

2022 Annual Report

Colo Heights Public School



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Introduction

The Annual Report for 2022 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

Colo Heights Public School

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Message from the principal

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.

Firstly, to Mrs Laboyrie for maintaining the running of the school and keeping me in check. The school is greatly served by yourself as you are not just the office person but a true friend of the community.

Secondly, Ms Bailey for all your hard work in helping the school transfer to the cloud computer systems, leading our assessment of students and also for leg injuries.

Mrs Webb, you continue to be the wonderful K12 teacher who develops our youngest students. Thank you for the work with the SRC.

Ms Joseph, you have been an integral part of the school providing support to all students while also helping in the office.

Mr Hayne, the school always looks wonderful. Your pride in the school is so evident while you always have a great idea to solve problems that arise.

Mrs Baker, our school cleaner also takes pride in the school's appearance and ensures the school is impeccable every day.

This year we welcomed a new member to the team. Josephine Daly has been a great addition to our school and her co-work with me in the primary class has been a real pleasure. Our wonderful new murals are due to Mrs Daly's work.

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. Over the year we have so many successes like the Writers Festival, carnivals and student achievement. We couldn't be prouder of everyone.

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!

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 . Through this anaylsis 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$5,898.45

QTSS release: \$4,941.60

Summary of progress

2022 saw the start of our Assistant Principal Curriculum and Instruction and professional learning for the implementation of the new Literacy and Numeracy Syllabuses for K to 2. Our APCI maintains assessment tasks in relation to our ongoing 'Tracking Books' and uploading information into PLAN 2.

Professional Learning was greatly improved with the school participating in the SOLAR project that is aligned with 'Training 24/7'. With an initial focus on the 'Cognitive Load Theory' and 'Literacy' - taking into account the implementation of the new Literacy Syllabus in 2023. Staff have implemented the Morning Routine to develop the explicit teaching process with very positive results from school assessments.

In 2023 we will continue with the SOLAR project in the writing domain - developing explicit teaching skill development as well as student achievement.

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
SYSTEM NEGOTIATED TARGET - NAPLAN 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. Over this time Year 3 and Year 5 students will achieve in the top two bands in Literacy; • Reading - Year 3 - 65% or higher Year 5 - 65% or higher	Reading results in NAPLAN were impacted by the fact our cohorts for this year were lower than measurable targets. • 2022 Year 3 - 20% of Colo Heights Students achieved the top two bands (SSSG - 36.8% and State - 54.0%) • 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. • 2022 Year 5 - 50% of Colo Heights Students achieved the top two bands (SSSG - 25.7% and State - 40.5%) • 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

<p>SYSTEM NEGOTIATED TARGET - NAPLAN 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"> • Reading - Year 3 - 65% or higher Year 5 - 65% or higher 	<p>performance.</p>
<p>STUDENT GROWTH - Over the three year average, Student Growth will be <i>'At or Higher Expected Growth'</i></p> <ul style="list-style-type: none"> • Reading - 70% or higher 	<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"> • 2022 Year 5 School Growth average score was 516 whereas State was an average score of 507. • 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.
<p>PROGRESSIONS - 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"> • <i>Phonological Awareness</i> - 65% or higher • <i>Understanding Texts</i> - 65% or higher 	<p><i>Phonological Awareness</i></p> <p><i>The Primary Class completed 2022 with a 90% achieved at or above their grade level.</i></p> <p>The Infants Class completed 2022 with a 85% achieved at or above their grade level.</p> <p>Whole school - 87.5% achieved at or above their grade level in Phonological Awareness.</p> <p><i>Understanding Texts</i></p> <p><i>The Primary Class completed 2022 with an 82% achieved at or above their grade level.</i></p> <p>The Infants Class completed 2022 with a 65% achieved at or above their grade level.</p> <p>Whole school - 73.5% achieved at or above their grade level in Understanding Texts</p>
<p>SYSTEM NEGOTIATED TARGET - ATTENDANCE - 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"> • Upper levels will be at 80 to 90%. • Lower levels will drop to 5 to 20% 	<p>School Attendance was implicated with the COVID restrictions of testing and non-attendance if unwell.</p> <p>School Attendance in 2022 was 84.6% (SSSG - 85.5% and State - 84.7%)</p> <p>Students attending 90% of the time - Colo Heights - 36.1% (SSSG - 63.5% and State - 69%)</p> <p>Lower levels of attendance are at 2.8% (1 students)</p>
<p>SCHOOL EXCELLENCE FRAMEWORK -The school will aim to continuing to be self evaluated at <i>'Sustaining and Growing'</i> through self assessment and External Validation in the following areas;</p> <ul style="list-style-type: none"> • Learning Domain - <i>Learning Culture</i> (notably Attendance), <i>Assessment</i> and <i>School Performance Measures</i>. • Teaching Domain - <i>Effective Classroom Practices</i> and <i>Data Skills</i> 	<p>As we move into External Validation we have revised our placements on the School Excellence Framework. The following are our 2022 SEF review.</p> <ul style="list-style-type: none"> • Learning Domain - • Learning Culture - Sustaining and Growing • Assessment - Delivering • School Performance Measures - Delivering • Teaching Domain - • Effective Classroom Practices- Sustaining and Growing • Data Skills and Use - Delivering

and Use.

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: \$5,898.45

Location: \$11,932.12

Aboriginal background: \$3,251.59

Socio-economic background: \$5,558.55

Low level adjustment for disability: \$5,399.04

Summary of progress

- APCI began in 2022
- to provide support to teachers with planning the implementation of the K2 Literacy and Numeracy syllabuses.
- Implement, assess and upload data of student performance through ongoing assessment tasks.
- support teachers with the SOLAR project.
- SLSO provided;
- Support in both classroom for students and IEP programs in both Literacy and Numeracy.
- Was the COVID ISLP officer working with identified students.
- Provided individual support to students 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
SYSTEM NEGOTIATED TARGET - NAPLAN - 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. Over this time Year 3 and Year 5 students will achieve in the top two	Numeracy results in NAPLAN were impacted by the fact our cohorts for this year were lower than measurable targets. 2022 Year 3 - 34% of Colo Heights Students achieved the top two bands (SSSG - 20% and State - 37.0%) 2022 Year 5 - 20% of Colo Heights Students achieved the top two bands (SSSG - 20% and State - 37.0%)

bands in Numeracy; • Year 3 - 65% or higher • Year 5 - 65% or higher	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.
STUDENT GROWTH - Over the three year average, Student Growth will be <i>'At or Higher Expected Growth'</i> Year 5 students will be achieving 70% or higher.	2022 Year 5 School Growth average score was 472 whereas State was an average score of 498. 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.
PROGRESSIONS - 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; • <i>Quantifying Number</i> • <i>Additive Strategies</i>	Student Progressions - <i>Quantifying Number</i> The Primary Class completed 2022 with a 90% achieved at or above their grade level. The Infants Class completed 2022 with a 80% achieved at or above their grade level. Whole school - 85% achieved at or above their grade level in Quantifying Number. Student Progressions - <i>Additive Strategies</i> The Primary Class completed 2022with a 83% achieved at or above their grade level. The Infants Class completed 2022 with a 82% achieved at or above their grade level. Whole school - 82.5% achieved at or above their grade level in Additive Strategies.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,558.55</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>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 Well Being - Thrive, Strive, Succeed <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 [name] program implementation. <p>The allocation of this funding has resulted in the following impact: All identified students received additional support through two avenues: 1. one on one support within the student's classroom. 2. One on one instruction withdrawn from the classroom.</p> <p>After evaluation, the next steps to support our students will be: The SLSO will be sought again in 2023 to carry on the COVID ISLP role as well as the SLSO role for the two classrooms.</p>
<p>Aboriginal background</p> <p>\$3,251.59</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>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 Well Being - Thrive, Strive, Succeed <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 (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The school has now the means to recognise Aboriginal heritage in the Colo Heights area of Dharug and Darkinjung areas.</p> <p>After evaluation, the next steps to support our students will be: Future funding will be allocated to continue to support our Aboriginal identified students in one on one learning through the use of the LST and SLSO.</p>
<p>Low level adjustment for disability</p> <p>\$5,399.04</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>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 Well Being - Thrive, Strive, Succeed <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 needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

<p>Low level adjustment for disability</p> <p>\$5,399.04</p>	<p>The allocation of this funding has resulted in the following impact: Student attainment and support was maintained with the employment of an SLSO.</p> <p>After evaluation, the next steps to support our students will be: We will maintain the SLSO for 2023 to continue with the support programs.</p>
<p>Location</p> <p>\$11,932.12</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>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"> • Effective Classroom Practice • Personalised Learning and Well Being - Thrive, Strive, Succeed <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Our students were able to participate in a number of activities that subsidised the expense to families. These being \$150 per students for Senior Camp to Canberra, bus costs for swimming scheme and all entries to carnivals.</p> <p>After evaluation, the next steps to support our students will be: Given the 2023 budget we will be able to continue with subsidies, especially camps, excursions, incursions, carnivals and other identified activities.</p>
<p>Professional learning</p> <p>\$11,796.90</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 Heights Public 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"> • Quality Professional Development - Literacy and Numeracy • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Most of this funding was utilised to release teachers to attend SOLAR training days, as well as funds to support the APCI professional learning programs</p> <p>After evaluation, the next steps to support our students will be: With our continuation in the SOLAR project in 2023 we will continue to fund the release of teachers to attend training days as well as all casual costs.</p>
<p>QTSS release</p> <p>\$4,941.60</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>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"> • Quality Professional Development - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$4,941.60</p>	<p>funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Our QTSS funds were put towards the RFF teacher to allow teachers to be off class for professional learning, mentoring, collaborative planning and classroom programming.</p> <p>After evaluation, the next steps to support our students will be: The 2023 QTSS funds will again supplement the RFF teacher to allow teachers to maintain effective classroom practices and professional learning.</p>
<p>COVID ILSP</p> <p>\$20,453.00</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 2022.</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Our SLSO was able to be employed for an extra day each week to provide individual learning support/opportunities for the identified students.</p> <p>After evaluation, the next steps to support our students will be: The COVID ISLP funds were decreased for 2023 but will still be used to fund the SLSO to maintain support for identified students.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional Learning for all Staff with data and Curriculum <p>The allocation of this funding has resulted in the following impact: APCI began in 2022 to provide support to teachers with planning the implementation of the K2 Literacy and Numeracy syllabuses. Implement, assess and upload data of student performance through ongoing assessment tasks. support teachers with the SOLAR project.</p> <p>After evaluation, the next steps to support our students will be: APCI will take on ALL Professional Learning, interacting within an APCI network linked to the SOLAR project.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	20	18	20	18
Girls	21	15	8	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.9	94.2	93.8	84.9
1	95.3	91.8	88.4	83.9
2	87.2	100.0	87.7	88.4
3	91.8	90.0		83.6
4	86.3	91.9	86.5	
5	87.0	95.7	91.8	87.1
6	87.5	92.9	88.9	85.1
All Years	88.5	92.6	88.6	85.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1		87.6
4	92.9	92.0	92.5	
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	92,958
Revenue	662,502
Appropriation	646,728
Sale of Goods and Services	3,642
Grants and contributions	11,667
Investment income	464
Expenses	-641,057
Employee related	-559,912
Operating expenses	-81,145
Surplus / deficit for the year	21,445
Closing Balance	114,403

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	48,685
Equity - Aboriginal	3,252
Equity - Socio-economic	17,051
Equity - Language	0
Equity - Disability	28,383
Base Total	511,962
Base - Per Capita	7,075
Base - Location	11,932
Base - Other	492,955
Other Total	49,411
Grand Total	610,059

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.

Parent/caregiver, student, teacher satisfaction

2022 Student Survey Results - NSW 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 Covid issues in Term 1 this survey was not applicable, so only the October survey was taken by our students).

Student Feeling of Positive Sense of Belonging - 91% of students believe they have a positive wellbeing 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.

School Pride 100% of students have high levels of pride towards the school

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 - 90% of students believe they are encouraged to pursue a greater effort in all areas of schooling at Colo Heights Public School.

Values School Outcomes 100% of students value the learning outcomes of Colo Heights Public School.

2022 Parent Survey Results

In 2022 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 - 99% 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 - 77% 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 - 99% 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 - 88%, Web Page - 80%, Email - 100%, Facebook Page - 100%, Phone (call or SMS) 88%

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

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

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

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.