

Sydney Secondary College Leichhardt Campus

Annual Report



2017



8507

Introduction

The Annual Report for **2017** 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.

Ms Melinda Bright

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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 2017 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. 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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

In the domain of Learning, the school's on balance judgement is that we are delivering in terms of student performance measures. The school achieves value-added results; students are at or above national minimum standards on external performance measures and students are showing expected growth on internal school performance measures.

In the elements of learning culture and assessment and reporting we are sustaining and growing. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities; positive, respectful relationships are evident among students and staff and there are well developed programs and processes used to identify and address student learning needs, including explicit processes to analyse performance data. Our student reports are detailed and identify areas for growth; the school is aware of trends in student achievement levels and parents have an understanding of what students are learning and the systems in place to support progression to the next level.

Finally, in the elements of wellbeing and curriculum and learning the school's on balance judgement is that we are excelling. The school has in place a comprehensive and inclusive framework to support student wellbeing that measurably improves individual and collective wellbeing. Individual learning is supported by effective systems and expertise and students are self-aware and build positive relationships that allow them to contribute to the school and society in which they live.

In the domain of Teaching, the school's on balance judgement is that we are sustaining and growing in terms of data skills and use. Teachers incorporate data analysis in their planning for learning and assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school is excelling in terms of effective classroom practice and collaborative practice. The school leadership team demonstrates instructional leadership and promotes evidence-based practice and teachers ensure all students have a clear understanding of how to improve their learning. Teachers collaborate to ensure consistency of curriculum delivery,

including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation and mentoring and frequent opportunities to model effective practice in order to sustain school-wide improvement in teaching practice and student outcomes.

The school is also excelling in terms of learning and development and professional standards. The school evaluates professional learning activities to promote the most effective strategies. Teachers draw on and implement evidence-based research and the school is recognised as expert in the provision of support to beginning and early career teachers, as well as support for teachers to achieve professional learning goals and attain and maintain accreditation – including higher levels of accreditation.

In the domain of Leading, the school's on balance judgement is that we are sustaining and growing in terms of leadership and management practices and processes. Leadership development is central to school capacity building and the school has productive relationships with external agencies to improve educational opportunities for students. There are opportunities for students and community to provide feedback and flexible processes exist to deliver information and strengthen parental engagement.

The school is excelling in terms of school planning, implementation and reporting as well as school resources. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. There are established processes that build the capacity of the school community to use data for school improvement. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement and long-term financial planning is integrated with school planning and implementation processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017, Leichhardt campus made significant and positive moves forward in building on the school plan's improvement measures. The Positive Behaviour for Learning team continued to combine with the Wellbeing team (previously known as welfare) to build internal and external support and mentoring groups available to students, seeing an increase in positive and responsible behaviour at Leichhardt Campus. 2017 saw a continuation of the highly successful BYOD policies and practices. This was supported with a continual shift in the teaching and learning strategies being implemented to support the development of future focused and critical thinking skills in our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % of students Bringing Their Own Device (includes students provided with device through equity funding)	Nil	2017 saw 100% of students bringing a device to class, either their own as stated within the BYOD policy or provided to them through the school equity systems. This was a continuation of the progress made in 2016.
Increased % of students engaged in mentoring programs with both internal and external sources	\$28, 378 from equity funds, supplemented with school funds.	<p>2017 saw an increase in the targeted mentoring programs based on data from the Positive Behaviour for Learning team. External partnerships were continued with Leichhardt Council's Linked In Mentoring program, the City of Sydney's Popup Project, RAISE mentoring, Young Mob, Sister Speak and Bro Speak. Internally the Rock and Water program continued to provide support for boys and girls, with further staff becoming trained to deliver the program.</p> <p>A one-on-one student mentor is employed for targeted students.</p> <p>Peer support, NORTA NORTA, the continuation of the Rainbow Advisor role to support our LGBTIQ students and mentoring from the Boys Advisor, Girls Advisor and Year Advisors also support students wellbeing.</p> <p>These external and internal programs were all successful and improved the connection to the school and confidence of students at Leichhardt.</p> <p>There has been a slight increase in students having access to the mentoring programs offered, maintaining the inclusive and supportive nature of the campus.</p>
Improved NAPLAN results for Aboriginal students receiving NORTA NORTA tutoring from year 7 to year 9 indicate we are continuing to Close the Gap.	\$20, 203 from equity funding, supplemented with school funds.	In 2017, the NORTA NORTA program continued to result in a higher percentage of our Aboriginal students achieving in the top 2 bands in NAPLAN across all areas in both years 7 and 9 when compared to Aboriginal students in the state.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in reported intellectual student engagement (Tell Them From Me 2015) from 52% to 58%	Nil	In 2017 the Tell Them from me Survey was not completed. However, in our internal academic data 72.7% of students achieved a sound grade or above and /or sustained academic growth demonstrating engagement with classroom content.
Increase in % of students showing positive behaviours for effective learning from 82% to 88%	PB4L team budget – \$4600	The number of students showing positive behaviour for learning has decreased from 88.2% in 2016 to 82.9% in 2017. However, the decrease in students in this category is countered by the 13698 positive entries in 2017. This is reflective of the high expectations and implementation of behaviour systems within the school.
Increase in % of teachers confidently utilising learning technologies to maximise 21st C learning	Nil	<p>In 2017, a thorough review of the school's BYOD program was undertaken and it revealed that 82.8% of teachers identified themselves as active users of technology for teaching. When asked if they thought that they were using technology effectively for learning the majority (88%) of teachers ranked themselves above a 5 out of 10 and of those, 39.7% ranked themselves 8 or more. 4 staff members ranked themselves at 10/10 for very effectively using technology.</p> <p>On average, teachers identified themselves as above 6 out of 10, when asked about their effectiveness of teaching a range of 21st century skills.</p> <p>This highlights the exceptional skill set and confidence of teachers in engaging students with 21st century technologies and capabilities that will better prepare them for the changing workforce.</p>

Next Steps

- The implementation of recommendations made in the BYOD review completed in 2017.
- The Leichhardt campus Aboriginal Education Committee will continue to work with students, parents and community members to engage in their own learning. The NORTA NORTA program and homework club (Ngara) will be utilised to build on students' skills in literacy and numeracy.
- Developing strategies and frameworks to explicitly teach and assess the 4Cs + R future focused skill sets.
- A continued focus on Positive Behaviour for Learning will focus on further refinement of the data held within Sentral, focusing on the identification of major and minor problems to better target problem behaviours and implement targeted interventions.

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 enthusiastically build on their professional capacity through effective collaboration, classroom observation, mentoring and opportunities to model effective practice in order to sustain school-wide improvement in teaching practice and student outcomes. The Performance and Development Framework and the PDP process continues to encourage staff members to reflect and build on their practice, as well as allowing the Teaching and Learning team to provide professional development targeted to staff and school needs. The Positive Behaviour for Learning team continue to communicate data and strategies that facilitate teaching and learning that is responsive to student needs and nearly every teacher is actively involved in a school wide team fostering opportunities for all staff to work at a whole school level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have Professional Development Plans	Nil	In 2017, 100% of permanent and full time temporary teachers completed Professional Development Plans and worked through the year to gather and attach evidence to support development goals.
All staff who submit accreditation evidence are successful on their first attempt.	\$56, 201.84 – Beginning Teacher Funding	In 2017, 100% of staff members who submitted their accreditation evidence NESA attained accreditation at proficient. In 2017 new scheme teachers continued to be supported by the Early Career Teacher group and the Head Teacher, Teaching and Learning. This percentage meets our target.
% of staff involved in Leichhardt Rounds increases from 13% to 20%	\$56, 201.84 – Beginning Teacher Funding	In 2017, 32.8% of teachers were involved in Leichhardt Rounds – the SSC Leichhardt lesson observation process based on Marzano's Art and Science of Teaching. This percentage has exceeded our target.
% of staff participating in 1–1 ICT Mentoring increases from 0% to 25%	Nil	Due to this target being met in 2015, the school moved from one-to-one mentoring to professional learning being provided as required. Within faculties, teachers less confident with ICT still receive assistance from expert teachers.
All staff active members of committees or working parties	Nil	In 2017, 98% of staff member were involved in a committee or team across the campus.
Continue trend of improvement in Year 9 writing (all students)in NAPLAN data	\$4,950 – Literacy team budget	In 2017, 22.4% of students in Year 9 achieved in the top two bands in NAPLAN writing. This was a significant improvement from 2016, where there were 14.2% in the top two bands.
Continue trend of improvement in Year 9 writing (Aboriginal students)in NAPLAN data	\$20, 203 from Equity funding supplemented with school funds.	This target has not been met. In 2017 8 Aboriginal students completed NAPLAN in Year 9. Of these, 7 students received bands 5 or 6.
PBL data indicates an increase from 68% of staff to 80% who	\$4,600 – PBL team budget	This goal was met In 2016 and maintained in 2017 at 100% of staff felt they to some extent are

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
think 'All staff are involved directly and/or indirectly in school wide Positive Behaviour for Learning interventions		involved directly/or indirectly in school wide interventions.

Next Steps

Continue the introduction of the whole school literacy strategy and assess and report students' literacy achievement against the SSC Leichhardt Literacy Continuum and Literacy Outcome.

Continue to increase the number of students attending Ngara – the school's homework and tutoring support provided for Aboriginal students.

Implement closer linking of teachers PDP goals with the Australian Professional Standards for Teachers.

Through the Teaching and Learning team, continue the Early Career Teacher support sessions as well as NESA accreditation support sessions for teachers attaining and maintaining accreditation at Proficient as well as those interested in higher levels of accreditation.

Introduce a whole school numeracy strategy that is reported against a numeracy outcome.

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 campus are an integral in creating positive learning experiences for all students. 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 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. Our transition programs have increased the targeted support for students with specific needs transitioning into high school. Community consultation was undertaken in 2017 to inform the development of the 2018–2020 school/college plan. This consultation highlighted the strengths of the College and provided guidance for areas to target in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish benchmark from parent responses to the Tell Them From Me Survey indicate satisfaction levels above the NSW pilot norms.	nil	No data was collected to indicate progress towards this measure in 2017.
% increase of parent feedback showing the success of the school's transition programs.	\$15000	Though no survey was carried out, a survey was developed with input from a range of parties. This will be implemented in 2018.
Increase levels of engagement with inclusive transition activities targeting our diverse community.	Nil	<p>In 2017, the Aboriginal Education team ran transition days for students coming in 2018. This was received well by the community.</p> <p>In 2017–2018 students with additional learning 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. Coupling this information with data gathered from Year 6 schools, the Learning and Support team was able to support smooth integration into Year 7.</p>
% of students involved in external volunteering increases.	Nil	<p>In 2017 8 students from Leichhardt Campus were involved in external volunteering with the Lighthouse foundation. This has remained consistent since 2016.</p> <p>In 2017 Sydney Secondary College Leichhardt Campus' Duke of Edinburgh program has continued to grow. In completing this program all students participate in external volunteering.</p>
Increase in number of transition activities with partner primary	\$15000	The transition activities from 2016 were maintained. However, the number of activities being completed

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
schools.		with Leichhardt Public school and Orange Grove public school increased through the delivery of lessons at the schools, visits to Leichhardt's archaeological dig site and the re-introduction of number crunchers.
100% of teachers to be using Edmodo as a communication tool for students and parents in regard to classroom progress and activities.	nil	This goal was met in 2016 and maintained in 2017.

Next Steps

- Develop a method of data collection to gauge parent satisfaction with the school.
- Continue to increase the use of the Sentral parent portal as a method of communication that supplements existing platforms (Skoolbag, newsletter and Edmodo).
- Continue to encourage and offer internal and external volunteering opportunities aimed at strengthening community links and students connection to the local community.
- The transition team will continue to create and seek opportunities that build stronger connections with targeted local primary schools.
- Completion of the promotional prospectus to provide resources that are accessible to the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,203 – for Norta Norta teacher from equity funds, supplemented with school funds.	<p>The performance of Aboriginal students in Naplan improved as demonstrated by the following statistics.</p> <p>In Yr 7 and Yr 9 Aboriginal students results indicated improvements across all test areas in scaled score compared to the state average for Aboriginal counterparts.</p> <p>At Leichhardt campus in 2017 the Aboriginal Education team continued with the homework club(Ngara). 100% of students who attended homework club reported that participation in the homework club greatly improved their academic skills. Students also improved their overall academic grades and increased self confidence and resilience.</p> <p>63.6% of Aboriginal students thought Norta Norta tutoring helped improve their academic success.</p> <p>2017 saw the consolidation of student teacher mentoring. 92.9% of students felt the mentoring system was helpful to them. 63.8% of students strongly agree that families are encouraged to be part of the school. There was an increase in staff, students and families who attended the Pride evening to assist in completion of personal learning pathways.</p> <p>63.8% of staff implement and evaluate 8 ways of teaching in their teaching and learning programs.</p> <p>The impact of these initiatives are increased staff awareness of Aboriginal students needs. In 2017 100% of staff knew about Norta Norta, 91.7 % knew about Bro speak, 86.15 knew about sista speak, 97.2% knew about young mob, 83.35 were aware of Ngara and 69.4% were aware of the 8 ways hub.</p>
English language proficiency	\$37, 712 – 0.4 EALD teacher	<p>In 2017, Leichhardt campus students with EAL/D needs were supported though the employment of a 0.4 FTE EAL/D funded staff member. Targeted students were supported through 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.</p> <p>Testing identified the students most in need of EAL/D attention and withdrawing them from lessons focused on developing their oral English. Students also read a variety of texts aimed at expanding their vocabulary. Students new to the school were also taken to Cleveland street IEC for English Language testing.</p> <p>Support in assessment tasks also increased student engagement in all KLAs.</p>

<p>Low level adjustment for disability</p>	<p>\$135, 575 – from equity funding, supplemented with school funds for Learning and Support Teacher, permanent SLSO and casual SLSOs.</p>	<p>In 2017 the Learning 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 2018. Students 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.. In 2017 further identification of students with specific educational needs (SEN) were supported by SLSOs. Students were identified with a flag on Sentral to ensure teachers were aware of their learning needs.</p> <p>The learning and support team analyse student NAPLAN results as a method o guiding the extra support students require. Those students identified as needing extra support are targeted for 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 required extra support, but do not have access to funding.</p>
<p>Socio–economic background</p>	<p>\$28, 378 – student mentor teacher funded through equity funding and supplemented with school funds.</p>	<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, sport and excursion costs allowed students to access all learning opportunities.</p> <p>A mentor is employed 2 days a week to assist students with low socio–economic background improve wellbeing and re–engage disengaged students.</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>
<p>Support for beginning teachers</p>	<p>\$56, 201.84</p>	<p>2017 continued the strong culture of support for beginning teachers at Sydney Secondary College Leichhardt Campus; from induction and mentoring of early careers teachers to more experienced staff modelling and</p>

Support for beginning teachers	\$56, 201.84	<p>mentoring new teachers. This was supported through the whole school focus on Marzano's Art and Science of teaching to ensure quality teaching and strengthening of understanding of individual students strength and weaknesses.</p> <p>The Early Career Teacher meetings were run by the Head Teacher Teaching and Learning.. 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. Each early career staff member was also paired with a buddy from outside of their faculty to encourage professional conversations to improve practice.</p> <p>The Leichhardt rounds program used Robert Marano's Art and Science of Teaching as a positive framework for reflection and improvement on practice in the classroom.</p> <p>These programs and approaches encouraged positive reflection on teaching practice that was based on evidence based practice.</p>
Targeted student support for refugees and new arrivals	Nil	Nil

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	505	582	591	628
Girls	255	267	302	317

In 2017, the total student enrolment was 945, with 317 girls and 628 boys. 4% of the student population are Indigenous and 41% have a language background other than English. 49% of students are in the top quarter for socio-economic advantage and 8% are in the bottom quarter.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.9	94.4	94.6	94.6
8	92.8	91.7	92.5	91.9
9	93.3	91.4	92.9	91.6
10	90.5	91	91.3	89
All Years	93.1	92.3	92.9	91.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

Management of non-attendance

Student attendance at SSC Leichhardt is above state average. A range of strategies have been used to encourage and recognise attendance. These include Wellbeing team intervention through counselling, attendance cards and parental HSLO involvement. In 2017, the attendance rate for all students was 92%. It was 81% for Indigenous students and 92% for non-Indigenous students.

Post-school destinations

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

As Sydney Secondary College Leichhardt Campus is a middle school, it does not currently hold the data on post-school destinations. This information can be found in the Sydney Secondary College, Blackwattle Bay Campus Annual School Report for 2017.

Year 12 students undertaking vocational or trade training

As Sydney Secondary College Leichhardt Campus is a middle school, it does not currently hold the data on vocational or trade training. This information can be found in the Sydney Secondary College, Blackwattle Bay Campus Annual School Report for 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

As Sydney Secondary College Leichhardt Campus is a middle school, it does not currently hold the data on Year 12 students attaining the HSC or equivalent. This information can be found in the Sydney Secondary College, Blackwattle Bay Campus Annual School Report for 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	46.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	15.37
Other Positions	1

*Full Time Equivalent

In 2017 there were 64.5 full-time equivalent teaching staff at the school and 15.4 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 as well as at a whole College level. In terms of College wide professional learning, staff development day Term 3 involved 200 teachers from across Sydney Secondary College participating in a conference designed around teachers sharing what they know and collaborating to improve student outcomes. This professional learning was linked to school strategic directions and staff professional learning plan goals.

At a campus level, professional learning in 2017 involved four extended professional learning evenings that focused on the Marzano Art and Science of Teaching use of Scales and Rubrics as well as consultation for the 2018–2020 school plan.

in 2017, XXXX teachers attended external Teacher

Professional Learning. These teachers then shared their learning with their colleagues in faculty, team and staff meetings.

In terms of NESA accreditation, in 2017 at SSC Leichhardt 27 teachers were accredited at Proficient and 1 teacher was accredited at Highly Accomplished. 4 teachers were successful in attaining accreditation at Proficient level and 1 teacher successfully completed a cycle of maintenance at Proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	871,164
Global funds	525,529
Tied funds	253,486
School & community sources	505,716
Interest	10,438
Trust receipts	115,272
Canteen	0
Total Receipts	1,410,441
Payments	
Teaching & learning	
Key Learning Areas	184,396
Excursions	192,152
Extracurricular dissections	73,923
Library	11,388
Training & Development	11,444
Tied Funds Payments	298,263
Short Term Relief	163,165
Administration & Office	136,080
Canteen Payments	0
Utilities	88,375
Maintenance	47,282
Trust Payments	90,152
Capital Programs	60,699
Total Payments	1,357,321
Balance carried forward	924,284

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,793,946
Appropriation	1,464,326
Sale of Goods and Services	49,432
Grants and Contributions	278,348
Gain and Loss	0
Other Revenue	0
Investment Income	1,840
Expenses	-618,839
Recurrent Expenses	-618,839
Employee Related	-365,419
Operating Expenses	-253,420
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,175,107
Balance Carried Forward	1,175,107

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Sydney Secondary College Leichhardt Financial Management Statement, with the introduction of the new financial framework into the school mid-way through 2017, significant changes have been made in regards to the financial recording at the school. Strong leadership by the principal in the direction of the school and working with the finance committee to develop the management processes and adequate control. School finance minutes are recorded and decisions that are made, and any motions that are ratified are adhered to.

Continued reference back to the Department of Education Policy Library essentially drawing down from. Finance in Schools handbook (FISH), Procurement: Manuals and Guidelines and School Manual on Financial management all accessible on the internet.

'Ensuring that money coming into the hands of the

school are used for proper Purposes'

Purchasing control for all areas of the school, principal or delegated approval of all orders and for larger acquisitions quotes or tenders obtained. Ensuring efficiency and economy of operations, avoiding waste extravagance and ensure adherence to the prescribed Department and school policies. Faculty budgets are continually monitored with the schools overview report. Monthly check of Budget vs. Actual financial information.

Financial records, school records are retained and archived meeting legislative responsibilities.

SSCL continued development of processes and procedures with executive staff to develop a future budget plan for the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,346,317
Base Per Capita	140,943
Base Location	0
Other Base	7,205,374
Equity Total	221,868
Equity Aboriginal	20,203
Equity Socio economic	28,378
Equity Language	37,712
Equity Disability	135,575
Targeted Total	971,087
Other Total	414,322
Grand Total	8,953,593

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

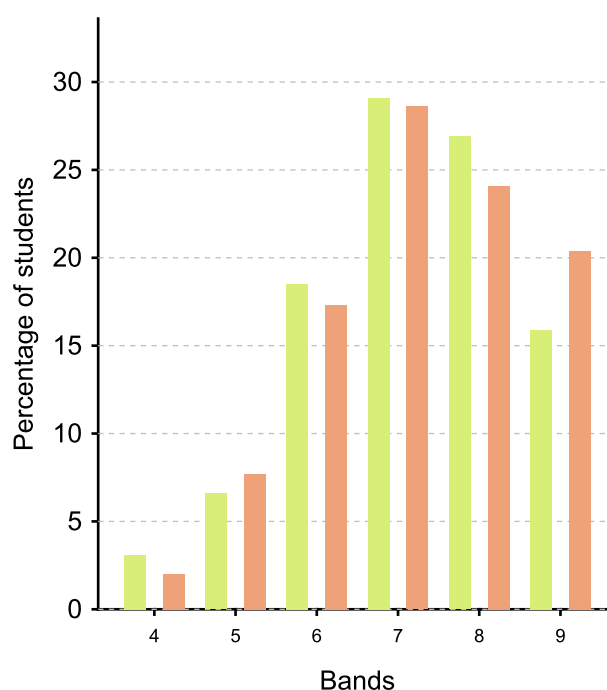
NAPLAN

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 Sydney Secondary College Leichhardt Campus achieved great results in the 2017 NAPLAN. The school achieved above or substantially above the average scores in all areas of NAPLAN for both years 7 and 9, compared to all Australian schools.

In Literacy the number of students in the top 3 bands was well above state average. For year 7 in 2017 the percentage of students at proficiency and achieving in the top 2 bands for reading is 47%, writing is 30%, spelling is 53% and grammar and punctuation is 43%. For year 9 students in 2017 the percentage of students at proficiency and achieving in the top 2 bands for reading is 44%, writing is 22%, spelling is 45% and grammar and punctuation is 40%. All above stage average.

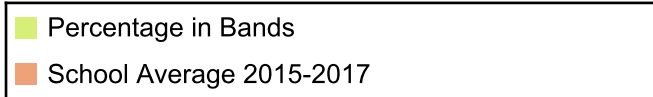
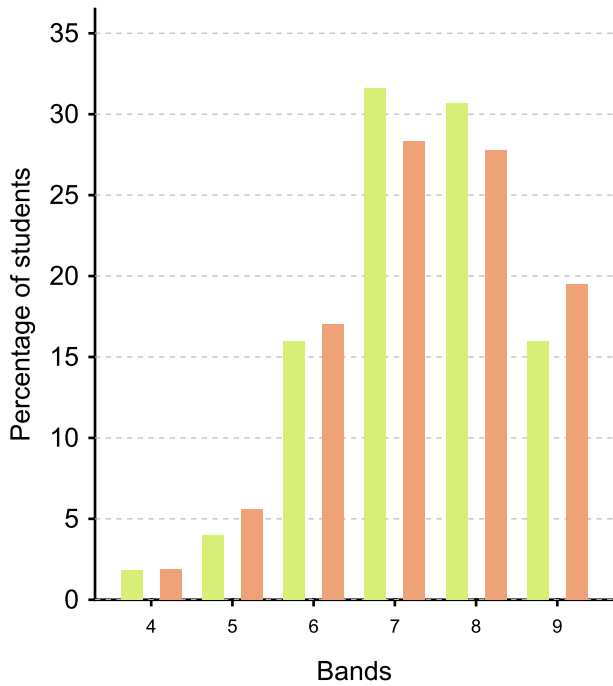
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

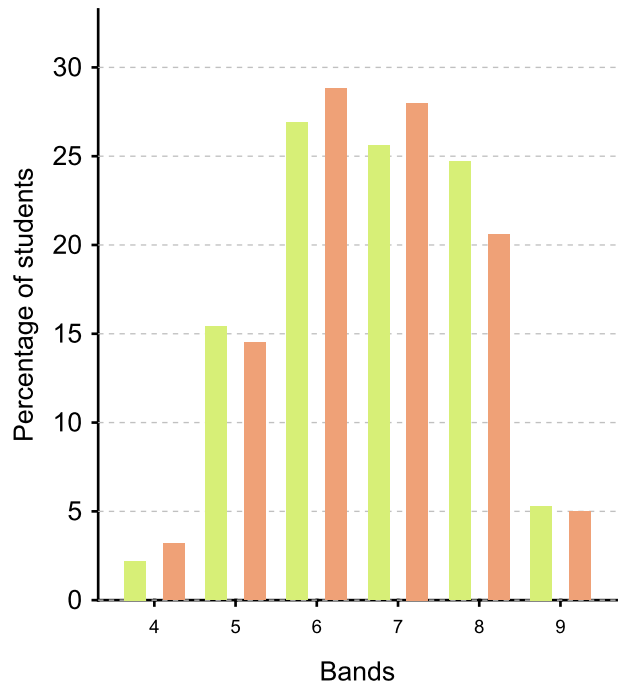
Band	4	5	6	7	8	9
Percentage of students	3.1	6.6	18.5	29.1	26.9	15.9
School avg 2015-2017	2.0	7.7	17.3	28.6	24.1	20.4

Percentage in bands:
Year 7 Reading



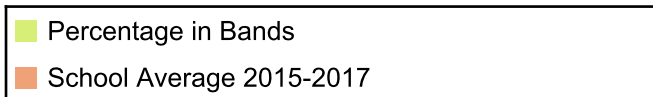
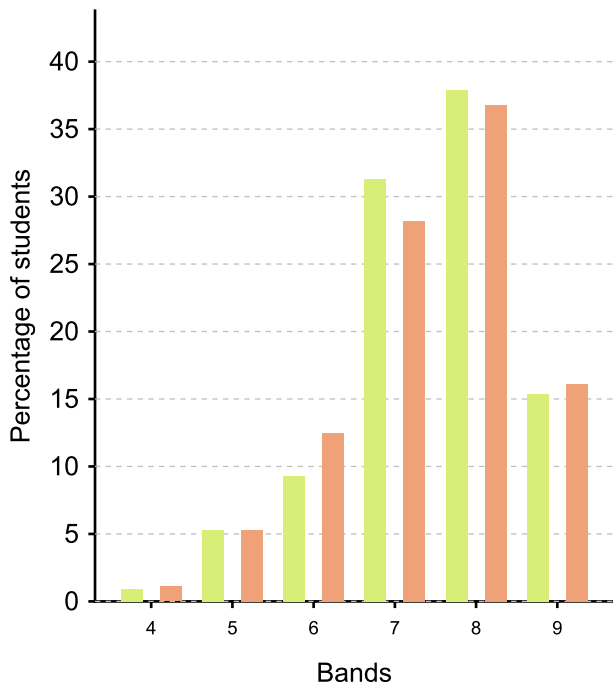
Band	4	5	6	7	8	9
Percentage of students	1.8	4.0	16.0	31.6	30.7	16.0
School avg 2015-2017	1.9	5.6	17.0	28.3	27.8	19.5

Percentage in bands:
Year 7 Writing

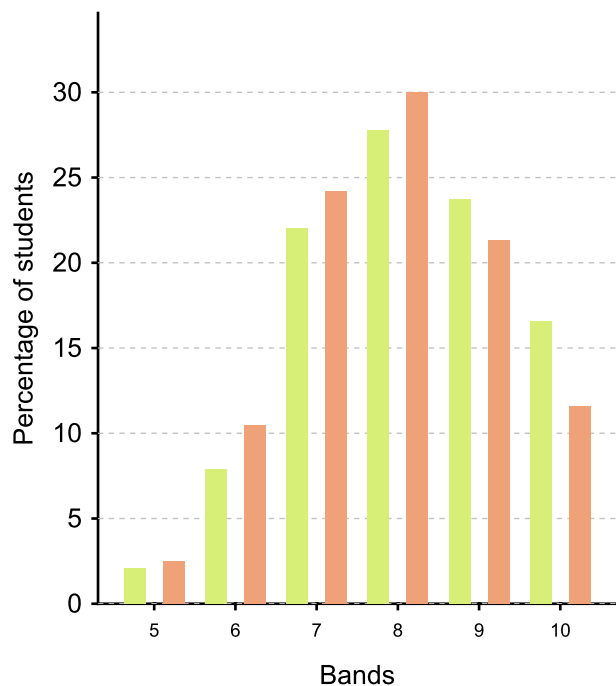


Band	4	5	6	7	8	9
Percentage of students	2.2	15.4	26.9	25.6	24.7	5.3
School avg 2015-2017	3.2	14.5	28.8	28.0	20.6	5.0

Percentage in bands:
Year 7 Spelling

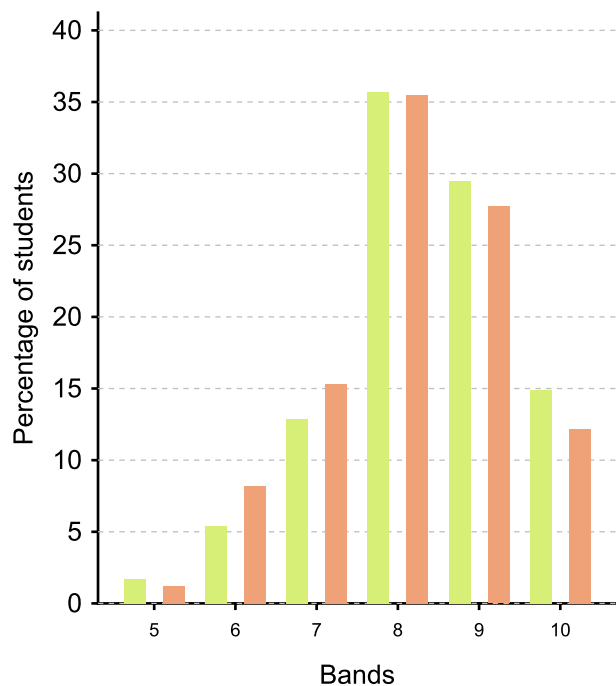


Percentage in bands:
Year 9 Grammar & Punctuation



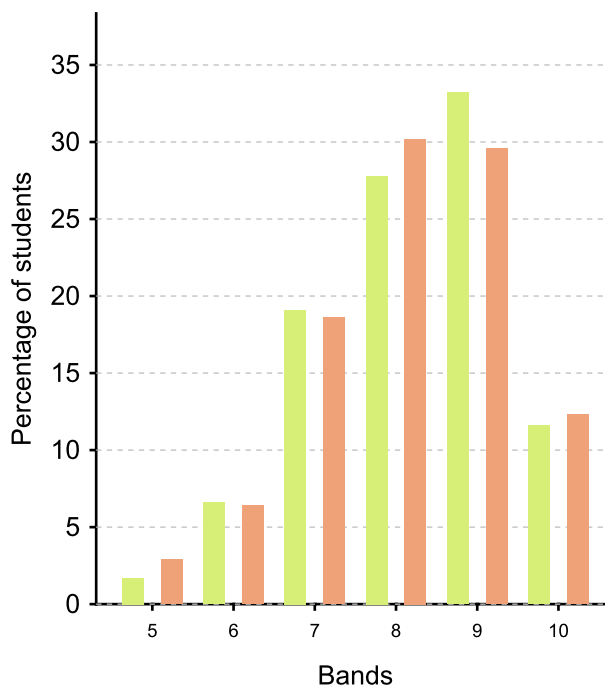
Band	5	6	7	8	9	10
Percentage of students	2.1	7.9	22.0	27.8	23.7	16.6
School avg 2015-2017	2.5	10.5	24.2	30.0	21.3	11.6

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	1.7	5.4	12.9	35.7	29.5	14.9
School avg 2015-2017	1.2	8.2	15.3	35.5	27.7	12.2

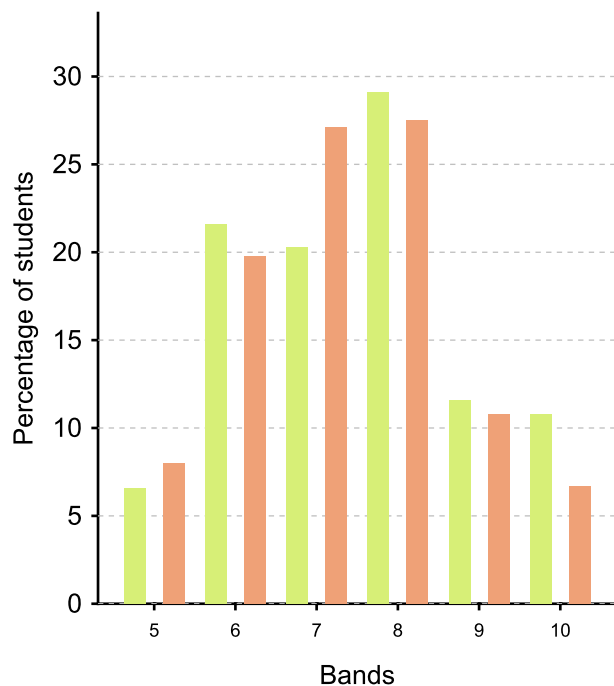
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	1.7	6.6	19.1	27.8	33.2	11.6
School avg 2015-2017	2.9	6.4	18.6	30.2	29.6	12.3

Percentage in bands:

Year 9 Writing



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	6.6	21.6	20.3	29.1	11.6	10.8
School avg 2015-2017	8.0	19.8	27.1	27.5	10.8	6.7

In numeracy the number of students in the top 3 bands was well above the state average. For year 7 in 2017 the percentage of students at proficiency and achieving in the top 2 bands for numeracy is 49%. For year 9 in 2017 the percentage of students at proficiency and achieving in the top 2 bands for numeracy is 50%. Both above state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In regards 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 2017 SSC Leichhardt had 47% of students in the top 2 bands and 47% in the middle two bands.

Higher School Certificate (HSC)

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

As Sydney Secondary College Leichhardt Campus is a middle school, it does not currently hold the data on vocational or trade training. This information can be found in the Sydney Secondary College, Blackwattle Bay Campus Annual School Report for 2017.

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 with focus groups taking place during this process of consultation. The data gathered from these surveys helped to inform the planning for the 2018–2020 School Plan with a revision of the College goals, focuses and Strategic Directions.

The College Management Group, the College Organisational Group and the College Student Wellbeing Action Team met fortnightly to organise College events such as Presentation Day, Year Advisers' Day and College Development Day (among many others), as well as review and follow up current issues and input from our community. This determined College priorities throughout 2017 and was instrumental in the composition of the 2018–2020 School Plan.

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

focus groups:

- 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 for the purposes of observation, goals assistance and mentoring support.
- Term 3 college professional learning staff survey. The majority of staff rated the day as very good and excellent as they liked the 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 were challenged and catered for as a learner at Sydney Secondary College.
- Ongoing meetings with parents throughout the year at each campus and parent consultation groups.
- Reviews of the Maths and Science faculties in each campus which involved consultations with staff, students and parents, as well as lesson observations and faculty document reviews. From these reviews, a number of recommendations were made and each faculty is working towards their implementation and subsequent review in 2018.

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 range of 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 and Inner West Council 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 different parent/caregiver preferences through the use of a variety of communication platforms including websites, Skoolbag, Twitter, Facebook, Edmodo and school newsletters.
- Our community supports the promotion of the

strength of quality public co-education with emphasis on the middle schooling and young adult learning environment.

- Parents and caregivers at Sydney Secondary College are proactive and willing to engage with and contribute to school life and programs. Each campus has a strong Parents and Citizens association. Parents in particular support College-wide Creative and Performing Arts and at each campus; the College Instrumental Music program has strong parental support and maintains student enrolments of 250+.
- 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 2017 to enhance learning spaces and student amenities. There are professional learning teams at each campus dedicated to advancing innovation in our schools as 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 2017, our Aboriginal and Torres Strait Islander students showed progress and improvement in terms of academic success, engagement, and recognition in the wider community.

In 2017, there were 39 Aboriginal and Torres Strait Islander students enrolled at Leichhardt Campus. Our Aboriginal Torres Strait Islander staff include an Aboriginal Education Officer, a HSIE teacher, and an Aboriginal SASS officer at Leichhardt Campus.

Our school Aboriginal Education Team has a representative from each faculty within the school and meets regularly. Representatives meet with the College Principal each term to ensure the continuity of College programs. The coordinators of these teams also engage in regular contact to develop cross-campus initiatives, such as Bro Speak and Sister speak.

In 2017, the College Aboriginal Education Team continued to run the Sista Speak for our Aboriginal and Torres Strait Islander female students at Balmain and Leichhardt Campuses. This program brought our girls together to talk about their culture and country through a variety of activities, including a State Library tour, bike riding, a visit to the Art Gallery, a Sydney Story Factory workshop and an Aboriginal Cultural workshop at Taronga Zoo. A strong partnership was forged between Sydney Secondary College and Jumbunna at University of Technology Sydney, as well as the Sydney Story Factory. Workshops with these organisations will continue in 2018. The students were also invited to participate in an Aboriginal Women in Business program at the Botanic Gardens. Student

surveys revealed that Sista Speak was paramount in helping the girls develop a greater personal connection with their culture, community and other Aboriginal students across the campus.

In 2017, the College also launched Bro Speak. The aim of this program is to provide a forum for Aboriginal and Torres Strait Islander boys in both of our junior campuses to develop their confidence, leadership and public speaking skills. The boys participated in a variety of activities including visits to Macquarie University and University of Technology Sydney (UTS), bike riding, cultural tours of the Botanic Gardens and Australian Museum and workshops with Sydney Story Factory. The College extended our partnerships with Jumbunna at UTS and Sydney Story Factory and engaged students in the Rock and Water wellbeing program to provide students with a pathway to self-awareness, and increased self-confidence and social functioning. Student surveys revealed the success of the program with the boys forging links with their culture, community and fellow students. The boys also noted an enthusiasm to continue the program in 2018.

Within Sydney Secondary College Leichhardt campus greater parental involvement occurred in the preparation of students' personalised learning pathways, attendance at cultural events and celebrations.

Literacy and numeracy programs continued Leichhardt Campuses in 2017. These programs aim to assist targeted Aboriginal and Torres Strait Islander students in the areas of literacy and numeracy. Tutors, in conjunction with the Aboriginal Education Officer (AEO) and parents, 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. The Ngarra homework club continued to grow in strength with students having access to support one afternoon a week from teachers at the school.

Leichhardt Campus continued mentoring in the 8 Ways of Learning, further developing their understanding of the learning framework. In 2017, Aboriginal and Torres Strait Islander students from Leichhardt demonstrated continued growth in writing, as evidenced by improved NAPLAN results.

Parents and guardians of Aboriginal and Torres Strait Islander students have been very supportive of these programs in 2017, 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.

Our students participated in regional programs including the Great Debate at

Expressions Exhibition.

background:white;font-variant-ligatures:normal;font-variant-caps:normal;orphans:2;text-align:start;widows:2;-webkit-text-stroke-width:0px;text-decoration-style:initial;text-decoration-color:initial;word-spacing:0px">**The 2017 Deadly Awards**font-family:"Arial",sans-serif;color:#373737"> saw Sydney Secondary College Leichhardt Campus student, Lincoln Simpson, awarded with Deadly

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 2017, the number of students from Language Backgrounds Other Than English (LBOTE) in each campus was:

- Leichhardt Campus – 41%
- Balmain Campus – 21.6%
- Blackwattle Bay Campus – 50%.

In 2017, 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 Diversity Day was held for Year 11–12 students during Term 1 at Blackwattle Bay Campus and Harmony Day assemblies celebrated diversity of teachers, students and the wider community at both the Balmain and Leichhardt campuses.

Leichhardt Campus

In 2017, the number of students from LBOTE at Leichhardt Campus was 41%. 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 EAL/D means that new arrivals are given priority. EAL/D support involves small group work to help students with class assignments. Literacy 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. The school has an Anti-Racism officer and Harmony Day was recognised as an opportunity to celebrate the diversity of the student and teaching staff at school.

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. Each EAL/D student has a Personalised Learning Plan.. International students are monitored and mentored in cooperative programs between the College and the International Student Centre.