Colo High School
Annual School Report 2013
School context

Students
Established in 1978, Colo High School is a coeducational 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 decreased from 1054 in 2012 to a total enrolment of 1032 by the beginning of 2013. By the end of 2013 the school enrolment was 1003, made up of 498 boys and 505 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 90 teaching, administrative support 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.

Principal’s message
Colo High School is a public, proud, and 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 - Principal

P & C message
2013 has again seen the Colo High School P&C heavily engaged in the school and its community. The P&C meetings have increased in size with several new members bringing fresh ideas and discussion points.

This year, the P&C has contributed significant funds to the school including funds for the library ($5000), school technology ($15000), school improvements and other minor projects. Of significant note, the P&C contributed $12000 to assist the English, Mathematics, History and Science facilities to purchase textbooks required for the new national curriculum.

The P&C has also contributed funding to many school activities which recognise our students including Presentation Night, the Principal’s Award ceremonies and the Colo Medals presented to some year twelve students upon graduation.

P&C meetings are held at 7pm on the fourth Monday of each month. The meetings are informative and open with reports and presentations from staff, the student leaders and the Principal on a regular basis. We look forward to working again with a budget of approximately $45,000 in 2014 to assist and improve the life of students and staff at the school.

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

The staff and students of Colo High School represent a diverse array of talents and abilities. The depth of their principles and values is indicated by the extensive range of student participation in co- and extra-curricular activities and programs. The entire school community has been heavily encouraged to take full advantage of these opportunities.

The Staff at Colo High School do their best to extend upon their duties, offering many opportunities that students may not otherwise be able to obtain. Duke of Edinburgh hikes, SRC responsibilities, Young Guns and Girls Going Places and overseas travel opportunities for intercultural exchanges are all prime examples of staff and students making sure that learning extends beyond the classroom. Performance evenings, Presentation Night, and Spirit Week, as well the end of year formals, all occur because of the efforts of staff and students to make our school ‘The Place to Be.’

The popularity of our school and our reputation have been greatly boosted by our participation in the local community. Year 6 Orientation Days, Grandparents’ Morning Tea, School Concerts and Art Exhibition nights all contribute to the sustaining of our well-developed reputation as an advancing government public school.

We offer a range of leadership opportunities through the Student Representative Council and Leaders 11. Students play key roles in representing their year groups and advocating for the voice of the general school community. Their contributions range from fundraisers for foundations such as the recent Bushfire Appeal to holding forums for students and staff alike to have a voice in the direction that our school is heading. The SRC and their activities emulate our School motto and values – ‘Striving for Excellence’.

The legacy of our school is embodied not only in those currently enrolled, but also those students and staff members who return to visit and keep in contact with the school that shaped and influenced their career and future. Guest speakers at formal assemblies and former students returning as teachers are prime examples of the long-lasting impact that Colo High has on its community and surrounds.

A vast array of hardworking students and staff have worked in unison to contribute to the academic, sporting, cultural and government issues of our school and to upholding the fine traditions that have been established to make Colo High School such a reputable school.

Analeisa Nixon and Simon Koch – SRC Presidents 2013-14

Student information

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

Student enrolment profile

The trend still shows a decline in enrolments however this is also reflected in the numbers of students entering Colo High School from the local Primary Schools. The gender balance remains relatively even.
Many senior students undertake part-time employment for a significant number of hours per week. They find that the demands of work-school balance create conflicts of interest and exacerbate time constraints. This may have a negative impact on their levels of attendance as well as creating additional pressures on their academic performance.

The following patterns emerged from the 2013 attendance data. Average attendance for Years 7-9 at Colo High School was 91.4% while the average for Years 10-12 was 87%. This compares favourably to the respective State averages of 91.2% and 89.6%.

Whilst attendance rates at Colo High School have always been above State and regional averages in 2013 they were 0.7% lower than both State and Regional averages. This year was the second year the student attendance fell short of 90% as a whole school figure. In terms of School versus State and Regional the average attendance differential for Years 7-10 was -1.45% below average. In terms of School versus State and Regional the average attendance differential for Years 11-12 was -0.40% below average.

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: 48% (down by 2% from 2012)
- Apprenticeship / Traineeship: 7% (up by 2% from 2012)
- Gap Year: 3% (up by 1% on 2012)
- Employment: 18% (down by 2% on 2012)
- TAFE: 22% (up by 2% on 2012)
- Unknown: 2% (down by 1% on 2012)

Year 12 students undertaking vocational or trade training

TAFE DELIVERED VET (TVET)

Participation rates for TVET – Western Sydney Institute remained stable from 2012 – 2013. Twenty-four Year 11 and twenty-six Year 12 students, 21% of Year 12 students completed a TAFE delivered Vocational Education & Training Course (TVET). The participation in TVET Outdoor Recreation Courses delivered by Lithgow TAFE has remained steady with 6 Year 11 students completing 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 12 student 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

At the beginning of 2013, 120 students were enrolled full time in Year 12. Of these 9 students left Colo High School during 2013. 98% of the 120 students starting in 2013 attained their Higher School Certificate.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>11</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>57.7</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Careers Advisor</td>
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<td>School Counsellor</td>
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<tr>
<td>Total Teaching Staff</td>
<td>75.0</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.772</td>
</tr>
<tr>
<td>Total Staff</td>
<td>87.772</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At the present moment we have three Aboriginal staff members. One Head Teacher, one Classroom Teacher and one Farm Assistant.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>28</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>44.8%</td>
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Financial summary

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

Date of financial summary 30/11/2013

**Income**

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<th>Source</th>
<th>Amount (AUD)</th>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>18644.99</td>
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<td>Canteen</td>
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<td>Total income</td>
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**Expenditure**

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<th>Category</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Total expenditure</td>
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</tr>
<tr>
<td>Balance carried forward</td>
<td>553791.13</td>
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</tbody>
</table>

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

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Given the information concerning NAPLAN that is available on the My School website, it was decided to perform an analysis for this report on only those NAPLAN areas that were part of the School’s targeted areas. Those areas were WRITING and NUMERACY.
Academic achievements

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. In the Secondary School testing and achievement bands the following scales are applicable.

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)

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 and enter the school name in the Find a school and select GO to access the school data.

Please note: Our Similar School Group (SSG) is made up of schools across the state that have similar socio-economic criteria.

For the sake of this report, performance in bands for Year 7 that exceed Band 5 are considered as “above average”. Likewise, for Year 9, performance in a band above Band 7 is also considered as being “above average”.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The average mark was 14 points above State average. 40.5% of Colo High School students achieved in the above average performance bands whereas the State average was 34.9%. Hence, Colo High School students were above State average for Writing by 5.6%. Additionally, Colo High School students in this area of NAPLAN were 2.5% above the designated SSG (Similar School Grouping). 94.2% of students at Colo High School performed at or above minimum national standard.

The average mark was 13.3 points below State average. 46.5% of Colo High School students achieved in the above average performance bands whereas the State average was 49%. Hence, Colo High School students were 2.5% below State average for Numeracy. Additionally, Colo High School students in this area of NAPLAN were 4.3% below the designated SSG (Similar School Grouping).

97.7% of students at Colo High School performed at or above minimum national standard.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The average mark was 0.9 points above State average. 31.1% of Colo High School students achieved in the above average performance bands whereas the State average was 32.9%. Hence, Colo High School students were below State average for Writing by 1.8%. Additionally, Colo High School students in this area of NAPLAN were 3.4% below the designated SSG (Similar School Grouping). 78.2% of students at Colo High School performed at or above minimum national standard.

78.2% of students at Colo High School performed at or above minimum national standard.

The average mark was 6.4 points below State average. 43% 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 above State average for Numeracy by 0.2%. Additionally, Colo High School students in this area of NAPLAN were 3.3% below the designated SSG (Similar School Grouping).
93.3% of students at Colo High School performed at or above minimum national standard.

**Record of School Achievement (RoSA)**

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

**Higher School Certificate (HSC)**

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).

60% of HSC courses offered at Colo High School with a candidature of more than 10 students scored a mean above State average. This was a decrease of 7% on 2012. 40% of HSC courses offered at Colo High School with a candidature of more than 10 students scored a mean below State average. This was an increase of 21% on 2012.
Value Added in HSC courses

In the 2013 HSC, although the school’s value added remained in the negative, there was a significant improvement relative to the school’s average value added performance over the previous four year period. This was especially the case in the value added improvement for both the Middle range students (increase from -2.1 to -0.5) and the High range students (increase from -4.8 to -2.1).

Other achievements

Art

2013 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.

Four students were preselected for Art Express for their Body of Works, placing them in the top 5% of the state for the practical component of the HSC Visual Arts Course. One student was successful at gaining a position in the National Art School Studio Practice art extension scholarship. Two students were accepted into the Dobel School for Drawing at the National Art School.

Artworks were entered into the Hawkesbury Show and received two 1st places, two students each obtained 1st prize at the Bowen Mountain Arts Society Exhibition for Portraiture and People’s Choice Award. Three students were awarded prizes for the ‘Design an Ad’ competition and were featured in the Hawkesbury Gazette. One student was recognized in the National Moran Photographic Prize as a semi-finalist and their work will be displayed in Sydney. Thirty Year 8 students were selected for a two day art extension and enrichment program working with Artist in Residence in the traditional and contemporary digital practices, with an exhibition held at the conclusion of the event.

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, three students for the State Dance Ensemble.

Seventeen senior dancers and thirty junior dancers were selected for Sydney West and Hawkesbury Dance Festivals. The junior ensemble received first place and the senior ensemble gained second place. Both the Year 10 and Year 9 ensembles were placed third overall.

Colo High School has had ongoing success this year in the field of music. This is demonstrated by the following accomplishments. One student selected for the State Choir. One HSC student
nominated for an Encore Performance at the Sydney Opera House

There has also been successful showcasing in music and dance spectacles over two nights, showcasing students with talents in both music and dance.

Additionally there was successful collaboration with the district high schools in a HSC music performance showcase night.

**Sport**

Colo High School won the Swimming and Athletics Carnival in 2013 in the Macquarie Zone. Colo High School came second in the Macquarie Zone Cross-Country Championships.

Out of 53 high schools Colo High School achieved 6th place in the Sydney West Swimming Championships, 5th place overall in the Sydney West Cross-Country Championships and our female team finished 4th 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: sixteen students competed in NSW Combined High Schools Swimming Championships, six students competed at the NSW Combined High School Cross-Country, and twelve students competed at the NSW Combined High Schools Athletics Championships. This year has been a good year for representative sport for Colo High School.

Thirty eight students competed in a variety of sports – also at NSW Combined High School level. However Colo High School representation was down by 7% on 2012.

**Drama**

Colo High School’s Drama students continued to perform strongly throughout 2013. Many of our students have been involved in dramatic performances, both inside and outside of school.

The Twenty students who matriculated from Year 12 this year performed strongly in their individual and group works. Excellent monologues were performed, in front of the Board of Studies examiners for their HSC performances.

The students also performed well at the Drama Night, where parents and friends could see the HSC and Year 11 performances. The audience were also treated to outstanding performances by the Year 9 and 10 Elective Drama classes.

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.

**Premier’s Debating Challenge for Years 7 & 8 and Years 9 & 10**

The Premier’s Debating Challenge began in Term Two with 24 teams from the Western Sydney Region debating in a Zone Round Robin.

The Year 8 debating team reached the Quarter Final level of the Premier’s Debating Challenge. The Year 7 debating team competed against Baulkham Hills High School and confidently presented their case as the negative for the topic that “celebrities should keep out of politics.” The team put up a valiant effort but unfortunately was knocked out of the competition.

The Years 9 & 10 debating team; also made it to the Quarter Final level of this challenge.

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The Years 9 & 10 debating team; also made it to the Quarter Final level of this challenge. Their other contenders included Kellyville, Blaxland and Penrith High School, and they were faced with some very challenging and complex topics which revealed the team members’ wit and vast knowledge.
We had two Year 10 students who were chosen to compete in the Western Sydney State Debating Selection trials held at Glenwood High School on Thursday the 12th of September. They showcased their fine debating skills against a number of students from James Ruse, Northmead, Penrith, Winmalee, Rouse Hill, Glenwood and Rooty Hill High Schools. The girls unfortunately were not selected for the team, but demonstrated their very strong ability as debaters.

National and State Competitions

Science

16 students entered the International Competitions and Assessments for Schools Science Competition. Colo High School students were awarded 1 High Distinction, 3 Distinctions and 3 Credits certificates. The average result in Years 10 and 11 was above state average.

Mathematics

In 2013, 135 students sat for the Australian Mathematics Trust competition. Colo High School students were awarded 1 Prize, 1 High Distinction, 6 Distinctions and 33 credits. 48 students received Proficiency certificates and 49 students received Participation certificates. Two of these students were placed in the 100th percentile for students sitting the examination in NSW. One student was awarded the Prudence Award for the most consecutive questions correctly answered.

Gifted and Talented

A review of staff awareness of differentiating the curriculum was carried out. As a result of this investigation it was decided to conduct a range of professional learning and development activities conducted by DEC consultants and Head Teachers. Faculties such as Visual Arts, PDHPE, Dance & Music, and English continued to offer enrichment activities catering for students who exhibited talents in specific areas.

Tournament of the Minds

Tournament of the 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 fifth year of participation in the tournament. In 2013 Colo High School entered two teams from across multiple grades totaling 14 students. We participated in the Social Science discipline.

This year Colo High School was the regional winner for both teams. This year one staff member and two senior students participated in the judging panel further extending the school’s commitment and involvement towards this engaging program.

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.

Under the energetic leadership of Mrs Quinn and Mr Edwards, our Indigenous programs for 2013 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 2014 with the help of local Indigenous artists the garden will
be bordered with a totem wall that reflects Darug culture and dreaming.

This year with the support of Da Murrytoola saw the development of the Kirinari Roll Call. Kirinari is an Aboriginal word which means learning and the aim of the Kirinari initiative is to work collaboratively with Indigenous students and their parents to improve student outcomes in the areas of academic success, attendance and participation at school. The program also educated our Indigenous students about Aboriginal culture and history as well as contemporary Aboriginal Australia.

A very successful program this year was the Australian Indigenous Mentoring Experience (AIME). 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. Five of these students were selected to participate in “the other election”. A competition in which the students wrote a speech in order to be the first Indigenous Prime Minister of their life time. Three Colo High School students finished in the top 100 out of 700 competing students.

Attendance and participation at Aboriginal cultural events continued to be pleasing. In 2013 this continued to include the ALLAWAH cultural day in Term 2.

Norta Norta continued to be successful in 2013. The Norta Norta program provided targeted support for Aboriginal students to accelerate progress in student achievement. The focus of the program was to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

During 2013, 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 7.02% 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 2013 Dalian students visited Colo High School and we returned an exchange group from Colo High School to Dalian. In this cohort there were two scholarship holders and several ambassadors. In 2014 the principal and several staff members from Dalian School No. 24 will return to Colo High School in order to re-sign the friendship agreement.

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:

- The Year 7 Ambassador Program and the Year 6 into Year 7 Transition program are programs that enhance primary to secondary transition.
- Year 8 Young Guns and Girls Going Places are programs which enhance a student’s personal growth and development.
- 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 programs - Leaders 11 and Max Potential.

The Max Potential program offers students a 22 week program of personal leadership development, including coaching to a group of Year 11 students. The students were selected from the Leaders 11 group. All participants this year were graduates of either Girls Going Places or Young Guns.
**Student Representative Council**

The Student Representative Council (SRC) maintains a high profile throughout the school, organising charity fundraising, promoting the views of the student body to the School Executive, chairing student-centred forums, attending various leadership programs within the community (Macquarie Youth Leadership), facilitating leadership activities with our the young leaders from our feeder primary school, running successful dance parties and organising 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 other formal events within the school and the external community. Due to the increased profile and expansion of projects, our SRC stood at 60 students this year allowing for significant representation across the entire student body.

**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 90 students participated in these programs throughout 2013. 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 have had seven students from Years 9 to 12 completing a School Based Apprenticeships. One Year 9 student undertaking a School Based Apprenticeship in the industry sector of Automotive Heavy Vehicle mechanic will transition into full time apprenticeship at the end of Year 10. Four Year 11 students commenced a School Based Apprenticeship in the industry sector of Hairdressing, Plumbing & Information Technology and will continue into Year 12 with their SBAT. In 2014, a Year 10 student has secured School Based Apprenticeships in the industry sector of Real Estate at a Local Business and one Year 12 student will be completing her Hairdressing SBAT at Richmond Hair Dressers.

**Work Experience**

Thirteen students participated in One Day a Week Work Experience, which was available to students referred by the Senior Executive for welfare reasons. 146 students participated in our One Week Block Work Experience program. 134 students participated in the Year 10 Work Experience program in Term 4. In total, 293 students from Years 8, 9, 10, 11 & 12 participated in Work Experience in 2013, which has maintained significant numbers each year and 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. 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**

Student welfare at Colo High School is proactively supported by the Principal and Deputy Principals. The 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 continue to be a positive and dedicated team with an emphasis on student wellbeing, resilience, attendance, engagement and academic success.

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.

In 2013, programs highlighting anti-bullying, self-esteem, risk-taking and study skills were continued and refined with the relevant grades and specially identified students.

The proportion of senior students participating in the Senior Mentoring Program continued to increase in 2013. The percentage of teachers providing their spare time to mentor up to 4 students each has also increased.

Aimed at the Departmental priorities of increased student engagement and retention, two programs, “Girls Going Places” and “Young Guns” continued in 2013. This program is 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.

Data collection has demonstrated that as a result of these programs over 60% of the Student Representative Council now consists of participants of the above programs.

The Boys Intensive Education program at McGlashan’s Gym has continued in 2013. 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, 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.

Hawkesbury Community Outreach Service has continued to be an important community partner. Julia Partington from Hawkesbury Community Outreach has worked in partnership with the welfare team to support our students. Her work ensures students have access to essential outside agencies and resources.

**Literacy**

Throughout 2013, a whole school program to develop a literacy scope and sequence chart across faculty areas was developed. The Stage 4 program was written and two areas were introduced to staff: The ‘Super Six’ comprehension strategy to developing reading and the Hochman strategy to write effective sentences.

Whole staff professional development activities were undertaken, and subsequent feedback from staff indicated an increased awareness of strategies that could be used to aid comprehension of text and an increased awareness of how to identify difficulties in student’s written work in Year 7.

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

At the whole school level, the Literacy team will continue to pursue the following directions for 2014:

- Continued professional development of staff in the three key strategies developed by the scope and sequence in the areas of reading, writing and
language. Two strategies were introduced in 2013. The third strategy focusing on individual teacher analysis of NAPLAN data to inform their teaching will be the first priority of the literacy team.

- Development of the whole school literacy scope and sequence to include Stage 5.
- Investigate strategies to better engage boys in the writing process.
- Ongoing support for students with learning difficulties through the continuation of the Peer Reading and Peer Numeracy Program currently running during Roll Call and the before-school BOOST program.
- Revise Focus Session resources for both Stage 4 and 5 to enhance their effectiveness in preparing students for NAPLAN.
- 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 which is used to train teachers in the ‘Counting On’ program.

Each year in December, a number of current Year 10 tutors help train the Year 9 students as tutors for the following year.

At any time this year we have had 16 Year 10 tutors and 15 Year 7 students. A few of the Year 7 students were returned to normal roll call during the year to allow for more students identified by their Mathematics teacher to receive some tutoring.

All except one Year 7 student completed Book 1 and most of the other students completed Book 2, some also going on to Books 3 & 4. This year two new books devoted to fraction skills have been developed. One student who was still at stage 2/3 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 most of the 10 students from the 2011 Year 7 Peer Numeracy group for which data was available have shown growth, half showing greater than expected growth.

Peer reading
At the beginning of this year, all the Year 7 students in the Peer Reading Roll Call were tested on their reading rate. At the end of Term 3, the test was repeated and an improvement of 86% of the students was found. The two students whose reading rate did not improve from Term 1 to Term 3, were then provided with additional LAST support, focussing on their literacy skills. When these students were retested in Term 4 Week 6, there was a significant improvement in their reading rate, as well as their comprehension skills and their interest in reading.

Boost reading
The Boost Reading Program (Before School Reading Program) has proved to be a success for all of the participating students. The attendance in the group fluctuated, with the students who attending more frequently, making greater improvements in their reading and comprehension skills. 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 after hours for presentations by our local feeder primary schools.

**School planning and evaluation 2012—2014**

**Progress on 2013 targets**

**School priority 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.

2013 Evidence of progress;

- In a 12 month period from 1/10/12 to 1/9/13 Colo High School consumed 329596 kWh of electricity which was 9% less than the 361598 kWh consumed from 1/10/11 to 1/9/12.
- After repair work was undertaken to leaking water pipes the water consumed in a three month period decreased from an average of 23.28 kilolitres per day in 2012 to 10.85 kilolitres per day in 2013. This represents a reduction of 54%.
- Landcare operated in terms 3 and 4 in 2013 with two additional staff members undertaking training in Landcare procedures.
- The student lead environmental projects of Colo High School were recognised with the Junior Landcare Award and a prize of $850 from the Hawkesbury-Nepean Catchment Management Authority’s Regional Awards.
- Two year 9 Science classes investigated the energy involved in producing bottled water in their submission to the Climate Clever Energy Savers Program. They received $2000 to implement their plan to install a filtered water fountain to encourage students to drink tap water in reusable bottles.
- Year 7 students have commenced a project with Murri Mitagar growing native plants for bush regeneration research.

**School priority 2**

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

2013 Evidence of progress

**Science**

- All science teachers have undertaken three modules of training achieving competency in preparation for implementing the new NSW Science syllabus.
- Draft units for the years 7 and 9 programs have been developed
- Science staff have contributed to the development of an integrated unit of study for year 7 2014.

**Mathematics**

- The Mathematics staff all engaged in the Australian Curriculum training modules demonstrating professional competence.
- All staff have all been engaged in the planning and writing of differentiated teaching and learning programs based
upon the New syllabus. All staff have been allocated a team in order to produce modules of work which supplement the current text books, ensuring that all syllabus components are incorporated effectively.

- Programing and time-lining of content have incorporated whole school initiatives including incorporation of the cross curricular project in Year 7, ensuring that necessary content is learned prior to its commencement.
- Literacy and numeracy strategies have been included in all aspects of our curriculum planning.

**History**

- The History staff all engaged in the Australian Curriculum training modules demonstrating professional competence.
- Draft units and resources for the years 7 and 9 programs have been developed
- History staff have contributed to the development of an integrated unit of study for year 7 2014.
- History staff are in the process of evaluating all of the texts book available in order to determine which texts best suit the units being implemented in 2014-15

**English**

- All English teachers have undertaken three modules of training achieving competency in preparation for implementing the new NSW English syllabus.
- Draft units for the years 7 and 9 programs have been developed
- English staff have contributed to the development of an integrated unit of study for year 7 2014.

**School priority 3**

**To increase levels of Year 9 Literacy in WRITING by 4% and Year 9 Numeracy in Algebra by 4%.** 2013 Evidence of progress

The Mathematics faculty have re-organised their scope and sequence. Algebraic techniques will now be earlier in the Year 8 and 9 programs, and while the success of this change will not become fully evident until the 2014 NAPLAN results, average state differences in this area have been reduced from -10.3% to -4.7%, indicating an overall improvement of 5.6% which is well above the target of 4%.

**Progress of literacy:**

- Explicit teaching of how to write persuasive texts was undertaken by the English faculty in Term One for all Year 7 and 9 classes.
- Continuation of the use of NAPLAN booklets during Roll Call to practise aspects of the NAPLAN test.
- The Peer Reading, Peer Numeracy and the before-school BOOST program continued to assist those students who are identified as having need of remediation.
- Professional development for staff on literacy focused on how to teach the writing of effective sentences during two staff development sessions. This was followed by short regular professional development sessions at staff meetings to complement prior learning.

**NAPLAN data indicates:**

- Year 9 girls have improved by 26 scale scores from the 2012 data in the test aspect of Writing.
- Year 7 girls are 10 scale scores above the state average in the test aspect of Writing.
- The percentage of Year 7 students at proficiency remains comparable to 2012 data (16%), however, the gap is widening between Year 7 and 9 results. In 2012 14% of Year 9 students were at proficiency, in 2013 this had reduced to 8%.
- Additionally, there is a clear need to develop a strategy specifically for boys in the area of writing. Data for boys indicates that they are 38 scale scores below state
average in writing and 39 scale score below state in growth from Year 7.

School priority 4

Formal review of the English/Drama faculty

Background

The review process was undertaken in Term 3 by a team of six, comprised of Mrs P. Wright (Deputy Principal), Ms J. Turk (Head Teacher English/Drama), Ms K. Smith (experienced English teacher), Ms A. Shaw (Science teacher Colo High School), Ms M. Braithwaite (Board of Studies) and Mrs M. Ecob (parent representative Colo 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 English/Drama 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: It was perceived that there is a greater need for teacher parent communication.

Proposed Resolution: A term overview will be developed and emailed to parents once per term in order to give parents more up to date knowledge of the texts being studied, the required assessment tasks and the dates that the assessment tasks are to be submitted.

Review Recommendation: There was a perception that feedback on assessment tasks was far too slow.

Proposed Resolution: The faculty will introduce a policy that requires all assessment tasks be marked and returned to students within three weeks of being completed.

Review Recommendation: Year co-ordinator system for preparation of assessment tasks generally works well, but there is a need for some clarification of responsibilities involved in the role.

Proposed Resolution: A checklist will be developed in 2014 so the year co-ordinators are clear about the requirements of the role. Head Teacher English/Drama to supervise.

Review Recommendation: Update the texts available in the faculty to better address the learning needs of the student body

Proposed Resolution: Some students felt that the texts available were in terrible condition and this meant that students did not want to read them. The faculty has requested additional funding from the school and P&C to address this issue. We are very appreciative of the $3000 given to us by the P&C to help us provide better texts for student use. New texts will be purchased for Years 7-10 as a result.

Review Recommendation: Students and staff felt there was a need for students to have more exposure to Drama before they choose their electives in Year 9

Proposed Resolution: Each Year 8 class will be given one period of Drama in Year 8 and it will be taught by a trained Drama teacher.
Future directions
Ongoing and annual evaluation of the recommendations for further enhancement of student educational outcomes in English/Drama will be undertaken.

School planning 2012—2014 Priorities

School priority 1
To support the Australian Curriculum:
- Implementation of Phase 1 subjects (English, Mathematics, Science, History in Years 7 and 9 (2014) and Years 8 and 10 (2015).

Science
Strategies to achieve these outcomes in 2014
- Staff continue to participate in professional learning activities which further develop teachers’ ability to implement new syllabuses.
- Phase 1 subjects use a variety of strategies to communicate with parents about the school’s implementation of new syllabuses.
- Phase 1 subjects continue to develop new programs and resources for years 8 and 10 to be implemented in 2015
- New programs are accessible to all staff via Sharepoint.
- Phase 1 subjects implement an integrated Year 7 unit of work.
- The assessment policy and procedures for stages 4/5 is evaluated and updated to reflect new syllabus requirements.

Our Success will be measured by:
- Staff continues to extend their understanding and expertise in new syllabus through professional learning activities.
- Strategies are developed to inform the community about their interpretation and implementation of the new Science syllabus

- Programs and resources for Years 8 and 10 are developed and ready for implementation in 2015
- All programs have been uploaded to Sharepoint
- Year 7 Science teachers effectively liaise with other Phase 1 subjects to implement the integrated school project.
- Faculty teachers update Science assessment and reporting procedures in keeping with new syllabus

Mathematics
Strategies to achieve these outcomes in 2014
- Implementation of the Year 7 cross curricular project in early 2014 focussing on Sustainability. Programming in all Key Learning Areas has been coordinated to ensure that explicit teaching occurs to support this initiative.
- Extending the successes of planning for implementation of Years 7 and 9 to Years 8 and 10 through professional learning and programme development in both stages.

Our Success will be measured by:
- All students participating in the presentation of a Cross Curricular Project during Spirit Week. Parents and Grandparents will be invited to view projects in a public display.
- Staff demonstrate confident and capable use of the new Syllabus to develop differentiated teaching programs in each of the Phase 1 Key Learning Areas.
- All teaching programmes for stages 3 and 4 developed which reflect school priorities ready for full implementation by 2015.

History
Strategies to achieve these outcomes in 2014
- History staff continues to extend their understanding and expertise in new syllabus through professional learning activities. This will encompass the
drafting of new or revised units of work as well as the creation and updating of suitable resources and assessment tasks for Years 8 and 10 in accordance with the NSW version of the Australian Curriculum.

- New draft Year 7 and 9 programs and resources will be evaluated by staff who have taught these units.
- Update the faculty’s web-page in order to communicate the changes to the wider community.

**Our Success will be measured by:**

- Quality of teaching programs that incorporate all of the mandatory aspects BOSTES features as well as the requirements mandated at school-based elements such as ALARM strategies, relevant numeracy activities designed to both fulfill BOSTES expectations as well as to contribute to the annual School literacy and numeracy targets.
- Feedback collected regarding the engagement and enjoyment of both teachers and students during the teaching and learning processes.
- The degree of usage of the textbooks and ICT resources developed during the planning and implementation phases of the three year cycle.
- Continue to offer faculty members opportunities to attend and participate in externally provided professional learning sessions related to quality pedagogical knowledge and differentiated and student-centered assessment strategies.

**English**

**Strategies to achieve these outcomes in 2014**

- English staff continues to extend their understanding and expertise in new syllabus through professional learning activities, in particular taking advantage of external opportunities to extend its ideas.
- Faculty develops strategies to inform the community about their interpretation and implementation of the new English syllabus
- English faculty trials the developed Year 7 and 9 programs, evaluating and collecting feedback for their effective refinement
- Groups responsible for developing new programs to continue to support staff implementing them, including facilitating the development of a faculty resource portfolio
- Year 7 English teachers effectively liaise with other Phase 1 subjects to implement the integrated school project (Decision making)
- English faculty develops new programs for Year 8 and Year 10 ready to be implemented in 2015
- Faculty teachers update English assessment and reporting procedures in keeping with new syllabus
- Faculty to update faculty scope and sequencing summary documentation to reflect new programs for the new syllabus

**Our Success will be measured by:**

- Faculty professional dialogue will show increasing confidence, stimulated by attendance at professional development workshops and activities. There will be connections made with other schools.
- There will be evidence of community involvement in the faculty communication strategies
- Staff will be able to deliver the programmed activities with students achieving outcomes as reflected in their assessment results
- Faculty meetings will have a professional development component on the progress of the new programs. The portfolio will be available
electronically and will contain a range of resources, including student samples from a variety of staff.

- The Year 7 project reflection and survey data will be positive
- Year 8 and Year 10 programs will be created, ready for implementation in 2015
- There will be new faculty assessment and reporting documents where tasks and procedures are consistent with the new syllabus
- There will be new English scope and sequence documents which reflect the new programs and are consistent with the rationale and content of the new syllabus

School priority 2

Increases levels of Year 9 literacy achievement in Writing by 4% and increase levels of Year 9 Numeracy achievements in Fractions, Percentages and Decimals by 4%

Outcomes for 2014

Numeracy

Strategies to achieve these outcomes in 2014:

- Development of activities for focus time that enhance student understanding and application of Fractions, Decimals and Percentages.
- The Mathematics faculty has extended the time allocation for the teaching of Fractions, Decimals and Percentages in addition to introducing these concepts earlier, ensuring that students have greater exposure throughout Stage 4.
- Continuation of Peer Numeracy programs to assist students who are identified as having an acute need of remediation. Further training of staff in the Counting On program to extend the teacher pool for targeted Numeracy Programs.

Our Success will be measured by:

- Increased performance in year 9 NAPLAN in 2014 and beyond in the targeted areas of need.

Literacy

Strategies to achieve these outcomes in 2014:

- Implementation of the ALARM (A Learning And Response Matrix) to develop the writing skills of all students across the school.
- 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.
- 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 2014 and beyond in the targeted areas of need.

School priority 3

To support Stage 1 implementation of ALARM (A Learning And Supporting Matrix) aimed at improving writing skills of all students across the school.

Strategies to achieve these outcomes in 2014:

- Initial launch to staff at Staff Development Days Term 4 2013
- Faculty representatives appointed to the ALARM Team
- Fortnightly team meetings
- Faculty presentation at Staff meetings during Term 1 and 2 2014
• Engagement in professional dialogue relating to teaching the “concept” rather than just “content”
• Full support from Senior Executive

Our Success will be measured by:
• The development of a standardised learning platform whereby all staff utilise the same matrix to assist the learning of students and their transfer of skills across all KLA’s.
• Student improvement in the quality of written responses.
• Increased student performance in Band 6 HSC results

School priority 4

To strengthen procedures for senior attendance focusing on S1 periods and partial truancy

Strategies to achieve these outcomes in 2014:
• Focused monitoring of attendance during S1 by teachers through consistent rollmarking. Teachers to report truancy and continual lateness to Administration.
• Teachers to contact parents for students who are missing S1 classes.
• Student’s privilege of Early Leavers to be withdrawn and time to be made up during Monday and Wednesday afternoons.

Our Success will be measured by:
• Improved attendance at S1 periods
• Decreased number of truancy and lateness reported

School priority 5

To undertake a formal review of the Science faculty involving all faculty members.

Background

Whilst many faculties have experienced a higher staff turnover since 2009, the Science faculty has experienced a smooth transition as new Science teachers have joined a team of experienced staff. A review of the Science faculty will highlight successful practices and make suggestions for further refinements aimed at all aspects of the teaching and learning of Science, faculty documentation, assessment practices, data collection and analysis. It will involve all Science teachers, members of the senior executive and an independent assessor. All data collected; both quantitative and qualitative will inform every aspect of the operation of this faculty. It is hoped that such a review will enhance student results, reinforce the positive attitude to learning Science and increase 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 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 Science, 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 Science 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 stake holders. 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 Science 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 Science classes, with parents (20) via telephone and all current Science teaching staff.

**Professional learning**

*Australian Curriculum*

In 2013 our major focus has been on the preparation of ‘first phase’ subjects for the implementation of the NSW syllabuses which support the new Australian Curriculum.

To start in 2014, the first phase subjects are Mathematics, Science, English and History.

With the introduction of new curriculum it has been timely to consider implications of our teaching practices and how planning and programming can support effective teaching and learning.

Of the six School Development Days (SDD) allocated by the NSW Department of Education and Communities throughout the year, three were wholly dedicated to understanding the syllabuses, program writing which interprets the syllabuses within a Colo High School context and cross-subject projects that reflect the emphasis on twenty first century learning.

In addition to the SDD’s, individuals and teams of teachers undertook 26 days (total) of professional learning to further enhance their comprehension of these new syllabi.

*Other areas of Professional Learning.*

New Scheme Teacher professional development accounted for 70 days (9 teachers averaging nearly 8 days per teacher). These teachers took time to attend conferences focused on pedagogy, observed experienced colleagues in the classroom, refined planning and reflected on quality teaching practices.

176 days undertaken by other teachers (averaging 2.5 days each) engaging in subject specific refinement of teaching practices

*Mandatory Training*

All staff completed the Anaphylaxis e-training at the beginning and end of 2013, specialist training was conducted by a Health care professional as part of the NSW Anaphylaxis Education Training Program.

Emergency care, CPR and Senior First Aid training and/or updates were undertaken by relevant staff responsible for excursions and sport.

All staff were updated on the ‘Child Protection’ and ‘Working with Children’ guidelines.

*Parent/caregiver, student, and teacher satisfaction*

The school annually seeks the opinions of parents, students and teachers about the school. This is achieved through our cyclical faculty review process.

In 2013, the English / Drama faculty underwent this review. A summary of the data, findings and recommendations may be found elsewhere in this report. The complete report can be found on the school website.

*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 P. Wright – Deputy Principal

Mr D. Lendon – Head Teacher – History

Mrs L. Quinn – Head Teacher - PDHPE

Mr Lindsey Collett – P&C Representative

Simon Koch & Analisa Nixon – Student Representatives.
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports