

Sydney Secondary College Blackwattle Bay Campus

Annual Report



2016



8539

Introduction

The Annual Report for 2016 is provided to the community of Sydney Secondary College Blackwattle Bay 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

Blackwattle Bay Campus is a dynamic, culturally diverse school based on quality, opportunity and diversity. The school offers an extensive senior curriculum and a flexible structure allowing students to access University, TAFE courses and School Based Apprenticeships and Traineeships. All students are encouraged to achieve their personal best in an environment that provides academic challenges, and exciting artistic, cultural and sporting opportunities.

Blackwattle students are encouraged to be responsible, respectful and productive members of our society, capable of high achievement through individual effort and persistence. Programs such as student leadership, tutorial support, student mentoring, community service and social justice initiatives strengthen the partnership between students, staff, parents and the community. The school recognises and celebrates success on a regular basis.

I am very proud of Blackwattle's achievements. We are committed to providing our students with the best possible educational experiences to prepare them for a successful and fulfilling future.

Sharon Roberts

Blackwattle Bay Campus 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 harbourside 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 college 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 Colleges provides an excellent broad education based on quality, opportunity 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. 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. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

The results of this process indicated that in the domain of learning; learning culture and well being, the school's on-balance judgements for these elements is delivering. In the domain of learning; curriculum and learning, assessment and reporting and student performance measures, the school's on-balance judgements for these elements is sustaining and growing.

In the domain of teaching; effective classroom practice, data skills and use, learning and development and professional standards, the school's on-balance judgements for these elements is delivering. In the domain of teaching; collaborate practice, the school's on-balance judgement is excelling.

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

Our self-assessment 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 future focused environment. Students will be creative and critical thinkers who are resourceful and collaborative lifelong learners. Our students will be empowered to be independent, empathetic and resilient individuals.

Overall summary of progress

At Blackwattle Bay Campus in 2016 the highlights included continuing significant improvement in academic results. In the 2016 HSC, just under half of the results were in the top two bands; more than one in five students achieved an ATAR above 90; 4 students were placed on the Premier's Award Merit List; and the Dux of our Campus achieved an ATAR of 98.85. In 2016 Blackwattle Bay ranked as number 1 of all Senior High Schools in the State, achieving an overall ranking of 119 – our best results ever. This is the result of quality delivery of our broad curriculum which engenders creative and critical thinkers and encourages lifelong learning. ICT and BYOD implementation have contributed to the development of technological literacy across all domains. Staff involvement in the Professional Learning Teams, which underpin Professional Development, empowers Staff to deliver a differentiated teaching and learning experience engaging our diverse learning community. Our students demonstrate success through participation in Leadership, Sporting, Musical and Cultural pursuits. Our focus has been to build student resilience demonstrated by improved retention rates, strengthening of student teacher relationships, a sense of belonging and access to a wide variety of post school destinations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs reviewed to ensure that they embed: A Learning and Response Matrix (ALARM), ICT, literacy, differentiated tasks.	In 2016 we addressed teaching and learning programs focusing on accommodations and adjustments, differentiated learning experiences and assessment tasks for students in all areas of the academic continuum.	NIL
Use the 'Tell Them from Me' Survey to measure: stronger engagement in effective learning time and opportunities for post school options.	Students are actively engaged in the life of the school and have a strong sense of belonging. There is a high rate of participation in sport and positive friendships.	NIL
Students in Years 11 and 12 show stronger engagement in school assessment across all curriculum areas as measured by a decrease in 'N' Warning letters by 10%.	The rate of 'N' warnings decreased by 17% indicating stronger academic engagement.	NIL
More than 20% of results achieved are in Bands 5 and 6 in the HSC.	43% of all our results were in the top 2 Bands 5 and 6, well in excess of our target. Also, 75% of all results were in the top 3 Bands – 4, 5, 6.	NIL

Next Steps

- Continue successful programs, such as ALARM, to prepare students for HSC subjects and exams.
- Focus on our retention rates and engagement of Aboriginal students.
- Continue to focus on our Selective students to address any anomalies in anticipated performance.

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

Our staff continuously engage in professional learning, innovative practice and collaborative leadership to ensure an ongoing Secondary College culture of high expectations. SASS Staff have been actively upskilling in collaborative succession planning processes. A highlight of 2016 has been the continuation of Staff involvement, in professional learning. An emphasis in 2016 was participation in cross faculty professional development conducted in afternoon and evening sessions. Involvement in the use of data analysis, such as RAP and SMART data, continues. The School Excellence Framework forms the basis of professional development activities for the Executive. Staff Performance Development Plans are firmly embedded into staff professional development and are directly linked to the Teaching Standards and the maintenance of accreditation. The "Tell Them from Me Survey" informs discussions regarding school practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff access available data to improve teaching practice e.g. RAP and Smart data.	In excess of 90% of staff have accessed RAP and SMART 2016 data tools to improve practice in 2016.	NIL
Feedback from lesson observation and teacher self-reflection is used as a continuing professional development tool by all staff and informs Professional	100% of staff engaged in Lesson Observations and reflections. PDP's have also been completed by all Staff.	NIL
'Tell Them From Me Survey' is a strategic target in school planning.	This is a continuing bi-annual undertaking.	NIL
All teachers undertaking accreditation successfully complete and maintain the process.	100% of staff achieved accreditation.	NIL
100% active participation in strategic direction teams (3C's).	Cross faculty C teams continue to offer professional development opportunities for all Staff.	NIL
Staff engage in professional development to enable accreditation at higher levels.	College support continues via professional development sessions.	NIL
SASS Administration staff engage in collaborative work practices.	SASS Staff continue to up skill in collaborative succession planning processes.	NIL

Next Steps

- Lesson observations continue successfully and staff are keen to embrace the Quality Teaching Rounds process.
- Time constraints affected the smooth running of C Teams. In 2017 time allocated to this activity will be adhered to.
- SASS Staff to formulate PDP's.

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

In 2016 students' sense of belonging was addressed and efforts were made to put programs into place to increase this. These programs will continue into 2017 and are expected to show a marked increase in students' engagement in the life of the school. Attendance rates remain steady for all students. For our students positive student/teacher relationships are above the NSW Government norm. Students feel increasingly supported in the school environment. This appears to be a continuing feature of our school. Student voice is apparent in relevant decision making processes. Parent involvement is active in the provision of additional resources which add to the ambience of the school ethos.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Use the TTFM survey data to gauge student and staff emotional wellbeing.	Students show active engagement in the life of the school. Their sense of belonging has increased through strong friendships and participation in sport.	NIL
Increase by 5% student engagement (attendance, punctuality, fractional truancy) and reporting of this information to parents/carers.	Student engagement has improved as demonstrated by increased attendance and punctuality and a decrease in fractional truancy.	NIL
Use PBL self-evaluation tool to measure staff and student engagement in PBL.	PBL team revamped to include student representation. Positive student behaviour is regularly recognised.	\$500
Increase the attendance and engagement of parents/carers at school events such as parent/teacher nights, information sessions and P&C meetings by 5%.	During 2016 there were a number of opportunities for parents and carers to engage with school community. The P&C are actively involved in the life of the school.	\$1,000
Establish an environmental policy in conjunction with the school's P&C, student representatives and the wider community.	Monitoring of paper usage continues. Recycling is a regular activity and the P&C have been active in assisting with temperature regulation in classrooms and staffrooms.	NIL
100% of teaching staff engaged in at least one co-curricula/whole school initiative.	Staff are involved in a variety of co-curricula activities such as chess, debating, kayaking and other pursuits.	NIL
10% increase in students initiating and leading whole school events.	The school culture has actively encouraged increased participation in student leadership such as the Ambassador's group which conducts many school and community events.	\$500

Next Steps

- Encourage staff and parents to participate in the TTFM survey.

- Continue SMS parent contact and encourage further uptake of Skoolbag App.
- Continue to encourage the use of PBL strategies to promote the ethos of a positive school environment.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>ESL results are at State average for the first time. Attendance rate of EALD students with tutors and with Reading/Literacy program have improved. All Staff are trained in ALARM.</p> <p>2.0 FTE ESL Teachers were funded from staffing allocation</p> <p>Additional classes were established in Year 9 and 10 in HSIE and Maths. Student needs have driven the establishment of these classes because:</p> <ul style="list-style-type: none"> • HSIE has high demands in the writing area where students must write extended responses which is their last language mode to develop. • Maths has high language demands in the 2 unit Maths Course in Stage 6. • Due to the often late arrival of ESL students in Years 9 and 10. <p>Additional support has been provided to meet the language demands of the course. This is necessary in Stage 5 for students who wish to access 2 unit Maths in Stage 6.</p>	\$23945.98
Low level adjustment for disability	<p>Support for students in the mainstream is ongoing and this support assists with accommodations and adjustments with class work and assignments. More 'N' Warnings were redeemed than previously and retention of low level literacy students has improved. Learning Support Teachers and SLSOs supported identified students both in class, and in withdrawal environments. This enabled students to hand in assessment tasks on time and provided intensive support when required.</p>	\$33036.00
Socio-economic background	<p>Overall HSC Results improved. Increased attendance due to Study Tutors and Reading/Literacy program. All Staff have been trained in ALARM.</p> <p>Support was given for identified low socio economic background students in various aspects of school life including school fees, equipment, excursions, and extra curricular programs. In 2016 14 <i>students applied for and received student assistance</i>. This enabled them to engage with the school community by wearing school uniform, attend various school excursions and pay contributions for practical elective subjects.</p> <p>Full time student learning engagement officers were employed to provide support for students in the classroom and assist in the implementation of identified students' PLPs.</p>	\$20505.74
Support for beginning teachers	<p>Enabled further Professional Development and culminated in Proficient Accreditation. Our beginning teachers have been supported through a variety of initiatives such as 1:1 coaching, mentoring program, lesson</p>	\$19209.00

Support for beginning teachers	observations, college team approach. College HT Teaching and Learning offers support to our beginning teachers. Beginning teachers have participated in a range of professional development activities such as Aboriginal Meetings and Conferences as well as external Professional Development.	\$19209.00
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	385	367	386	391
Girls	255	256	252	251

In 2016 total student enrolment was 642, with 251 girls and 391 boys. Out of this total 3% were Indigenous and 45% came from a language background other than English.

Student attendance profile

School				
Year	2013	2014	2015	2016
11	89.4	90.2	91.3	90
12	90.3	90.9	92.2	90.6
All Years	89.8	90.5	91.7	90.2
State DoE				
Year	2013	2014	2015	2016
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance at Blackwattle Bay 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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			5
Employment			10
TAFE entry			5
University Entry			70
Other			0
Unknown			10

Reflecting the school's strong academic results, the majority of students have chosen University as their post-school option.

Year 12 students undertaking vocational or trade training

28 students successfully completed a vocational education and training course delivered by the school or at TAFE. These vocational courses reflect the broad curricula offered to students and reflect the close links the school has established with strategic partners. These courses enhance student post school employment opportunities in line with 21st century demands.

Year 12 students attaining HSC or equivalent vocational education qualification

282 students attained their HSC. 43% of results were in the top 2 Bands 5 and 6. In 2016 49 students achieved two or more Band 6 results. This is an improvement on the two previous years: 40 students in 2015 and 20 students in 2014.

75% of all results were in the top 3 Bands.

The school was ranked 119 in the State. This improved performance from 130 in 2015 reflects explicit, consistent teaching practices across all faculties. Formal and informal support of students has contributed to the development of independent learners.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2.6
Head Teacher(s)	9
Classroom Teacher(s)	36.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	14.28
Other Positions	3.3

*Full Time Equivalent

In 2016 there was 55.8 full-time equivalent teaching staff and 14.3 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	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 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 2016 the teachers at Blackwattle Bay Campus engaged in more than 30 hours of Professional Learning at a whole school level. The main focus throughout the year was Project Based Learning. Expert teachers gave presentation on PBL and shared

their experiences with stage 6 students. Teachers worked collaboratively to create either assessment tasks or classwork where this delivery could be implemented. Another strong focus of Professional Learning was implantation of technology in the classrooms. Expert teachers delivered sessions on a range of topics including Nearpod, OneNote and the use of Sentral to drive student data. A group of staff also focused on communication mediums used by the school and enjoyed the expert knowledge of a representative of DE Media Unit. As a result of this, a new team has been formed to monitor levels of communication at the campus level.

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.

Income	\$
Balance brought forward	881 167.14
Global funds	505 576.88
Tied funds	351 533.26
School & community sources	782 433.18
Interest	19 563.82
Trust receipts	83 245.00
Canteen	0.00
Total income	2 623 519.28
Expenditure	
Teaching & learning	
Key learning areas	392 752.21
Excursions	16 013.96
Extracurricular dissections	209 322.41
Library	13 348.82
Training & development	3 057.02
Tied funds	326 633.45
Short term relief	169 760.37
Administration & office	239 427.74
School-operated canteen	0.00
Utilities	111 227.41
Maintenance	58 336.73
Trust accounts	83 810.58
Capital programs	17 246.23
Total expenditure	1 640 936.93
Balance carried forward	982 582.35

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.

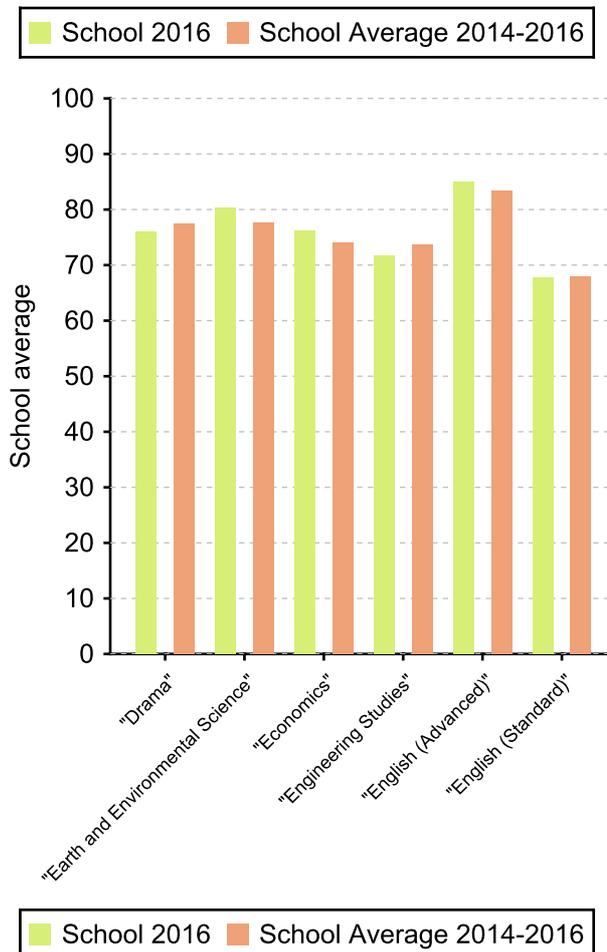
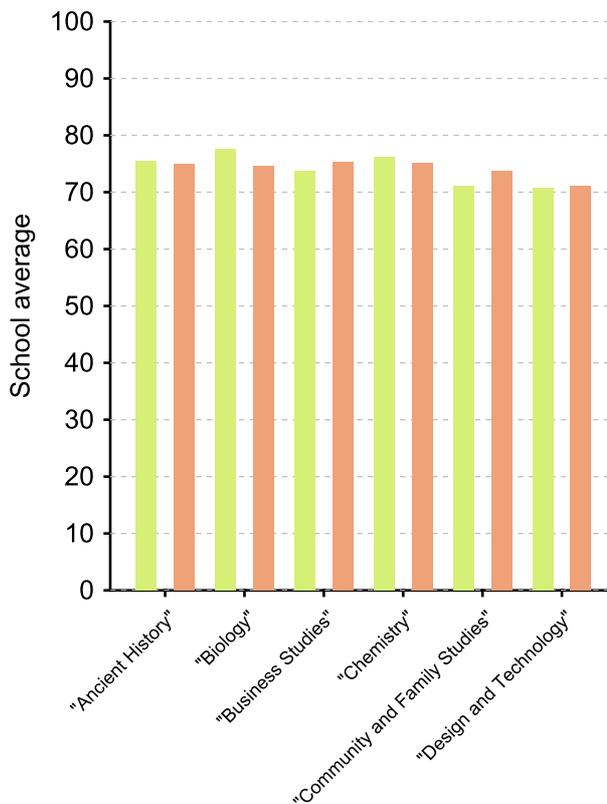
School performance

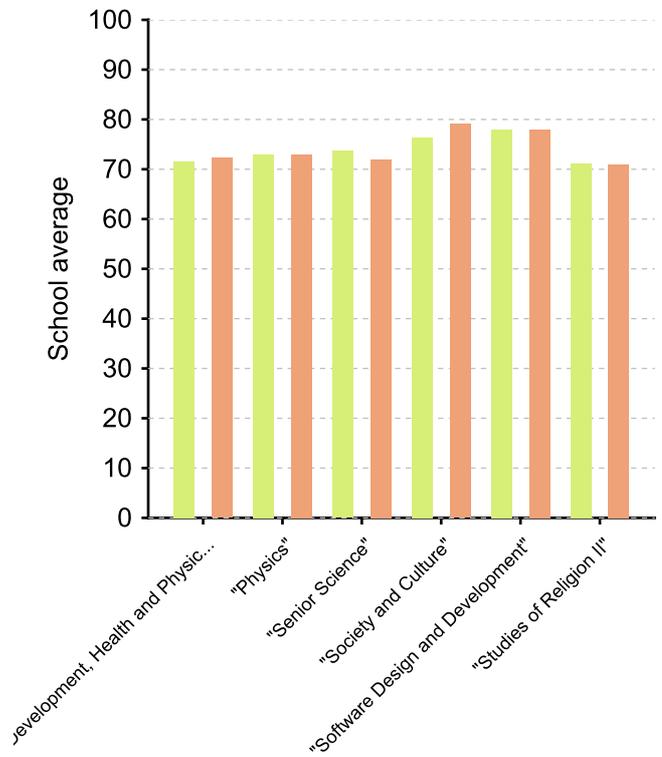
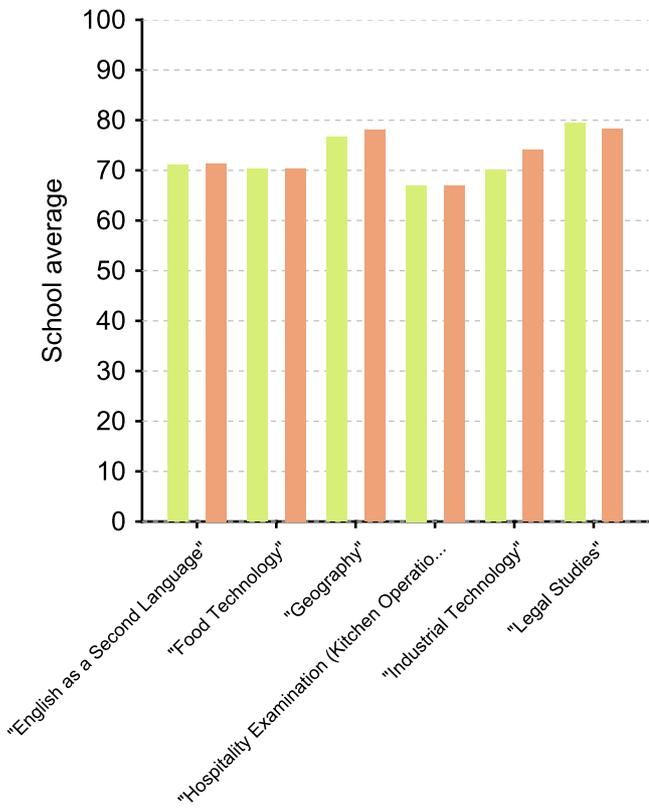
NAPLAN

As Blackwattle Bay Campus is the Senior Campus of Sydney Secondary College with Year 11 and 12, the students do not participate in NAPLAN exams. This information can be found under Leichhardt Campus and Balmain Campus Annual School Report information.

Higher School Certificate (HSC)

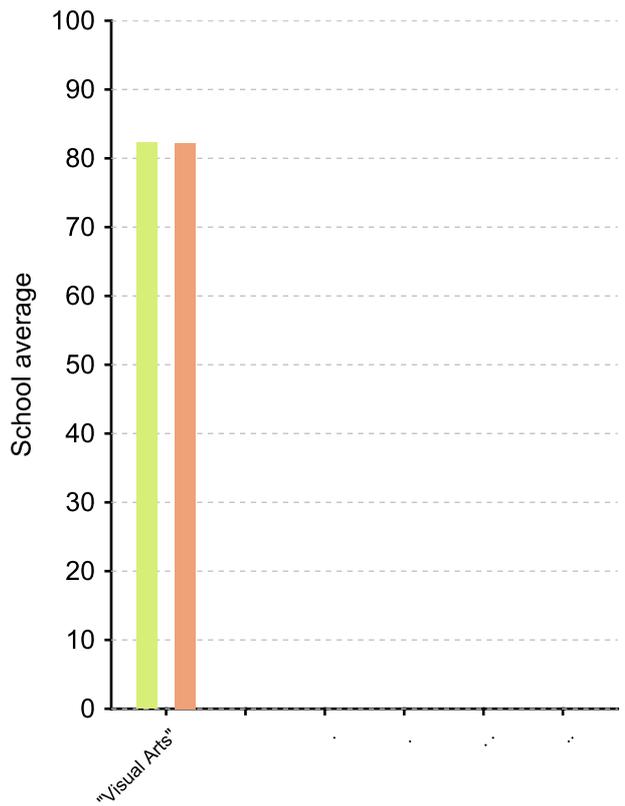
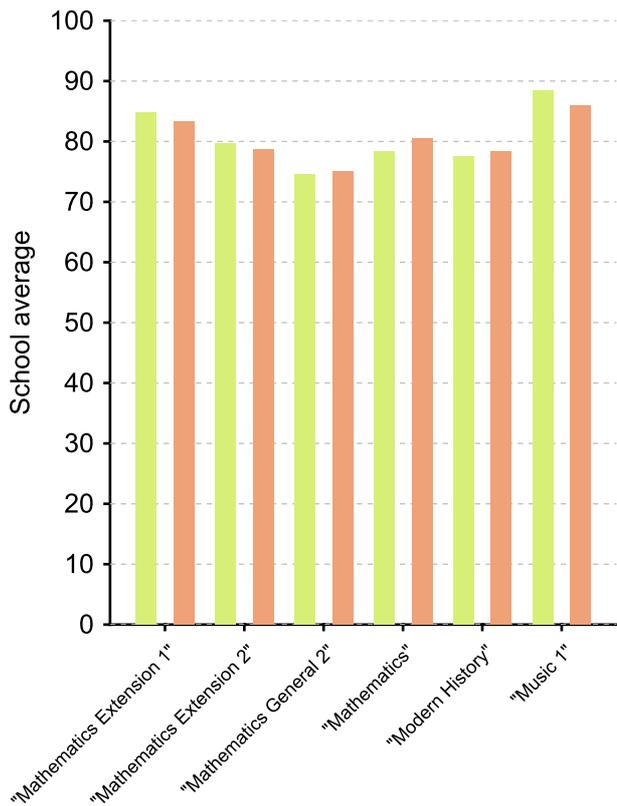
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)

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Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)

Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)

The 2016 HSC cohort did exceptionally well and had 13% in the top Band 6, which was a slight increase on the previous year. 43% of all our results were in the top two achievement bands, Band 5 & Band 6 and an impressive 75% of all results were in the top 3 Bands.

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 students 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 Bay Campus. Our ATSI staff include five Aboriginal teachers, an Aboriginal Education Officer, 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, 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 stated 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 occurred in the preparation of students' personalised learning pathways, attendance at cultural events and celebrations.

Literacy and numeracy programs continued at Balmain and Leichhardt Campuses 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 song lines and personalised Acknowledgement of Country used at every assembly.

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), Marley–Ann Edwards (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 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 cooperative programs between the College and the International Student Centre.