 2022.</p>
<p>QTSS release</p> <p>\$6,278.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Colo Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• This funding partially funded the RFF/LST/Library classroom teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding partially funded the RFF/LST/Library teacher's allocation to a FTE of 1.00. This funding provided the Principal to maintain classroom observations, as well as, being able to roster staff with release to ensure quality Teaching and Learning Programs that included support programs for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> QTSS funding will continue to allow the principal to observe and provide teachers with opportunities to develop quality teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$25,566.62</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The COVID ISLP program was supporting all identified students with an hour each week up until the lock down period of COVID from Term 3 2021. During this time the ISLP teacher left the school and a new teacher was scouted for to take over the program for the remainder of the year, however eventually we had to recruit our existing Learning Support Teacher to take on the role and provide the support programs to the identified students. Time was also taken from our SLSO aide to help fulfill all IEPs of the students in the time period identified.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> With the review by the N.S.W Department of Education - allocation for the 2022 Covid ISLP program has not just been directed towards teacher</p>

COVID ILSP  
\$25,566.62

support. This has meant that for 2022 the Covid ISLP support funding can go straight to the employment of a SLSO to provide all supporting programs for the identified students.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	21	20	18	20
Girls	21	21	15	8

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	89.9	94.2	93.8
1	90.4	95.3	91.8	88.4
2	89.8	87.2	100	87.7
3	93.5	91.8	90	
4	93	86.3	91.9	86.5
5	89	87	95.7	91.8
6	89	87.5	92.9	88.9
All Years	90.9	88.5	92.6	88.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	87,898
<b>Revenue</b>	608,340
Appropriation	603,170
Sale of Goods and Services	2,536
Grants and contributions	2,595
Investment income	39
<b>Expenses</b>	-566,372
Employee related	-525,329
Operating expenses	-41,043
<b>Surplus / deficit for the year</b>	41,969
<b>Closing Balance</b>	129,866

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	57,416
Equity - Aboriginal	1,794
Equity - Socio-economic	27,061
Equity - Language	0
Equity - Disability	28,560
<b>Base Total</b>	507,182
Base - Per Capita	8,135
Base - Location	13,258
Base - Other	485,789
<b>Other Total</b>	16,406
<b>Grand Total</b>	581,003

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.

# Parent/caregiver, student, teacher satisfaction

## 2021 STUDENT Survey Results - N.S.W Department of Education 'Tell Them From Me' survey.

The following are the results for 2021 (Usually there would be two surveys throughout the year but because of the Term 3 Lock down period only one survey was presented to the students in 2021)

- **Student Feeling of Positive Sense of Belonging** - 100% of students believe they have a positive well being while attending Colo Heights Public School.
- **Student that value schooling outcomes within the school** - 100% of students believe they have a positive outlook on learning while attending Colo Heights Public School.
- **Students with positive behaviour at school** - 100% of students believe Colo Heights Public School encourages students to behave in an appropriate manner at school.
- **Expectations of Success** - 100% of students believe Colo Heights Public School has a high expectation of success for its students.
- **Positive Learning Climate** - 100% of students believe Colo Heights Public School has a positive learning environment/climate.
- **Students are Interested and Motivated** - 83% of students believe they are interested and motivated towards their learning.
- **Effort in Learning** - 100% of students believe they are encouraged to pursue a greater effort in all areas of schooling at Colo Heights Public School.
- **Values School Outcomes** - 94% of students value the learning outcomes of Colo Heights Public School.

## 2021 PARENT Survey Results

In 2021 Parents were surveyed regarding the following areas;

- **Parents Feel Welcome - 100% of Parents surveyed agree/strongly agree.** Speak easily to teachers and Principal who listen attentively. Written information is clear. Office staff are helpful
- **Parents are Informed - 100% of Parents surveyed agree/strongly agree.** Reports are written in terms I understand. Concerns with students' behaviour are raised straight away. Teachers would inform if there are learning concerns.
- **Homework is important - 95% of Parents surveyed agree/strongly agree.** Homework is an important part of learning. My child(ren) get the right amount each week. The homework is set at my child(ren)'s ability. Parents provide help with homework.
- **Attendance - 100% of parents surveyed agree/strongly agree believe attending school needs to be 90% or higher to ensure student learning.**
- **Supporting Learning at Home - 100% of parents surveyed agree/strongly agree to providing support for learning at home.** Parents discuss how well their child(ren) are doing at school. Encourage their child(ren) to do their best. Take an interest in their child(ren)'s learning. Celebrate and praise their child(ren) when they succeed. Collaborate with the teachers to ensure learning.
- **School Supporting Learning - 100% of parents surveyed agree/strongly agree.** Teachers have high expectations and encourage students to achieve their personal best. Teachers consider students' abilities and interests. Students are provided with extra work and processes to ensure learning across all levels.
- **Safe School Environment - 100% of parents surveyed agree/strongly agree.** Children feel safe at school because all behaviour issues are dealt with in a timely manner. The school helps to prevent bullying issues through clear expectations. Students are encouraged to achieve their best, especially with the school's Respect, Responsibility and Personal Best.
- **Communication - 100% of parents surveyed agree/ strongly agree to the communication avenues from the school.** Their overall scoring of each communication area is as follows; Newsletter - 100%, Web Page - 98%, Email - 100%, Facebook Page - 100%, Phone (call or SMS) 100%
- **The Schools Physical Environment - 100% of parents surveyed agree/ strongly agree.** The school is well maintained as the physical environment is friendly and welcoming. The school maintained Covid restrictions with due diligence. All parents would recommend Colo heights Public School to other families.

## STAFF

- 100% of Staff, both teaching and administration, value being part of Colo Heights Public School and it's community.
- 100% of Staff believe that the students of Colo Heights are wonderful and would never hesitate in helping them achieve both academically and socially.
- 100% of Teaching staff value the Professional Learning opportunities that are available.
- 100% of Staff would recommend Colo Heights Public School as a school with realistic expectations and goals.
- 100% of Teaching Staff set PDP goals in the beneficial sense of: 1. Personal, 2. Students, 3. Class and 4. School.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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