

2021 Annual Report

Colo High School



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Introduction

The Annual Report for 2021 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 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

Colo High School

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School vision

Colo High School Learning Community comprises students, staff, parents and community members, working together in a collaborative environment. As a school community we value:

- a safe and secure learning environment where every student is known, valued and cared for
- aspiration, excellence and equity
- cooperative authentic learning and feedback
- wellbeing, resilience and growth mindset
- leadership and citizenship
- personal responsibility for learning
- respect for self and others
- lifelong learning

School context

Colo High School is a proud, comprehensive high school with an outstanding record of achievement in academic, sporting and cultural pursuits. The school serves communities situated in the semi-rural Hawkesbury area and was established in 1978.

In 2021, there were approximately 913 students including 42 students who identify as Aboriginal.

The school's staffing entitlement in 2021 was 62 fulltime teaching staff and 11.9 non-teaching staff. The school also employs a part-time (0.6) Business Manager and Head Teacher Teaching and Learning from school funds.

Our staff has been historically stable, with the majority being here for more than five years. However, the past 2 years has seen an increasing number of staff reach retirement age. In 2021, 20% of our staff are in their first three years as teachers. There is an increasing turnover of staff each year, which is expected to grow.

The School Plan reflects Colo High School's willingness to embrace the future in developing a cooperative partnership with its school community, as well as a culture of excellence and lifelong learning within a happy and safe learning environment.

Students have the opportunity to study a wide variety of core and elective subjects. The school facilitates numerous student interest-based lunch 'clubs' and provides opportunity for participation in extracurricular and sporting activities including, state knockouts, carnival sports, gala days, representative sport, Duke of Edinburgh Award Scheme, Rural Fire Service Cadets and educational and cultural exchanges and tours.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this.

The school undertook a comprehensive situational analysis, in consultation with staff, students, the community, local AECG and identified the following strategic areas for improvement. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan where we will place significant school improvement focus on:

- Student growth and attainment
- Effective future focused teaching and learning
- Agile learning culture, wellbeing and community.

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 | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

At Colo High School our purpose is to ensure every student grows in their learning at or above the expected rate. We will achieve this through explicit, consistent and research-informed teaching.

We will:

- Develop and embed a school wide approach to reading so that more than 70% of students are achieving at or over the expected growth in reading is by 2023.
- Implement support programs to explicitly focus on improving numeracy so that more than 71% of students are achieving at or over the expected growth in numeracy by 2023.
- Support senior students with targeted programs to ensure that more than 35% of all student HSC results will be in the top 2 performance bands and more than 68% of all student HSC results will be in the top 3 performance bands by 2023.
- Develop and embed a common language of instruction and correction that incorporates contemporary pedagogy including learning intentions and success criteria.

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 informed practice
- Strengthening collaborative practice

Resources allocated to this strategic direction

Socio-economic background: \$151,898.00

Professional learning: \$8,203.34

Aboriginal background: \$28,870.39

English language proficiency: \$2,400.00

: \$33,389.00

Beginning teacher support: \$20,000.00

Summary of progress

For this Strategic Direction, Colo High School focused on Literacy, Numeracy, the HSC, and effective collaboration/classroom practice. The focus of this initiative was to improve student growth and attainment across all key learning stages. Regular literacy and numeracy meetings supported critical discussion and evaluation of student achievement data, to plan for whole-school professional learning. The Accelerated Reading Program was successfully implemented in Stage 4, and collaboration between the Learning Support Team, Accelerated Reading Coordinator, and Head Teacher Teaching & Learning saw triangulation of Accelerated Reading and Best Start/Check-in Assessment data. These triangulated data sets were used to facilitate professional dialogue regarding student growth and attainment across key learning areas.

In the area of Literacy and Numeracy, students were also supported to achieve success through additional staffing in the form of the COVID withdrawal tutoring model. Here, identified students were withdrawn in individual and small-group structures to receive explicit instruction and additional support.

The significant periods of disruption throughout 2021 negatively impacted the school's ability to undergo all activities planned for student growth and attainment in the areas of Literacy and Numeracy. The uncertainty generated through the period of online learning necessitated shifts to focus areas for professional learning. These necessary adjustments were made to support programming and maintain continuity of teaching and learning through digital platforms.

Next year, the school will first focus on conducting action research and high impact professional learning to embed targeted areas for development in the domain of Numeracy. Additionally, the school will conduct reviews of whole-school approaches to reading and literacy to further develop the existing strength of the school's reading programs and initiatives.

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 |
|---|--|
| Improving HSC performance <ul style="list-style-type: none"> the percentage of students achieving top 2 bands in the HSC increases from 27.7% (baseline) to 30.35-35.35% (range) in the 2021 HSC. the percentage of students achieving top 3 bands in the HSC increases from 62.24% (baseline) to 64.67-69.67% (range) in the 2021 HSC. | <p>The school saw an achievement of 20.6% of students in the school achieved within the top two bands in the 2021 HSC. Additionally, 47.5% of students achieved within the top 3 HSC bands.</p> |
| Attaining expected NAPLAN growth in Reading and Numeracy <ul style="list-style-type: none"> the % of students achieving expected growth in NAPLAN - Reading increases from 65.68% (baseline) to 67.54-72.54% (range) by 2021. the % of students achieving expected growth in NAPLAN - Numeracy increases from 66.59% (baseline) to 68.75-73.75% (range) by 2021. | <p>During the period of 2021 for NAPLAN7, the school achieved 45.10% of students at expected reading growth and 52.29% of numeracy growth. The school has planned for item analysis activities and whole school numeracy and literacy professional learning to further support the target. In addition to this achievement, NAPLAN9 reading data showed 44.64% students achieved above expected growth. 51.19% of students achieved above expected growth in numeracy for NAPLAN9 2021. The school has instigated whole school numeracy approaches and is developing approaches to further reading and literacy improvement.</p> |
| Increasing the % of students in the Top Bands in NAPLAN <ul style="list-style-type: none"> the % of students achieving the Top Bands in NAPLAN - Reading increases from 20.58% (baseline) to 23.14-28.14% (range) by 2021. the % of students achieving the Top Bands in NAPLAN - Numeracy increases from 19.43% (baseline) to 22.57-27.57% (range) by 2021. | <p>In 2021, 22.15% of Year 7 students in the school students achieved in the top bands for NAPLAN Reading. This result was complimented with 24.16% of Year 7 students achieving within the top bands. Additionally, 16.77% of students in Year 9 achieved in the top bands for NAPLAN Reading and 19.25% of Year 9 students in the top bands for NAPLAN Numeracy.</p> |
| <p>Working towards improving the SEF elements 'Data skills and use' and 'Effective classroom practice' to excelling</p> | <p>The schools self-assessment of data skills and use and effective classroom practice remained at sustaining and growing in 2021. Elements of school excellence that were focused on throughout 2021 were flexible to accommodate major events in the school, including extended online learning.</p> |
| Aboriginal Education <ul style="list-style-type: none"> the % of students achieving the Top 3 Bands in NAPLAN - Reading uplifts from baseline data by 2022. the % of students achieving the Top 3 Bands in NAPLAN - Numeracy uplifts from baseline data by 2022. | <p>During 2021 the school employed a SLSO with Aboriginal heritage to support our Aboriginal students.</p> |
| <ul style="list-style-type: none"> the % of Aboriginal students attaining the HSC uplifts from baseline data by 2023. | <p>During 2021 we employed a SLSO with Aboriginal heritage to support our Aboriginal students.</p> |

Strategic Direction 2: Effective future focused teaching and learning

Purpose

At Colo High School we will continue to implement and explore ways to effectively integrate innovative and future-focused skills into teaching practice to support student learning:

We will:

- Complete rollout of a school wide Bring Your Own Device (BYOD) program and provide contemporary hardware and software to support learning
- Provide extensive support for both students and staff to be able to effectively utilise current and emerging technologies in teaching and learning
- Implement a program of strategic and explicit professional learning for staff at different levels of capacity to improve their ability to embed technology into teaching programs
- Provide flexible learning spaces that facilitate the development of future focused skills.

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.

- Expertise, innovation and engagement
- High impact professional learning and educational leadership

Resources allocated to this strategic direction

Professional learning: \$62,126.40

School and Community Sources: \$24,530.00

Low level adjustment for disability: \$53,389.00

Summary of progress

For this Strategic Direction, Colo High School focused on increasing the uptake of our BYOD program, restructuring our Professional Learning, increasing leadership capacity through mentoring and digitising our programs. In 2021, the roll out of our BYOD program expanded to include Year 11 resulting in coverage across all stages. The equity of access to the program was strategically managed through the purchase of loan devices managed by the school's Learning Centre. Additionally, on going support and professional learning was made available to staff and students. This was through the school's Technical Support Officer and via explicit, differentiated professional learning led by teachers with expertise in the use of innovative teaching and learning practices. The incoming Year 7 students were also provided with a BYOD Bootcamp to set up their devices and prepare them for the year ahead.

The restructuring of our whole school Professional Learning Agenda in Term 2 was highly successful, however like many of the initiatives in Strategic Direction 2, the challenges faced by the disruption of home learning and COVID significantly impacted our progress. Nonetheless, progress was still made in the areas of digitising our programs and the whole school use of digital learning platforms such as Google Classroom and Microsoft One Note/Teams.

Despite the challenges, the development of leadership capacity and the development of a strong pipeline of leaders was still a significant focus area that yielded opportunities for our staff to work at in a variety of roles in a higher capacity.

Next year, we will expand our mentorship program and provide increased opportunities for staff to build their leadership expertise. Additionally, we will evaluate and refine school-wide systems to improve classroom management using evidence-based strategies such as Project Based Learning.

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 |
|---|--|
| Increase the percentage of students who have access to a suitable device for learning every day to 80% by 2021. | In 2021 the school's BYOD program expanded to accommodate students in all year groups except Year 10. To support the roll out, the school strategically resourced the Learning Centre with a bank of laptops to loan |

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| <p>Increase the percentage of students who have access to a suitable device for learning every day to 80% by 2021.</p> | <p>out to students who had damaged or were unable to access a device. The initiative was highly successful, resulting in 100% of students in Year 7, 8, 9, 11 and 12 having access to a learning device daily.</p> |
| <p>The % of staff attaining higher levels of accreditation increases by 3.75% by 2021.</p> <p>The % of staff gaining internal and external promotion increases by 2.5% by 2021.</p> | <p>The number of staff applying for, working towards and attaining higher levels of accreditation did not change throughout 2021. However, 15% of school staff either engaged in higher duties or gained long term internal and external promotion. This included two staff members being appointed to Head Teacher positions at other schools. One substantively, the other in a temporary capacity. Additionally, we have staff working for NESAs and the School Arts Unit.</p> |
| <p>60% of all learning programs and registrations are digitally based.</p> <p>75% of all learning programs, assessments, mark books and school administrative platforms readily accessible to staff within and beyond the school network.</p> <p>80% of staff implement online learning platforms for each of their classes.</p> | <p>As a result of Online Learning, 100% of staff and their faculties are utilising online learning platforms for each of their classes. However, many of the professional learning opportunities that were scheduled to facilitate the achievement of the remainder of our targets in this area were heavily impacted upon by home learning and the inability to run face-to-face professional learning sessions. Nonetheless, progress was still made in moving towards digital registrations and increasing the accessibility of all resources to school staff within and beyond the school network.</p> |
| <p>Increase the number of schoolwide professional learning hours by 5% from 2020 baseline data by 2021.</p> | <p>Despite the challenges faced throughout 2021 due to the impact of COVID and learning from home, the restructuring of our Thursday afternoon meetings to accommodate professional learning sessions provided an extra five hours of targeted professional learning throughout 2021. This is equivalent to an increase of approximately 15% in whole school professionally learning opportunities.</p> |

Strategic Direction 3: Agile learning culture, wellbeing and community

Purpose

At Colo High School, effective wellbeing initiatives and our connection with the local community remain a significant factor in our success.

We will:

- Collectively engage with available student data, including ongoing professional learning in accessing and analysing data from Scout, DoE, Tell Them From Me, internal school and other data.
- Integrate, streamline and expand student support services into a cohesive 'learning hub' so that all students' needs are met in a timely and coordinated manner.
- Continue to build authentic partnerships with our partner primary schools, parents, local businesses and community.
- Strengthen partnerships with vocational providers such as TAFE and Western Sydney University.
- Focus on developing a culture of Growth Mindset to create a positive learning culture.

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.

- Personalised Learning and Wellbeing
- Community Engagement and Strategic Partnerships

Resources allocated to this strategic direction

Integration funding support: \$124,996.00

Low level adjustment for disability: \$193,416.41

Socio-economic background: \$7,373.81

Summary of progress

For this Strategic Direction, Colo High School focused on finalising the centralisation of the school Learning Centre to include our Learning and Support Team (LST). This has increased collaboration between our Wellbeing and LST Teams to provide targeted individualised support for students. This led to an increase in Personalised Learning Plan (PLP) development and the implementation of a highly successful COVID ILSP program. Additionally, learning support interventions remained high despite the impact of the learning from home period throughout Semester 2.

Tell Them From me data unsurprisingly showed a decline in areas directly related to Wellbeing. Participation in sport and extra-curricular activities declined by approximately 10% between May and November. Similar declines were also seen in students sense of belonging and positive relationships. Despite moving to online learning for a large part of Semester 2, students reported that staff continued to use effective teaching practices and used effective feedback. Additionally, students also reported that during the learning from home period there was a slight improvement in the effective use of class time and that important concepts were taught well.

Despite the challenges of online learning there was an increase in the number of students with an attendance percentage greater than 90%. However, with the learning from home environment in place for a large portion of the year this data needs to be carefully considered when comparing to previous or future performance.

Next year, the school will focus on further increasing the number of Stage 6 students with mentors to ensure that every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Additionally, we will focus on strengthening the commitment within the school community that all students make learning progress through the use of data and evidenced informed practices. Lastly, the school will continue to build upon its existing partnerships with its local feeder primary schools, TAFE, Universities and local businesses to strengthen transition to high school systems and support student growth, development and academic attainment.

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 |
|-------------------------|------------------------------|
|-------------------------|------------------------------|

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| Increase the number of Stage 6 students with teacher mentors from 60% to 65% by 2021. | Despite the challenges faced throughout 2021 we were still able to increase the number of Stage 6 students with a teacher mentor by 4.1%. However, we were unable to achieve our target of 65%. This will remain a focus area throughout 2022. |
| Student Tell Them From Me (TTFM) data increases from 61.70% (baseline) to 67.85-73.85% (range) by 2021 in the area of positive wellbeing. | 2021 was a challenging year for our students as a result of the learning from home period. This led to social isolation and withdrawal from many of the activities that would usually have a positive impact on student well-being. Unfortunately, data collected from our 2021 TTFM survey reflected this and we experienced a decline in overall student student well-being. |
| Increase the number of Learning Support interventions, including small group tutoring from an average of 2.81 (baseline) interventions per enrolled student to 3.5 by 2021. | Although students worked from home during Term 3 during 2021, we still achieved 1.73 Learning Support interventions per enrolled student. |
| Student Tell Them From Me (TTFM) data in the school identified area of High Expectations and Learning Culture increases 2.5% by 2024.. | Data form the TTFM survey showed a slight decline from Snapshot 1 to Snapshot 2 in the areas of expectations for success and positive learning climate. |
| Working towards excelling in the SEF assessment of the element 'Learning Culture'. | Throughout 2021 we increased the number of students with active PLP's that clearly identified SMART goals. Furthermore, we encouraged and experienced an increase in the number of Stage 6 students identifying and regularly accessing a teacher mentor. Attendance monitoring systems and processes needed to be adjusted throughout 2021 as a result of home learning and included phone calls home, check in surveys and regular online assemblies and year meetings to maintain connections with students. Transition programs went ahead late in the year, however the fluidity and impact of our usual program was clearly missing as a result of not being able to regularly visit and connect with our incoming Year 6 students and their parents/carers. |
| A 5% (range) increase in parent and carer attendance and engagement in school information sessions, PT nights, seminars and survey completion (baseline data to be collected in 2021). | 2021 provided significant obstacles preventing parent and carer on-site participation. Nonetheless, we conducted face-to-face parent teacher evenings in May prior to the Term 3 lockdown, resulting in 1887 face-to-face interviews. Additionally, we were able to run live streamed events for Open Night, Subject Selection Evening and Year 7 Orientation Information. Parents and carers completed the TTFM survey and engaged in home learning surveys to better support their child. Assessing our achievement against previous measures was challenging as a result of the differing contexts and decreased number of events in comparison to a normal school year. Although engagement was high, a reliable and valid analysis of the data cannot be made. |
| Improving Attendance • the % of students attending school 90% of the time or more increases from 60.64% (baseline) to 64.17-69.17% (range) by 2021 | 70.8% of students attended at or above 90% of the time throughout 2021. This exceeded our target, however, students worked from home for a large portion of the year and this should be considered when interpreting this data. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$124,996.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Colo High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>The allocation of Integration Support Funding has resulted individual adjustments and appropriate interventions to support the teaching and learning of individual students. The funding has allowed us to employ additional SLSO staff to attend classes, build confidence and build skill sets to access the curriculum. Students with Integration Funding are provided with one-on-one release time and support and ongoing monitoring of progress and achievement. SLSOs are utilised to support students in the playground, during co-curricular activities, sporting events and excursions. This funding also allows for classroom teachers to attend regular review meetings and evaluate areas for ongoing improvement. SLSOs provide support for health care, safety, medication plans and support our students to achieve success in and out of the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, at Colo High School we will continue to support our students with funding by ensuring that their educational and safety needs are met. We will extend the funding in 2022 to involve more Teacher Professional Learning and engaging staff across the school with specific training to identify and meet the diverse needs of our students. Further development of early intervention and positive behaviour strategies will be a focus throughout the year and this will result in a cohesive approach to behaviour management and positive reinforcement moving forward.</p> |
| <p>Professional learning</p> <p>\$70,329.74</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Colo High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Strengthening collaborative practice • Expertise, innovation and engagement • High impact professional learning and educational leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Cross-KLA reading strategies professional learning produced • In response to online learning, expert teachers were educational experts in whole-school professional learning community sessions about effective online teaching and learning. • Developed a whole-school approach for differentiation using a colour system with differentiation drop-in and must, should, could professional |

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| <p>Professional learning</p> <p>\$70,329.74</p> | <p>learning sessions</p> <ul style="list-style-type: none"> • Time allocated for evaluation and goal setting, and refinement for/of faculty procedures and programs. • Staff built leadership capacity by developing sequences of professional learning on assessment practice. These session created cross-KLA opportunities for critical discussion of assessment practices in the school <p>The allocation of this funding has resulted in: The funding has allowed staff to engage in a range of courses related to their professional goals. There were a range of circumstances that prevented staff from engaging with Professional Learning offsite and requiring funding. As such, the school approached professional learning flexibly in 2021 and provided most opportunities within school designated plus optional professional learning sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will review the goals outlined in the Strategic Improvement Plan and design an appropriate Professional Learning schedule for activities that will contribute towards achieving these goals. We will prioritise activities that directly relate to student success, and provide further opportunities for staff to identify, and have opportunities with, individualised professional goals.</p> |
| <p>Socio-economic background</p> <p>\$159,271.81</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Colo High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Strengthening collaborative practice • Personalised Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • Employment of a Head Teacher, Teaching & Learning to work collaboratively with the Deputy Principal to drive improved collaborative practice and data analysis. • Employment of additional staff to support The Learning Centre. This also involved relocating our Student Support Services to central and prominent areas of the school. <p>The allocation of this funding has resulted in: Increased professional learning opportunities around data analysis and impact on individual classes was a focus area for the team in 2021. Staff engaged in workshops on how to effectively access data, source valuable data and information and how to deconstruct strategies to support individual students in all classes across the school. An additional Head Teacher was employed to facilitate a focus on differentiation, transition to high school and high impact strategies for classrooms teacher success. This role also supported the Aspirational Classes and High Potential and Gifted Education Policy at Colo High School. In 2021, The Learning Centre was established with the intention of providing a centralised location for Learning and Support staff. This space was available, accessible and embraced by students, staff and the wider community. The Learning Centre reduced the stigma of withdrawal for support and enabled students to feel more empowered and in control of their learning journey.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the next steps for our Learning and Support Team are to continue focusing on professional learning, data informed practice and creating positive spaces for students to succeed and thrive.</p> |
| <p>Aboriginal background</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Colo High School. Funds under this equity</p> |

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| <p>\$28,870.39</p> | <p>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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening collaborative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: In 2021 we had 42 students who identified as being Aboriginal and or/Torres Strait Islander. An Aboriginal SLSO was employed in Term 3 to facilitate and coordinate the Kirinari Program across the school. During the online learning period, the SLSO contacted and supported our students to engage in learning and stay connected to their learning. In this role, the Aboriginal Education co-ordinator monitors and tracks student achievement, attendance and progress in all subject areas. She supports social, emotional and wellbeing needs of our students and is advocate and support person at meetings and parent interviews. Kirinari Programs in 2021 included; Bush Tucker Cafe, Kirinari Roll Call, NAIDOC Week Activities, National Sorry Day, AIME Program and several other cultural initiatives within the community. The SLSO is also responsible for overseeing the development, communication, consultation and implementation of Personalised Learning Plans (PLPs).</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the Aboriginal Education Team will develop Professional Learning for staff regarding the role and also widen the PLP mentor team. The team also wants to further engage with community projects, cultural initiatives and find increased opportunities for our Aboriginal students. A review of cultural spaces and development of a Yarn Circle to be utilised during Kiranarri Roll Calls and cultural programs is also a high priority for the team throughout the year.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Colo High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening collaborative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: The one student identified as requiring additional support for language proficiency was provided with support through the Learning and Support Team. An SLSO supported the student to engage with learning and understanding of class activities and assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: The support for this student will continue in 2022.</p> |
| <p>Low level adjustment for disability</p> | <p>Low level adjustment for disability equity loading provides support for</p> |

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| <p>\$246,805.41</p> | <p>students at Colo High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Wellbeing • High impact professional learning and educational leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy/numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy/numeracy needs of identified students <p>The allocation of this funding has resulted in: Low level adjustment disability funding provides support for students with additional learning needs. These students are identified through intensive one-on-one testing at the commencement of Year 7. Staff also deconstruct Best Start Data and a variety of data including Accelerated Reading to ensure we are monitoring students who need additional support and early intervention. A Stage 4 class has been developed over time to ensure students transitioning to High School have the required structure, support and personnel to understand their academic and social needs. This class is intentionally capped at a low number to provide higher one-on-one support and intensive tutoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Stage 4 class continues to be reviewed and evaluated on a yearly basis. The social, emotional and academic results indicate these students are supported and achieving outcomes that reflect their ability and anticipated progress.</p> |
| <p>Beginning teacher support</p> <p>\$20,000.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Colo High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning Teachers were given time off class to work on their accreditation towards teacher proficiency. They engaged in weekly Professional Learning Sessions to support their growth and development as early career teachers. • An experienced Beginning Teacher mentor was given time off class to support the implementation of a Beginning Teacher Mentor Program. • Staff release time was used to provide lesson observations, feedback and advice for Beginning Teacher support. <p>The allocation of this funding has resulted in: Our Beginning Teacher program is supported by an experienced classroom teacher who provides an extensive Beginning Teacher Program and co-ordinates mentoring structures and collaborative practice to ensure our new staff feel supported and connected to Colo High School and the teaching profession.</p> |

| | |
|---|--|
| <p>Beginning teacher support</p> <p>\$20,000.00</p> | <p>In 2021 there were 6 staff members employed on temporary contracts with between 0-1 years teaching experience and another two staff with between 1-2 years' experience. The Beginning Teacher program consisted of fortnightly group meetings during Semester One. Each meeting focused on a specific area of need and were presented by the Teacher Mentor and/or other leading teachers from the school staff. Areas covered included report writing, behaviour management, student welfare, parent meetings, administration and the accreditation process. New staff were also supported with regular individual meetings and lesson observations by the Teacher Mentor as well as the opportunity to observe the teaching practice of more experienced staff across the school.</p> <p>As a result of these support structures and programs all new/beginning teachers were retained at Colo High School in 2022. Two other staff members were supported in achieving their Proficient Accreditation in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the Beginning Teacher program will continue to run and provide support for five new teaching staff. Additionally, beginning teachers from 2022 will be supported via mentoring and professional development opportunities, to achieve their Proficient Teaching Accreditation.</p> <p>December 2022 will also be the due date for the first maintenance of accreditation cycle for pre 2004 teaching staff. The Beginning Teacher mentor will support these staff in completing this process through individual meetings and whole staff professional learning/resources.</p> |
| <p>School support allocation (principal support)</p> <p>\$44,380.50</p> | <p>School support allocation funding is provided to support the principal at Colo High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • An Admin staff member was employed to support Administration Duties for the Senior Executive Team. <p>The allocation of this funding has resulted in: The allocation of this funding was utilised to support the completion of administrative tasks and enable the Principal to focus on leading, teaching and learning. The funds have been used in 2021 to employ additional administration staffing to support tasks such as Health and Safety, Compliance Training and Senior Executive Team administration tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: This role has been a successful addition to the Administration Team and will continue in 2022.</p> |
| <p>COVID ILSP</p> <p>\$112,837.28</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of one full time teacher to deliver Small Group Tuition to |

students in need of educational support.

- Collaboration of Small Group Tuition Teacher with Executive staff, Year Advisors, Stage Co-ordinators and the Learning Support Team to identify students in need of Small Group Tuition Support.
- Provision of explicit instruction to assist students to complete and submit work.
- Communication with classroom teachers to gain a deep understanding of student needs and requirements.
- Co-ordination and attendance at meetings between classroom teachers and students to discuss areas of need and support required to meet educational needs of student.
- Provision of targeted and explicit educational instruction across all Key Learning Areas.
- Provision of targeted and explicit instruction for student groups in literacy and numeracy, analysing information such as Star Reading Data and PAT Maths data to target student needs.
- Provision of Small Group Tuition via the following programs throughout the year. Programs have been flexible and ever-changing to meet the needs of students requiring support.

Student withdrawal from regular classes.

In-class support.

7/8B Stage 4 individual student support.

7/8B Stage 4 English lesson reading program support in library.

LEAP Roll Call Literacy Program.

After school Homework Hub.

Senior lunchtime study groups.

Year 11 Study Skills Program.

- Provision of Small Group Tuition instruction via online learning and phone calls during the lockdown period.
- Communication with parents/carers via phone calls and emails to support students throughout remote learning.
- Small Group Tuition whole staff presentation to inform school community about the role of the Small Group Tuition Teacher and to explain the importance of the COVID Intensive Learning Support Program in 2021. This was delivered by the Small Group Tuition Teacher during Term 1.

The allocation of this funding has resulted in:

Student Impact

- The majority of students reported that they have made significant progress in their educational learning and personal learning goals as a result of participating in the Small Group Tuition COVID Intensive Learning Support Program this year.
- The collection of anecdotal evidence from student evaluations and through conversations with students it was seen that Small Group Tuition has helped students catch up on missed work as a result of Remote Learning, helped them focus on their work and helped them to complete set tasks. Student engagement in the program has been high. The majority of students who filled out evaluation forms gave a 100% indication that they enjoyed being part of the Small Group Tuition Program in 2021.
- Students demonstrated relief and happiness upon completing work and submitting tasks during Small Group Tuition lessons. Students commented on feeling good that work was completed and submitted. Students also commented to teachers and Executive staff about the positive effects of completing their work and indicated that Small Group Tuition had helped them to achieve their goals, showing that students have been transferring tuition skills to the classroom.
- The majority of students completed N-Awards after being referred to the Small Group Tuition Program. However, remote learning impacted on the willingness of a minority of students who struggled to complete N-Awards despite Small Group Tuition Teacher intervention.
- Improved student literacy skills. For example, growth reports from Star Reading Data indicated that 80% of students who received additional Small Group Tuition during the Year 8 LEAP Roll Call Literacy Program improved their reading ages from Term 1 to Term 4.
- Improved student numeracy skills. Data from PAT Maths testing which compared student results in Term 1 with student results in Term 4 showed that 87.5% of students in Year 7 from the 7/8B Stage class improved their numeracy skills. The Small Group Tuition Teacher also observed an

improvement in student confidence and an increased willingness to complete work during time spent with the 7/8B students from this class.

- Improved completion of work during remote learning for some students, particularly those who had direct contact and support with Small Group Tuition Teacher via phone calls and Google classroom shared documents.

Staff Impact

- Strengthened engagement and increased collaboration between the Small Group Tuition Teacher and the Learning Support Team throughout the year has enabled more support for more students across the school.
- Increased and regular communication with the Learning Support Team has created a stronger working relationship throughout the year. The Small Group Tuition Teacher has been able to work with referrals from the Learning Support Team caseload allowing the Learning Support Team to take new students onto their caseloads and provide extra support where needed. This has resulted in an increased number of students being supported across the school and has been especially beneficial upon the return to face to face teaching where extra support has been needed across all Key Learning Areas.
- Collaboration with school staff, particularly classroom teachers and Year Advisors, has had a major impact on support across the school. Staff now have a greater knowledge of the role of the Small Group Tuition Teacher and have worked closely with the Small Group Tuition Teacher to support students. This has also impacted staff as they too feel supported knowing someone else is assisting with students who may be falling behind in the classroom or who need additional support.

School Impact

- Increased collaboration and communication with parents/carers which has had a positive impact on the school community and community as a whole.
- The program has strengthened Learning Support Team processes because more students have been able to be supported this year across the school via this program.
- Greater understanding across the school of the role of the Small Group Tuition Teacher, leading to greater communication between individual Staff members and the Small Group Tuition Teacher. This has allowed for better understanding of student needs and support required, and has projected a feeling of shared responsibility for student learning.

After evaluation, the next steps to support our students with this funding will be:

As part of our future planning the next steps to support our students with COVID ILSP funding will be

- Maintain continuance in the role by contracting the current Small Group Tuition Teacher in a full-time capacity for 2022. This will enable gained knowledge and skills to carry over in to 2022 so that the program can be built upon, strengthened and improved so to provide the best possible support to as many students as possible.
- Continue the implementation of Small Group Tuition support for students in need, focussing on literacy and numeracy support.
- Focus on data sources to assist in the identification of student needs and support required.
- Focus on the collection and analysis of student data at more regular intervals throughout the program to help support students in the areas of Literacy and Numeracy.
- Regularly test students to monitor student growth and check for required support.
- Feedback to teachers regarding student growth.
- Maintain regular contact with the Learning Support Team and collaborate with them to identify student needs and provide specific support where required.
- Regularly monitor students as they transition away from Small Group Tuition support.
- Continue to provide in class support for students where required.
- Continue to communicate with parents via phone calls and include a letter home to parents/cares to explain program.

| | |
|---------------------------------------|---|
| <p>COVID ILSP</p> <p>\$112,837.28</p> | <ul style="list-style-type: none"> • Continue collaboration with classroom teachers and coordination of meetings with classroom teachers to support students and gain a greater understanding of their required needs. • Continue to liaise with Executive staff, Stage Co-ordinators, Year Advisors and the Learning Support Team to identify required needs of referred students. • Continue to provide regular support so that students can meet their personal learning goals. • Maintain a flexible program that can be modified to meet the needs of all students who are referred to the Small Group Tuition COVID Intensive Learning Support Program in 2022. |
|---------------------------------------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 414 | 445 | 439 | 438 |
| Girls | 498 | 467 | 445 | 438 |

Enrolments, for 2021 saw for the first time, an equal female to male ratio. However, the following trend statements are emerging. (1) That the number of female enrolments are dropping, while the male enrolments are holding steady. These enrolment figures reflect the demographics of the families in the localities that Colo High School draws its students from.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 91.4 | 92.2 | 88.8 | 91.3 |
| 8 | 90 | 88.6 | 87.9 | 88.2 |
| 9 | 85.1 | 86.9 | 83.8 | 86.7 |
| 10 | 85.1 | 83.2 | 81.3 | 83.5 |
| 11 | 86.4 | 83.2 | 77.8 | 84.9 |
| 12 | 90.5 | 90.5 | 87.9 | 84.6 |
| All Years | 88 | 87.6 | 84.6 | 86.7 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 91.8 | 91.2 | 92.1 | 89.7 |
| 8 | 89.3 | 88.6 | 90.1 | 86.7 |
| 9 | 87.7 | 87.2 | 89 | 84.9 |
| 10 | 86.1 | 85.5 | 87.7 | 83.3 |
| 11 | 86.6 | 86.6 | 88.2 | 83.6 |
| 12 | 89 | 88.6 | 90.4 | 87 |
| All Years | 88.4 | 88 | 89.6 | 85.9 |

The total data sets used indicate the following comparative conclusions when the School is compared to State: (1) Attendance has fluctuated across all cohort variables since 2018, (2) The rank order corresponds with that of the State - except for the reversed order of Years 10 and 11, (3) In 2021, 3 cohorts were lower than the NESA recommended minimum.

At Colo High School, 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'. As part of the School-Home partnership, parents can notify the school SASS staff of their son's/daughter's absence, which is then uploaded onto the relevant class roles via SENTRAL. 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 Wellbeing Team and the Home School Liaison Officer (HSLO) as required. This ensures a whole-school approach to endeavour to assist families in ensuring a continuity of attendance and learning for every child at Colo High School.

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

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

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

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 15.9 | 29.4 |
| Employment | 0 | 8.4 | 7.8 |
| TAFE entry | 9.4 | 15.1 | 20.5 |
| University Entry | 0 | 0 | 38.2 |
| Other | 0 | 2.8 | 2.0 |
| Unknown | 0 | 0.94 | 2.0 |

Apprenticeship percentages combined with TAFE figures in TAFE entry category across Years 10, 11 and 12.

Higher rate of apprenticeship uptake after lockdown and increased employer offers.

Year 12 'Seeking Employment' includes those over 17 leavers.

Year 12 students undertaking vocational or trade training

19.00% of Year 12 students at Colo High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Colo High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 10 |
| Classroom Teacher(s) | 44.7 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 11.97 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 542,907 |
| Revenue | 10,673,569 |
| Appropriation | 10,230,340 |
| Sale of Goods and Services | 27,978 |
| Grants and contributions | 407,399 |
| Investment income | 757 |
| Other revenue | 7,096 |
| Expenses | -10,995,045 |
| Employee related | -9,848,894 |
| Operating expenses | -1,146,151 |
| Surplus / deficit for the year | -321,476 |
| Closing Balance | 221,431 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 257,170 |
| Equity Total | 437,348 |
| Equity - Aboriginal | 28,870 |
| Equity - Socio-economic | 159,272 |
| Equity - Language | 2,400 |
| Equity - Disability | 246,805 |
| Base Total | 8,732,127 |
| Base - Per Capita | 217,921 |
| Base - Location | 0 |
| Base - Other | 8,514,206 |
| Other Total | 473,471 |
| Grand Total | 9,900,116 |

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

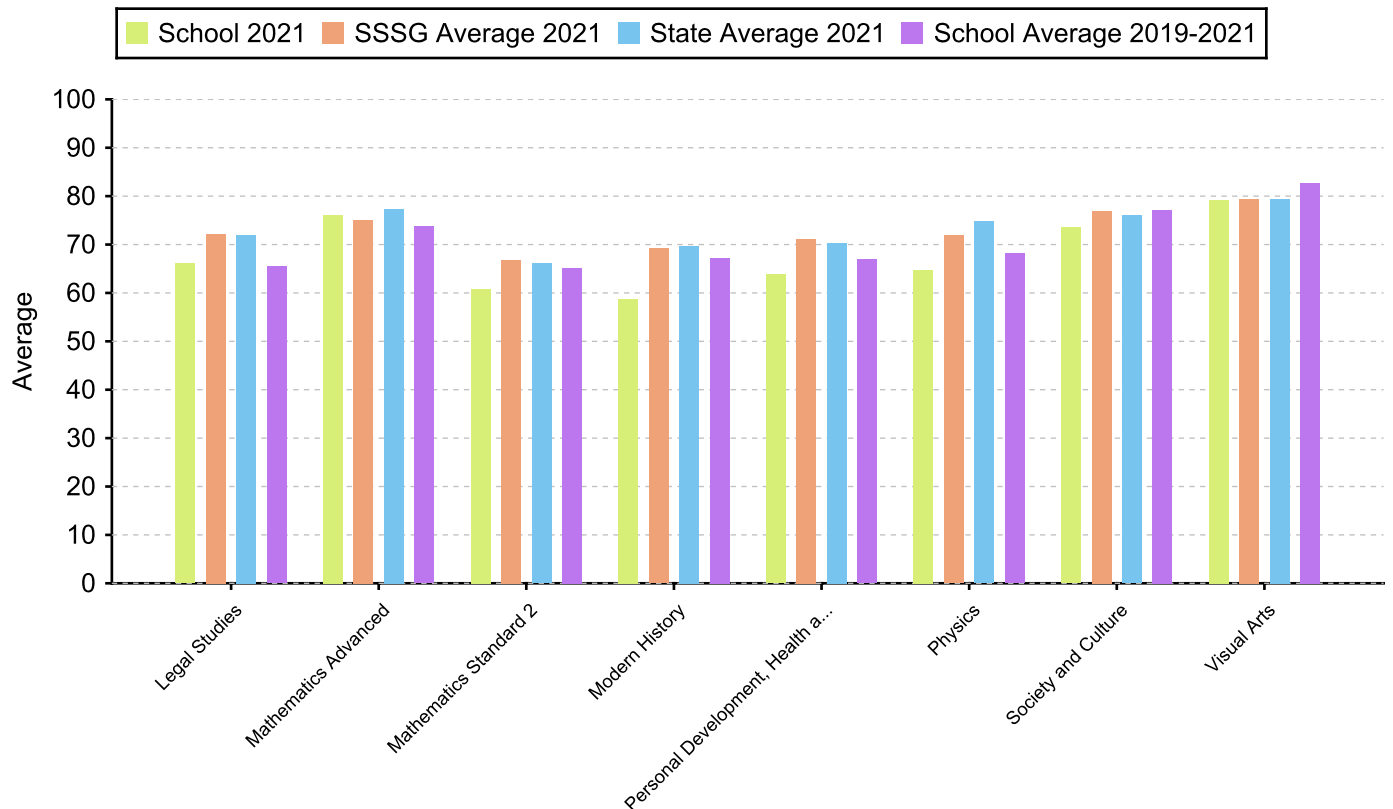
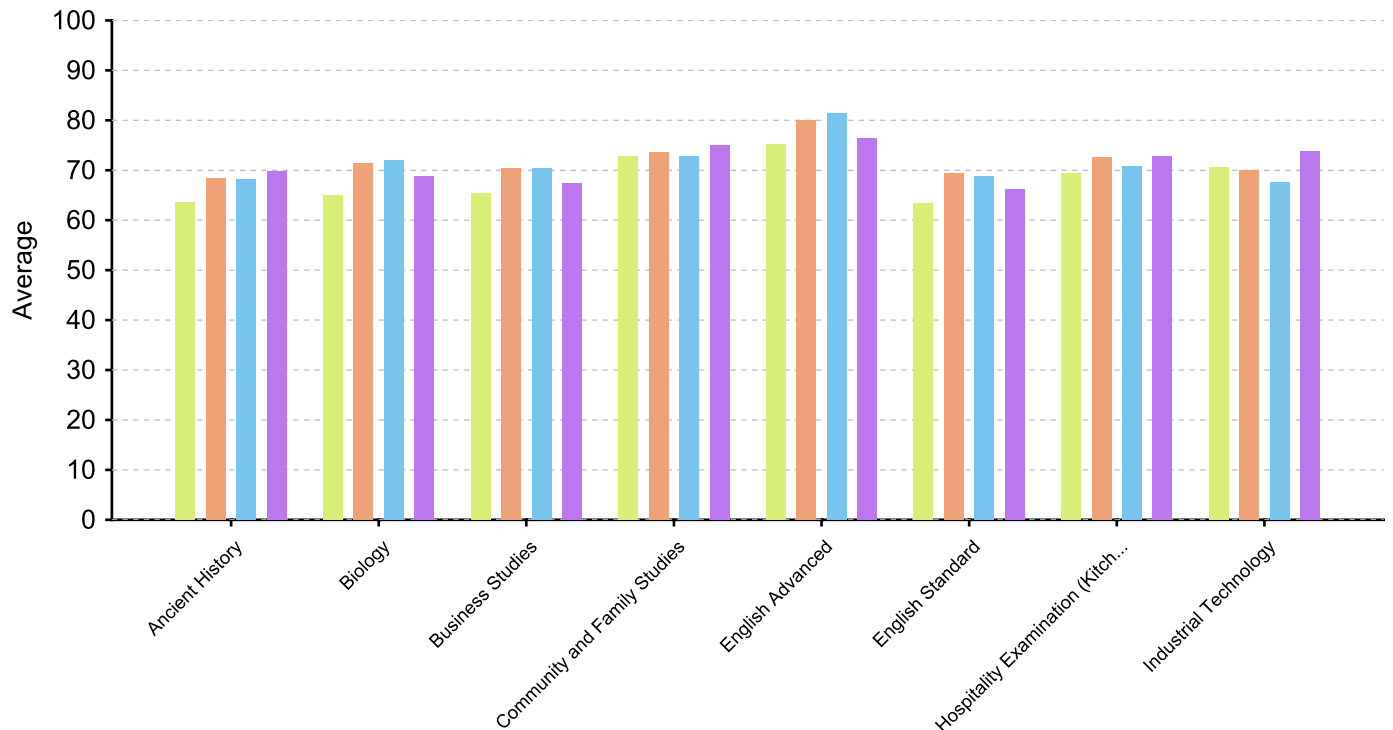
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2021 | SSSG | State | School Average 2019-2021 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 63.5 | 68.4 | 68.1 | 69.8 |
| Biology | 64.9 | 71.3 | 71.9 | 68.8 |
| Business Studies | 65.3 | 70.4 | 70.4 | 67.4 |
| Community and Family Studies | 72.8 | 73.6 | 72.7 | 75.1 |
| English Advanced | 75.2 | 80.0 | 81.4 | 76.5 |
| English Standard | 63.4 | 69.4 | 68.8 | 66.1 |
| Hospitality Examination (Kitchen Operations and Cookery) | 69.3 | 72.5 | 70.8 | 72.8 |
| Industrial Technology | 70.5 | 69.9 | 67.7 | 73.8 |
| Legal Studies | 66.1 | 72.2 | 72.0 | 65.4 |
| Mathematics Advanced | 76.1 | 75.1 | 77.4 | 73.8 |
| Mathematics Standard 2 | 60.8 | 66.8 | 66.1 | 65.2 |
| Modern History | 58.7 | 69.2 | 69.7 | 67.2 |
| Personal Development, Health and Physical Education | 63.8 | 71.2 | 70.3 | 66.9 |
| Physics | 64.8 | 71.8 | 74.8 | 68.2 |
| Society and Culture | 73.5 | 77.0 | 76.0 | 77.2 |
| Visual Arts | 79.2 | 79.5 | 79.4 | 82.7 |

At Colo HS, students were offered a broad range of subjects from which to construct their Preliminary and HSC patterns of study. In the 2021 HSC, 16 of the subjects presented for the HSC final examinations were deemed statistically viable for analysis. This increased from the 14 presented for the 2020 HSC. However, this was not a true reflection of the broad range of subjects used by the cohort in gaining the HSC as their exit credential. Additionally, a number of the nonviable courses scored at or well above the three parameters used in the above table. Of the viable courses, 12% scored above state average (a decrease of 52% on 2020), 12% scored above SSSG (a decrease of 52% on 2020) and 6% scored above their School pattern which is gauged from HSC cohorts of the State and SSSG averages. The following can be noted; the latter's averages increased by 1% to 2% while the school average decreased by 2%.

Parent/caregiver, student, teacher satisfaction

Data collected from the Tell Them From Me Surveys (staff, students and parents) provided valuable information about the school's progress in a variety of areas. Additionally, we conducted various surveys throughout the COVID lockdown period to collect feedback from parents and students.

Student Tell Them From Me survey data unsurprisingly showed a decline in areas directly related to Wellbeing. Participation in sport and extra-curricular activities declined by approximately 10% between May and November. Similar declines were also seen in students sense of belonging and positive relationships. Despite moving to online learning for a large part of Semester 2, students reported that staff continued to use effective teaching practices and used effective feedback. Additionally, students also reported that during the lockdown period there was a slight improvement in the effective use of class time and that important concepts were taught well.

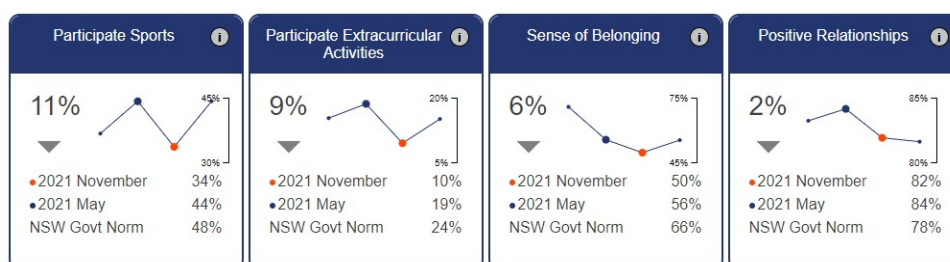
Parent and carer Tell Them From Me Survey data indicated that 75% were satisfied with our communication channels, while 22% neither agreed or disagreed. Additionally, approximately 2 out of 3 parents would recommend our school and agree that Colo High School has a good reputation. The survey clearly demonstrated a lack of parent and carer participation in school committees such as the P&C and voluntary work. Generally, parents agreed the physical environment is welcoming and well maintained. On average parent and carers reported their child completed approximately 30 minutes of homework each day and of that time they spent 10 minutes assisting their child. 77% of respondents had aspirations of their child completing the HSC, while 43% hoped they would go on to university studies.

Through the Tell Them From Me survey, teachers identified improvement in leadership, parent involvement and inclusivity. Conversely, teachers reported no improvement in collaboration. This may have been due to the impact of learning from home and the inability to meet face-to-face and engage in collegial discussions and professional learning. However, the improvement in parental involvement experienced by staff may have been as a direct result of the need to communicate more effectively and efficiently throughout the lockdown period.

Survey's conducted throughout the lockdown period were used to gauge workload, technology access and wellbeing. Our survey's indicated that across all year groups that the workload provided was 'about right' as indicated by the graphs below. Additionally, we sought feedback on the use of Zoom and Microsoft Teams meetings to maintain connections and create engaging content. Generally, parents and carers felt there were beneficial elements of the learning from home period.



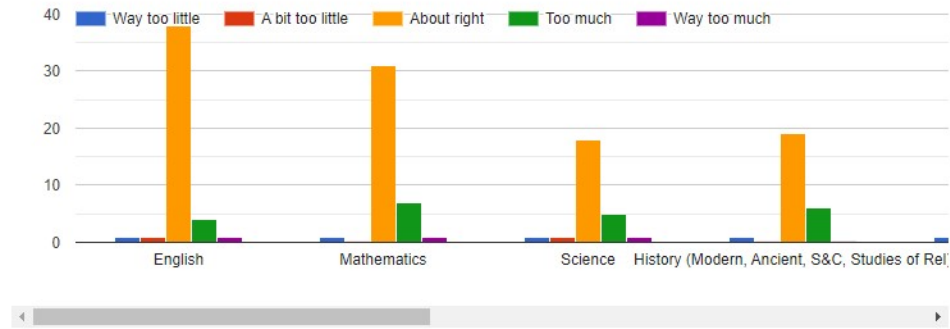
Teacher TTFM survey data



Student TTFM survey data

How have you found the workload for these KLA's

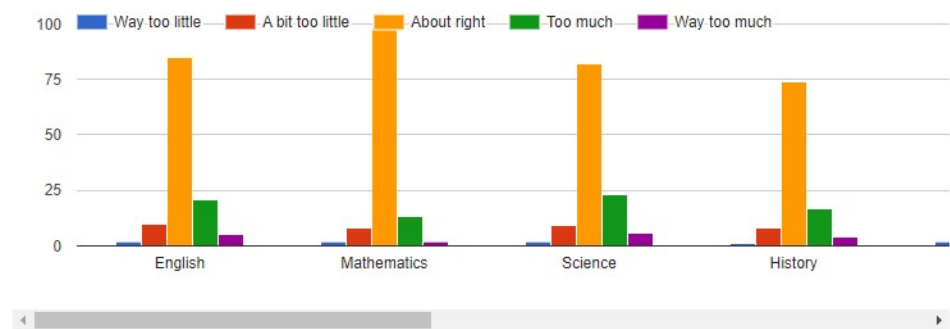
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Learning from home survey - Year 11-12 workload

How have you found the workload for these subjects

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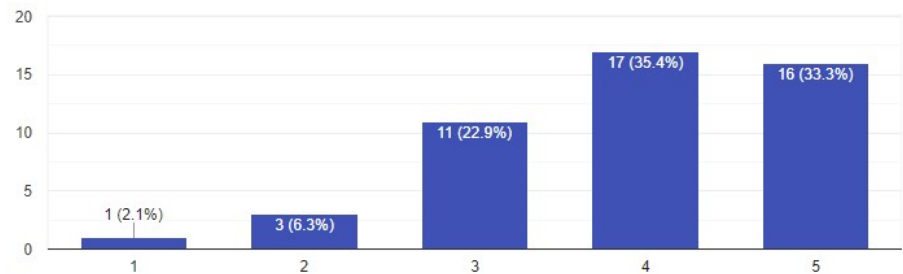


Learning from home survey - Year 7-10 workload

How beneficial do you feel Zoom/Team meetings have been for your child so far?

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48 responses

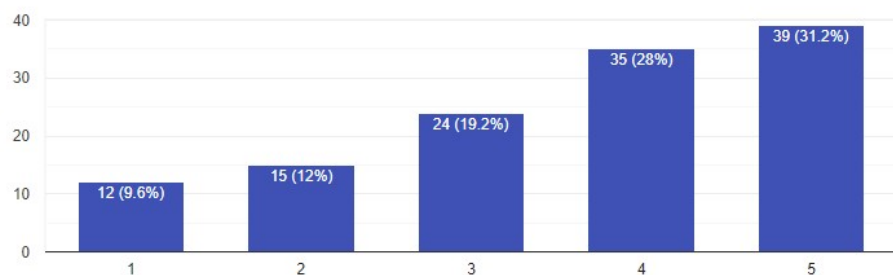


Learning from home survey - Year 11-12 parent carer perceived benefits of Zoom/Microsoft Teams

How beneficial do you feel Zoom/Team meetings have been for your child so far?

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125 responses



Learning from home survey - Year 7-10 parent carer perceived benefits of Zoom/Microsoft Teams

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Kirinari Roll Call

Our Kirinari Roll Call continued into 2021 with 42 students identifying as Aboriginal and or/Torres Strait Islander (ATSI). The team planned a focus on establishing more cultural activities, literacy & numeracy games and continued support for our ATSI students.

During the remote learning period, a School Learning and Support Officer (SLSO) was appointed for our Aboriginal and Torres Strait Islander students.

During Term 3, our SLSO provided support through well-being check-ins and going into the classrooms to engage the ATSI students who could not stay home during the learning from home period. Throughout Term 3, the staff and students connected with external personnel from the Tedd Noffs foundation and participated in a program called 'Deadly Dreaming', where the students were able to interact via Zoom with the Tedd Noffs Indigenous members and participated in a variety of cultural activities. This enabled our students to interact with each other about their culture.

In Term 4 we returned to face-to-face learning and our SLSO familiarised herself with our Indigenous students face-to-face. She reviewed each student's Personalised Learning Plans (PLPs) and began building trust and rapport with our students. Modifications to the Kirinari roll call structure occurred during Term 4 to accommodate no mixing of cohorts. Year 9 worked together for Term 4 and this will be reviewed for 2022.

Student Tutoring

Student tutoring was continued in 2021. In this program, we continued focus on and support our ATSI students to reach and move towards the National Initiative 'Closing the Gap'. We mainly focused on literacy skills as this was flagged by many students as an important area to concentrate on to move both their engagement with learning and their actual progress to higher levels.

Personal Learning Plan (PLP)

In each PLP (Personal Learning Plan) every student highlighted that they would benefit from increased assistance with writing across a range of genres and with training with computer usage, and software packages to give them confidence inside the online learning and assessment task preparation.

All PLPs were completed in consultation with all stakeholders and teachers can access them via Sentral. Our SLSO regularly checked in with the students throughout Terms 3 and 4 which helped them maintain their focus on their progress and enabled them to achieving their individual goals.

Aboriginal Education Consultative Group Meetings

Aboriginal Education Consultative Group (AECG) meetings were unable to run face to face, however, they were facilitated through Zoom which kept the community together. We hope that, with the easing of restrictions we will be able to meet in person again in 2022.

The Colo High School Aboriginal Education Team

Meetings of the Aboriginal Education Team ran every fortnight and were attended by a wide cross-section of faculty representatives to share what was happening and needed to happen in their faculties that could support our Indigenous programs, and to plan relevant activities for future implementation in areas such as staff cultural awareness professional development sessions; both on-site and off-site experiences; what we need to be doing to support our students through online learning as well as their well-being. Additionally, a preliminary, whole school strategic action plan was initiated.

Future 2022

It is hoped that in 2022 there will be more face to face learning opportunities and we will continue to build on our cultural activities and outside programs to support our students. It is also important that we continue refining our Strategic Action Plan to formalise the ways in which our Learning Community can move forward in a targeted, evidenced-informed, and research-based platform to align our projects and goals with national and state targets and current departmental policies.

Anti-Racism Policy

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.

Anti-Racism - School statement

Antiracism education is taught in our classrooms through extra-curricular activities.

Additionally, as part of NESA perspectives, they are included in the range of mandated curriculum topics within such KLAS as English, History, Social Science, PDHPE and a range of Stage 5 elective courses. Our AntiRacism Contact Officer assists any member of the school community with a range of mediation strategies as approved by the Department of Education. 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.

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. In 2022 our school will be training a new ARCO due to movement of staff to another site.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

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

At Colo High School the cultural diversity of our nation and local community is acknowledged and celebrated within the classroom inline with NESA and Department of Education policies and curricula requirements. At Colo High School, during the lockdowns caused by COVID-19 and floods, we conducted student-centred presentations on the whole school TEAMS platform during our normally scheduled Thursday assemblies as well as age-specific Year Assemblies that are rostered throughout the week. The long-standing annual festivals, unique to our school, known as Spirit Week, embodies elements of anti-racism, aboriginal and multi-cultural perspectives.

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.

