

Sydney Secondary College Balmain Campus

Annual Report



2016



8484

Introduction

The Annual Report for 2016 is provided to the community of Sydney Secondary College Balmain Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Sydney Secondary College Balmain Campus

Terry St

Rozelle, 2039

www.balmain-h.schools.nsw.edu.au

balmain-h.School@det.nsw.edu.au

9810 0471

Message from the Principal

Sydney Secondary College has an excellent reputation as a vibrant and successful public education community. We have a proud history of growth and innovation. As a College we continue to reach outwards to ensure opportunity and quality education for our students. The strong partnership of the three campuses makes up the College and enables us to provide the advantages offered by both smaller schools (Campus) and larger schools (College). We provide age appropriate education, based on quality teaching and learning. Our focus on a diverse curriculum, student well-being and ever expanding co-curricular programs ensure that we put our College motto, 'Quality, Opportunity and Diversity' into practice.

Judy Kelly

College Principal

School background

School vision statement

Sydney Secondary College will challenge students of all abilities to achieve excellence as successful, future focused learners through positive participation in a changing society. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent people respectful of diversity and advocates of social justice. In partnership with parents and the community our highly motivated and professional staff will encourage each student to achieve their full potential as good communicators, creative thinkers and problem solvers in a disciplined and caring environment, based on mutual respect.

School context

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Our College caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities, (Intellectual, Physical and Autism). The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future focused learning and authentic experiences. Located in the inner city, with two harbour side locations, students complete Year 7 – 10 education at Balmain or Leichhardt where the focus is on middle schooling. They move to the young adult learning environment of Blackwattle Bay campus for Years 11 – 12 with its broad curriculum and links to TAFE and universities. Sydney Secondary College offers an invigorating range of opportunities for our students. In 2016 we have a school population of over 2400 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary College provides an excellent, broad education for students based on quality, education and diversity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The evidence used for external validation showed that in the domain of learning: curriculum and learning and student performance measures, the school's on-balance judgements for these elements are sustaining and growing. In the domain of learning: assessment and reporting, well-being and learning culture, the school's on-balance judgements for these elements are delivering.

The results of external validation indicated in the domain of teaching: learning and development and collaborate practice, the school's on-balance judgements for these elements are sustaining and growing. In the domain of teaching: data skills and use the school's on-balance judgement for this element is working towards delivering. In the domain of teaching: effective classroom practice and professional standards, the school's on-balance judgements for these elements are delivering.

In the domain of leading: leadership the school's on-balance judgement for this elements is sustaining and growing. In the domain of leading: school planning, implementation and reporting, school resources and management practices and processes, the school's on-balance judgements for these elements are delivering.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Students

Purpose

Our students will be engaged learners who strive to achieve their best in a futures focused environment. Students will be creative and critical thinkers and resourceful, collaborative lifelong learners. Our students will be empowered to be successful, empathetic and resilient individuals.

Overall summary of progress

Teachers have been participating in professional learning sessions across the school to assist them to use SMART data to formulate learning profiles of the students in their classes in order to identify areas for improvement and use this data to inform target areas for explicit teaching. Continued use of ALARM scaffolds and their inclusion in most assessment tasks across KLAS ensure a consistent approach to teaching writing across the curriculum and provide students with the support required to make their best efforts in assessment tasks. Teachers have been attending weekly professional learning sessions to assist them in the implementation of technology in their classrooms.

Aboriginal and Torres Strait Islander (ATSI) students have access to an ATSI SLSO. This has begun to have a positive impact on the attendance and engagement of our ATSI students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase of 3% in students achieving expected or above expected growth in all aspects of Year 9 NAPLAN testing.	<p>2015 Year 9</p> <ul style="list-style-type: none">• Reading – 52%• Writing – 18%• Spelling – 42%• Grammar and Punctuation – 31%• Numeracy – 56% <p>2016 Year 9</p> <ul style="list-style-type: none">• Reading – 64.6%• Spelling – 55.1%• Grammar and Punctuation – 49.7%• Numeracy – 58% <p>For students in the Year 9 cohort there has been growth in:</p> <ul style="list-style-type: none">• Reading with an increase of 12.6%• Spelling with an increase of 13.1%• Grammar and punctuation with an increase of 18.7%• Numeracy with an increase of 2% <p>This improvement is excellent and surpassed our target of 3% in all areas of literacy. We were unable to use the writing data to evaluate the impact of our interventions as in 2016 NAPLAN changed the text type from a persuasive text type to a narrative.</p>	Wages SLSO support \$24,445.34. Additional Teacher support \$28,525.63
Reduce the achievement gap for ATSI students in all literacy and numeracy domains in Year 9 NAPLAN from an average of 165 down to 135 by 2017.	Data in this area is unreliable as there was only 1 ATSI student in this group.	RAM Equity Funding \$11,778.32 wages of ATSI SLSO working with students in the areas of Literacy and Numeracy.
Reduce the gap in average attendance for ATSI students from 25% to less than 15%.	The gap in attendance for ATSI students compared to non-Indigenous was 24% in 2016, which was 1% less than 2015 and we expect this gap will continue to narrow as we continue to engage our ATSI students and their families. .	RAM Equity Funding \$11,778.32 wages of ATSI SLSO working with students in the areas of Literacy and Numeracy.
All learning areas produce	All faculties have produced registers that evaluate	8 X faculties x 3 casual

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
evidence of effective teaching and learning (T&L) programs.	the units at the completion of the unit. These have the formal basis for faculty program evaluations and inform future planning. Teachers have participated in Faculty planning days to ensure the success of this ongoing process.	days x \$500 per day = \$12,000 from TPL
More than 30% of students achieve in the top two bands in all mandatory subjects in the Record of School Achievement (RoSA).	In 2016 school targets for students achieving an A or B in all mandatory subjects in the Record of School Achievement (RoSA) were met in 40% of subjects. Although all percentages were higher than the state pattern for all subjects. <ul style="list-style-type: none"> • English– 27% • Maths– 28% • Science– 28% • History– 30% • Geography – 49% 	NIL
ALARM (a learning and response matrix) literacy strategy is used across the school.	English, HSIE, CAPA, PD/H/PE, Science and TAS all use Alarm scaffolds and hand these out routinely as part of their assessment tasks in 70% of relevant tasks.	NIL
At least 75% of teachers report confidence in utilising technology to maximise learning in a future focused environment.	In 2016 according to a technology survey conducted by the technology committee: 86% of teachers report being confident or very confident in utilising technology in the classroom to maximise learning. 68% of all teachers use Edmodo regularly with their classes. This is up 1% from 2016. 86% of teachers deliver course content using Microsoft OneNote. This has risen 39% from 2015. 25% use Adobe. This was not identified by any teacher as being regularly used. 11.6% use other programs and 61% of teachers are part of at least one online learning community	NIL
Increase in the % of students submitting assessment tasks on time.	In 2015 28% of Year 10 students received an N Award Warning letter for a late or lack of submission. In 2016 20% of students received an N Award warning letter for a late or lack of submission. This indicates an increase of 8% in the number of Year 10 students submitting assessments on time. In 2015 3% of Year 10 students were issued with an N Award determination in the core subjects. In 2016 1% of Year 10 students were issued with an N Award determination in the core subjects. In 2015 faculty data taken on students submitting their assessment tasks on time indicated the following: <ul style="list-style-type: none"> • Year 7 – 85% • Year 8– 83% • Year 9 – 89% In 2016 faculty data taken on students submitting their assessment tasks on time indicated the following: <ul style="list-style-type: none"> • Year 7 – 81% • Year 8 – 89% • Year 9 – 92% 	NIL

Next Steps

- Ongoing analysis of NAPLAN data with an emphasis on writing. Target students who are at risk of not achieving band 8 by Year 9.

- Collect data on late submission of assessment tasks.
- Continue to build relationships with Indigenous families. Plan PLP night with refreshments and the college bus to transport families.
- Continue to monitor and analyse RoSA data.
- Continue to hold IT workshops for teachers to improve their confidence and ability to use technology in the classroom. Expression of interest for a Technology coordinator.
- Survey teachers using same survey to compare data regarding integration of technology.

Strategic Direction 2

Staff

Purpose

Our staff will be at the forefront of professional learning to ensure an ongoing Sydney Secondary College culture of high expectations. This will be based on continuous professional learning, innovative practice and collaborative leadership.

Overall summary of progress

Staff engaging in the ongoing process of Quality Teaching Rounds have allowed them to access current research and participate in professional discussions and processes of improving the quality of lessons to increase student engagement and results.

All staff have participated in a process of formulating PDP SMART goals that link with faculty and School plans. All staff have participated in at least two lesson observations. Professional Learning around curriculum differentiation is ongoing as students with different needs are identified. Processes such as a scope and sequence for the development of ILPs has been introduced to stream line the process and formulise evaluation from teachers and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have developed, implemented and evaluated their individual Performance and Development Plan (PDP), in line with the Performance and Development Framework (PDF), and will have achieved established goals.	All staff have met with supervisors and set SMART goals. All staff have been observed twice and had data taken on their lessons. 100% of staff completed a PDP in 2016. 100 % of staff completed two lesson observations in 2016 as part of their PDP. 100% of CAPA, LOTE, HSIE, English, Science have achieved all of their PDP goals. Staff in the other faculties that have achieved at least 1 of their 3 PDP goals.	NIL
All teachers undertaking accreditation at Proficient successfully complete and maintain the process.	100% of teachers who undertook accreditation at proficient were successful. There are 37% of staff who are currently in a cycle of maintaining accreditation at Proficient level.	NIL
Increased numbers of teachers seeking accreditation at Highly Accomplished and Lead.	The 10% who are staff are interested in or are currently undertaking accreditation at Highly Accomplished and Lead levels has stayed constant.	NIL
A majority of staff will have engaged in at least one set of Quality Teaching Rounds by 2017.	23% of the current staff have participated in at least one set of Quality Teaching Rounds. Temporary staff who also participated, did not return to Balmain Campus this year this year so could not be included in this data.	TPL \$23,400
Teachers trained in the implementation of ILPs and differentiation.	70% of all students who have ILPs have had them updated at a meeting with their parents and 100% of these have been sent to all teachers concerned by email and a copy has been uploaded to Sentral. 3 students have been identified as needing to access the Life Skills outcomes in all curriculum areas and all of the teachers of these identified students have been liaising with the LAST to modify curriculum and assessment tasks. SLSO support is being provided in classes where students and or teachers have identified they need additional support.	Campus LAST allocation .4 is being supplemented by RAM funding .6 to a full-time allocation = \$56,700. SLSO \$24,445.07 to provide support for students RAM Equity loading for low level adjustment for disability.

Next Steps

- A new scope and sequence has been formulated for ILPs. Teachers and students will be asked to provide feedback on the effectiveness of the suggested strategies.
- A new template will be formulated and trialled for ILPs.
- Ongoing training for staff in curriculum differentiation.
- Continuation of Quality Teaching Rounds.

Strategic Direction 3

Community

Purpose

Our community will be actively and strategically engaged in providing quality learning opportunities and experiences to support the development of our diverse student cohort. Working together we will build effective learning alliances to inspire students to learn and achieve.

Overall summary of progress

Balmain Campus has maintained its numbers requiring two demountable classrooms to be installed for the first time. School enrolment is at 773 students. Open day was extremely popular with approximately 900 people attending. We had a record number of current students who attended on the day (Saturday) and acted as school ambassadors. Increased numbers of Aboriginal and Torres Strait Islander parents attended our NAIDOC week activities and prize giving. Throughout 2016 our diverse parent body participated in all events including teacher/parent meetings, information evenings and student performances. Existing community partnerships continued to flourish and the launch of a new performing arts initiative with local primary schools was highly successful in terms of teacher, student and parent participation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of parents and caregivers engaging purposefully in supporting their child's education and the life of the school.	The Campus monthly P&C meetings have an average of 25 parents attending. This represents 3% of our student population. Parent Teacher evenings have been split into stage groups and teachers report that all possible time slots are filled on these evenings.	NIL
Quality Teaching in the Middle Years is enhanced through deeper engagement with feeder primary schools.	The Peninsula Engagement Program (PEP) continues to grow in numbers and in 2016 expanded to include Drama workshops which increased the participation numbers by 25 students from our local partner primary schools, targeting students with different talents. This encouraged Rozelle Primary School to invite our Head Teacher CAPA to present at a TPL afternoon after school on teaching Drama in the classroom and improvisation.	Budget for Casual relief of staff built into program costs.
Increase in the % of ATSI students and families participating in school functions such as ILP and transition meetings.	All parents were contacted and invited to attend ILP and transition meetings. 35% of parents attended ILP meetings in person to set goals and a further 40% participated in the meetings over the phone. All parents of our students in Year 10 attended the Year 10 Graduation Ceremony. The NAIDOC Assembly was attended by 35% of Indigenous parents. All ATSI students took part in a joint workshop with our students from the SRC and Aboriginal elders and teachers from the campus to write a customised Balmain Campus Acknowledgement of Country which was then professionally mounted on a board and placed at the front of the school office. Our female ATSI student	\$100 to buy coffee, tea, milk sugar and biscuits for these occasions from RAM Equity loading. \$1000 for the professional lettering and mounting of the acknowledgement written by the students. RAM Equity Loading for ATSI students.

Next Steps

- Continue to build relationships and engage our ATSI community through various events such as cultural focus

days.

- Continue to take data on cultural focus days. Areas to include engagement and attendance
- ILP Meetings to occur in the evening as an opportunity for the community to meet and socialise at the school.
- Continue to develop relationships with students and their caregivers that are based on mutual respect and focus on students' educational needs. Mentors contact parents to personally invite them to events.
- To ensure that all ATSI students have access to a device as per the Campus BYOD policy.
- Develop a school communication procedure to streamline and enhance two way communication between the school and our community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	At Balmain Campus in 2016 the teacher mentoring system was implemented. As a result, all students have an individual Personalised Learning Plan formulated with their mentor teacher who is part of the Aboriginal Education Team. This has encouraged their families to be more involved in the school community. Staff and students attended an 8 Ways focussed Professional Learning event to implement 8 Way's perspective in teaching and learning programs. At Balmain Campus in 2016 an ATSI SLSO was employed full time to assist students in numeracy and literacy via Norta Nota. 100% of the students who accessed this support stated that they found it extremely helpful. This has been very helpful to their academic progress and helped build these students confidence and resilience. Students were provided with equipment and excursion support to assist them to access the curriculum and attend all excursions.	<ul style="list-style-type: none"> • Aboriginal Background loading \$5189.26 • Norta Norta funding \$18,452 • Aboriginal background loading (\$1 852.50)
English language proficiency	2 EAL/D teachers supported 211 students. Parallel English classes of approximately 15 students were established at the Emerging to Developing levels for Year 7–10. Parallel HSIE classes for ESL students in Years 9 and 10 were developed to target their writing development. Parallel Maths 5.3 classes for Years 9 and 10 were developed to allow ESL students who are talented in this area but lack the language proficiency to thrive in the regular 5.3 class. This level is often essential to allow them to access the courses required in Year 11 and 12 and beyond into university. Homework and assessment task support is provided by our ESL staff during recess and lunch time. In Year 9 a ESL student came first in Geography. One ESL student came first in Science. In Year 10, ESL students came first in English, History, Geography and Child Studies and second in Maths 5.3.	<ul style="list-style-type: none"> • Students with English as a second language identification were supported by 2 FTE ESL teachers • RAM Equity loading for English language proficiency \$9993.05 • English language proficiency (\$1 730.00)
Low level adjustment for disability	A teacher was released to supplement the .4 LAST allocation. This has been cut 0.6 in 2016 from a full-time teacher. This enabled the Learning and Support Team to allocate both in class and individual support for students requiring additional support. This enabled all targeted students to submit all assessment tasks. All teachers who requested support were provided assistance to modify assessment tasks and 100% of students who were identified by the NCCD had ILPs written in consultation with staff, students and parents.	<ul style="list-style-type: none"> • RAM Equity Loading for low level adjustment for disability \$21,503 • Low level adjustment for disability (\$5 508.00)
Socio-economic background	In 2016 20 students applied for and received assistance to enable them to access various school activities such as camp, excursions and other extracurricular programs. This assistance also supported them to pay contributions for practical elective subjects and engage with the school community by	<ul style="list-style-type: none"> • RAM Equity funding \$24,445.34 SLSO wages • \$5,189.26 Loading for Low Socio Economic Background

Socio-economic background	wearing the correct school uniform. 2 full-time student learning support officer positions were funded to assist students in the implementation of PLP and ILPs.	<ul style="list-style-type: none"> • RAM Equity funding \$24,445.34 SLSO wages • \$5,189.26 Loading for Low Socio Economic Background
Support for beginning teachers	Beginning teachers accessed various TPL as identified by their PDP goals. Three beginning teachers completed training in the Rock/Water program and then ran this for the first time with two Year 7 classes as part of the whole school well-being program.	<ul style="list-style-type: none"> • Beginning Teacher support funds \$17,695.48

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	411	438	464	487
Girls	277	283	280	312

Total student enrolment in 2016 was 799, with 312 girls and 487 boys. 3% of students are Indigenous and 42% have a language background other than English. 46% of students are in the top quarter for socio-educational advantage. 8% are in the bottom quarter.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.1	95	94	94.9
8	93.5	93.2	92.6	92.1
9	94.8	90.7	92.4	91.7
10	92.9	88.7	90	90
All Years	94.4	91.9	92.2	92.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance at Balmain Campus is above state average. Good attendance is an indicator of high student engagement. A range of strategies have been used to encourage and recognise attendance at school. These include wellbeing team intervention through counselling, attendance cards, parental and HSLO involvement. Perfect attendance by students is recognised at campus recognition assemblies. In 2016, the attendance rate for all students was 92%. It was 69% for Indigenous students and 93% for non-indigenous students.

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Post-school destinations. This information can be observed in Sydney Secondary College Blackwattle Bay Campus Annual

School Report.

Year 12 students undertaking vocational or trade training

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

Year 12 students attaining HSC or equivalent vocational education qualification

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 attaining HSC or equivalent. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	16.96
Other Positions	5.94

*Full Time Equivalent

In 2016 there were 63.7 full-time equivalent teaching staff. There were 17 full-time equivalent non-teaching staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional learning is offered at a Campus and whole College level. In terms of College wide professional learning, staff development day for Term 3 involved 200 teachers from across the College participating in a conference on the future of education that was organised by the Sydney Secondary College, College Office. This professional learning was linked to school strategic directions and staff professional learning plan goals. Participant feedback conducted after the event was very positive and 75% said the event was excellent or very good.

In terms of teacher accreditation, in 2016 across the whole of Sydney Secondary College, there 29 teachers in the process of attaining accreditation at proficient level. There were 50 teachers who were in a cycle of maintaining their accreditation at Proficient level and 2 teachers were maintaining their accreditation at Highly Accomplished. 16 teachers participated throughout the year in focused accreditation support provided by the College, Head teacher Teaching and Learning. At the Balmain and Blackwattle Bay campuses, 4 teachers were successful in attaining accreditation at Proficient level and 5 teachers successfully completed a cycle of maintenance at Proficient Level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	457 397.43
Global funds	681 494.10
Tied funds	335 917.74
School & community sources	613 383.08
Interest	13 521.92
Trust receipts	36 853.30
Canteen	0.00
Total income	2 138 567.57
Expenditure	
Teaching & learning	
Key learning areas	145 948.27
Excursions	13 748.68
Extracurricular dissections	129 443.99
Library	249 111.55
Training & development	1 225.86
Tied funds	318 853.64
Short term relief	186 362.22
Administration & office	210 877.74
School-operated canteen	0.00
Utilities	108 189.32
Maintenance	164 332.95
Trust accounts	43 590.92
Capital programs	0.00
Total expenditure	1 571 685.14
Balance carried forward	566 882.43

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

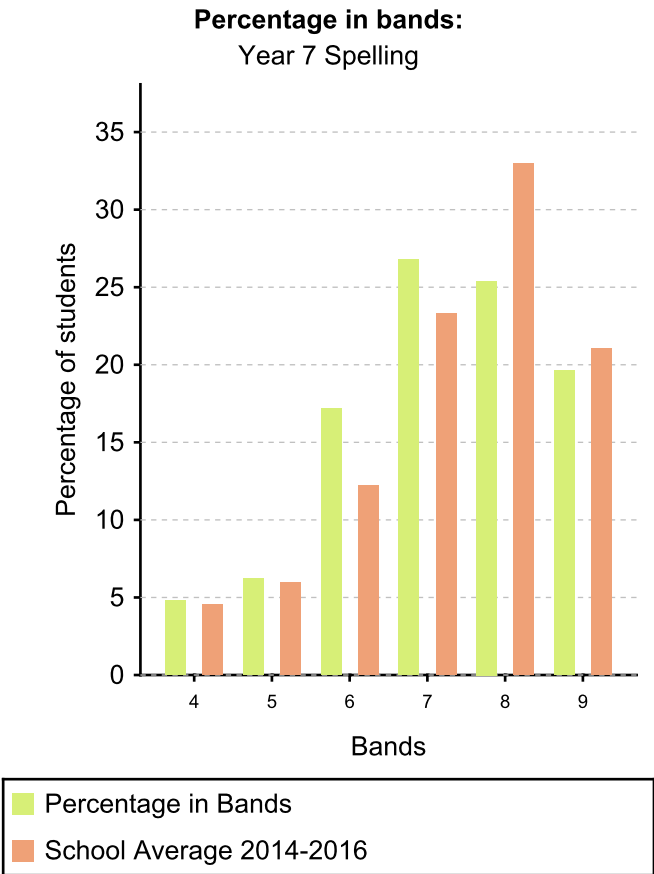
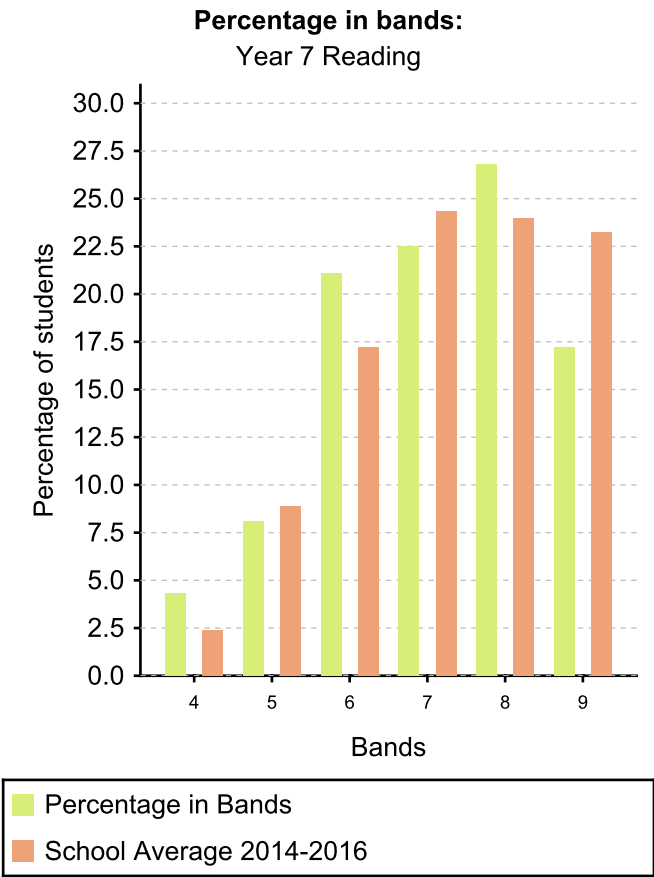
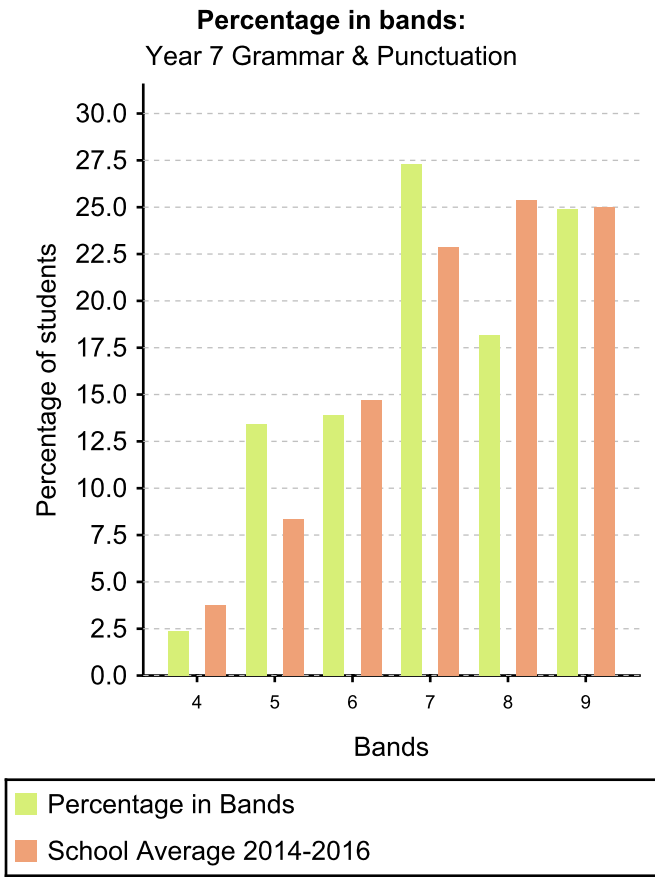
School performance

NAPLAN

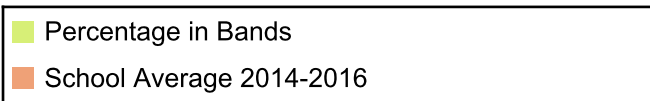
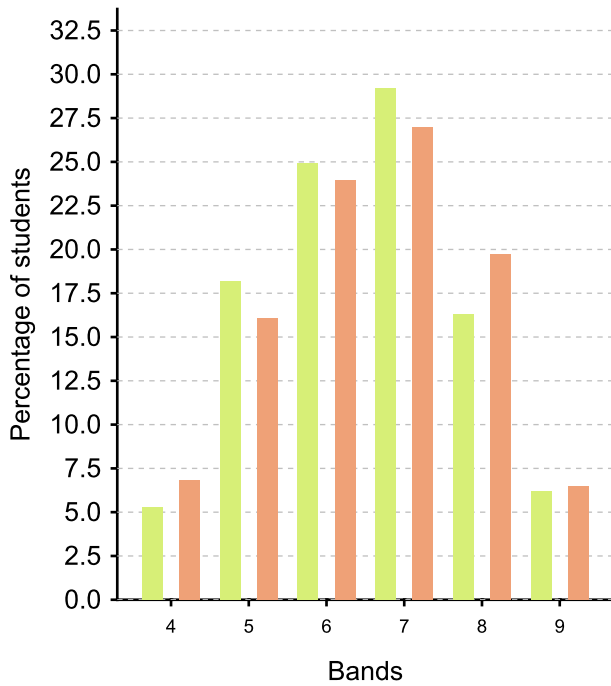
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Students from SSC Balmain achieved great results in NAPLAN in 2016. The proportion of students in Year 7 in the top 3 bands (bands 7,8,9) in all five NAPLAN domains is 66%. This is excellent when compared to all Australian schools with 55%. The proportion of students in Year 9 in the top 3 bands

(bands 8,9,10) is 67%, compared to all Australian schools with 48%.

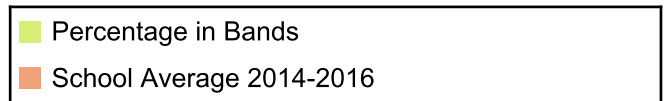
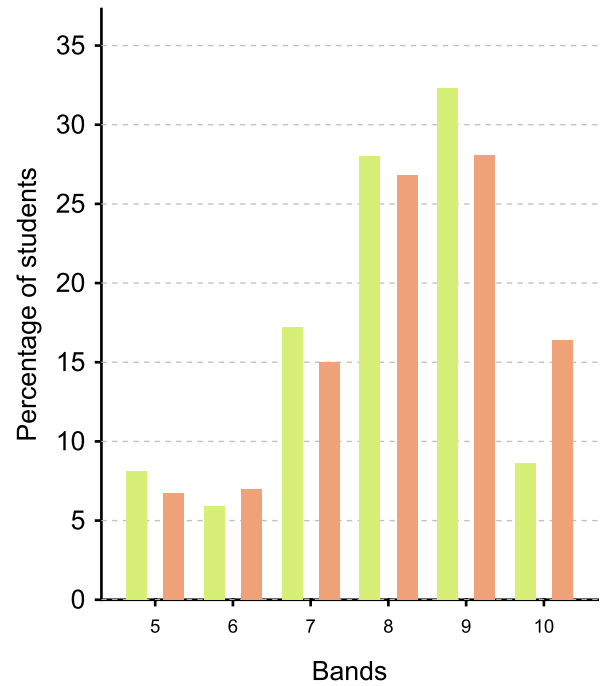
In Literacy the number of students in the top 3 bands was well above the State average. For year 7 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for reading is 44%, writing is 22%, spelling is 45% and grammar and punctuation is 43%. For year 9 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for reading is 40%, writing is 17%, spelling is 41% and grammar and punctuation is 32%. All above state average.



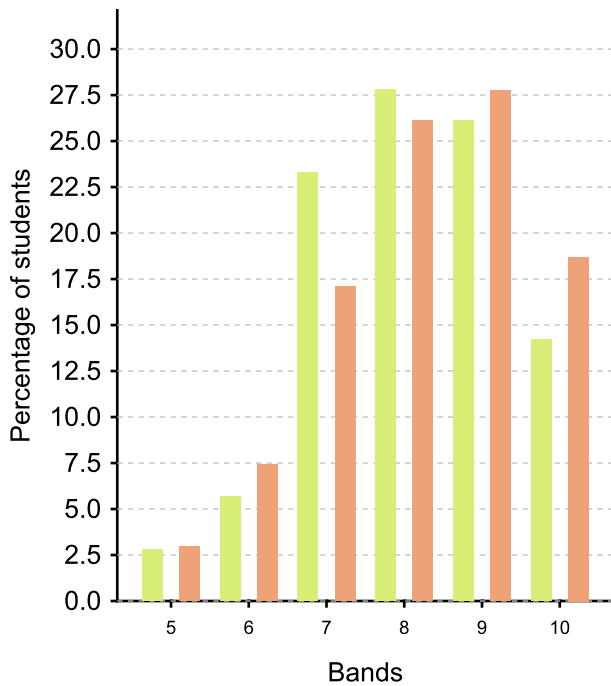
Percentage in bands:
Year 7 Writing



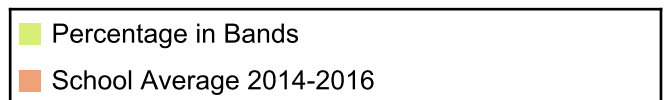
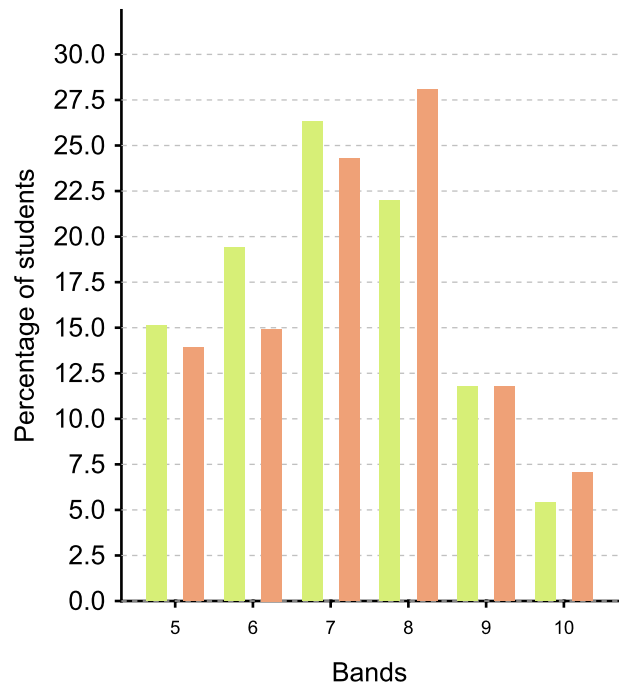
Percentage in bands:
Year 9 Spelling



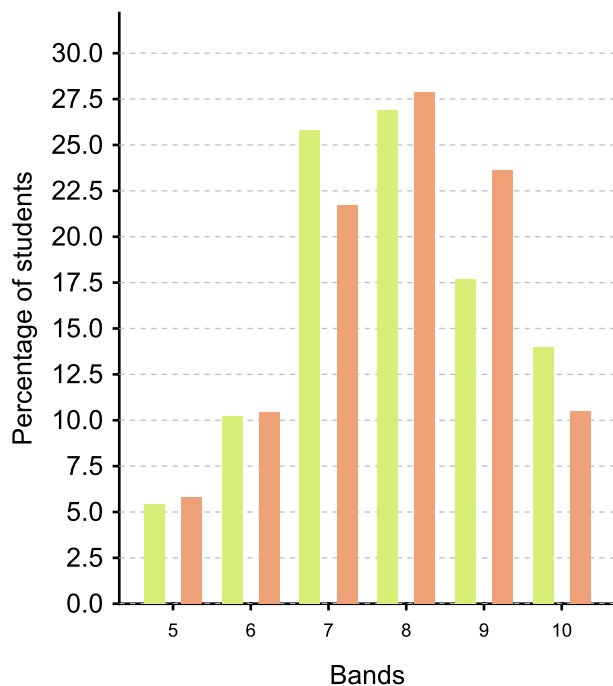
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



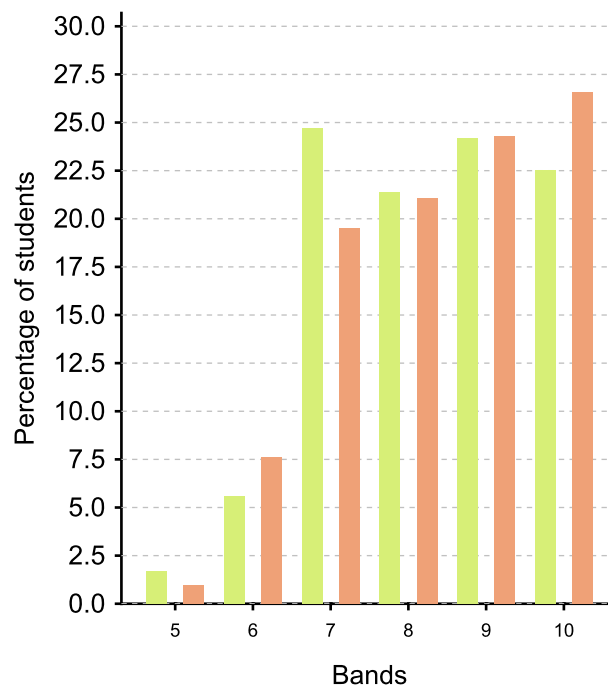
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

In numeracy the number of students in the top 3 bands was well above the State average. For year 7 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for numeracy is 50%. For year 9 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for numeracy is 47%. Both above state average.

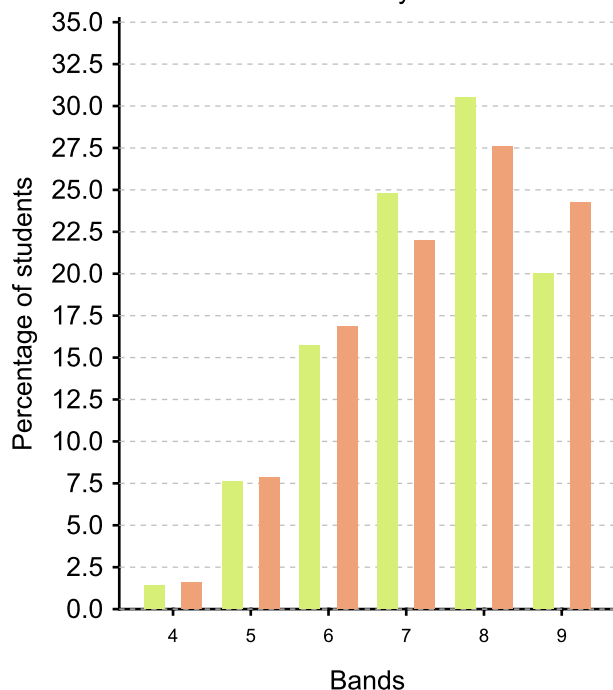
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

In regard to the Premier's Priority goal of working towards increasing the proportion of NSW students in the top two reading and numeracy NAPLAN bands by 8% in 2019, in 2015–2016 SSC Balmain had 49% of students in the top 2 bands and 41% in the middle 2 bands.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Across Sydney Secondary College there were campus focused consultations with parents, students and representatives from our Aboriginal community. Staff members were surveyed and consulted regarding professional learning and focus groups took place during this process of consultation.

The College Management Group, the College Organisational Group and the College Student Wellbeing action group met fortnightly to review and follow up current issues and input from our community. This determined College priorities throughout 2016 and beyond.

Data to inform planning was extracted from the following quantitative and qualitative surveys as well as focus groups:

- Tell Them From Me student surveys 2016. Results from these surveys showed strong student connection to their respective campuses.
- Early Career Teacher Mentor Scheme ran across all three campuses. Teachers reported that they

felt supported and respected by their school community. This mentor scheme provided opportunity for early career teachers to manage their accreditation process as well as collaborate with more experienced teachers.

- Term 3 college professional learning staff survey. The majority of staff rated the day as very good and excellent as they liked to differentiated approach to professional learning.
- College Student Representative Council meetings allow student leaders from the three campuses to discuss educational issues as well student wellbeing.
- Exit interviews with year 10 students show that over 93 % continue their studies at Blackwattle Bay campus. Exiting students were taking up options at wholly selective schools, TAFE or employment. the majority of studnets reported that they challenged and catered for as a learner at Sydney Secondary College.
- Ongoing meetings with parents throughout the year at each campus.

Satisfaction was indicated by all parties in the following areas:

- At Sydney Secondary College there is a vibrant and inclusive school community spread across three campuses. .Our community fosters and continues to support co–education within a college structure. Parents at our middle schools were very appreciative of the wide co– curricular programs being offered to students. These courses improved student engagement and offered the opportunity to discover and develop interests and talents
- Primary school partnerships, university partnerships, local councils and local community groups, parent groups, AECG, TAFE, youth services are valued. Both staff and parents want our College to maintain and build on these partnerships to enhance and expand student learning. Increased student enrolments from our partner primary schools are evidence of the success of these programs.
- Parents value effective communication systems that cater for changing needs. Sydney Secondary College continues to accommodate a variety of preferences through the use of a variety of communication platforms including, websites, Skoolbag, Twitter, Facebook, Edmodo, newsletters.
- Our community supports the promotion of the strength of quality public co–education with emphasis on middle schooling and young adult learning environment.
- Parents and caregivers at Sydney Secondary College are proactive and are willing to engage with and contribute to school life and programs. Each campus has a strong Parents and Citizens association. Parents in particular support the Creative and Performing Arts College wide and at each campus, the College Instrumental Music program has strong parental support and this program continues to grow by 10% in student numbers the last two years.
- The College manages assets and infrastructure to meet student learning needs including physical

environment and technology infrastructure. Teachers, parents and students want future focused learning spaces. Significant progress was made in 2016 to enhance learning spaces and student amenities. All parties believe that amenities at each campus need ongoing modernisation.

- An evidence driven, dynamic, inclusive culture of consultation informs future College and campus planning and this direction is appreciated by all parties.

Policy requirements

Aboriginal education

During 2016 our Aboriginal and Torres Strait Islander students showed progress and improvement in terms of academic success, engagement and recognition in the wider community. Aboriginal education teams meet regularly at all campuses.

In 2016 there were 19 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Balmain campus including Glebe pathways students, 30 students at Leichhardt campus and 24 students at Blackwattle campus. Our ATSI staff includes five Aboriginal teachers, an Aboriginal Education Officer, Rebeckah Mooney, two Aboriginal SLSOs at Glebe Pathways and Balmain Campus and an Aboriginal SASS officer at Leichhardt Campus.

Our College has an Aboriginal Education Team at each campus which meets regularly. Representatives meet with the College Principal each term to ensure the continuity of College programs.

In 2016 The College Aboriginal Education Team launched Sista Speak for our ATSI female students at Balmain and Leichhardt campuses. This program brought our girls together to talk about their culture and country. Female members of the local Aboriginal community led these sessions along with our AEO, Rebeckah Mooney, the Ultimo Aboriginal team and college parents. A strong partnership was forged between Sydney Secondary College and Jumbunna at University of Technology Sydney. The students were invited to attend a performance by Bangarra dance company as well as visiting Aboriginal Sydney sites of significance. Students expressed that as a result of Sista Speak they had greater personal connection with their culture and other Aboriginal students. Bro speak will be launched in 2017.

Across our college greater parental involvement was evidenced through increased parental involvement in writing students personalised learning pathways, attendance at cultural events and celebrations.

Literacy and numeracy programs continued at Balmain and Leichhardt campus in 2016. These programs aim to assist targeted ATSI students in the areas of literacy and numeracy. Tutors, in conjunction with the Aboriginal Education Officer (AEO), work with students

areas in which learners need additional support. Tutors and the AEO monitor attendance, classroom behaviour, as well as the emotional and social development of students. Tutors provide mentoring, demonstrate leadership and work closely with students in a safe learning environment. Students at Balmain Campus produced their own beautiful silkscreen song lines and personalised acknowledgement of country that is given at every assembly by Aboriginal students.

Leichhardt campus students had the opportunity to be mentored in the 8 Ways of Learning and will continue to develop their understanding in 2017. In 2016 ATSI students from Leichhardt and Balmain campuses demonstrated growth in writing, as evidenced by improved NAPLAN results. Our senior ATSI students successfully completed all assessment tasks and graduated with their HSC. Congratulations to Year 12 student Jesse James Caldwell who had his major art work exhibited in HSC major works Art Express.

Parents and guardians of ATSI students have been very supportive of these programs in 2016, seeing it as a means of monitoring their child's progress at school. Parents are able to access updates on activities their child is undertaking and areas of improvement and development.

The Glebe Pathways Project continued to engage students through innovative, personalised teaching and learning programs in partnership with Glebe Youth Service. Glebe Pathways students participated in writing programs initiated by Sydney Story Factory. Students' use of expressive language was developed. The course also improved their ability to communicate thoughts and feelings by allowing students to find their own voice through digital story telling. The students particularly enjoyed two horse training camps held in the Snowy Mountains.

Our students from all three campuses participated in regional programs including the Great Debate at NSW Parliament House, Speak Up 2016 and Koori Art Expressions Exhibition.

The **Australian Indigenous Mentoring Experience(AIME)** is a mentoring program for students in Years 7 to 12. Year 7 and 8 visited Sydney University for a day to participate in a workshop exploring the world of Maths and Science and how they can use the skills they learn at school in their everyday life. AIME also provided Year 11 and 12 students with an AIME Tutor Squad every Wednesday afternoon. The mentors help provide further academic support with assessments and classwork.

The **2016 Deadly Awards** saw Sydney Secondary College students Radeyah Lotoaniu (Balmain Campus), Isiah Ahmat (Leichhardt Campus) and Minaji Mumbulla (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards.

Multicultural and anti-racism education

The acceptance of cultural diversity is an essential part

of the teaching and learning programs at all three campuses. In 2016 the number of students from Language Backgrounds Other Than English (LBOTE) in each campus was:

- Leichhardt Campus – 47%
- Balmain Campus – 44%
- Blackwattle Bay Campus – 50%.

In 2016 the English as an Additional Language/Dialect (EAL/D) teaching allocation was:

- Balmain Campus 2.0
- Leichhardt Campus 0.4
- Blackwattle Bay Campus 1.2

Teaching programs at all three campuses ensure that multicultural education is explicitly taught so that all students are well equipped for life in Australian society. Each campus has an Anti-Racism officer. A College wide Diversity Day was held for Year 10–12 students during Term 1 at Blackwattle Bay campus.

Leichhardt Campus

Whilst most of our students were born in Australia, many still speak another language at home. Given that the allocation of staffing is limited, the focus for teaching ESL means that new arrivals are given priority, thus helping them to make the transition to their new school that much easier. EAL/D is taught in two main ways at Leichhardt. The first involves team teaching, while the second involves small group work to help students with class assignments. EAL/D teaching is not limited to English as a subject, but instead is taught more broadly across the curriculum. Every effort is made to assist students in their difficult transition from other cultures into Australian society.

Balmain Campus

At Balmain the EAL/D program is based on a team teaching approach through English, HSIE, Science and TAS key learning areas. The focus is adjusted each year to fit the changing needs of second and third phase learners in their various subject areas. Parallel English classes have also been created to cater to a number of the first and second phase learners, and International students entering the Balmain campus. ESL teachers participate in the Learning Support and Welfare Teams.

Blackwattle Bay Campus

The English (ESL) Preliminary and HSC courses are delivered by qualified and experienced English EAL/D teachers. Team teaching also occurs flexibly across other subject areas. International students are monitored and mentored in co-operative programs between the College and the International Student Centre.