

Sydney Secondary College Leichhardt Campus

Annual Report



2016



8507

Introduction

The Annual Report for 2016 is provided to the community of Sydney Secondary College Leichhardt 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.

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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 2200 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 based on quality, opportunity and diversity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2016, Leichhardt Campus underwent External Validation, a NSW Department of Education process of self-assessment against the Schools Excellence Framework. A school undergoes such a process once every five years. An external panel comes in to validate the school's self assessment against a series of evidence and the Schools Excellence Framework. In 2016, Leichhardt Campus was validated.

The evidence used for external validation showed that in the Domain of **LEARNING**, there is a consistent and sustained approach across the school community to deliver on school priorities. Respectful relationships underpin our whole school approach to wellbeing and students take responsibility for their learning. We have in place comprehensive learning and support procedures to meet the individual learning needs of students. It showed that teachers actively share information about the learning needs of students amongst peers and the parent community. There is a comprehensive welfare structure, which is appropriately resourced, to support students wellbeing and diversity is celebrated within our school community. Programs to support ongoing growth in quality teaching and professional practice are embedded with high levels of staff involvement. We have strong relationships with both campuses in the college as well as our local primary schools. There is a strong future focus in our school plan and teaching and learning which is increasing levels of engagement in learning through adaptive, creative and innovative practices. There was evidence to support the regular practice of data analysis by teachers and the school to inform teaching, learning, assessment and reporting. There are processes in place to update parents on the progress of their child. The school achieved good value added results.

The results of external validation indicated in assessment and reporting the school's on balance judgement is delivering. In curriculum and learning, wellbeing, learning culture and student performance measures, the school's on-balance judgement for these elements is sustaining and growing.

The evidence used for external validation showed that in the Domain of **TEACHING**, quality teaching is occurring through sustained commitment and professionalism displayed by teachers at Sydney Secondary College Leichhardt Campus. It revealed teachers delivering learning in innovative and engaging ways, and engaging in professional learning to improve their capacity to deliver such learning. Evaluation of teaching practice was evident through measures of engagement and student achievement. Teachers displayed a shared responsibility for improvement and set high standards of expectation. Mentoring of early career teachers, instructional rounds, collaborative practices and observation were embedded and supported.

In effective classroom practice, the school's on-balance judgement for this element is sustaining and growing. In data skills and use the school's on-balance judgement for this element is delivering. In collaborative practice, learning and development and professional standards, the school's on-balance judgement for these elements is excellent.

The evidence used for external validation showed that in the Domain of **LEADING**, Sydney Secondary College Leichhardt Campus has a broad commitment to fostering leadership opportunity and development and a shared uniformity of purpose. We regularly seek input from our community to establish strategic priorities and elicit feedback on performance. The school actively seeks out and establishes alliances with the broader community for the benefit of each student's academic, social and emotional wellbeing. The use of school facilities is optimised within the curriculum, in enrichment programs and via community use agreements. Evidence showed that there is a culture of delivering information and services to meet the needs of our community and strengthen parental engagement.

In leadership, school planning, implementation and reporting, school resources and management practices and processes, the school's on-balance judgement for these elements is sustaining and growing.

Here at Leichhardt Campus, we are never satisfied with where we are, we consistently look to improve our practice and seek feedback from all stakeholders as to how we can do this. We value our diversity and have high social, cultural, academic and sporting expectations of our students. We view all students as leaders with a social conscience and a voice which should be heard.

Strategic Direction 1

Students

Purpose

Students will be engaged learners who strive to achieve their best in a future focused environment. Students will be creative and critical thinkers who are resourceful and collaborative life-long learners. Students will be empowered to be independent, empathetic and resilient learners.

Overall summary of progress

In 2016, Leichhardt Campus made significant and positive moves forward in building on the school plan's improvement measures. The Positive Behaviour for Learning and Welfare teams combined to build on the internal and external support and mentoring groups available to students, seeing an increase in positive behaviour, responsibility and resilience at Leichhardt Campus. 2016 was the first full year of Bring Your Own Device implementation at Leichhardt Campus. This has seen a continued shift in teaching and learning strategies to build future focused and critical thinking skills in our students. This has been supported by teachers implementing effective ICT strategies in their classrooms. Through NORTA NORTA literacy and numeracy programs the campus has catered to the needs of our Aboriginal students, with NAPLAN results demonstrating above average results in writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase % of students Bringing Their Own Device (includes students provided with device through equity funding)	2016 saw the continuation of the progress made in 2015 on the shift towards Bring Your Own Device. 2016 saw 96% of students Bringing Their Own Devices. This is evidence of the transformational shift Leichhardt has made in the past two years.	Nil
Increased % of students engaged in mentoring programs with both internal and external sources	2016 saw an increase in targeted mentoring programs based on data from the Positive Behaviour for Learning team. External partnerships were continued with Leichhardt Council's Linked in program, the City of Sydney's Popup Project, RAISE mentoring, AIME Aboriginal Mentoring for stage 5 and Young Mob mentoring and Sista Speak for all Aboriginal students. Internally the Rock & Water program was formed to support and mentor boys and girls, the employment (one day a week) of a one to one mentor for targetted students, Peer Support, NORTA NORTA, the creation of a Rainbow Advisor role to support our LGBTQ students and one on one mentoring from Boys Advisor, Girls Advisor and year advisors. These external and internal programs were all successful and improved the confidence, comfort and connection to school of students at Leichhardt. This was a large increase in mentoring programs from 2015 and demonstrates the inclusive and supportive nature of the campus.	\$10, 856.32 in RAM equity funding
Improved NAPLAN results for Aboriginal students receiving NORTA NORTA tutoring from year 7 to year 9 indicate we are continuing to Close the Gap.	In 2016, Aboriginal students who recieved NORTA NORTA tutoring achieved above their Aboriginal counterparts in NAPLAN at a state level. There was a slight increase in NAPLAN results between year 7 and 9 for 2016's year 9 cohort of Aboriginal students.	\$10,856.32 in RAM equity funding
Increase in reported intellectual student engagement (Tell Them)	At Leichhardt Campus in 2016 44% of students were intellectually engaged and finding learning	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
From Me 2015) from 52% to 58%	interesting, enjoyable and relevant. The Tell Them From Me data shows that 47% of girls and 42% of boys were intellectually engaged in 2016. Whilst 2016 saw a drop in intellectual engagement below 52% the school is working towards improving this with the creation of the middle school teaching and learning team. Contrary to this data, faculty survey results demonstrate that there is high levels of engagement from students at Leichhardt.	
Increase in % of students showing positive behaviours for effective learning from 82% to 88%	The number of students showing positive behaviour for learning has improved from 86% in 2015 to 88.2% in 2016. This shift demonstrates the positive influence the Positive Behaviour for Learning team has had on building respectful, responsible learners at Leichhardt campus.	\$10,000 in PBL team budget resources
Increase in % of teachers confidently utilising learning technologies to maximise 21st C learning	In 2016 at Leichhardt Campus, all staff were using ICT for learning in their classrooms. 63% stated they used learning technologies most of the time for learning in their classrooms. Whilst, 16% stated that they were using learning technologies all of the time. As a result, students are becoming more confident when engaging with 21st C technologies and concepts. This is helping to prepare them for the changing workforce required in the 21st Century; but also engages them in higher order thinking activities that extend their collaboration skills.	Nil

Next Steps

- The Leichhardt Campus Aboriginal Education Committee will continue to work with students, parents and community members to engage students in their own learning. The NORTA NORTA program and homework club (Ngara) will be utilised to build on students' skills in literacy and numeracy.
- There will be a continued focus on providing engaging high expectations classrooms at Leichhardt. The TechComm team will conduct an evaluation of the teaching and learning practices that support BYOD in the classroom in order to better cater to the needs our students.
- A continued focus on Positive Behaviour for Learning will focus on reviewing Sentral data as a means of targeting problem behaviours and being proactive when teaching expected behaviours.

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

Leichhardt Campus staff members continued to showcase enthusiasm and rigour when building on their professional knowledge and capacity to create engaging, relevant, high expectations learning environments. The PDP process continued to encourage staff members to reflect and build on their practice; as well as allowing the executive to create relevant and targeted professional development sessions. The PBL team continued to communicate strategies and relevant data to staff as a way of up skilling staff and refining KLA specific practices. The collaborative nature of the school can be seen in the majority of the staff being actively involved in a school wide team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have Professional Development Plans	In 2016, 100% of permanent and full time temporary teachers completed Professional Development Plans and worked through the year to gather and attach evidence to support five development goals. In 2017 all staff will complete a Professional Development Plan with between 3–5 goals.	Nil
All staff who submit accreditation evidence are successful on their first attempt.	In 2016, 100% of staff members who submitted their accreditation evidence to BOSTES (now NES) attained accreditation at proficient. One member of staff gained accreditation at Lead Teacher level. In 2017 new scheme teachers will continue to be supported by the Early Career Teacher group and the Head Teacher, Teaching and Learning.	\$71,823.93 in beginning teacher funds
% of staff involved in Leichhardt Rounds increases from 13% to 20%	In 2016, 20% of teachers were involved in Leichhardt Rounds. Leichhardt Rounds uses Marzano's Art and Science of Teaching as a positive reflection tool, using evidenced based practice to improve practice in the classroom. Members of a Leichhardt Rounds will become instructional leaders of the Art and Science of Teaching in 2017 and will continue to be involved in the program.	\$71,823.93 in beginning teacher funds
% of staff participating in 1–1 ICT Mentoring increases from 0% to 25%	Due to this target being met in 2015, the school moved from one to one mentoring to whole school initiatives. In 2016 weekly OneNote support sessions were held for teachers requiring extra support and mentoring. Within faculties, teachers who lack confidence with ICT still receive one on one mentoring from expert teachers.	Nil
All staff active members of committees or working parties	In 2016 95% of staff member were involved in a committee or team across the campus. Many of the remaining staff members were early career teachers managing their workload, or were involved in other extra curricular or school planning teams.	Nil
Continue trend of improvement in	In 2015 the schools average in NAPLAN writing	\$5000 in literacy team

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Year 9 writing (all students)in NAPLAN data	was 570.9, in 2016 this fell to 555.6. In 2015 the percentage of students in the top two bands was 16%, this fell to 14% in 2016.	funding
Continue trend of improvement in Year 9 writing (Aboriginal students)in NAPLAN data	In 2015 no Aboriginal student sat the year 9 NAPLAN writing test. In 2016 8 Aboriginal students sat the year 9 NAPLAN writing test with 25% of students achieving a band 8 or higher, this was 7% lower than 2014's data.	\$10,856.32 Aboriginal RAM funding, 0.4 NORTA NORTA teacher and 0.2 NORTA NORTA numeracy teacher.
PBL data indicates an increase from 68% of staff to 80% who think 'All staff are involved directly and/or indirectly in school wide Positive Behaviour for Learning interventions	In 2016, 100% of staff felt they to some extent are involved directly/or indirectly in school wide interventions.	\$10,000 in PBL team funds

Next Steps

- A whole school focus on inserting uniform literacy outcomes into reports for all Key Learning Area's will see a push in implementing writing strategies in programs and day to day lessons. This push will support students in improving NAPLAN writing skills with the aim of achieving a band 8. This will also be supported by the continuation of a 0.4 NORTA NORTA tutor at the school to support Aboriginal students.
- The continuation of the PDP process will support staff in reflecting and improving on their practice. Professional development will be targeted towards staff PDP goals and HT's will support their staff in achieving their goals.
- The Early Career teacher program will continue to support new scheme teachers in attaining their accreditation through fortnightly support and information sessions.
- The continued push of Leichhardt Rounds will see whole school professional development on Robert Marzano's Art and Science of Teaching. This professional development will be run by the Leichhardt Rounds participants and will continue to encourage evidence based practice in the classroom.

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

The community of Sydney Secondary College Leichhardt are an integral cog in creating positive learning experiences for all students. Parents are a vital communication network for Leichhardt Campus and the collection of the Tell Them From Me parent data in 2016 was valuable data for the schools future planning. Parent communication through Edmodo and Skoolbag has continued to increase to support the success of our students. This has allowed for a consistent and targeted approach between teachers and parents. The transition team has continued to work with the wider community to build connections with local primary schools and ensure a smooth transition for all students into year 7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establish benchmark from parent responses to the Tell Them From Me Survey indicate satisfaction levels above the NSW pilot norms.	2016 was the first year in which Tell Them From Me parent data was collected. 78% of parents stated they would recommend SSCL campus to their friends. The majority of parents were satisfied with the school based on their responses.	Nil
% increase of parent feedback showing the success of the school's transition programs.	Data will be collected on the 2016 transition programs in term one and two of 2017. 2017 data will be collected and kept from the beginning of the year by the transition team.	\$4,637.12 transition funds
Increase levels of engagement with inclusive transition activities targeting our diverse community.	<p>In 2016–2017 students with additional learning support needs received one on one support and assistance.</p> <p>The learning and support team conducted one on one interviews with parents, supported the transition through small group transition programs such as orientation day, and tested student literacy and numeracy skills in the first 6 weeks of year 7 in 2017. Coupling this information with data gathered from year 6 schools, the learning and support team has been able to support smooth integration into year 7.</p>	Nil
% of students involved in external volunteering increases.	In 2016 8 students from Leichhardt Campus were involved in external volunteering with the Lighthouse Foundation. This was a decrease from 2015. Students involved in the Duke of Edinburgh award participated in internal and external volunteering, whilst 18% of the school volunteered internally in events such as Open Night. The students at Leichhardt campus have a strong sense of community as a result of this.	Nil
Increase in number of transition activities with partner primary schools.	In 2016 the transition team maintained their 2015 statistic of a 20% increase in transition activities with partner primary schools. These programs have seen an increase in engagement in high school and a reduction in anxiety when transitioning.	\$4,637.12 in transition funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers to be using Edmodo as a communication tool for students and parents in regard to classroom progress and activities.	In 2016 at Leichhardt Campus, 100% of teachers use Edmodo as a tool to communicate class work and assessment tasks to students and parents. The use of parent codes increased allowing parents to access the Edmodo page for their children. This has seen an increased in the collaborative and triangular relationship between the classroom and home.	Nil

Next Steps

- A focus on the use of parent codes for all students and the use of Skool Bag as a means for communication with the community will further bridge the gap between the classroom and home.
- The transition team is working towards building stronger connections with targeted local primary schools through involving them in shared teaching and learning activities and opportunities revolving around Leichhardt's permanent archaeological dig site. The team is also in the process of designing a transition promotional prospectus to engage and build relationships with the community.
- 2017 will see a push in formalising the volunteering program and process as a means of building clearer connections with outside community organisations and to encourage increased participation from students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The performance of Aboriginal students (compared with non-Aboriginal students) in NAPLAN included Year 7 scaled score for Spelling where Aboriginal students gained a score of 553.0 compared to 550.7 for all students across the state. Year 9 NAPLAN data for numeracy saw a 65.1 point increase for Aboriginal students from 2015 to 2016. The difference between the state average and Leichhardt's aboriginal students was -57.7point.</p> <p>At Leichhardt Campus in 2016 the Aboriginal Education team created homework club (Ngara). Students who attended homework club improved their academic report grade in most subjects. Coupled with Norte Norte tutoring, these initiatives built student confidence and resilience in class. 73% of students felt that Norte Norte had been very helpful to their academic progress in 2016</p> <p>2016 saw the implementation of student teacher mentoring system. As a result, all students have an individual Personalised Learning Plan and a mentor teacher who is part of the Aboriginal Education Team. 63% of students felt that mentoring had been useful to them in 2016; 52% strongly agreed and agreed that that their families were encouraged to be part of the school community. All staff attended a Personalised Learning Pathway professional learning session to improve their understanding of the process.</p> <p>Staff and students attended an 8 Ways focused Professional Learning event to implement 8 Way's perspectives in teaching and learning programs.</p> <p>The impacts of these initiatives are increased staff awareness of the needs of Aboriginal students and varied and targeted support being provided to Aboriginal students (92% knew about Norte Norte, 73% AIME, 76% Young Mob; 61% 8 Ways Professional Hub; 44% of staff are confident in using 8 Ways strategies).</p>	<p>\$10,856 in Aboriginal RAM funding.0.4 Norte Norte teacher (\$40 000)Norte Norte numeracy 0.2 (\$20 000)\$2150 team budget</p>
English language proficiency	<p>In 2016, Leichhardt Campus students with EAL/D needs were supported through the employment of a 0.4FTE EAL/D funded staff member. Targeted students were supported through in class and one on one mentoring with the EAL/D teacher. All targeted students were tested based on their English language proficiency with their ability being flagged on Sentral for teachers to see. A OneNote was created for each individual student with an outline of where students were on the English proficiency continuum and how to best support these students.</p> <p>An informal mentoring session called 'Chatter</p>	<p>0.4FTE EAL/D funded staff member.</p>

English language proficiency	<p>box' was started as a way of encouraging students to talk to their peers and teachers in English. This once a week lunch time session saw students become confident in using the English language in class and with their peers.</p> <p>Support in assessment tasks also increased student engagement in all KLA's.</p>	0.4FTE EAL/D funded staff member.
Low level adjustment for disability	<p>In 2016 the Learning and Support team restructured and built on programs available to students who require low level adjustments and support in the classroom. Each term the team reviewed student Individual Learning Plans in staff meetings to ensure all teachers were making adjustments for students with learning difficulties. This information has been made available to staff through Sentral at the beginning of 2017. Student ILPs are supported and implemented with the help of SLSOs in the classroom, the setting of SMART goals and with assessment support in the Lighthouse. The SLSOs liaise with faculty Head Teachers to provide strategies to implement programs to allow all students to access the curriculum.</p> <p>The learning and support team analyse student NAPLAN results as a method of guiding the extra support students require. Those students identified as needing extra support are targeted for extra one to one mentoring outside of class in literacy and numeracy. The learning and support team also work with the teaching staff across KLAs to provide feedback and upskilling when modifying assessment tasks. Based off this data small tutoring groups have been formed for these year 7 students. The team works with parents, teachers and outside organisations to apply for extra funding for students who require extra support, but do not have access to funding. This has had an increase in the confidence and results of students who have been identified as having learning difficulties.</p>	<p>\$109,000 from Funding support funds.</p> <p>\$35,000 from RAM funding.</p>
Socio-economic background	<p>Students identifying or who were identified as needing support to successfully attend and participate in school accessed the socio-economic funds. These funds were used to increase the engagement and equity at Leichhardt campus.</p> <p>Payments relating to school related costs such as BYOD hire, school fees, uniforms, learning equipment, camp costs and excursion costs allowed students to access all learning opportunities.</p> <p>These funds have allowed students to have positive experiences at school and engage in learning without being hampered by their socio-economic background.</p>	\$56,190.38 in Socio-economic RAM funding.
Support for beginning teachers	The Early Career Teacher meetings were run by the Head Teacher Teaching and Learning.	\$71,823 from the beginning teacher funds

Support for beginning teachers	<p>These meetings were run fortnightly and consisted of accreditation support, professional learning activities and classroom practice support. Supporting this program was the early career mentoring program. This program buddied early career staff up with experienced staff in a mentoring relationship, where they observed each other at least once. Each early career staff member was also paired up with a buddy from outside of their faculty to encourage professional conversations to improve on practice.</p> <p>The Leichhardt Rounds program used Robert Marzano's Art and Science of Teaching as a positive framework for reflection and improvement on practice in the classroom.</p> <p>These programs encouraged positive reflection on teaching practice that was based on evidence based practice.</p>	<p>\$71,823 from the beginning teacher funds</p>
Targeted student support for refugees and new arrivals	<p>NIL</p>	<p>NIL</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	488	505	582	591
Girls	237	255	267	302

In 2016, the total student enrolment was 893, with 302 girls and 591 boys. 3% of the student population are Indigenous and 45% have a language background other than English. 48% of students are in the top quarter for socio-educational advantage. 9% are in the bottom quarter.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.5	94.9	94.4	94.6
8	94.7	92.8	91.7	92.5
9	92.6	93.3	91.4	92.9
10	91.4	90.5	91	91.3
All Years	93.7	93.1	92.3	92.9
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 Leichhardt 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 93%. It was 81% for Indigenous students and 93% for non-indigenous students.

As Sydney Secondary College Leichhardt 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 Leichhardt 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 Leichhardt 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	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	4

*Full Time Equivalent

In 2016 there were 60.3 full-time equivalent teaching staff at the school and 14.9 full-time equivalent non-teaching staff. Sydney Secondary College Leichhardt has three Aboriginal staff members. One male Aboriginal staff member is the relieving Deputy Principal, one female Aboriginal classroom teacher and one female school administrative staff member.

Teacher qualifications

All teaching staff meet the professional requirements

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

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 team. 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.

At a campus level, professional learning in 2016 involved the staff building on their teaching practice through staff meetings, faculty meetings and outside professional development. On a whole school level each term 3–4 professional learning meetings were held where staff members with particular skills would present as a means of informing their colleagues on best practice in the classroom. Leichhardt Classrooms was a huge success in engaging the staff to pick an area for development and over four 3 hour sessions build resources to be shared with the staff. Some areas of development were differentiation, ALARM, Aboriginal 8 Ways of Learning, visual thinking and note taking. Term two's staff development day focused on staff well being. A number of faculties at the school began to implement professional learning within faculties. This professional learning was a faculty specific session by expert teachers to up skill their colleagues. A large percentage of the staff also attended external professional learning in services as a way to build on their knowledge. These members shared their experiences and strategies with staff members in faculty, team and staff meetings.

In terms of teacher accreditation, in 2016 across the whole of Sydney Secondary College, there are 29 teachers in the process of attaining accreditation at proficient level. 50 teachers 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. At the Leichhardt campus 7 teachers were successful in attaining accreditation at Proficient level and 3 teachers successfully completed a cycle of maintenance at Proficient Level.

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

Financial information

This summary of financial information covers funds for operating costs to the end of 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The full copy of the school's 2016 financial statement is tabled at the annual general meeting of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	754 183.02
Global funds	762 457.97
Tied funds	431 535.26
School & community sources	604 386.20
Interest	20 241.41
Trust receipts	120 269.11
Canteen	0.00
Total income	2 693 073.15
Expenditure	
Teaching & learning	
Key learning areas	220 772.13
Excursions	259 018.85
Extracurricular dissections	110 960.80
Library	8 286.43
Training & development	3 996.43
Tied funds	382 315.20
Short term relief	192 980.66
Administration & office	238 980.60
School-operated canteen	0.00
Utilities	144 245.78
Maintenance	58 425.80
Trust accounts	114 326.69
Capital programs	87 600.49
Total expenditure	1 821 909.86
Balance carried forward	871 163.29

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

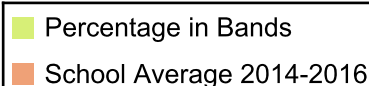
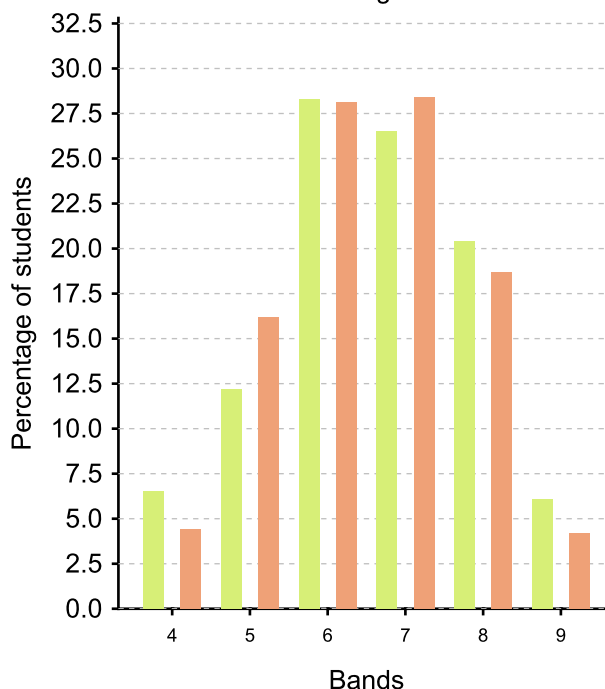
NAPLAN

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 Leichhardt 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 70%. 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 69%, 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 47%, writing is 27%, spelling is 49% and grammar and punctuation is 47%. For year 9 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for reading is 37%, writing is 14%, spelling is 40% and grammar and punctuation is 34%. All above state average.

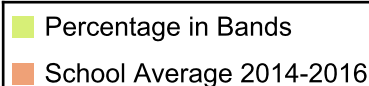
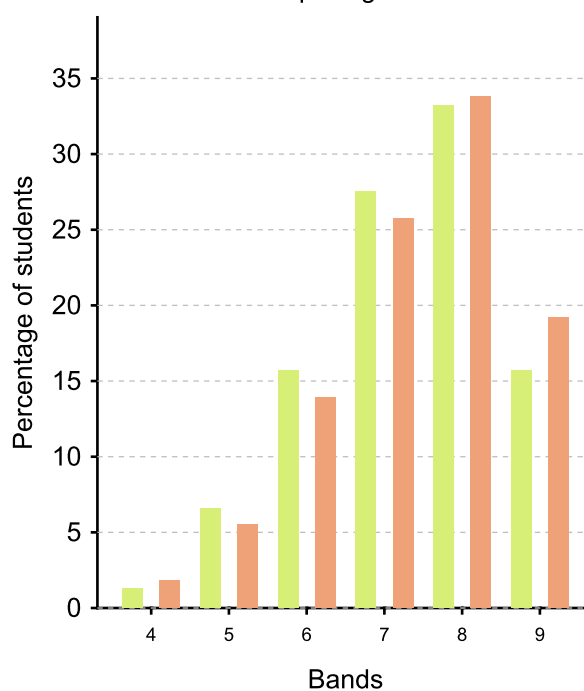
Percentage in bands:

Year 7 Writing



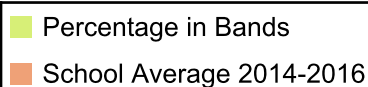
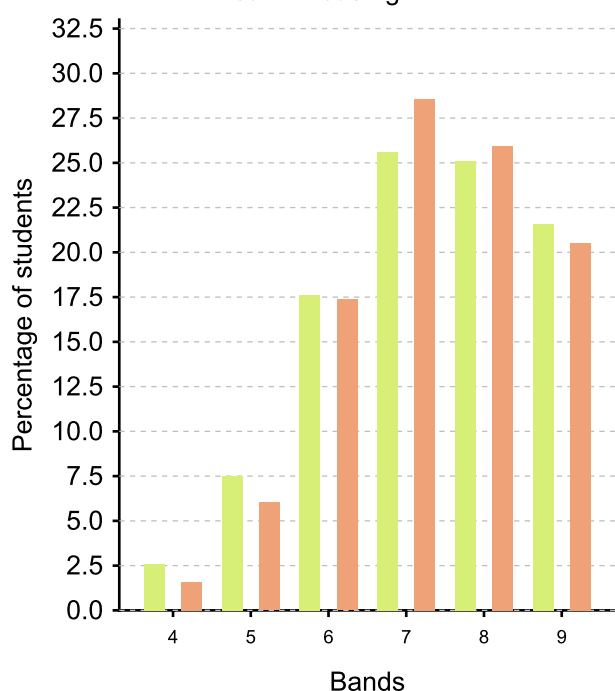
Percentage in bands:

Year 7 Spelling

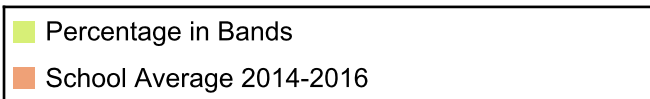
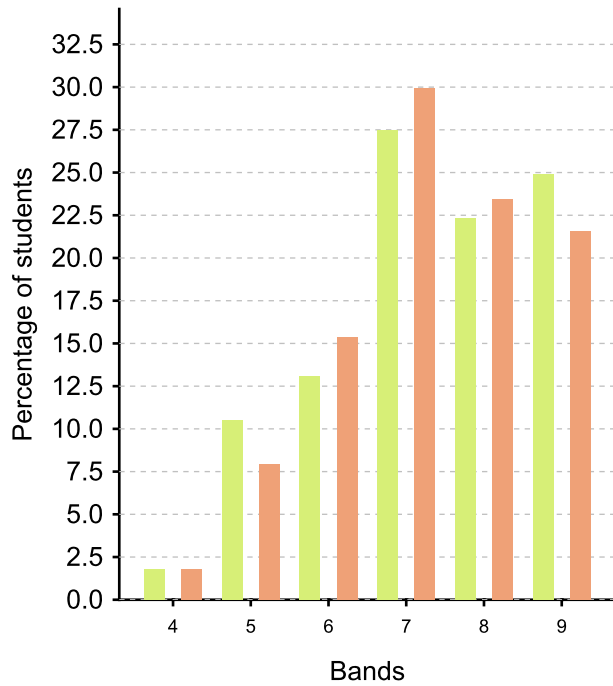


Percentage in bands:

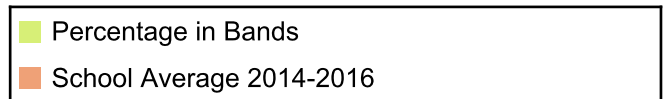
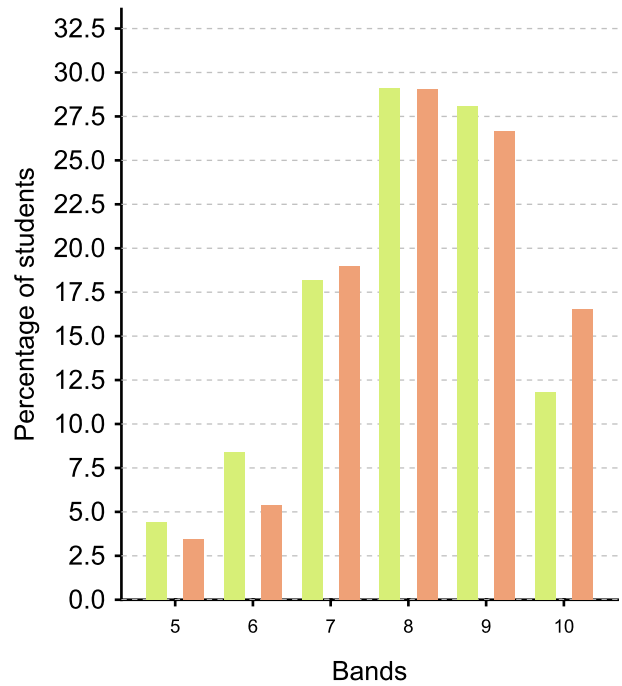
Year 7 Reading



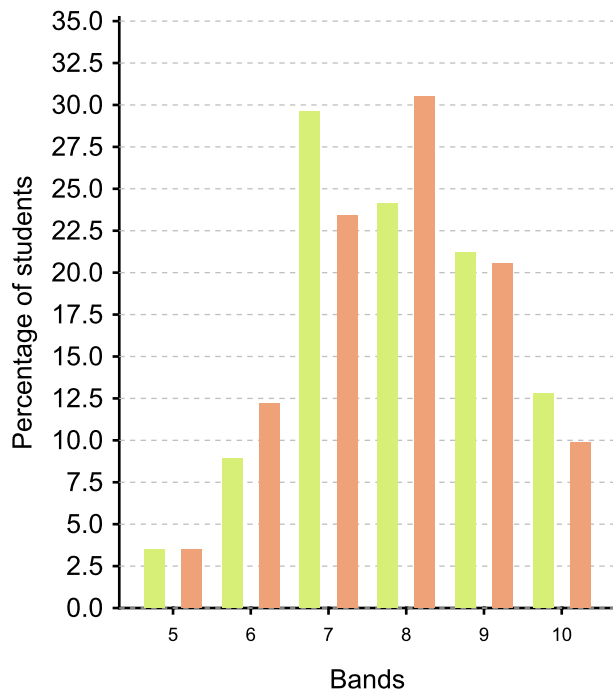
Percentage in bands:
Year 7 Grammar & Punctuation



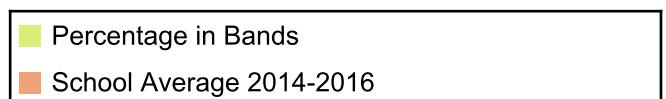
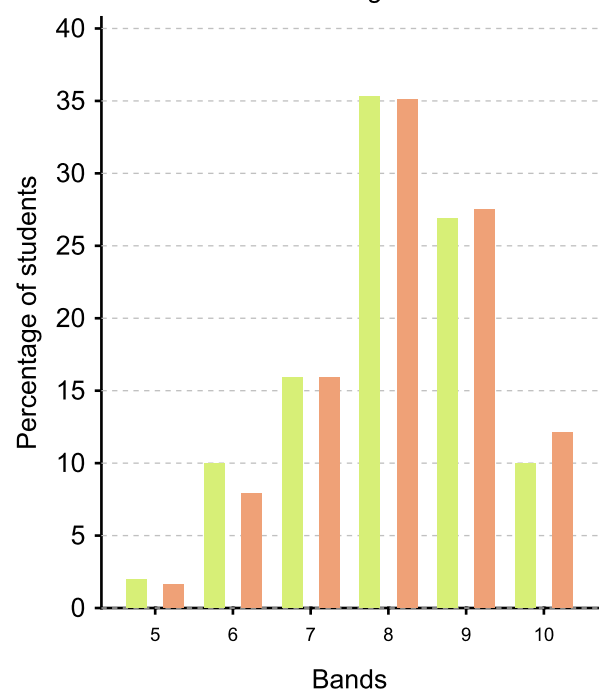
Percentage in bands:
Year 9 Spelling



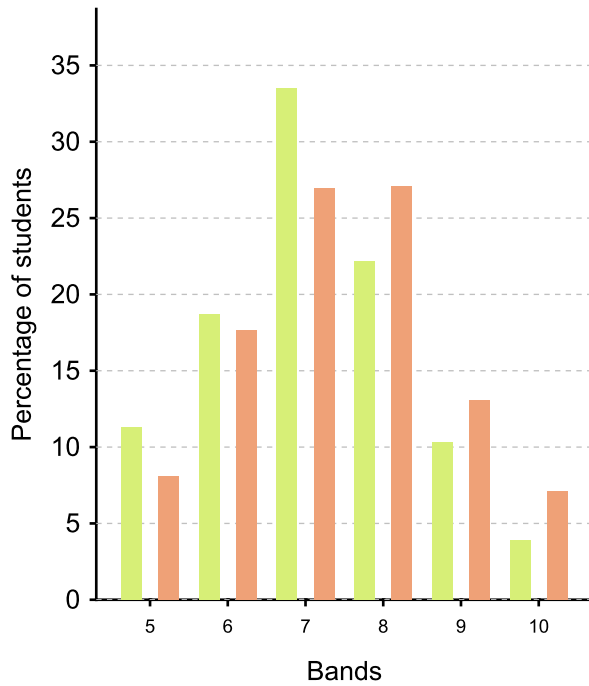
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Reading



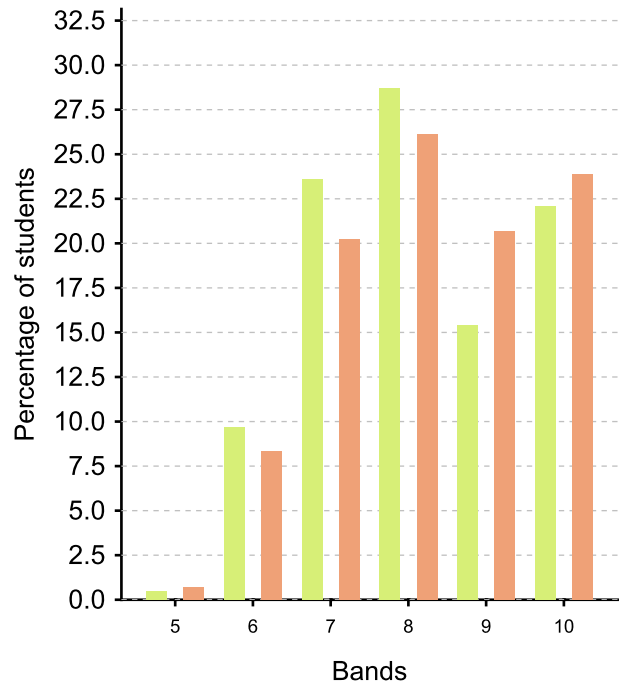
Percentage in bands:
Year 9 Writing



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 48%. For year 9 in 2016 the percentage of students at proficiency and achieving in the top 2 bands for numeracy is 37%. Both above state average.

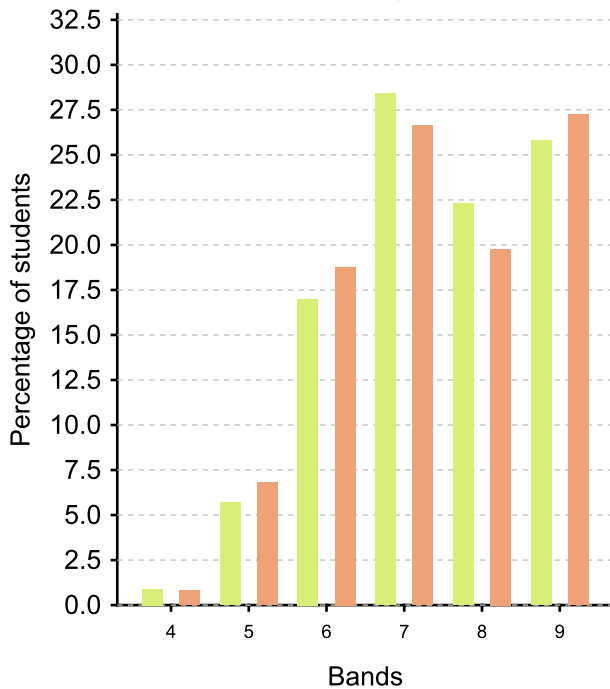
Percentage in bands:
Year 9 Numeracy



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 Leichhardt had 43% of students in the top 2 bands and 47% 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 surveys:

- Tell Them From Me student surveys 2016.
- Early Career Teacher Mentor Scheme Feedback (2015).
- Term 3 college professional learning staff survey.
- College Student Representative Council meetings.
- Exit interviews with Year 10 and 12 students.
- Ongoing meetings with parents throughout the year at each campus. Satisfaction was indicated by all parties in the following areas:

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.
- 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 support the Creative and

Performing Arts at each campus, the Instrumental Music Program has strong parental support.

- 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.
- 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 to develop Personalised Learning Plans that identify the 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

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 – 44%
- Balmain Campus – 47%
- 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.