Colo High School
Annual School Report

2012
Our school at a glance

Students

Established in 1978, Colo High School is a co-educational school for students of Years 7-12. Our students are enrolled in an attractive, safe, secure and harmonious teaching/learning environment, providing a broad and stimulating curriculum.

The school population increased from 1016 in 2011 to a total enrolment of 1054, in 2012, made up of 539 boys and 515 girls.

Our students are predominantly drawn from seven local public schools and two independent schools. Each year students from outside our feeder areas seek enrolment in Years 11 and 12 to undertake senior study at Colo High School.

Staff

The 100 teaching, administrative and support staff and outdoor support staff provide expert and professional skills to cater for the needs of our students and school community. The quality of this service delivery reflects the depth of experience and commitment of our staff.

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

Messages

Principal’s message

Colo High School is a public, proud, comprehensive, high school. It has an outstanding record of achievements in academic, cultural and sporting pursuits. The school community is situated in the semi-rural Hawkesbury area and was established in 1978 primarily through the initiatives of the community.

We aim to respect and value ourselves, others, our work and our environment. The students, staff, parents and community members of the Colo High School learning community have a shared vision of working together in a collaborative environment, ensuring quality educational opportunities and outcomes for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Allan De Paoli

P & C message

Throughout 2012 Colo High School has had a very enthusiastic and engaged P&C Association. It is, however, only a small group of dedicated parents who are very active in the school and canteen trying to assist the school.

The P&C has reviewed and approved many requests for funding from the school including significant funds for the library, school improvements, classroom technology and additional general assistant wages. Of significant note, the P&C coordinated and part funded a $30,000 electrical and air-conditioning upgrade.

The P&C looks forward to again working with a budget of approximately $50,000 in 2013 to assist and improve the life of students and staff at the school. The particular focus for the 2013 school year will be funding further technology upgrades, school beautification and further air-conditioning upgrades.

The P&C meets at 7pm on the fourth Monday of each month except for those dates when the meeting falls within school holidays. The meetings are informative and open with reports and presentations from staff, the student leaders and the Principal on a regular basis.

The P&C always welcomes new members to allow the group to grow and generate new ideas to assist the school. The P&C executive can be contacted via the school or via email at colohighschoolpc@gmail.com.

Lindsay Collett – P&C President.

Student representative’s message

Colo High School is a diverse and talented community of teachers and learners. The values of Colo High School are indicated by the depth of
student involvement in a wide variety of co-
curricular and extra-curricular activities that we are all encouraged to participate in to the best of our ability.

At Colo High School, we are surrounded by teachers who not only enjoy teaching in their classrooms, but also go the extra distance to help make the school stretch beyond the hours of 9:00 am to 3:20 pm. The myriad of excursions, the performance evenings, the Student Representative Council and Spirit Week celebrations, the special assemblies, the Duke of Edinburgh hikes, the occasional disco and the end of year formals happen because of teachers in partnership with the students.

Colo High School is a very popular school with a tradition of success. All members of the school community are committed to striving for excellence.

Every student of our school has the opportunity, through our dynamic SRC, to voice not only their concerns but also to contribute to making Colo High School an even better place to be.

A testimony to the success of our school is the fact that so many students, whatever their achievement levels may have been, return to visit and keep in contact with the place that helped mould them into productive members of the Hawkesbury area.

Our Student Representative Council has worked very hard to contribute to the academic, sporting, cultural and government issues of our school and especially to upholding the fine traditions that many students before us have established to make Colo High School ‘the place to be’.

Bianca Grosso – SRC President 2012-13

School context

Student information

Colo High School is a large comprehensive high school located in the Hawkesbury region of New South Wales.

Student enrolment profile

School enrolments have declined slightly after a peak in 2009-10. This is despite the introduction of the new mandatory leaving age of 17. However the school’s numbers are still the highest across the four Hawkesbury high schools.

Student attendance profile

Many senior students undertaking part time work for a significant number of hours per week find that the demands of both Preliminary and HSC subjects create conflicts of interest and exacerbate time constraints. This may have a negative impact on levels of attendance as well as creating additional pressure for academic success.

The following patterns emerged from the 2012 attendance figures. In Years 7-10 boys had a higher absenteeism than girls while the trend was significantly reversed in Years 11 and 12. Additionally, the highest absenteeism across the school occurred during Terms 2 and 3. Throughout the 2012 school year the average whole school attendance each term was 90% daily attendance, with Term 3 having the lowest daily attendance rate of 88%.
Whilst attendance rates at Colo HS have always been above state and region averages, the school average has shown to have remained in 2012 – especially in Years 7 to 10.

Attendance in Years 11 and 12 is marginally below State average.

Retention to Year 12

The 2012 HSC cohort has the second highest retention of students since the 2009 cohort. From 2010, there has been an increase in the rates of the retention of Year 10 through to year 12. Despite our retention rates being below the State averages, since 2010 the school has made marked improvements in narrowing this gap. It is possible that this is in part due to the rise of the school leaving age as well as the variety of courses available to help students transition from school to non-university vocations.

Management of non-attendance

Student attendance is monitored by staff during daily Roll Call. Parent notification of absence is noted on the central database. The Year Advisers monitor patterns of student absence and address issues of individual student absence on a case by case basis.

The Head Teacher Administration requests intervention by the HSLO for all cases of regular non-attendance.

Post-school destinations

Colo High School provides a variety of pathways for students: an academic pathway for those students seeking a specific university placement; a TAFE pathway with significant opportunities to participate in TVET courses, School Based Apprenticeships and Traineeships; as well as pathways to employment.

University 50% Apprenticeship / Traineeship 5%
Gap Year 2% Employment 20%
TAFE 20% Unknown 3%

Year 12 students undertaking vocational or trade training

TAFE DELIVERED VET (TVET)

Participation rates for TVET – Western Sydney Institute remained stable from 2011 – 2012. Twenty-six Year 11 and 19 Year 12 students completed a TAFE delivered Vocational Education & Training Course (TVET). There was increased interest and participation in TVET Outdoor Recreation Courses delivered by Lithgow TAFE. 12 Year 11 students & 1 Year 12 student completed a 2 Unit Outdoor Recreation Course (Kayak, Abseiling, Bushwalk, Rock Climb). 4 Year 12 students attended a 2 Unit Outdoor Recreation Course (Snow Skiing).

WHITEHOUSE INSTITUTE OF DESIGN (VET)

One Year 11 Student & 2 Year 12 students completed the Fashion Visualisation Course at Whitehouse Institute of Design, Surry Hills. The students involved complete the course and received excellent results.

Year 12 students attaining HSC or equivalent vocational educational qualification

[Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2012.]

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>52.5</td>
</tr>
</tbody>
</table>
Of the staff employed at Colo High School, 4% have an indigenous heritage.

**Staff retention**

Colo High School continues to have an experienced staff with a relatively high retention rate.

Mrs Sharon Prichard, Head Teacher English, retired in Term 2. Mrs Nicole Cullen, Head Teacher Home Economics, retired at the end of 2012. Mr Richard Riley, teacher Mathematics, retired in March 2012.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $538469.51
- Global funds: $562169.92
- Tied funds: $278020.51
- School & community sources: $415243.34
- Interest: $24556.41
- Trust receipts: $81614.60
- Canteen: $0.00
- Total income: $1900074.29

**Expenditure**

- Teaching & learning
  - Key learning areas: $191957.07
  - Excursions: $145972.99
  - Extracurricular dissections: $83566.32
- Library: $15274.28
- Training & development: $0.00

<table>
<thead>
<tr>
<th>Tied funds</th>
<th>$281430.29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casual relief teachers</td>
<td>$143715.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$144304.43</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$141331.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$119344.52</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$90980.97</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$8490.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$1366368.77</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$533705.52</td>
</tr>
</tbody>
</table>

Training and Development is included in Tied Funds and is known as Teacher Professional Learning.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Significant programs and initiatives**

**Achievements**

**Arts**

2012 has again been a successful and productive year for Visual Arts, Music and Dance students.

Drama students continued to showcase their talents at Drama Evenings and at the Colo-In-Concert night.

All Drama students prepared for and/or performed in the annual Colo High School Drama Showcase Night.

Two students were accepted into the Dobel School for Drawing at the National Art School, one student was successful at gaining a position on the Lewer’s Gallery Teen Committee. Artworks were entered into the Hawkesbury Show and received two 1st places, one 2nd and one 5th place, two Year Ten students were accepted into the University of Western Sydney Digital Master Class, three students each obtained 1st prize at the Bowen Mountain Arts Society Exhibition which were subsequently exhibited for three months at the Hawkesbury Regional Art Gallery.

Two students were recognised at the Young Hawkesbury Artists Show and one student received the Moran Photographic Prize.
The Senior and Junior Dance Groups were selected to perform at the State Dance Festival. Additional accomplishments in the area of dance included: two students selected for the Junior State Dance camp, twelve for the combined dance group at Schools Spectacular, one boy was selected for the Hip-hop at Schools Spectacular, two students for the State Dance Ensemble, one student for the State Dance Company, fifty students for the Metropolitan West Dance Festival and twenty students for the Pulse Festival.

Twenty senior and thirty-two junior dancers were selected for Sydney West and Hawkesbury Dance Festivals. Both of these ensembles gaining first place in the competition. Both the Year Ten and Year Nine Ensembles were given the status of “highly recommended” in the overall competition.

Colo High School had a very successful year in the field of music. This is demonstrated by the following accomplishments. One student selected for the Australian Chamber Orchestra Workshop, three students for the State Music Camp, two for the Millennium Marching Band, one student for the State String Symphonia, one student for the State Choir, twenty-six students from the Colo High School Band which competed in the Hawkesbury Eisteddfod, and six students performed for the Hawkesbury Music Festival. There has also been successful showcasing in music and dance spectaculars over two nights, showcasing students with talents in both music and drama.

Sport

Colo High School won the following sporting carnivals in 2012 in the Macquarie Zone: Swimming, Cross-Country and Athletics.

Out of 53 high schools Colo High School achieved fifth place overall behind Hills Sports High School in the Sydney West Swimming Championships, second place overall in the Sydney West Cross-Country Championships and third place overall in the Sydney West Athletics Championships.

The following individual achievements further illustrate what a successful year it was for Colo High School in various sporting endeavours: eighteen students competed in NSW Combined High Schools Swimming Championships, eleven students competed at the NSW Combined High School Cross-Country, and seventeen students competed at the NSW Combined High Schools Athletics Championships. This year has been a good year for representative sport for Colo High School.

52 students competed in a variety of sports – also at NSW Combined High School level. However Colo High School representation was down by 6% on 2011.

Other

Drama

Colo High School’s Drama students continued to perform strongly throughout 2012. Many of our students have been involved in dramatic performances, both inside and outside of school. In Year 11, in a large class of over twenty students, two students were chosen for the play ‘Chess’ for the Richmond Players and one student was invited to attend the NSW State Drama camp.

The six students who matriculated from Year 12 this year performed strongly in their individual and group works. Two excellent monologues were performed, in front of the Board of Studies examiners for their HSC performances. Three students submitted short films which were all extremely well researched and executed.

Senior students also performed well at the Senior Drama Night, where parents and friends could see the HSC and Year 11 performances.

Our Drama Room continues to develop in technology. We have purchased twenty four Led Par Cans and will supplement these further this year with a moving spotlight; a strobe and a couple of other lights. The Drama room now has a dividing curtain for the space, and a new lighting desk in a permanent place.

Theatre Sports and other improvisational games continue to provide delight for our junior students where the numbers for the upcoming year are strong.

Debating

The Colo High School Debating program continues to provide for students, with a range of abilities, the opportunity to represent the school
in debating and public speaking competitions against other schools. Our junior debating teams competed successfully across a range of local, regional and state competitions.

**National and State Competitions**

**Science**

66 students entered the International Competitions and Assessments for Schools Science Competition. Colo High School students were awarded 7 Distinctions and 19 Credits in the other levels. The average result in Years 12, 10, 9 and 7 was above state average.

Year 10 students participated in the NSW Young Scientist competition for scientific research. One student went onto state level judging and received two first place sponsored awards from the Royal Australian Chemistry Institute and the University of Western Sydney.

**Mathematics**

In 2012, 139 students sat for the Australian Mathematics Trust competition with students earning; 1 High Distinction, 6 Distinctions and 32 credits, 66 received Proficiency certificates and 34 received Participation certificates.

**Gifted and Talented**

Each faculty continued to contribute to the education of our gifted and talented students at Colo High School through curriculum and cultural enrichment activities as well as state and national competitions.

This year coincided with the reformation of the G&T committee. Due to the continued turnover of staff, it was decided to revise the school’s management plan in this area. They were tasked with identifying a set of priorities for the coming three year plan. This included: a re-surveying of the knowledge, attitudes and skills of the whole staff across all areas of the current G&T policies, procedures and pedagogical implications for catering for such students. It also enlisted the support of regional personnel to give direction on the resources available for the formal identification of students in this learning spectrum.

**Tournament of the minds**

Tournament of Minds is for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way.

This competition is available for students from Years 7 to 10. They are required to solve problems in the areas of: applied technology; language literature; engineering and social sciences.

This year was our fourth year of participation in the tournament. In 2012 Colo High School entered two teams from across multiple grades totaling 15 students. We participated in the disciplines of language literature and social sciences.

This year Colo High School were the regional winners for both teams in the areas of language literature and social sciences. This year one staff member and one senior student participated in the judging panel, extending the school’s commitment and involvement towards this engaging program.

**Academic Achievements**

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Reading – NAPLAN Year 7**

The average mark was 8.7 points above state average. 60.5 % of Colo High School students achieved in the above average performance bands whereas the state average was 53.0 %. Hence, Colo High School students were 7.5% above the state average for Reading.

84.6% of Colo High School students performed at or above minimum national standard. This compares with a figure of 76.6 % for the state. Colo High School therefore was 8 % above state
average in Year 7 NAPLAN Reading. This is a decrease of 3.5% on 2011.

Numeracy – NAPLAN Year 7

The average mark was 0.2 points above state average. 57.2% of Colo High School students achieved in the above average performance bands whereas the state average was 45.9%. Hence Colo High School students were 11.3% above state average for Numeracy.

82.0% of Colo High School students performed at or above minimum national band level. This compares with a figure of 72.4% for the state. Colo HS was therefore 9.6% above state average in Year 7 NAPLAN Numeracy. This is an increase of 4.1% on 2011 results.

Reading – NAPLAN Year 9

The average mark was 9.0 points above state average. 49.6% of Colo High School students achieved in the above average performance bands whereas the state average was 42.8%. Hence Colo High School students were 6.8% above state average for Reading. This was an improvement of 6.1% on 2011 results.

79.9% of Colo High School students performed at or above minimum national band level. This compares with a figure of 69.7% for the state. Colo High School was therefore 10.2% above state average in Year 9 NAPLAN Reading. This was an increase of 0.7% on 2011 results.
The average mark was 11.3 points below state average. 43.5% of Colo High School students achieved in the above average performance bands whereas the state average was 42.9%. Hence Colo High School students were 0.6% above state average for Numeracy. This was an improvement of 2.8% on 2011 results.

71.8% of Colo High School students performed at or above minimum national band level. This compares with a figure of 69.0% for the state. Colo High School was therefore 2.8% above state average in Year 9 NAPLAN Numeracy. This was a decrease of 4.5% on 2011 results.

Progress in reading and numeracy

Overall the improvement across the Literacy areas averaged 3.85% against state average achievement levels. An increase in the areas of Numeracy was 9.6% against state average achievement levels. Literacy was however 1.55% down on the 2011 level whilst numeracy was up by 4.1% on the 2011 level.

Overall the decline across the Literacy areas averaged 3.7% against state average achievement levels. In the areas of Numeracy there was a 2.8% decline against state average achievement levels. Literacy was however 2.3% down on the 2011 level whilst numeracy was up by 4.5% on the 2011 level.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**ROSA**

The vast majority of students successfully met the Board of Studies requirements for the completion of their studies in Year 10.

**Higher School Certificate**

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

67% of HSC courses offered at Colo High School scored above state average. This was an increase of 15% on 2011. 19% of HSC courses offered at Colo High School scored below state average. This was a reduction of 19% on 2011. 14% of HSC courses scored at state average. This was an increase of 4% on that of 2011.
Significant programs and initiatives

Aboriginal education

Colo High School has twenty seven students identified as Aboriginal and Torres Strait Islander. Programs have been implemented to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These include leadership days for Aboriginal students, excursions to Penrith Lakes Cultural Centre and to UWS Hawkesbury ceremonial grounds.

Under the energetic leadership of Ms Lawson–Cohen and Mr Edwards, our Indigenous programs for 2012 and beyond have and will expand into the following areas: sustained Personalised Learning Plans which will incorporate DEC priorities as well as being linked to our Student Engagement & retention programs, increased involvement across all areas of Indigenous education especially collaborative information collection and sharing including such agencies as Da Murrytoola, Muru Mittigar Schools-Industry Project AECG.

This year we continued with the development of a Colo High School Reconciliation Garden that maps out the nutritional history of Australia. This
initiative was made possible through local community and cross curricula links. In 2013 with the help of local indigenous artists the garden will be bordered with a totem wall that reflects Darug culture and dreaming.

This year also saw the development of the Australian Indigenous Mentoring Experience (AIME) program. This program assisted Aboriginal students to develop their leadership skills and learn respect for each other and the community. Twelve students attended the program at the University of Sydney.

Attendance and participation at Aboriginal cultural events continued to be pleasing. In 2012 this continued to include the ALLAWAH cultural day in Term 2.

During 2012, the absentee rate among Aboriginal students was higher at 9% more than that of non-aboriginal students.

The goals for our Aboriginal students concentrates on the intention that all Aboriginal students, and their families, enrolling at Colo High School would work collaboratively in creating a plan of achievable goals. This focus is directed towards academic success, improved attendance and productive participation in the co-curricular activities offered at this school.

**Multicultural education**

The student population of Colo High School contains less than 7.1% of students from families with a background with English as a second language.

Nevertheless, all faculties produce teaching and learning programs that incorporate multicultural values and culturally inclusive teaching practices and philosophies.

Colo High School has a Friendship Agreement with Dalian School No. 24 in mainland China which has been established since 1999. This exchange program occurs every second year. In 2012 the organisation for 2013 exchange has commenced, with interested students coming from Years 9-11. In 2013 again Dalian students will visit Colo High School and we will return an exchange group from Colo High School to Dalian. In this cohort there will be two scholarship holders and several ambassadors.

**Other programs**

**Additional leadership opportunities**

Providing an increased number of leadership opportunities through the development, implementation and growth of programs that target students in the middle-school such as:

- Year 7 Ambassador program and Year 6 into Year 7 Transition program are programs that enhances primary to Secondary transition.
- Year 9 Young Guns and Girls Going Places are programs which enhance a student’s personal growth and development.
- Year 10 Peer tutors in literacy and numeracy.
- Year 11 have two socially responsible programs - Leaders 11 and Blood Bank.

**Student Representative Council**

The Student Representative Council (SRC) maintains a high profile throughout the school, organising school discos, charity fundraising, promoting the views of the student body to the executive, chairing student-centred forums, attending and speaking at the Hawkesbury Youth Summit and our highly successful Spirit Week Celebrations. A very important role of the SRC is to represent Colo High School in community service activities including ANZAC Day, Vietnam Veterans and Police Commemoration services, community nursing homes and symbolic formal events within the school and the external community. Due to the increased profile and expansion of projects our SRC now stands at 60 students. This is an increase of 10% from 2012.

**Careers and Transitional Education, Work Experience and Work Related Programs**

Careers and transition programs work with students, parents, community agencies and employers in planning transitions for students at the conclusion of Year 10, the Preliminary Certificate or the Higher School Certificate.

Some examples of optional careers programs at Colo High School include:

- TAFE Links (Richmond TAFE)
- Links To Learning – Job Quest (North Richmond Community Centre)
• RETAIL Links (Richmond TAFE)
• WSTEC Links To Learning (Richmond)
• Youth Connections (school based at Colo High School)
• A total of 120 students participated in these programs throughout 2012

Outcomes included improved self esteem; establishment of positive social networks; improved attendance for disengaged students; enhanced reinforcement of school assessment expectations & the minimisation of N Awards; planning for Work Experience; utilisation of community agencies and smoother transitions to TAFE &/or employment.

This year we introduced the option of Year 10 School Based Apprenticeships into our curriculum for the first time. Two students completed a Year 10 School Based Apprenticeship in the industry sectors of Hairdressing & Plumbing. Both of those students will transition into full time apprenticeships at the end of Year 10. One Year 11 student commenced a School Based Apprenticeship in the industry sector of Hairdressing & will continue into Year 12 with her SBAT. In 2013, two Year 11 students have secured School Based Apprenticeships in the industry sectors of Childcare and Information Technology at Richmond Club. One Year 11 student will commence a Beauty Therapy SBAT at Skin Fitness.

Work Experience

Twenty-five students participated in One Day a Week Work Experience, which was available to students referred by the Senior Executive for welfare reasons. 178 students participated in our One Week Block Work Experience program. 130 students participated in the Year 10 Work Experience program in Term 4 after the School Certificate exams. In total, 332 students from Years 8, 9, 10, 11 & 12 participated in Work Experience in 2012, which was a significant increase from 2011 with many students completing multiple weeks of Work Experience. Outcomes from Work Experience include identification of appropriate professional attire; improved communication skills; job application and interview skills; transport organization and time management etc. Many students were also successful in using Work Experience as a vehicle to gain part time or full time employment. Colo High School students are well regarded in the community for their efforts in many industry sectors during Work Experience.

Student Welfare

 Colo High School’s pastoral care ethos is reflected in the strength of its welfare team which consists of the senior executive, Head Teachers Welfare and Administration, Year Advisers, Learning and Support Teachers, Careers Adviser and Home/School Liaison and School Counsellors.

The continuation of the management strategy whereby each of these two Head Teachers were allocated a supervising Deputy Principal as well as being allocated alternate year groups within each of the three stages (4, 5 and 6) to co-ordinate, liaise and supervise the corresponding Year Advisers (7, 9, 11 or 8, 10, 12), has proven beneficial to the collection and reporting of data to staff as well as adding an extra level of monitoring of students at risk.

Welfare practices have addressed effective student learning.

The completion of the Senior Commendation System review resulted in the continuation of a simplified award scheme this year. It is envisaged that this will more accurately and effectively celebrate senior student achievement, with a consequent flow-on to improving student learning in senior years. In 2012 there continued to be an increase in the awarding of senior students’ awards that recognised their achievement across all fields of school endeavour – especially in the day-to-day classroom environment.

The proportion of senior students participating in the Senior Mentoring Program continued to increase in 2012. The percentage of teachers providing their spare time to mentor up to 4 students each has also increased.

In 2012, programs highlighting anti-bullying, self-esteem, risk-taking and study skills were continued and refined with the relevant grades and specially identified students. It was accomplished in three ways: Focus Time program designed by Year Advisers in the form of activity booklets to be worked through in Roll Call and continued with Year 11 in the very successful and rewarding Crossroads program.
Aimed at the Departmental priorities of increased student engagement and retention, two programs, “Girls Going Places” and “Young Guns” continued in 2012.

The Girls Going Places and Young Guns programs supported the student achievement and student retention components of the Colo High School Management Plan 2009 – 2011. It encouraged participants to have more positive and productive engagement and self esteem both at school, and in the wider community. This program also aimed at increasing girls’ and boys’ resilience and in the development of life planning, leadership and decision-making skills in addition to instilling essential living skills such as; teamwork, productive problem solving and the ability to become independent and self-reliant organisational habits.

With the assistance of the Colo High School P&C, the Boys Intensive Education program at McGlashan’s Gym was developed. It strengthened community links, allowing the local commercial centre to see students in a positive light and has often resulted in the male participants being able to create a more productive and supportive network with male teacher mentors in the school.

Programs such as TAFE Links and Youth Pathways have been and will continue to be utilized, along with programs offered by the Hawkesbury Outreach Service, all intended to cater for those students struggling to maintain focus whilst at school. These programs are aimed at, and continue to be successful with, our most at-risk students. They allow opportunities for these students to experience positive outcomes as well as an outlet for positive expression of individuality.

**Literacy**

Throughout 2012, faculty based professional development activities continued, and subsequent feedback from staff and students indicated that modelling and guiding students through the tasks produced better than expected standards of work samples and a greater level of literacy awareness in day to day teaching.

Additionally, the Literacy team produced sets of literacy and numeracy booklets that were assembled according to the NAPLAN summative data. These booklets were used as part of the schools’ “Focus Time “sessions in student Roll Call groups for stage 4 & 5. Each booklet was designed to remediate the most common weaknesses indicated by the feedback from the previous years NAPLAN results.

At the whole school level, the Literacy team will continue to pursue the following directions for 2013:

- Refining the literacy and numeracy outcome on Stage 4 and 5 reports.
- A whole school program to prepare development of a scope and sequence chart of explicit teaching of writing across faculty areas.
- Continued professional development of staff in explicitly teaching writing using current Board of Studies glossary of terms. The aim of this strategy is to improve the ability of all students to increase their confidence in writing multi-paragraphed responses in both take-home and exam-based assessment tasks.
- Explicit teaching of persuasive texts supported by professional development activities for staff.
- Explicit focus on the importance of paragraphs that contain a main point and elaboration.
- Greater focus on classroom strategies that build vocabulary and spelling in each subject area.
- Develop strategies to better engage boys in the writing process.
- Expansion of the Library Informational Literacy Program aimed at strengthening each student’s ability to engage in independent research more confidently and efficiently.
- Training of more peer tutors for the Peer Literacy and Numeracy program.
- Ongoing support for students with learning difficulties by expanding the provision of both the Peer Reading and Peer Numeracy sessions currently running during Roll Call.
- Re-invigorate the before-school BOOST program.
• Exposure of NAPLAN style questions stored on the school servers for Year 9 students to build student confidence.
• Professional Learning to enhance numerical literacy across the curriculum.
• Explicit teaching of algebra, decimals and percentages in the Mathematics classroom.
• Revise Focus Session resources Stage 5 and develop an ICT platform to best engage students through differentiation of tasks.
• Continued data analysis of the School’s NAPLAN results in order to enhance staff knowledge and understanding of the needs of the students in their classrooms.

Peer Numeracy
The aim of this program is to use selected Year 10 students to tutor Year 7 students who have been identified by their primary school teachers as struggling with basic numeracy skills. The activities take place three times per week during roll call.

The program itself is based on the ‘Counting On’ program which was developed to address the learning needs of students who are not demonstrating progress towards the achievements of Stage 3 outcomes.

The booklets used by the Year 10 tutors have been adapted from the original DEC material that is used to train teachers in the ‘Counting On’ program.

Each year in December, five current Year 10 tutors train the Year 9 students as tutors for the next year.

This year we had 16 Year 10 tutors and 15 Year 7 students. Two of the Year 7 students were returned to normal roll call during the year to allow two more students identified by their Mathematics teacher to receive some tutoring.

All except two Year 7 students completed Book 1 and most of the other students completed Book 2, some also going on to Books 3 & 4. One student who was still at stage 1/2 required a new booklet which was developed by the SLSO.

The Year 10 tutors report that a positive bond was formed with all students and all Year 7 students claimed they “learnt a lot” from their tutor. Mathematics teachers also commented positively on the improvement of the Year 7 students involved.

NAPLAN results for Year 9 this year showed that all 10 students from the 2010 Year 7 Peer Numeracy group for which data was available showed growth, 7 showing greater than expected growth. Average growth for the group was 54.8%, compared to DEC state average of 39.8% and 29.6% school average growth.

Peer Reading

Peer Reading Roll Call
At the beginning of this year, all the Year 7 students in the Peer Reading Roll Call were tested on their reading rate. In Term 4, Week 4, the test was repeated and an improvement of 93% of the students was found. This is a very pleasing result, with one student’s reading speed improving by 30% of their initial assessment.

Boost Reading

The Boost Reading Program (Before School Reading Program) has proved to be a success for all of the participating students. The students are now starting to enjoy reading and they are finding the story lines quite interesting. They are all starting to read with expression as they take on the character’s role in the books they are reading.

Community Use of School Facilities

The School hall is used for after hours for presentations by our local feeder primary schools.

Progress on 2012 targets

Target 1

Increase school community participation in environmental initiatives which sustainably manage energy use and school grounds by a 5% reduction in electricity, water and paper consumption AND a 10% increase in student participation in environmental initiatives which contribute to the sustainable management of the school site.
Our achievements include:

- Student Landcare operating Thursday afternoons during Term 2 with 46 students and Term 3 with 26 students. This was an increase in student participation of 36% on Term 3 2011.

- Funding for equipment and a bush regenerator supervisor utilised the NSW Environmental Trust Grant of $2500 for Biodiversity and Landcare. Students made considerable headway into removing introduced species such as Privet and Cape Ivy from the remnant bushland.

- Twelve students from Years 7, 8 and 10 are involved in the ALIVE project organised by the Hawkesbury Environmental Network. They have received $1000 to fund their project to improve habitat for native birds in the school grounds. Working with experts from the Bird Discovery Centre and Cumberland Bird Observers Club they have conducted ongoing surveys of bird life. To improve the habitat 400 native plants have been used to regenerate the remnant woodland area. Students have also constructed bird boxes to place in the woodland.

- Two additional classes participating in the Climate Clever Energy Saving Program. Students have designed an energy education program aimed at reducing our use of electricity. They have received a grant of $1569 to implement their proposals.

- Six additional Year 9 students participated in the Bandicoots, Bugs and the Bush program - a partnership between UWS and Longneck Lagoon EEC aimed at learning about the endangered Cumberland Plain Ecosystem.

- The Term 3 formal assembly highlighted renewable energy with guest speakers from The Australian Youth Climate Coalition who challenged students to speak up about environmental issues.

- Two students and one staff member attended the Caring for Redbank Creek Day run by the Hawkesbury Environmental network.

- A presentation was made to staff on the environmental targets in our school plan.

- One science class conducted a project which involved raising awareness of the impact of mining the minerals used in mobile phones.

**Target 2**

**To support the implementation of Phase 1 subjects from the new Australian curriculum across Years 7-10, in English, Mathematics, Science & History.**

Our achievements include:

**History**

Ongoing Professional Learning for each staff member enabled them to increase their familiarity with the impending changes to and working knowledge of the new History syllabus. This was accomplished in the following ways. Opportunity to provide feedback during the Australian Curriculum, Assessment and Reporting Authority’s online consultation surveys was taken up and was submitted as a faculty response; members attended various fora initiated by NSW Board of Studies, History Teacher’s Association NSW and Professional Teacher’s Council NSW. At these meetings the faculty views were offered as to the quality of the draft syllabus documents and the types of impact that it would have on the teaching, learning and resourcing and assessing of History at Colo HS. It was decided that this was a unique opportunity; given the removal of the School Certificate exam, to revitalise and energise the teaching of History at our school.

The History faculty participated in a program called the “Curriculum Collaborators Project”. This was organised by the State Office of the DEC and the Centre for Learning Innovation. Our contribution to the project included ICT resources, unit outlines and a sample lesson on the units of Polynesian expansion, Human Rights and the United Nations and Popular Culture in Post WW2 Australia.
The current teaching programs and history resources were reviewed to ascertain the degree of change required to meet the requirements of the New NSW history syllabus.

In order to facilitate a truly K-10 curriculum, a member of the history faculty attended a meeting of the Colo Learning Community with a proposal seeking opportunities for collaboration to enhance the implementation of the New NSW K-10 History Curriculum. Negotiations will continue with this project in 2013.

Science

The Head Teacher Science participated in BOS consultation meeting on the draft 7-10 Science Syllabus. The Head Teacher Science was also trained to deliver first professional learning module on “The Learner and the new Curriculum”, when the syllabus was finally released in term 4. The Science faculty discussed progress on syllabus during faculty meetings.

Mathematics

In June, the Head Teacher of Mathematics attended the South Western Sydney head teachers’ conference where Peter Osland from the BOS studies provided a Keynote address on the progress of the new syllabus as well as sessions throughout the day regarding changes to the content and delivery.

In September, the Head Teacher of Mathematics attended the MANSW conference at Brighton Le Sands. Peter Osland and Emma Campbell from the BOS, in conjunction with Margaret Bigalow from ACARA gave presentations of the suggested implementation of the New Curriculum. The Head Teacher also attended the Forum hosted by Peter and Margaret allowing for questions to be put forward and answered in the contexts of both ACARA and BOS. This was a small part of the entire conference where many other sessions were available, some of which pertaining to the programming of the new syllabus. Additionally there were a significant number of exhibitors providing access to texts and resources to be utilised in the implementation of the syllabus. All staff were emailed copies of the notes taken over the entire conference.

In November, Mathematics received hard copies of the syllabus and shortly after, the Head Teacher and one senior executive member attended one of the NSW Syllabuses for The Australian Curriculum conference sessions designed to provide the latest information on timelines and support offered by the BOS in aiding its implementation. Special attention was provided to the new e-syllabus and the potential of the new programming tool to be made available early in 2014.

Due to the delay in receiving the finalised syllabus, there has been little time to consult with Regional support personnel or local cluster schools to revise and resource the changes mandated by the BOS, and as yet no scope of sequence, nor programming has commenced.

An Australian Curriculum coordinator has been appointed to head a team to set time frames and achievable goals and will disseminate relevant information to all faculties as it becomes available.

The Mathematics faculty will access Professional learning funds provided to develop faculty programs, assessment tasks, scope and sequences that adhere to the new syllabus for years 7 and 9 in preparation for implementation in 2014.

English

All English faculty members have taken full advantage of the professional learning opportunities provided by the DEC and ACARA to further their understanding of the Australian curriculum.

All English faculty members have also taken advantage of the small number of opportunities provided to consult with the DEC, ACARA, Regional support personnel and the local learning communities to further their understanding of the requirements of the new syllabai.

Target 3

To increase levels of Year 9 Literacy in WRITING by 4% and Year 9 Numeracy in DATA INTERPRETATION by 4%.

Our achievements include:

- Professional learning was provided to all staff to address literacy and numeracy as key determinates of the attainment of educational outcomes and post school transitions.
• Professional learning activities were conducted to improve the ability of all staff in the use of SMART data in order to access NAPLAN performance of students in Years 8 and 10 in 2012 to better focus on individual student needs.
• An increased ability of teachers in all subject areas to explicitly teach specific strategies to strengthen student skills and confidence to respond to such questions in the NAPLAN examinations. This was done through the revamping of focus booklets.
• A numeracy outcome by each faculty was reported on both stage 4 and 5 reports.
• Continuation of the Peer Reading, Peer Numeracy and the before-school BOOST program to assist those students who are identified as having acute need of remediation.
• The number of students achieving Band 9 and 10 in writing increased by 2%.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Mathematics faculty.

Formal review of the Mathematics faculty

Background

The review process was undertaken in Term 2, Week 6 by a team of four, comprising of Mr J. Coleman (Deputy Principal), Ms D. Bridge (Head Teacher Mathematics), Ms K. Smith (experienced English teacher) and Mr D. Wanstall (ex Head Teacher Mathematics and now Deputy Principal of Kellyville High School).

The three focus areas for the review process were:
• To evaluate the effectiveness and relevance of the teaching and learning practices.
• Gain an understanding of the perceptions each set of stakeholders hold toward the teaching and learning of Mathematics at Colo High School. (What is the perceived culture.)
• To investigate the processes applied to the organisation and administration of the faculty.

Data was collected from the three major stakeholder groups (Staff, Students and Parents) through surveys, classroom visits, team discussions, focus groups and interviews. All data collected throughout the process, both quantitative and qualitative, was included as a summary in the Review report and tabled with the P&C.

As a result of the review process, a set of recommendations emerged to address specific issues and inconsistencies. While most recommendations have been addressed, the process is ongoing and will continue to evolve over time. The recommendations, and the progress made toward these, will be incorporated in the Faculty Management Plan which undergoes annual review.

Findings and conclusions

Review Recommendation: Evaluation of what is set for homework, how often it is issued and how it is checked.

Resolution: All rooms now have “homework boards” where homework is clearly displayed. All staff ensure that homework is checked to increase the value students place on it.

Review Recommendation: Coordinators for year/stage group in charge of program evaluation, timeline monitoring and mark book entry monitoring.

Review Recommendation: Regular sharing of knowledge of content and teaching practices to ensure a uniform approach to teaching and standardisation with the program.

Resolution: These two recommendations have been addressed through the instigation of the year/stage coordinators. Coordinators lead a faculty discussion at each faculty meeting discussing assessment, timing, content and
teaching strategies. This has led to improved communication and sharing of ideas and content. Staff that struggle to keep pace seek assistance with teaching strategies to enhance their presentation and student understanding.

**Review Recommendation:** Review of all assessment schedules to re-evaluate the number of tasks and ways of assessing, including alternatives to pen and paper tests.

**Resolution:** Due to the excessive testing undertaken over the past years, the faculty have decided that from 2013 onward, they will move from separate topic tests to 4 term tests plus Half Yearly and Yearly exams, as well as an assignment for each year group. This will formalise testing procedures and ensure that testing is completed within a one week period. It is assumed that this will lead to students placing greater significance on these tests and hence ensure that they are better prepared.

With less emphasis on continual testing, staff can focus on providing, a greater depth of learning, better strategies for revision and retention, more time to develop innovative and engaging lessons, leading to a greater rapport with students.

**Review Recommendation:** Development of rapport with students, providing excitement in learning through teacher knowledge of and passion for Mathematics.

**Resolution:** All staff have participated in the After School tutorials demonstrating to students that staff are passionate about their subject. Staff engage in meaningful mathematical conversations with students, developing rapport between themselves, the student and our subject. Additionally a Year 10 Preparing for Year 11 Mathematics group was set up mid Term 3. Students have been encouraged to take on significant Algebraic challenges through a series of assignments. This has generated a sense of excitement for these students who have given up their free time to seek advice and strategies.

**Review Recommendation:** Further development of high expectations of student behaviour and learning in the classroom with clear and consistent consequences for behaviour and non-completion of work.

**Resolution:** Faculty monitoring cards have been reinstated with students given a set target to achieve over consecutive days.

While all staff are aware of the N-Award system, many are still reluctant to apply it. However, with improvements to homework monitoring and a far simplified assessment schedule, staff will have both the time and the evidence to process N-Awards and accurately monitor their progress.

**Review Recommendation:** A greater need for teacher parent communication.

**Resolution:** While good intentions exist to place information in Colo In Contact, we are yet to put in a report. We have ordered special merit awards to be sent home to students who have been demonstrating Excellence in Mathematics through either results or application.

**Review Recommendation:** Developing a homogeneous approach to lesson structure.

**Resolution:** While teacher styles remain individual, it has been generally agreed upon that a quick review at the start of a lesson is beneficial to improving student retention of information. During term 4 and into the future, staff will be incorporating some NAPLAN style questions providing students with experience and confidence with this style of questioning.

**Future directions**

Ongoing and an annual evaluation of the recommendations for further enhancement of student educational outcomes in mathematics.

**Professional learning**

Staff across the school participated in Professional Learning activities that were DEC Priority Areas and directly linked to the 2012 – 2014 School Management Plan. This was managed by the Senior Executive with the assistance of our dedicated School Administrative Support Staff.

The majority of professional learning funding was spent on Developing Quality Teaching (44%) and providing Leadership and Career Development (15%), Student Welfare & Equity (14%), Beginning Teachers (13%), Syllabus Implementation (8%).
Professional Learning that occurred on School Development Days included workshops and/or sessions on:

- CPR / First Aid Training
- Anaphylaxis Training
- Students on the Autism Spectrum
- Quality Teaching
- Using Technology e.g. IWB, Webtools, Animoto
- Environmental Education
- New NSW Syllabus Implementation training

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increase school community participation in environmental initiatives which sustainably manage energy use and school grounds by a 5% reduction in electricity, water and paper consumption AND a 10% increase in student participation in environmental initiatives which contribute to the sustainable management of the school site.

Strategies to achieve this target in 2013

- Continue student led projects to reduce energy consumption through the Climate Clever Energy Savers Program.
- Facilitate staff training in bush regeneration to support the ongoing operation of student Land care.
- Seek additional partnerships with environmental organisations and community groups to further expand opportunities for student leadership capacity building.
- Investigate strategies to reduce excess water usage.

Our success will be measured by

1. Continued reduction in electricity consumption to achieve the 5% reduction target.
2. Reduced water consumption.
3. Maintained level of student engagement in environmental projects with more students accepting leadership roles.

School priority 2

Outcome for 2012–2014

To support the implementation of Phase 1 subjects from the new Australian curriculum across Years 7-10, in English, Mathematics, Science & History.

Strategies to achieve this will include:

- Establishment of an Australian Curriculum Coordinator role to oversee implementation of Australian Curriculum at Colo High School.
- All executive able to deliver curriculum professional learning modules utilising training and resources provided through Western Sydney Region.
- Develop a school-wide plan to coordinate programming of the cross-curriculum priorities, general capabilities, local contexts and project based learning approaches.
- Create opportunities for students and parents to input into school plan.
- Update school policies to reflect new syllabus implementation.

Our success will be measured by:

- All staff have completed Australian curriculum training modules demonstrating professional competence.
- Staff demonstrates confident and capable use of Syllabus format to develop differentiated teaching programs in each of the phase 1 key learning areas.
- Teaching programs are developed which reflect school plan/ priorities ready for implementation from 2014.
- Australian Curriculum coordinator disseminates all relevant information to
School priority 3
Outcome for 2012–2014

To increase levels of Year 9 Literacy in WRITING by 4% and Year 9 Numeracy in Algebra by 4%.

Strategies to achieve this will include:
- Explicit teaching of persuasive texts.
- Explicit focus on the importance of paragraphs that contain a main point and elaboration.
- Greater focus on classroom strategies that build vocabulary and spelling in each subject area.
- Staff will be provided with greater experience in NAPLAN style questions.
- Mathematics will reorganise their scope and sequence which will place the teaching and extension of algebra techniques earlier in sequencing.
- Increase the ability of teachers in all subject areas to explicitly teach specific strategies to strengthen student skills and confidence to respond to such questions in the NAPLAN examinations. Through the revamping of focus booklets.
- Continuation of the Peer Reading, Peer Numeracy and the before-school BOOST program to assist those students who are identified as having acute need of remediation.

Our success will be measured by:
- Performance in Year 9 NAPLAN in 2013 and beyond in the targeted areas of need.

School priority 4
Outcome for 2012–2014

Formal review of the English Faculty

Background
Due to the staff turnover which Colo High School has been experiencing since 2009, it was decided that it was timely to begin a thorough, sequenced review of the entire faculty system at this school. This program of revision and renewal will aim at improving all aspects of the teaching and learning of English, faculty documentation, assessment practices, data collection and analysis. It will involve all English teachers, members of the senior executive and an independent assessor. All data collected; both quantitative and qualitative will inform every aspect of future development of this faculty. It is hoped that such a review will work towards improved student results, a positive attitude to learning English and increased stakeholder satisfaction. Given the similar changes across other faculties over the next 5-7 years, the future sequence of review will be followed up in Science, History and Geography. Additionally, the entire review process itself will also be evaluated and modified where necessary.

Process of faculty review

The stakeholders consist of students, individual teachers of English, parents and the school leadership team.

The strategies will ensure that the different perspectives of the stake holding groups are respected. The professional model chosen to be most suited to the rationale and data collection is known as the “participatory model”, which involve the methodologies that are collaborative, co-operative and empowering to all participants.

The key evaluative questions will be directed at gathering data on aspects such as; Teaching and Learning Programs (7 focus questions), Teaching and Learning Practices (7 focus questions) and Professional learning of English teachers (5 focus questions).

The methods of data collection include; differentiated on-line surveys; utilising the DEC
‘School Map’ survey instrument, open to all relevant stakeholders. The platform through which the surveys will be presented will be the site ‘Survey Monkey’ as this has a range of analytical tools that are suitable for the review. Data will also be drawn from classroom visits – at least one formal visit per English teacher, faculty documentation will also be surveyed (programs, registrations, DEC policies and procedures documents and faculty specific administration procedures and polices). Team discussions and de-briefing sessions will also be incorporated with all DEC members participating in the review.

Interviews will be conducted with a cross-section of students (30) from different grades and Mathematics classes, with parents (20) via telephone and all current English teaching staff.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr A. De Paoli – Principal
Mr J. Coleman – Deputy Principal
Mrs N. Cullen – Deputy Principal (rel)
Mrs P. Wright – Deputy Principal
Mr D. Lendon – Head Teacher – History
Mrs L. Quinn – Head Teacher - PDHPE
Mr Lindsey Collett – P&C Representative
Bianca Grosso – Student Representative.

School contact information

Colo High School
Bells Line of Road, North Richmond 2754
Phone 45 71 2011

Fax 45 71 3391
Email colo-h.school@det.nsw.edu.au
School Code 8526

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: