

# 2022 Annual Report

## Colo High School



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# Introduction

The Annual Report for 2022 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

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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 2022, there were approximately 862 students including 47 students who identify as Aboriginal.

The school's staffing entitlement in 2022 was 62 full-time teaching staff and 12.9 non-teaching staff. The school also employs a Technology and Support Officer, Head Teacher Transition and Academic Performance and a part-time (0.2) Business Manager from additional school funding.

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 2022, 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

**Professional learning:** \$34,763.17

**Beginning teacher support:** \$25,000.00

**Aboriginal background:** \$35,708.38

**English language proficiency:** \$9,873.89

### Summary of progress

In 2022 for Strategic Direction One we focused on Literacy, Numeracy and the HSC Strategy. This ensured as a school we were collaborating within Faculty teams to ensure effective classroom practice and focus on key areas across the school. Our whole-school focus was to improve student growth and attainment across all key learning stages.

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. A whole school survey was completed to assess the reading programs across the school and changes will be made to ensure students continue to grow in reading into 2023.

In Terms 2 & 3, the whole school focused on a High Impact Numeracy Development Program. All staff across the school engaged in Professional Learning around Numeracy across the KLAs. Faculty Teams worked with a numeracy expert and developed two units of work to be embedded into Year 8 Scope and Sequences in 2022 & 2023. A focus on explicit teaching of numeracy skills will ensure common metalanguage is used across the school and aligns with the knowledge and curriculum in the Mathematics Syllabus documents. Pre-testing and post-testing is being used across the school to monitor internal data and this will be triangulated with NAPLAN and internal testing to ensure we are making an impact and supporting student growth across the school.

In Term 4, the whole school engaged in professional learning on the HSC Strategy and supporting teachers in improving student achievement collectively. Staff worked in collaborative pairs to identify growth in the discriminating features of high achievement within HSC student work samples. This program provided our staff the opportunity to reflect on our Stage 6 programming, assessment and HSC results and discuss support needed within our Faculty teams for 2023.

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 Grammar and Spelling. Additionally, the school will conduct reviews of whole-school approaches to literacy and numeracy to further develop the existing strength of the school's 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
<b>Improving HSC performance</b> <ul style="list-style-type: none"> <li>the percentage of students achieving top 3 bands in the HSC increases from 62.24% (baseline) to greater than 65.64% (by 2022).</li> </ul>	The school saw an achievement of 78 students achieving within the top three bands in the 2022 HSC.
<b>Improving HSC performance</b> <ul style="list-style-type: none"> <li>the percentage of students achieving top 2 bands in the HSC increases from 27.7% (baseline) to greater than 31.4% by 2022.</li> </ul>	Colo High School celebrated 15 NESA Distinguished Achievers classification with a Band 6, Notional Band 6 or E4 in the 2022 HSC Examinations. 38 students achieved in the top 2 bands and the school is working towards achieving HSC performance targets.
<ul style="list-style-type: none"> <li>the % of students achieving expected growth in NAPLAN - Numeracy increases from 66.59% (baseline) to 69..61-74.61% (range) by 2022.</li> </ul>	Expected growth could not be measured for this cohort in 2022 due to not completing NAPLAN during the learning-from-home period.
<ul style="list-style-type: none"> <li>the % of students achieving expected growth in NAPLAN - Reading increases from 65.68% (baseline) to 68.28-73.28% (range) by 2022.</li> </ul>	Expected growth could not be measured for this cohort in 2022 due to not completing NAPLAN during the learning-from-home period.
<b>Increasing the % of students in the Top Bands in NAPLAN</b> <ul style="list-style-type: none"> <li>the % of students achieving the Top Bands in NAPLAN - Numeracy increases from 19.43% (baseline) to 23.82-28.82% (range) by 2022.</li> </ul>	In 2022, 23% of Year 7 students in the school achieved in the top bands for Numeracy. This result was complimented with 3 of the Year 7 students achieving a Band 10 which is well above what is expected of Year 7 students. Additionally, 10% of students in Year 9 achieved in the top bands for NAPLAN Numeracy.
<b>Increasing the % of students in the Top Bands in NAPLAN</b> <ul style="list-style-type: none"> <li>the % of students achieving the Top Bands in NAPLAN - Reading increases from 20.58% (baseline) to 24.16-29.16% (range) by 2022.</li> </ul>	In 2022, 19% of Year 7 students in the school achieved in the top bands for Reading. This result was complimented with 2 of the Year 7 students achieving a Band 10 which is well above what is expected of Year 7 students. Additionally, 14% of students in Year 9 achieved in the top bands for Reading.
<ul style="list-style-type: none"> <li>the % of Aboriginal students attaining the HSC uplifts from baseline data by 2023.</li> </ul>	In 2022, 100% of Aboriginal Year 12 students completed the HSC. This uplifted from the baseline data and was a huge success for our students in 2022.
<b>Aboriginal Education</b> <ul style="list-style-type: none"> <li>the % of students achieving the Top 3 Bands in NAPLAN - Numeracy uplifts from baseline data by 2022.</li> </ul>	In 2022, 44% of Aboriginal students achieved in the Top 3 Bands in Naplan Numeracy. In 2022, the school employed an SLSO with Aboriginal heritage to support our Aboriginal students. This will continue in 2023 to ensure support and continued success for our students.
<b>Aboriginal Education</b> <ul style="list-style-type: none"> <li>the % of students achieving the Top 3 Bands in NAPLAN - Reading uplifts from baseline data by 2022.</li> </ul>	In 2022, 33% of Aboriginal students achieved in the Top 3 Bands in Naplan Reading. In 2022, the school employed an SLSO with Aboriginal heritage to support our Aboriginal students. This will continue in 2023 to support our students with Literacy and Reading.
Working towards improving the SEF elements 'Data skills and use' and 'Effective classroom practice' to excelling	The schools self-assessment of data skills and use and effective classroom practice remained at sustaining and growing in 2022. There were elements of school excellence that were focused on throughout 2022 and will continue to be a focus for 2023.

## Strategic Direction 2: Effective future focused teaching and learning

### Purpose

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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

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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

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**Socio-economic background:** \$165,516.00

**School support allocation (principal support):** \$44,681.00

**Beginning teacher support:** \$5,434.00

**Professional learning:** \$41,101.17

### Summary of progress

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For this Strategic Direction, Colo High School focused on increasing the uptake of our BYOD program and surveyed the community about the progress and implementation of this initiative.

We provided ongoing support and professional learning was made available to staff and students. This was through the school's Technical Support Officer and our BYOD Co-ordinator. The Technical Support Officer has provided invaluable support and technical expertise to all members of the school community. The incoming Year 7 students were also provided with a BYOD Bootcamp to set up their devices and prepare them for the year ahead. In 2022, our staff and students have had the ability to be a more agile learning community and our students are adaptable, flexible and able to access multiple digital platforms to engage in learning.

We also spent time as a school developing resources and procedures around Inclusive, Engaging and Respectful Schools. As part of this review, we developed a whole school Behaviour Support and Management Plan and supported the school community to embed our core values and expectations consistently across the school. As part of this review, consistent whole school signage and procedures were distributed to all classrooms and a staff toolkit was developed to support the ongoing development of consistent and clear expectations.

In Term 4, the Executive Team have been involved in preparing a whole school program focusing on Quality Teaching Rounds. Staff have attended initial workshops and the Executive Team have been provided with initial Professional Learning to prepare their teams for 2023. This will become more of a focus next year.

Professional Learning has remained a priority for our staff to ensure we continue to learn and improve as a professional body. Numeracy, HSC Strategy, Program Development, Mandatory Training, Behaviour Management and H&S across the school.

Next year, we will continue to support technology across the school, prioritise Quality Teaching Rounds to improve teacher observation and classroom practice and begin to implement the planning phase of the Curriculum Reform implementation 7-12.

### Progress towards achieving improvement measures

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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 90% by 2022.	In 2022 the school's BYOD program continued to expanded and is now inclusive of all students in Years 7-12. The BYOD Program continues to be highly successful resulting in 100% of students in all cohorts having access to a learning device daily.
<p>The % of staff attaining higher levels of accreditation increases by 7.5% by 2022.</p> <p>The % of staff gaining internal and external promotion increases by 5% by 2022.</p>	In 2022, Colo High School has 6% of staff working towards and attaining higher levels of accreditation. This year all staff have now completed their first round of maintenance of accreditation and successfully completed this process prior to the completion date. 27% of school staff either engaged in higher duties or gained long term internal and external promotion. This included staff working in higher leadership roles and opportunities being provided across the school to improve whole-school leadership capacity.
<p>75% of all learning programs and registrations are digitally based.</p> <p>85% of all learning programs, assessments, mark books and school administrative platforms readily accessible to staff within and beyond the school network.</p> <p>90% of staff implement online learning platforms for each of their classes.</p>	<p>In 2022, all Faculties have met the targets outlined for this Strategic Direction. 100% of staff utilise online learning programs to deliver quality teaching in a flexible manner.</p> <p>In 2023, Faculty Audits are being implemented to review programs and compliance. However, our successful Executive Team have ensured that 100% Faculty Learning Programs, Assessments and School Administrative Programs are utilised across the school.</p>
Increase the number of schoolwide professional learning hours by 10% from 2020 baseline data by 2022.	In 2022, we have continued to utilise Thursday afternoon meetings structures to support whole-school Professional Learning. Our Staff Development Days have provided additional time for staff to increase their Professional Learning. This is equivalent to an increase of approximately 18hrs in whole school professionally learning opportunities which is well above the baseline target of 10%.



### 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

**Student support officer (SSO):** \$96,058.00

**Low level adjustment for disability:** \$248,950.71

**Integration funding support:** \$303,496.00

#### 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.

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
Increase the number of Stage 6 students with teacher mentors from 60% to 70% by 2022.	Despite the challenges faced throughout 2021 & 2022 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

<p>Increase the number of Stage 6 students with teacher mentors from 60% to 70% by 2022.</p>	<p>focus area throughout 2023.</p> <p>The Tell Them From Me (TTFM) data indicated an increase in trend data overtime and we are now performing at state average. Students indicated they have someone at school who consistently provides encouragement and can be turned to for advice.</p>
<p>Student Tell Them From Me (TTFM) data uplifts 8.61% from baseline data by 2022 in the area of positive wellbeing.</p>	<p>Student Tell Them From Me data showed that there was 3.37% decrease from baseline data in the area of positive wellbeing. 2021 &amp; 2022 have both been challenging for our students as a result of the learning from home period and impacts of localised flooding. This led to social isolation and withdrawal from many of the activities that would usually have a positive impact on student wellbeing. Unfortunately, data collected from our 2022 TTFM survey reflected this and we experienced a decline in overall student well-being.</p>
<p>Increase the number of Learning Support interventions, including small group tutoring from an average of 2.81 (baseline) interventions per enrolled student to 5.5 by 2022.</p>	<p>COVID ILSP tutoring and other Learning Support interventions increased throughout 2022. Approximately, 3094 interventions occurred in 2022. This equates to approximately 3.5 Learning Support Interventions per enrolled student in 2022. This is a significant increase from 2021 where we achieved 1.73 per student. This is an increase of over 100%.</p> <p>COVID ILSP interventions decreased from 628 or 0.75 IPES (2021) down to 435 or 0.52 IPES (2022).</p> <p>This is reflective of two main factors - firstly the staffing issues we had in securing a COVID ILSP Tutor for Semester 1. The program started later and is ongoing at this stage in Semester 2. Current and clear systems and processes in place now will ensure the increased data and further success of ILSP support in 2023.</p> <p>Second factor is the increased amount of SLSO staff supporting student needs within the classroom and other school programs. We have increased our staff members and the time they spend in classrooms.</p> <p>SLSO support went from 1461 or 1.75 IPES in 2021 up to 2290 or 2.75 IPES in 2022. This is due to the increase in SLSOs across the school and the in class support provided for our students in the classroom.</p>
<p>Student Tell Them From Me (TTFM) data in the school identified area of High Expectations and Learning Culture increases 5% by 2024..</p>	<p>Student Tell Them From Me (TTFM) data in the school identified area of High Expectations and Learning Culture increased by 0.2% in 2022. This is a slight increase and shows a positive trend and is above the Government norm.</p> <p>Aspirations to finish Year 12 increased by 12% and aspirations to go to University increased by 9%.</p> <p>Our expectations for success shifted in a positive direction and we are 0.01% off the state average which is a great result.</p>
<p>Working towards excelling in the SEF assessment of the element 'Learning Culture'.</p>	<p>Partnerships across the school community strengthened in 2022 on the back of returning to 'normal' after a number of COVID impacted years. Furthermore, teacher collaboration and collective efficacy strengthened the high expectations of students.</p>
<p>A 5-8% (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).</p>	<p>Parent and carer engagement in Parent Teacher nights during 2022 increased by 32%. In both 2021 and 2022 two Parent Teacher Nights were held. In 2021 a total of 1886 individual bookings were made. In 2022 a total of 2496 individual bookings were made.</p>
<p><b>Improving Attendance</b></p> <ul style="list-style-type: none"> <li>the percentage of students attending school 90% of the time or more uplifts at least 4.94% from baseline data by 2022.</li> </ul>	<p>Student attendance throughout 2022 has been significantly impacted by COVID isolation and impact of localised flooding throughout the year. The percentage of students attending school 90% of the time or more in 2022 was 37%.</p> <p>Attendance and encouraging our students that 'every day counts' will be a focus for our school in 2023 to ensure we are getting our students back at school and learning in classrooms everyday.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$303,496.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement and Strategic Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around differentiation and additional student support</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• providing support to students on work experiences or transition to work programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of Integration Support Funding has resulted in 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><b>After evaluation, the next steps to support our students will be:</b></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 2023 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>\$75,864.34</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice</li> <li>• Strengthening collaborative practice</li> <li>• High impact professional learning and educational leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff were provided release time from class to engage in Professional Learning</li> </ul>

<p>Professional learning</p> <p>\$75,864.34</p>	<ul style="list-style-type: none"> <li>• Staff were released from class to work in teams to develop resources for Stage 6 with a focus on the HSC Strategy</li> <li>• A Beginning Teacher Mentor was employed to support new staff to the profession and new staff to Colo High School</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has allowed staff to engage in a range of courses related to their professional goals. In 2022, we have also spent time releasing staff to work elbow-to-elbow within Faculty teams to improve practice and resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to support our staff to improve their teaching practice and engage in professional learning. This funding is essential in providing time for staff to work together to achieve improved outcomes for our students.</p>
<p>Socio-economic background</p> <p>\$165,516.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise, innovation and engagement</li> <li>• High impact professional learning and educational leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of a Technical Support Officer (TSO) to support students, families and staff with technology support</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The socio-economic background funding was utilised in 2022 to employ additional staffing and ensure programs across the school were resourced equitably to support student learning outcomes. Faculties from across the school were given opportunities to put forward proposals to source new programs that would support and have an impact on teaching and learning in their KLA area. A Technical Support Officer (TSO) was employed to support students with their technology, school devices and embedding technology support across the curriculum. A Head Teacher Teaching and Learning was employed in 2021-2022 to support improved outcomes for all students. In Term 3, a Head Teacher Transition and Academic Performance was also introduced to support data analysis of student progress and support the transition of students from Years 6 into 7. In this role, the Head Teacher also supports the RAP program and meets with students and families who need support with achieving their ROSA and HSC.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the Technology Support Officer and Head Teacher Transition and Academic Performance will remain as additional roles within the school. Both these roles are essential in ensuring support is provided to all students and families.</p>
<p>Aboriginal background</p> <p>\$35,708.38</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 loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$35,708.38</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Strengthening collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SLSO to work as a Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 we had 47 students who identified as being Aboriginal and or/Torres Strait Islander. An Aboriginal SLSO was employed to facilitate and coordinate the Kirinari Program across the school. 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 2022 included; Bush Tucker Cafe, Kirinari Roll Call, NAIDOC Week Activities, National Sorry Day, WSU Pathways to Dreaming 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><b>After evaluation, the next steps to support our students will be:</b> In 2023, the Aboriginal Education Team will continue to build their cultural activities and programs to support our First Nation students in all aspects of their learning. It is also important that they continue to refine their 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. 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 utilisation of a Yarning Circle to be utilised during Kirinari Roll Calls and cultural programs is also a high priority for the team throughout the year.</p>
<p>English language proficiency</p> <p>\$9,873.89</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strengthening collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified as requiring additional support for language proficiency were provided with support through the Learning and Support Team and also through staff members making appropriate adjustments to curriculum to support their learning needs. An SLSO supported the students to engage with learning and understanding of class activities and assessment tasks. Small group tuition occurred through additional LAST support throughout 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The support for these students will continue in 2023 with small group tuition and individual intervention where needed.</p>
<p>Low level adjustment for disability</p> <p>\$248,950.71</p>	<p>Low level adjustment for disability equity loading provides support for 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>Low level adjustment for disability</p> <p>\$248,950.71</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Wellbeing</li> <li>• Community Engagement and Strategic Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of an additional staff member to support a Stage 4 class. This allows for differentiation of the curriculum and staff develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• Providing resources in the Learning Centre to support all students across the school who need support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who have been supported in the Stage 4 class have had targeted and direct curriculum programs of study which are based on pre-testing and multiple data sets (including Best Start and Accelerated reading Data). These students have worked with holistic adjustments based on early intervention, to feel pride in their learning and have opportunities to successfully complete programs, emphasising success and achievement. Resources developed by the extra support have enabled students to work on personally identified goals to support their areas of improvement. The staffing and resourcing of the Learning Centre most importantly provided a safe space for students to increase their curriculum participation when attending classrooms is not possible, through partial attendance plans and transition to school programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Stage 4 class continues to be reviewed on a yearly basis. A base line for demonstrating the social and emotional growth will be developed to accompany the academic data supporting it's need. Ongoing refinement and development of Smart Goals on PLP's will drive increased resourcing for individualised learning for all students with targeted needs and subsequent PL for teaching staff.</p>
<p>COVID ILSP</p> <p>\$135,405.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• Communication with school staff to gain an understanding of student needs and requirements for Literacy and Numeracy</li> <li>• Analysis of data to identify students in need of in-class or class withdrawal support</li> <li>• Implementation of Year 8 Intensive Reading Program in Term 4</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Many of the students who participated in the program achieved significant progress.</li> <li>• Most classes showed positive reading growth after participating in the Year 8 Intensive Reading Program.</li> <li>• Collaboration with school staff, particularly classroom teachers, to improve student learning and engagement.</li> </ul>



<p>COVID ILSP</p> <p>\$135,405.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• Continue the implementation of Small Group Tuition support for students in need, focusing on literacy and numeracy support.</li> <li>• Use a range of data sources to identify specific student needs.</li> <li>• Maintain regular contact with the Learning Support Team to identify student needs and provide specific support where required.</li> <li>• Continue collaboration and coordination of meetings with classroom teachers to support students and gain a greater understanding of their required needs.</li> <li>• 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 2023.</li> </ul>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Colo High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• A SSO was employed in 2022 to support our students at Colo High School</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022 our school employed a full-time Student Support Officer (SSO) and she has successfully worked with over 100 students throughout the year. Some of these students have been involved in group programs or individual support sessions. Throughout the year our SSO has undergone the following training to support our school: Safe Talk (Suicide Awareness), Safe Minds (Mental Health), Resourceful Adolescents Program (Building Resilience), Seasons for Growth (Grief), Pathways to Care workshop (Care for after a suicide), Love Bites (Respectful Relationships) and Supporting Gender Diverse School-aged children and Young People. These programs are instrumental in helping our students navigate difficult home circumstances, friendships and personal needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, our SSO will continue to develop new group initiatives and continue to support students who need it throughout the year.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	445	439	438	430
Girls	467	445	438	407

Enrolments, for 2022 continued the emerging trend of female students being slightly less than to male students. 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	2019	2020	2021	2022
7	92.2	88.8	91.3	85.7
8	88.6	87.9	88.2	83.6
9	86.9	83.8	86.7	85.1
10	83.2	81.3	83.5	81.7
11	83.2	77.8	84.9	77.0
12	90.5	87.9	84.6	84.5
All Years	87.6	84.6	86.7	82.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

The total data sets used indicate that in 2022, the following comparative conclusions when Colo High School is compared to State include: (1) Attendance has fluctuated across all cohort variables since 2019, (2) The School's attendance rate for all years, except for Year 11, were above State average and have been for the last two consecutive years.

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 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	6	29	7
TAFE entry	1	16	2
University Entry	N/A	N/A	39
Other	N/A	16	1
Unknown	N/A	1	2

'Other' is comprised of Over 17 Leavers and 'Unknown' is known school refusers.

## Year 12 students undertaking vocational or trade training

7.21% of Year 12 students at Colo High School undertook vocational education and training in 2022.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

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95.9% of all Year 12 students at Colo High School expected to complete Year 12 in 2022 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)	41.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.48
Other Positions	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	221,431
<b>Revenue</b>	11,241,935
Appropriation	10,793,213
Sale of Goods and Services	27,349
Grants and contributions	412,346
Investment income	4,249
Other revenue	4,778
<b>Expenses</b>	-10,875,277
Employee related	-9,583,450
Operating expenses	-1,291,826
<b>Surplus / deficit for the year</b>	366,658
<b>Closing Balance</b>	588,090

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	303,496
<b>Equity Total</b>	460,049
Equity - Aboriginal	35,708
Equity - Socio-economic	165,516
Equity - Language	9,874
Equity - Disability	248,951
<b>Base Total</b>	8,534,277
Base - Per Capita	221,246
Base - Location	0
Base - Other	8,313,030
<b>Other Total</b>	573,654
<b>Grand Total</b>	9,871,475

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

## School performance - NAPLAN

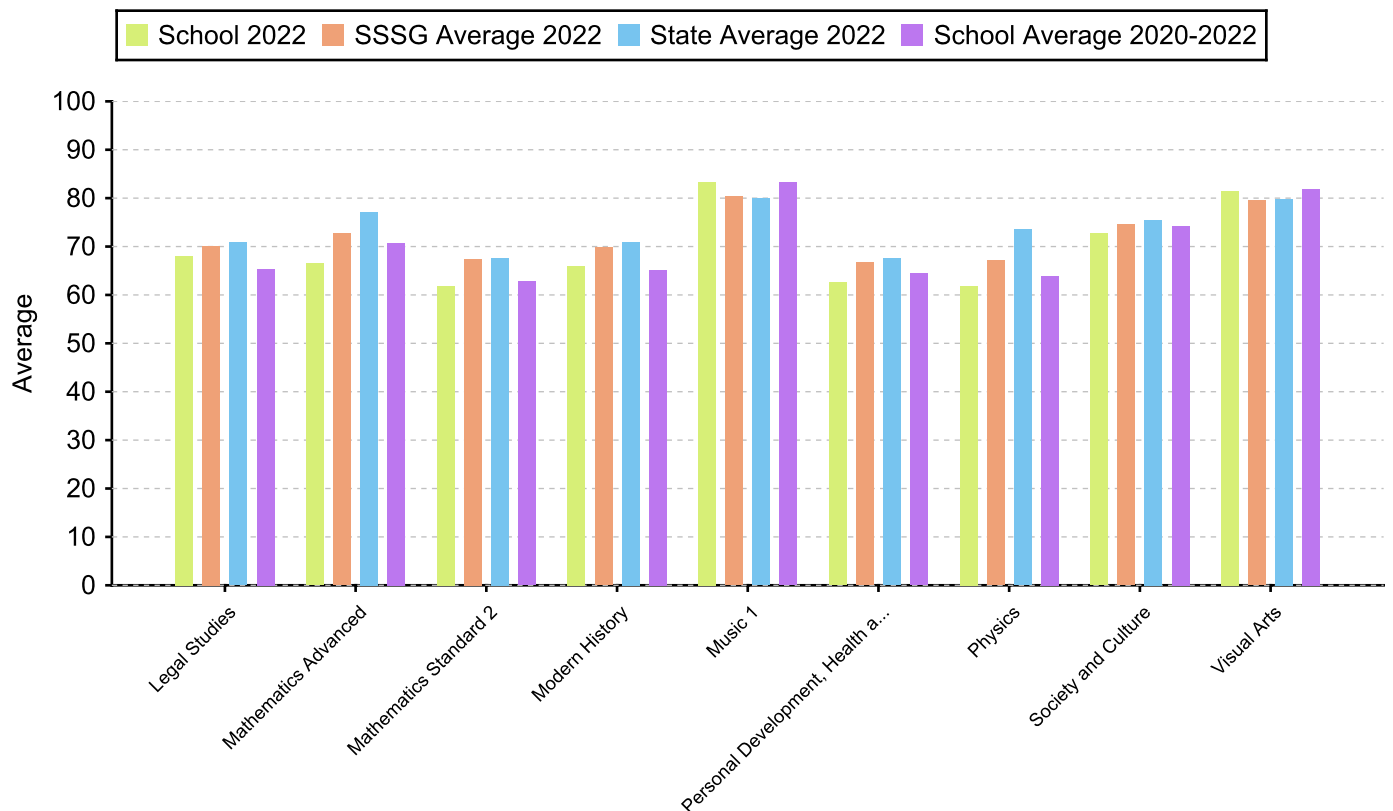
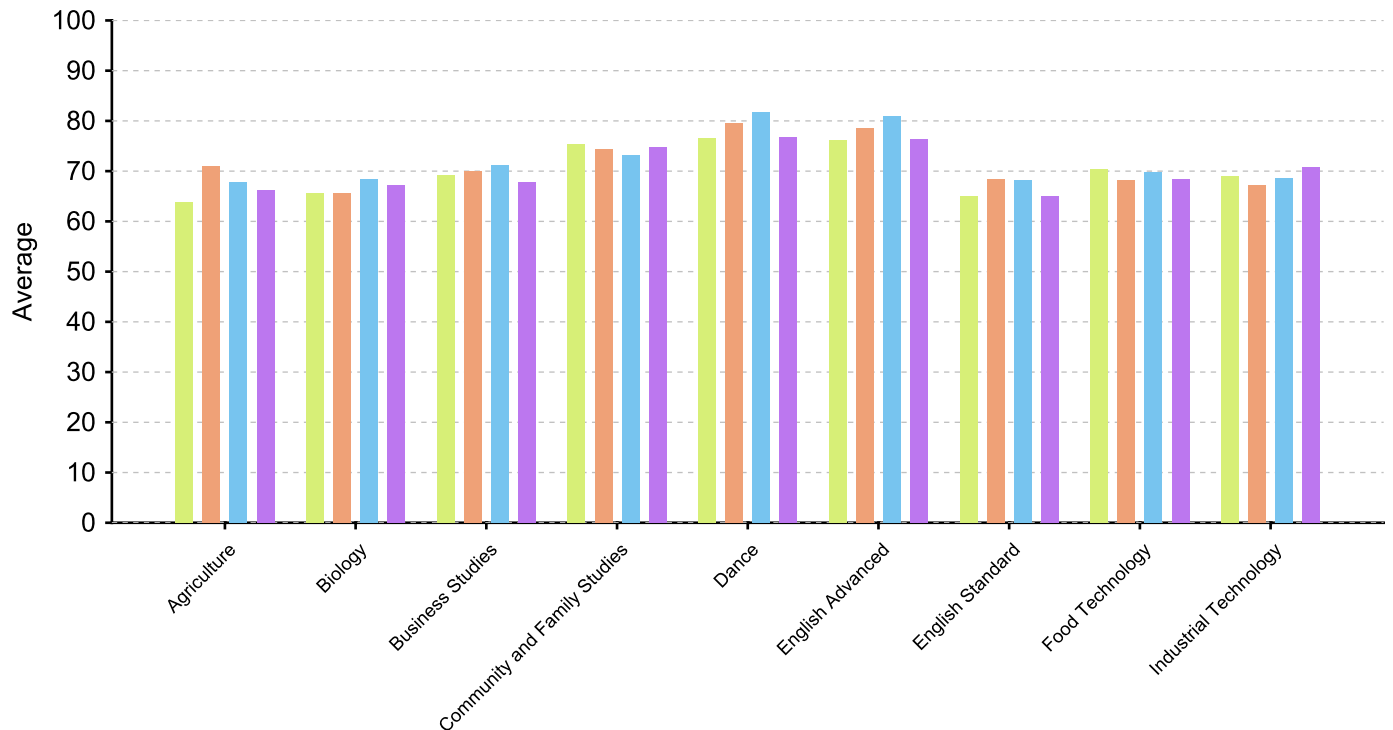
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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 2022	SSSG	State	School Average 2020-2022
Agriculture	63.8	71.0	67.8	66.2
Biology	65.6	65.7	68.5	67.2
Business Studies	69.1	69.9	71.2	67.9
Community and Family Studies	75.3	74.3	73.2	74.7
Dance	76.6	79.6	81.6	76.7
English Advanced	76.2	78.6	81.0	76.4
English Standard	65.0	68.3	68.1	65.1
Food Technology	70.4	68.3	69.7	68.5
Industrial Technology	68.9	67.1	68.6	70.9
Legal Studies	68.0	70.2	70.8	65.3
Mathematics Advanced	66.5	72.7	77.1	70.7
Mathematics Standard 2	61.8	67.4	67.6	62.8
Modern History	66.0	69.8	70.9	65.1
Music 1	83.3	80.3	79.9	83.2
Personal Development, Health and Physical Education	62.6	66.7	67.5	64.4
Physics	61.8	67.1	73.5	63.9
Society and Culture	72.7	74.6	75.5	74.2
Visual Arts	81.5	79.6	79.8	81.9

We are proud of our Higher School Certificate results in 2022 and congratulate our students on achieving outstanding progress given the challenges they have faced over the last few years. The results continue to showcase our school's reputation for strong academic performance. Please see below some of the school's highlights and achievements:

- The highest ATAR result for 2022 was 99.2 and we had several students who achieved an ATAR of 90 or above.
- 15 NESA Distinguished Achievers classification with a Band 6, Notional Band 6 or E4
- 38 students achieved results in the top 2 bands
- 78 students achieved results in the top 3 bands
- We had students nominated for Callback, In Tech & OnSTAGE which is for exemplary major works in practical subjects

Congratulations to all our Year 12 students for their hard work, resilience and perseverance to succeed. Our whole school could not be prouder of you all and we wish you all the success in the future.

## 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 year with our families such as our Behaviour Policy changes, Reward System feedback, Technology Survey and mobile phone usage at our school.

In Term 4, we ran our first Student Forum at North Richmond Panthers and took over 150 students to listen to their feedback and advice about areas around the school they would like to see changed or developed. One of the main areas our students requested to have input was our Reward System and Awards across the school. Students worked in groups and presented their ideas to the Senior Executive Team and Student Representative Council. Due to our student voice and input, we have transformed our awards and launched a new system that will commence at the start of 2023. This includes a change in award structure, including positive online entries parents can view, digital awards and higher level awards at silver and gold level to celebrate success and excellence.

The Tell Them From Me Data indicated parents would like the school to focus on providing more information through the use of email, social media and the Sentral Parent Portal. This will be a focus for us in 2023 and part of the review of our Community Engagement Action Plan.

Parent and carer Tell Them From Me Survey data indicated that 68% were satisfied with our communication channels, while 32% 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. 65% of respondents had aspirations of their child completing the HSC, while 30% hoped they would go on to university studies.

In 2023, the school will engage in a program to develop a Community Engagement Action Plan and work with the Department of Education Community Action Team. This is to ensure we are including the voice of our families and continue to listen to their wants and needs for their children and our school. It is important for us as a school that our students are actively involved in their learning and feel empowered to have a voice and share their views in a supportive environment.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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### Kirinari Roll Call

Due to COVID-19 we did not start off 2022 in our Kirinari Roll Call, students were split into their designated roll call groups and continued this way for the remainder of Term 1. The start of Term 2 saw the full return of Kirinari Roll Call with 47 students identifying as First Nations peoples.

With a disrupted start to the year for our Aboriginal Education Team, we started to get back on track once more by discussing potential focus areas for 2022. With the ease of COVID-19 and the restrictions being lifted we were able to run programs, excursions and have external people come into the school to talk to our First Nations students.

The focus for the year was to create a safe and cultural environment for our students, where they could become a close-knit community group, as well as focusing on literacy and numeracy with the support of our Aboriginal Student Learning Support Officer. Our First Nation SLSO visited classrooms and supported all students in all curriculum areas.

In Term 3 Colo High School partnered with Western Sydney University in a program called Pathways to Dreaming. The program consisted of connecting our students to Country and getting more in depth with their culture. The program offered many opportunities for our students as they were able to experience what university culture is like. Year 7 and Year 8 students attending a campus experience day, and our senior students were able to engage with the Early Entry processes and investigate all of the different pathways they have access to after they have completed their final years of secondary school.

### Yarning Circle

After detailed planning and consultation with our local AECG, the Colo High School Yarning Circle project was successfully constructed. With the guidance of Muru Mittigar the construction of the Yarning Circle commenced during Term 4 Week 5, with phase 1 being completed at the end of Week 7. Our students were involved with the planting of different local varieties of fauna in our Kirinari Garden. The Yarning Circle is an additional step forward for our First Nations students to connect with country and have that space as a safe part of the school they know they can go to. The Kirinari Roll Call will have their Yarn-ups there and be involved in other sacred ceremonies in a culturally appropriate and beneficial space. The Yarning Circle will be opening during Term 1 2023, with a smoking ceremony welcoming our parents/carers, community members and Colo High School students and staff.

### Personal Learning Plan (PLP)

All PLPs were completed in consultation with all stakeholders. Teachers could then access them via our Sentral Staff Communication System. Our First Nations SLSO regularly scheduled meetings with the students, not only to help them maintain their focus in order to progress, but also to keep them accountable for all their PLP goals that they themselves identified.

In all PLPs, every student indicated that the continuous use of their laptops in class would assist them in improving their proficiencies in reading and writing. This would give them confidence in their writing and reading in their exams and assessment tasks.

### Aboriginal Education Consultative Group Meetings

Aboriginal Education Consultative Group (AECG) meetings were able to run face to face again. We decided to meet at a variety of schools over the year rather than at the same venue. It was great to see what other schools were doing with their students and community as well. Colo High School was well represented with our Principal and staff representatives attending every meeting.

### **The Colo High School Aboriginal Education Team**

Meetings of the Aboriginal Education Team ran every fortnight each term and were attended by different faculty members to share what was happening and needed to happen in their faculties that could support our First Nation students, as well to plan relevant activities for future implementation in areas such as staff cultural awareness professional development sessions.

### **Future 2023**

We hope that in 2023 we can continue to build our cultural activities and programs to support our First Nation students in all aspects of their learning. It is also important that we continue to refine our Strategic Improvement Plan to formalise the ways in which our Learning Community can move forward in a targeted, data-informed manner where best-practice is used across all faculties in order to align our projects and goals with national and state targets and current departmental policies.

## **Anti-Racism Policy**

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

### **Anti-Racism - School statement**

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AntiRacism education is taught in our classrooms through extra-curricular and whole-school 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 (ARCO) 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 acquired a trained ARCO from amongst the teaching staff. A new ARCO was established due to the movement of staff to another site. In 2023 the ARCO will integrate and complement the wellbeing initiatives to assist students in need of relevant support.

## **Multicultural Education Policy**

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

### **Multicultural and anti-racism education - School Statement**

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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 in line with NESA and Department of Education policies and opportunities as indicated and offered through

each syllabus requirements. 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. It is envisioned that in 2023, the ARCO will be able to be integrated into the overlapping support services available to all students and staff.