

# Sydney Secondary College Blackwattle Bay Campus

## Annual Report



2018



8539

## Introduction

The Annual Report for **2018** is provided to the community of Sydney Secondary College Blackwattle Bay 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.

Janice Cuke

Acting Principal

### School contact details

Sydney Secondary College Blackwattle Bay Campus

Taylor St

Glebe, 2037

[www.sscbwattle-h.schools.nsw.edu.au](http://www.sscbwattle-h.schools.nsw.edu.au)

[sscbwattle-h.school@det.nsw.edu.au](mailto:sscbwattle-h.school@det.nsw.edu.au)

9660 5688

### 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 Bay 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 from former high performing students, student mentoring, community service, student enrichment programs 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 Bay's achievements. The teachers are committed to providing our students with the best possible educational experiences to prepare them for their future pathways beyond secondary schooling .

Jan Cuke

Acting Principal

Blackwattle Bay Campus

## 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 2018 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 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 and participated in an external validation in Term 2. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school is sustaining and growing overall in regards to the domains of learning, teaching and leading.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The College has also drawn from this process to implement the Sydney Secondary College Review across all campuses. This initiative has ensured that each faculty is consistently working toward best practice and school excellence.

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

### Excellence in Learning

#### Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

#### Overall summary of progress

At Blackwattle Bay Campus, results in 2018 were outstanding. This highlights the focus of the school community in relation to continuing academic improvement. This is evidenced in the significant improvement in student achievement. In total, 50% of all our results were in the top two Bands compared to 48% in 2017. The Dux of our campus achieved an ATAR of 99.55 and 15 students achieved an ATAR of 95 and above. These results reflect quality teaching of a broad curriculum. There has been a strong emphasis on learning which has empowered staff to deliver differentiated teaching to our diverse learning community. Our students demonstrate success through participation in leadership, sporting, music and cultural pursuits. Our focus is to build student resilience, strengthen student and teacher relationships, to engender a sense of belonging and access to a post school destinations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved attendance rate in every class	Nil.	Consistent and systematic processes are in place coupled with the implementation of a revised attendance policy. This has resulted in raised student awareness of the impact of regular attendance on their learning outcomes. In relation to student attendance, the results have exceeded expectations with significant improvement in all aspects of attendance and has had a huge impact upon school culture and has facilitated greater student connection to campus and teachers. This will be continually refined and monitored in 2019.
Data demonstrates increase in out of class interactions between students and mentors.	Nil.	The 2018 Mentoring program has been wholly successful. Students feel comfortable to engage with their teachers in a different context which is evidenced by an increase in positive entries on Sentral. There is scope to continue increasing these entries and frame them around positive interactions with students.
Teachers engage in Professional Learning focussed on the 4C's  Visible use of break out spaces for student learning.	Nil.	As a professional development activity at the end of the year staff were engaged in a creative workshop and critical thinking which will allow further understanding and implementation of this in programs in 2019.  Major developments have been made in furnishing the flexible learning spaces. These are proving popular and students and staff continue to enjoy these types of learning spaces which are also reflective of the 4C's philosophy. Many teachers can be seen using these spaces for one-on-one sessions with students during class time while also directing students to use them for collaboration and group work purposes.
Accommodations and	\$21,343	2018 has seen improved structures put in place to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
adjustments are occurring for all students as required.		identify incoming Year 11 students who need support with literacy in particular and comprehensive learning plans have also supported teachers in making adjustments. A clear focus for 2019 has emerged for this improvement measure to continue to engage with professional learning that is focused on differentiation strategies.

## Next Steps

The next steps in the area of excellence in learning will include further staff development in effective teaching strategies, effective assessment and formative assessment practices and differentiation. Excellence in learning is also intrinsically linked to student wellbeing and thus, a major focus for 2019 is to develop understanding of how these two domains work together. Much of the professional learning planned for 2019 will focus on these areas with targeted professional readings and guest speakers to support understanding.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

#### Overall summary of progress

Professional learning for staff throughout both evening 'Twilight' Sessions and the Professional Learning Team meetings has contributed to the ongoing success for students in academic and vocational courses alongside a sense of staff confidence and wellbeing. There has been a continued emphasis on developing assessment and feedback practices and staff continue to access evidence in a range of data including RAP and Scout to inform their teaching practice. The School Excellence Framework underpins professional development activities for all staff. Performance Development Plans are directly linked to the teaching standards and the maintenance of accreditation. In conjunction with the "Tell Them From Me" Survey, a variety of questionnaires and focus groups have been implemented to gauge information concerning student learning and teacher professional learning needs, thus informing improvement measures with staff procedures and practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff engage in professional discussions, lesson observations and evidenced-based practice.	Nil.	With a sustained focus on professional readings regarding evidence-based practice, staff are extending their ability to engage in meaningful professional discussions. In combination with this, staff have engaged in effective professional discussions that have served to share ideas, knowledge and strategies.  Staff are committing to the PDP process and lesson observations take place. 2019 will see a greater focus on the benefits of regular observations as well as stronger facilitation of these opportunities.
Teachers will show evidence of formative assessment in their teaching and learning programs.	Nil.	Further development in 2019 will see an improvement in this area. The professional learning team will address this and organise expertise in this area for delivery of workshops. This will combine with whole college focus on professional learning.
Improved assessment practices for students targeted for literacy improvement using formative assessment.	Nil.	The support in reading and comprehension as well as in developing writing skills, has been rewarding for the targeted students. They are happy to continue with this program in the coming year as each has noticed changes in marks and abilities. Each of the students on this program has also had considerable assistance in scaffolding and completing class tasks, especially for assessments. The low level literacy abilities of a number of the incoming Year 11 students have been identified and plans have been put into place to address this early in the year.
Student feedback will indicate effective teaching practice.	Nil.	This practice is in its infancy and will be extended in the next year. Student feedback has been identified as an area for attention in faculty reviews and faculties have received information in the form of statistics regarding student and parent feedback. A

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student feedback will indicate effective teaching practice.		review of the reviews is also scheduled for 2019 which will further evidence impact on teaching practice.
Improved HSC and Preliminary results reflect improved teaching practice.	Nil.	HSC and Preliminary results reveal a distinct improvement in students making progress in the middle bands. Many subjects saw an increase in the number of Band 5s achieved for students who were performing at Band 3 and 4 levels.

## Next Steps

Twilight sessions will continue through to 2019 and beyond with the focus extending to differentiation practices and specifically formative assessment to support student learning and self-regulation. Staff will also continue to engage with professional readings and research in order to support capacity building and College-developed professional learning will focus on the facilitation of meaningful cross-campus collaboration.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

#### Overall summary of progress

Through weekly mentoring sessions, staff have assumed the role of mentor to small groups of students and are thus developing positive and productive relationships that foster a stronger sense of student engagement. There is still some discussion regarding the use of a standard e-learning platform across the campus with all school stakeholders consulted and surveyed.

The school's focus on capacity building and professional reading for improvement has led to teacher empowerment regarding the use of flexible learning spaces and the College continue to review two faculties a year who demonstrate commitment to school excellence and best practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved teacher engagement, student advocacy and parent satisfaction with school processes and procedures.	Nil.	The College reviews of the TAS and CAPA faculties revealed high levels of student and parent satisfaction with the processes and procedures of those faculties. Recommendations have been made for 2019 for increased consultation with key school stakeholders as well as teacher participation in extra-curricular activities and teams.
Staff are confidently and consistently using a platform for e-learning and communication with students and parents.	Nil.	Consultation with staff through surveys revealed that the majority are confidently using a platform for eLearning. The most used platform is Edmodo, closely followed by Google Classroom. This has ensured open communication channels with both parents and students. A follow-up survey at the end of the year revealed that there is more work to do and meaningful technology use is thus on the professional learning agenda for 2019.
Increased student engagement and rigour.	Nil.	Efforts have been made to celebrate student achievement and strongly support their wellbeing as part of their learning processes. Faculty review surveys and focus groups reveal strong engagement with their subjects and their teachers. There is scope to enhance differentiation strategies to ensure students are being extended where possible.
Evidence of increase in student led initiatives.	Nil.	Many students are beginning to explore their own agency in both their school and wider community. The SRC is an active team who continue to lead fundraisers such for initiatives such as Wear It Purple, travel to East Timor, Diversity Day, among others. A significant plan for 2019 is to increase the amount of student interest groups which will result in a higher number of student-led initiatives.

#### Next Steps

The professional development team is working towards ensuring every professional learning session is both meeting teacher needs and working towards faculty and individual capacity building. In 2019, all staff will be encouraged to join a committee that reflect their interests and opens another door to engaging meaningfully with students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$70,242	Students continue to be engaged with their learning outcomes. Ongoing transition processes mean students are aware of requirements and willing to engage with staff at BBC. Support networks are made clear. There is an Indigenous Mentoring program that has commenced and this should prove worthwhile for our student body.
<b>English language proficiency</b>	\$173,734	Students were very successful at the end of their HSC Courses. 50% of the EAL/D students, including International students, received academic awards at year end. Several students also achieved university entrance. The involvement of the students in various school activities has shown increased participation and a greater sense of socialisation among the whole school population.
<b>Low level adjustment for disability</b>	\$89,656	Learning Support Officers are welcomed into classes and teachers are able to give targeted students the extra help needed. Some classes have need of extra assistance and that has been able to be provided. Assistance has been successful for students needing accommodations and adjustments especially in the assessment tasks.
<b>Socio-economic background</b>	\$20,208	Two tutors employed Mondays, Wednesdays and Fridays for the full day. These are former students who are currently enrolled at a tertiary institution and are able to give up-to-date information and guidance on a variety of KLAs. Students are identified through the Wellbeing team as needed extra mentorship and guidance. This has been very successful as judged by the tutors being fully booked by current Year 12 students. As this is a new program for 2018 it will develop and continue throughout 2019. Student personal needs are also met through this program, such as school uniforms, access to technology and excursions. School contribution fees are waived, food provided
<b>Support for beginning teachers</b>	\$13,482	A teacher mentor was employed one day each week to provide assistance to beginning teachers alongside members from the college team. This ensured that teachers were getting targeted help to complete their accreditation. As a result five beginning teachers successfully completed their proficiency in 2018 and will continue in 2019. Further to this a number of professional learning sessions continue to be dedicated to educating staff on the processes on maintaining accreditation. In 2019 staff will be further supported to achieve required registered hours to maintain their accreditation levels.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	386	391	416	441
Girls	252	251	257	277

In 2018, total student enrollment was 718 with 277 girls and 441 boys. Out of this total, 3% were Indigenous and 22% came from a language background other than English.

### Student attendance profile

School				
Year	2015	2016	2017	2018
11	91.3	90	90.7	90.9
12	92.2	90.6	91.9	91.3
All Years	91.7	90.2	91.2	91.1
State DoE				
Year	2015	2016	2017	2018
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.7

### Management of non-attendance

Student attendance at Blackwattle Bay Campus is above state average and this is an indicator of high student engagement. A range of proactive strategies have been used to encourage and recognise attendance at school. These include Wellbeing Team intervention through counselling, attendance cards, parental and community involvement as well as education around the importance of consistent and regular attendance during mentoring sessions. 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	0	25	7
Employment	5	5	3
TAFE entry	0	60	26
University Entry	0	0	58
Other	0	0	4
Unknown	0	10	2

The level of enrolment at universities is a reflection of the strong academic results achieved, with a small percentage of students taking a gap year and then moving into university studies. Furthermore, with the ongoing success of the school's vocational educational courses, there is an increase in the number of both Year 11 and Year 12 students entering TAFE and TAFE training courses. The majority of students chose university as their post school option.

### Year 12 students undertaking vocational or trade training

A significant percentage of students successfully completed a vocational education and training course delivered by the school or at TAFE. These vocational courses underscore 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 which has been evident in the increased number of students undertaking vocational and trade training.

### Year 12 students attaining HSC or equivalent vocational education qualification

The 2018 Year 12 cohort were highly successful in their attainment of the Higher School Certificate. 50% of students achieved either Band 5 or 6 in their examinations and 96% of students achieved Bands 4, 5 and 6. 15 students achieved an ATAR of 95 and above with this number vastly increasing for students achieving an ATAR of 90 and above. Blackwattle Bay also holds the great honour of a student achieving first in the state for Design and Technology and a Dux with an ATAR of 99.55.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	16.08
Other Positions	1

\*Full Time Equivalent

In 2018, two staff members are of Aboriginal or Torres Strait Islander origin.

## 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	58

## Professional learning and teacher accreditation

Professional learning is offered at both Campus and College level. The College professional Development Day in Term 3 involved over 200 teachers who participated in a conference focusing on teaching practice and learning styles. This was organised by the Sydney Secondary College, College Office. This was linked to the School Plan – Strategic Directions and Staff Professional Learning. The organisation also included gauging professional learning needs through a survey sent to all staff across the College. Feedback collected after the event demonstrated a high level of engagement and support for this event. In 2018 the teachers at the Blackwattle Bay Senior Campus participated in more than 30 hours of Professional Learning. There has been a focus on faculty collaboration and capacity building through professional readings and specifically, practice relating to Aboriginal Education, accreditation, the meaningful use of technology in the classroom and assessment. External presenters shared their knowledge and expertise on the topics of staff wellbeing, the changing landscape of

tertiary education and the workforce and a review of the education system from a global expert. Teachers worked collaboratively to implement the information learned from these sessions as well as professional readings. Faculties worked on the development of new programs and tasks in line with the new NESA syllabus documents and requirements for English, History and Science. Teachers continue with their accreditation process at a variety of stages, including proficient, maintenance and highly accomplished. This was assisted by the College Head Teacher, Teaching and Learning and a teacher mentor for beginning teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	1,068,424
<b>Revenue</b>	10,129,285
Appropriation	9,174,103
Sale of Goods and Services	38,212
Grants and Contributions	835,873
Gain and Loss	0
Other Revenue	65,550
Investment Income	15,547
<b>Expenses</b>	-10,131,576
Recurrent Expenses	-10,131,576
Employee Related	-8,901,204
Operating Expenses	-1,230,372
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-2,291
<b>Balance Carried Forward</b>	1,066,133

The school has a finance committee consisting of executive, staff and parents that meet regularly to review and evaluate the school's finance processes and expenditure.

The Parents and Citizens association have contributed their funds to the renovation and implementation of flexible learning spaces for future focused learning.

There has been also major spending on bell and alarm systems in order to adhere to WHS policies and update

the school resources.

Furthermore, much financial allocation has been given toward air conditioning and cooling, ensuring that teachers and students are learning in a comfortable environment as required by the Cooler Schools initiative.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,983,678
Base Per Capita	133,630
Base Location	0
Other Base	6,850,048
<b>Equity Total</b>	353,840
Equity Aboriginal	70,242
Equity Socio economic	20,208
Equity Language	173,734
Equity Disability	89,656
<b>Targeted Total</b>	1,161,786
<b>Other Total</b>	300,913
<b>Grand Total</b>	8,800,217

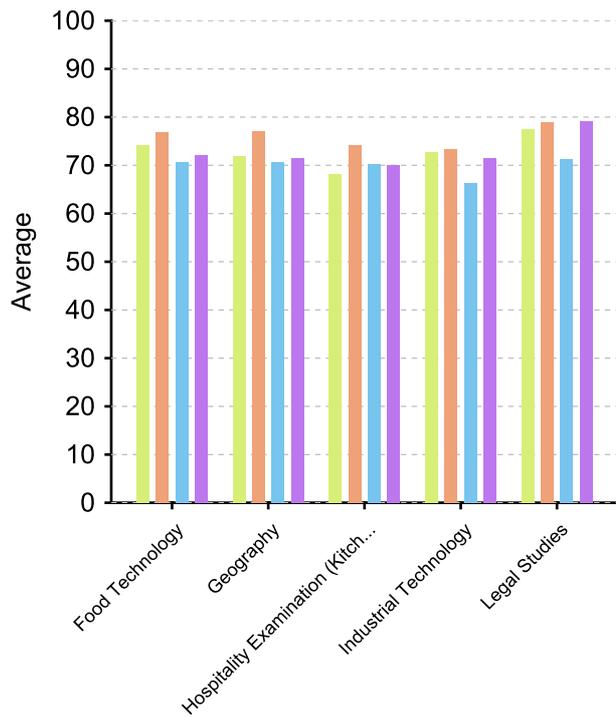
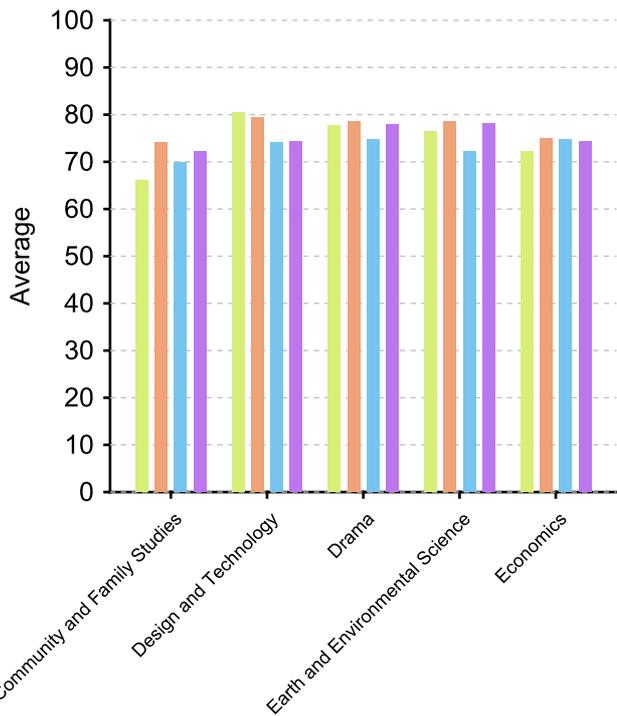
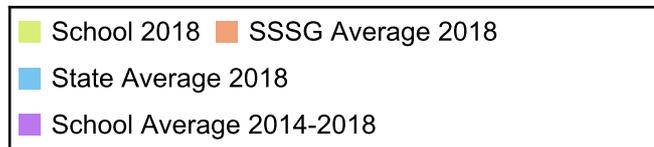
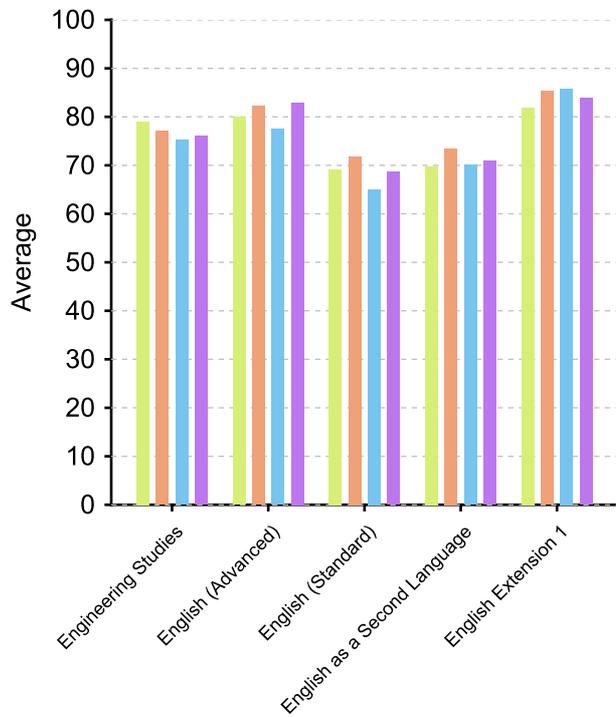
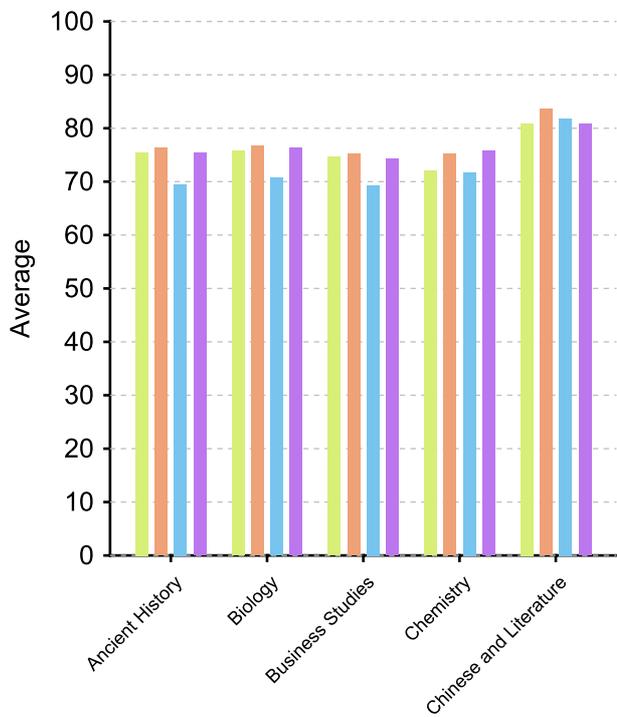
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

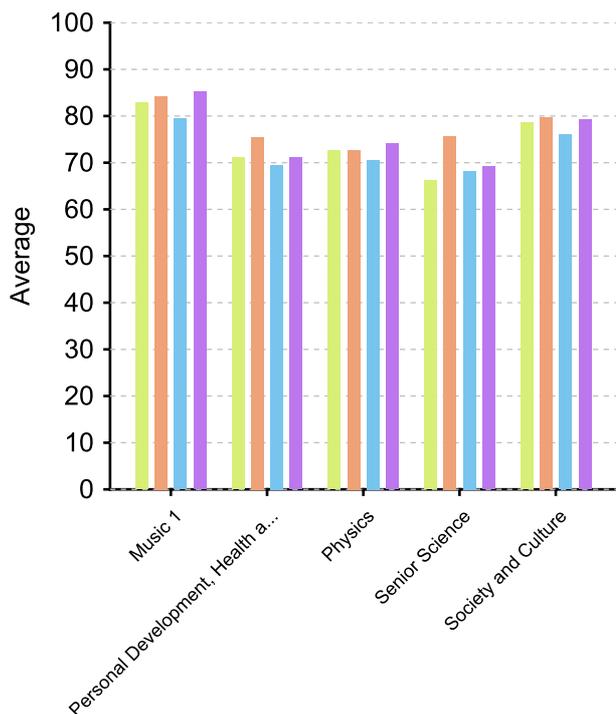
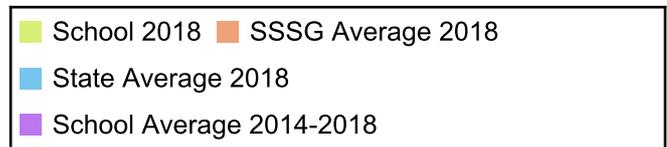
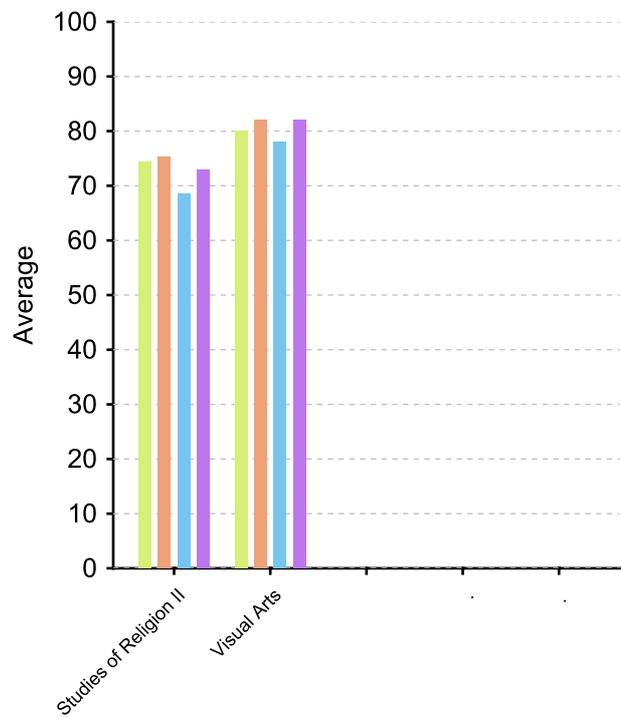
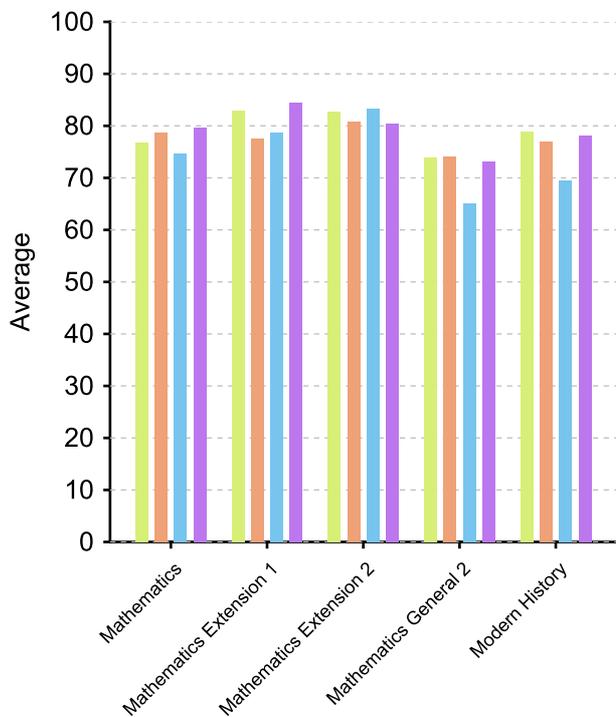
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The following graphs include information on every subject assessed in the 2018 HSC along with a number of statistical averages. Specifically, there is a comparison between the school's performance alongside statistically similar schools, all schools in the state and the achievement average of Blackwattle Bay across a 4 year period. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Students from Sydney Secondary College Blackwattle Bay Campus achieved great results in the 2018 HSC, demonstrating consistently higher than state average performance.





## Parent/caregiver, student, teacher satisfaction

With Sydney Secondary College's campus-specific 2018–2020 School Plans in motion, 2018 saw the strengthening of innovative teaching and learning practices as well as a continued focus on wellbeing across the board.

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 has continued to guide College priorities and future directions.

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

- Wellbeing surveys across all campuses – revealing a strong sense of parent and student connection to the school and confidence in the College's management and regard for wellbeing issues.
- Support for early career teachers and particularly those requiring assistance with accreditation ran across all three campuses – teachers reported that they felt supported and respected by their school community. This support 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 valuable and relevant to their roles and appreciated the variety in workshops offered, combined with the opportunity to collaborate as cross-campus faculties.
- College Student Representative Council meetings facilitated strong discussion about social justice, reducing the environmental footprint, and empowering students to become leaders in their communities to drive change.
- Exiting Year 10 students reported that they were challenged and catered for as learners at Sydney Secondary College. The large majority of students from the Balmain and Leichhardt campuses continued on to the Blackwattle Bay campus for their senior schooling. Of the small number who continued their stage 6 schooling elsewhere, most took up positions at fully selective high schools.
- Ongoing meetings with parents throughout the year at each campus and parent consultation groups have ensured open communication lines with our wider school community.
- Reviews of the Creative and Performing Arts and Technological Applied Studies faculties in each campus – involving 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 2019. Data collected demonstrated high levels of parent and student satisfaction with each faculty.
- Reviews of the faculty reviews – subsequent to the 2017 College faculty reviews, a program was established to reflect upon the usefulness of the faculty review process through the surveying and interview of Head Teachers and the faculties they lead. Results from these consultations indicated that teachers recognised the value of the process and faculties were making significant progress in achieving the recommendations.

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 enrollments from our partner primary schools are evidence of the success of these programs.
- UTS partnerships with Balmain and Blackwattle Bay have created opportunities for students to

access a tertiary learning environment to extend their understanding of iSTEM and a technologically innovative working landscape.

- Glebe Connected is a collective of stakeholders that work within the Glebe community have joined together to formulate a collective impact plan for a more sustainable Glebe. Sydney Secondary College was a part of the 'Cradle to Career' working group looking at transition points for the young people of Glebe.
- 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 revamped school websites, Sentral, Skoolbag, Twitter, Facebook, Edmodo, Google Classroom 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. The College Instrumental Music program has strong parental support and maintains student enrollments of over 250 students.
- 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 and progress continues to be made across all three campuses to enhance learning spaces and student amenities. There are professional learning teams at each campus dedicated to advancing innovation in our schools to continue the modernisation of our College resources and amenities.
- An evidence driven, dynamic, inclusive culture of consultation informs future College and campus planning and this direction is appreciated by all parties.
- Capacity building – through regular Aspiring Head teacher meetings that focus on both the theory behind effective instructional leadership and administrative roles and responsibilities.

## Policy requirements

### Aboriginal education

During 2018, our Aboriginal and Torres Strait Islander students showed progress and improvement in terms of academic success, engagement and recognition in the wider community.

In 2018, there were 23 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Balmain Campus including Glebe Pathways students; 30 students at Leichhardt Campus and 23 students at Blackwattle Bay Campus. Our ATSI staff include five Aboriginal teachers, an Aboriginal Education Officer, two

Aboriginal SLSOs and an Aboriginal SASS officer.

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. The coordinators of these teams also engage in regular contact to develop cross-campus initiatives. Along with this, the College is committed to regular engagement with our strong Indigenous community through a connection with the Glebe Connected initiative.

In 2018, the College Aboriginal Education Team continued to run and further strengthen both the Sista Speak and Bro Speak programs for our ATSI students at the Balmain and Leichhardt Campuses. This program brought our students together to talk about their culture and country through a variety of activities, including workshops with the Sydney Story Factory, a Barangaroo Walking Tour, a Rock and Water workshop for Bro Speak led by an SSC teacher, a visit to the Maritime Museum to explore the Indigenous Art Exhibition, Tribal Warrior, a delicious cooking class with native ingredients, bike riding around Blackwattle Bay with an SSC teacher, a presentation from the Macquarie University Walanga Maru representatives and an ongoing engagement with the UTS Jumbunna program. As a result of the dedication of the College's teachers in connecting students with this variety of programs, 2018 saw the highest attendance rates at both Sista Speak and Bro Speak as well as a greater personal connection with the students' culture, community and other Aboriginal students across the campus.

2018 also saw the establishment of a new initiative at the senior campus aimed at continuing the support provided to students in stages 4 and 5. In conjunction with the College AEO, Aboriginal Education team and a community outreach officer from Headspace, the College Administration Teacher developed a program to address the mental and physical wellbeing, academic and social connection needs of our stage 6 ATSI students.

Across our College, greater parental involvement occurred in the preparation of students' personalised learning pathways, attendance at cultural events and celebrations. Mentors across all three campuses, in conjunction with the Aboriginal Education Officer (AEO) and College parents, work with students to develop Personalised Learning Plans that identify the areas in which learners need additional support. Mentors and the AEO monitor attendance, classroom behaviour, as well as the emotional and social development of students. Mentors also provide support, demonstrate leadership and work closely with students in a safe learning environment.

Sydney Secondary College continues to demonstrate commitment to ATSI education through a variety of programs across the three campuses, including Young Mob, homework clubs, Pride Nights and welcome evenings and transition events for ATSI students. In addition, Leichhardt campus' HSIE teacher and Year 10 Adviser Leanne Jamieson received the Nanga Mai award for her outstanding contribution to educational

achievement.

Literacy and numeracy programs continued at Balmain and Leichhardt Campuses in 2018. These programs aim to assist targeted ATSI students in the areas of literacy and numeracy. Leichhardt Campus continued complementing the allocation for a Norta teacher, providing ongoing support for the literacy skill development of our ATSI students. In 2018, ATSI students from Leichhardt and Balmain Campuses demonstrated continued growth in writing, as evidenced by improved NAPLAN results. Five of our senior ATSI students successfully completed all assessment tasks and graduated with their HSC. Out of the 5 students, one received the United World Colleges scholarship and is studying in Costa Rica; one received a scholarship to study with the Port Adelaide AFL team; one is currently working through his apprenticeship and one has gained permanent employment with Qantas.

Parents and guardians of ATSI students have been very supportive of these programs in 2018, 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 with Glebe Youth Service. Glebe Pathways students participated in NSW TAFE programs where students worked collaboratively to improve their ability to communicate their thoughts and feelings by allowing students to find their own voice through authentic learning experiences. Students also participated in UTS Literacy and Numeracy days and this will continue into 2019.

Sydney Secondary College students participated in regional programs including the Great Debate at NSW Parliament House, Speak Up 2018 (where Leichhardt's Alex Peisley and Sarah Rodger came first and third, respectively) and the Koori Art Expressions Exhibition. Notably, Alex Peisley also emceed the exhibition and Leichhardt's Gabriel Raad's drawing of Aunty Fay Carroll has been used by the Department.

The 2018 Deadly Awards saw Sydney Secondary College students Paris Caines–Sghabi (Balmain Campus), Rosie Manners (Leichhardt Campus), Beau Syron (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 2018, each campus had high numbers of students from Language Backgrounds Other Than English (LBOTE) with multiculturalism embedded as a significant part of the fabric uniting our school.

In 2018, the English as an Additional Language/Dialect (EAL/D) teaching allocation was:

- Balmain Campus – 1.7

- 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**

At Leichhardt, most of our students were born in Australia but 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 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 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. EAL/D teachers participate in the Learning Support and Welfare Teams and coordinate a taster transition week for students from the Central Sydney Intensive English High School.

### **Blackwattle Bay Campus**

The English as an Additional Language/Dialect Preliminary and HSC courses are delivered by qualified and experienced English EAL/D teachers whose focus is building students' foundational English skills as well as extending them towards a love of English literature and academic language and analysis. 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.