

Sydney Secondary College Leichhardt Campus

2019 Annual Report



8507

Introduction

The Annual Report for 2019 is provided to the community of Sydney Secondary College Leichhardt Campus as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Sydney Secondary College provides an outstanding educational experience for our students. Bringing together three schools, each with their own identity, to create a shared culture of learning and high expectations, ensures we provide innovative and diverse opportunities for each of our students. The strength we gain from working in partnership across these three campuses allows us to offer a quality education for our passionate, engaged and motivated young people. Our focus on offering a diverse curriculum, supportive student wellbeing programs and extensive extracurricular activities ensures we are putting our college motto, 'Quality, Opportunity and Diversity', into practice.

Julianne Beek, A/Sydney Secondary College Principal

Leichhardt Campus is a proud member of the vibrant learning community that is Sydney Secondary College. Our staff support our students to develop and extend their talents and interests through engaging learning in the classroom and a broad range of extracurricular programs. All students of Leichhardt Campus are encouraged to achieve their personal best in a co-educational environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships support the development of student voice and strong academic achievement. I am proud of what our school community has achieved in 2019 and I am looking forward to the directions set for 2020.

Vincent O'Donnell, R/Sydney Secondary College–Leichhardt Campus Principal

School background

School vision statement

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

School context

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Our College caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities (Intellectual, Physical and Autism). The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future focused learning and authentic experiences. Located in the inner city, with two harbour side locations, students complete Year 7 – 10 education at Balmain or Leichhardt where the focus is on middle schooling. They move to the young adult learning environment of Blackwattle Bay campus for Years 11 –12 with its broad curriculum and links to TAFE and universities. Sydney Secondary College offers an invigorating range of opportunities for our students. In 2016 we have a school population of over 2200 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. . The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary College provides an excellent broad education based on quality, opportunity and diversity.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

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.

Improvement Measures

Staff students and parents report satisfaction with student-led conferencing year on year.

Teachers are engaged in professional learning and reflection to increase their understanding of the **4Cs + R** (future focused learning initiative) and the **4Cs + R** are identified in teaching and learning programs.

Student learning data shows growth across all contexts, especially students supported by EALD, Integrated Funding Support or Aboriginal and Torres Strait Islander equity funding.

Progress towards achieving improvement measures

Process 1: School analyses student progress and achievement data and a range of other contextual information (e.g. Aboriginal or EALD background). Teachers respond to trends in student achievement, at individual, faculty and whole school level.

| Evaluation | Funds Expended (Resources) |
|---|--|
| 'All data' workbook has been used to highlight various student groups achievement and allow for teachers to collaborate with other faculty and staff members to appropriately respond to individual students needs. | Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$5000.00)• Aboriginal background loading (\$20000.00)• Low level adjustment for disability (\$60000.00) |

Process 2: Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Data indicates student-led conferencing and events designed to engage school community as partners in learning were highly effective (e.g. Pride Night, Parent Teacher events, Learning Showcases). | Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00) |

Process 3: Implementation of evidence based change to improve whole school practices resulting in measurable improvements in engagement. The school's curriculum provision is enhanced by learning alliances with other schools and organisations.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| The development of an offering of more than 20 new electives proved successful as a measure of staff professional learning in 2019. Beyond this, the 4Cs and R will be measured through student achievement in reporting in 2020. | TPL funds |

Strategic Direction 2

Excellence in Teaching

Purpose

Staff will ensure an ongoing 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.

Improvement Measures

Increase in proportion of students in top two **NAPLAN** bands in literacy and numeracy

Recommendations for faculties from the **College Faculty Review** process will be implemented.

A high percentage of staff agree that a focus on pre and post testing and differentiation has yielded improved student learning results as indicated in 6 Effective Practices data.

Progress towards achieving improvement measures

Process 1: Explicit assessment and reporting of literacy and numeracy outcomes build knowledge of differentiation needs for students.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Plans for professional learning for staff across the whole school have been made to build confidence and opportunity for teaching and assessing literacy and numeracy. | TPL funds Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$5000.00) |

Process 2: College Annual Faculty Reviews will take place focusing on two faculties per year.

| Evaluation | Funds Expended (Resources) |
|---|------------------------------|
| Faculty planning reflects the goals set and assessed during the review. | College staffing and funding |

Strategic Direction 3

Excellence in Leading

Purpose

Our school will have systems, structures and processes that underpin ongoing school improvement. 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 cultivate effective learning alliances to inspire students to learn and achieve.

Improvement Measures

Staff build capacity through leadership of professional learning and pedagogical improvement through action research projects.

Non-teaching staff achieve Performance Development Plan (PDP) goals and are active in pursuing personal improvement goals.

Engagement with the school community through improved data collection regularly informs school improvement

Progress towards achieving improvement measures

Process 1: Professional learning communities will be established in term one. Each will focus on a different one of these staff nominated areas: future focused teaching and learning; differentiation; student wellbeing; effective use of technology in the classroom using the SAMR model; the 8 Ways of Aboriginal Learning; and literacy and numeracy.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Review of current PL communities completed with Executive in setting directions for 2020. Staff capacity has been built in future-focused learning through extensive focus on VIBE electives. | TPL funds |

Process 2: A process will be developed to measure effectiveness of Learning Support and deployment of non teaching staff according to their progress in meeting their PDP goals.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| PDP process confirms Learning and Support Staff are meeting their goals in developing additional strategies and record keeping mechanisms to track support of students. | |

Process 3: A team will be developed in 2018 to draft a methodology for collecting, measuring and analysing community (parent and student) feedback that is personalised to our setting (not TTFM).

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Regular TPL utilising data has assisted in strengthening plans for the future and gaining additional insight into new initiatives | TPL funds |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| English language proficiency | Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$70 605.00) | EALD teacher employed and additional TPL funds used around literacy support. |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$159 203.00) | Allocated for SLSO employment for student support and additional staff TPL for literacy and numeracy. |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$28 885.00) | Employment of a student mentor for student engagement. |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$107 448.00) | Leichhardt Rounds, Early Career Teacher Mentoring and reciprocal observations have been utilised. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 591 | 628 | 615 | 586 |
| Girls | 302 | 317 | 316 | 335 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 94.6 | 94.6 | 94.7 | 94 |
| 8 | 92.5 | 91.9 | 92.3 | 91 |
| 9 | 92.9 | 91.6 | 90.9 | 90.7 |
| 10 | 91.3 | 89 | 90.5 | 90 |
| All Years | 92.9 | 91.8 | 92.1 | 91.5 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| All Years | 90 | 89.9 | 88.7 | 88.2 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | N/A | N/A |
| Employment | 0 | N/A | N/A |
| TAFE entry | 0.4 | N/A | N/A |
| University Entry | 0 | N/A | N/A |
| Other | 0 | N/A | N/A |
| Unknown | 0 | N/A | N/A |

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Secondary College Leichhardt Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 44 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 15.37 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning is offered at both Campus and College level. The College School 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

identified staff professional learning areas of focus. 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 2019 the teachers at the Balmain Campus participated in more than 856.06 hours of Professional Learning.
- In 2019 the teachers at the Leichhardt Campus participated in more than 808.58 hours of Professional Learning.
- In 2019 the teachers at the Blackwattle Bay Senior Campus participated in more than 1348.39 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.

Teachers continue with their accreditation process at a variety of stages, including proficient, maintenance, highly accomplished and lead teachers. This was assisted by campus specific Head Teacher, Teaching and Learning, College Head Teacher, Teaching and Learning and a teacher mentor for beginning teachers.

Support for early career teachers, particularly those requiring assistance with accreditation, ran across all three campuses. 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, goal setting assistance and mentoring support.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,496,256 |
| Revenue | 10,841,972 |
| Appropriation | 9,982,057 |
| Sale of Goods and Services | 71,132 |
| Grants and contributions | 758,315 |
| Investment income | 16,140 |
| Other revenue | 14,328 |
| Expenses | -10,256,215 |
| Employee related | -9,258,015 |
| Operating expenses | -998,199 |
| Surplus / deficit for the year | 585,757 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 1,071,563 |
| Equity Total | 293,326 |
| Equity - Aboriginal | 29,987 |
| Equity - Socio-economic | 28,885 |
| Equity - Language | 70,605 |
| Equity - Disability | 163,849 |
| Base Total | 7,543,513 |
| Base - Per Capita | 224,502 |
| Base - Location | 0 |
| Base - Other | 7,319,012 |
| Other Total | 748,392 |
| Grand Total | 9,656,795 |

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.

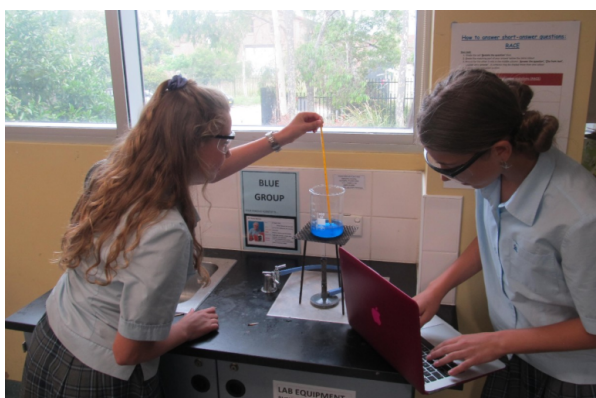
School performance - NAPLAN

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

At Sydney Secondary College Leichhardt Campus, overall, the student engagement survey indicated the following:

- Parents/Caregivers—100% of Parents/Carers indicated that they felt welcome visiting school and talking to teachers about their child's learning. They reported high levels of satisfaction with the schools communication. They noticed that the school provided opportunities for their child to communicate, think reflectively and achieve high expectations.
- Students.—over 80% of students indicate a strong enjoyment of school and feeling of belonging. A range of student representation programs have increased student voice and The Leichhardt Way yields strong data that behaviour is well managed in the school. Students report a strong connection to their learning and their teachers (79% indicate they really want to learn, 76% indicate they are encouraged to think critically and be creative)
- Teachers—over 90% of teachers feel connected to the school and have formed strong collegial relationships. They feel supported to utilise The Leichhardt Way and seek support from the executive.

With Sydney Secondary College's campus specific 2018–2020 School Plans being implemented, 2019 saw the strengthening of innovative teaching and learning practices as well as a continued focus on wellbeing across the college. The College Management Group (CMG), the College Organisational Group and the College Student Wellbeing Action Team met fortnightly to organise college events and review and follow up current areas of focus and input from our community. This feedback has continued to guide college priorities and future directions.

Information provided below indicates the data sources utilised and how satisfaction has been demonstrated by our stakeholders:

- Faculty reviews: In 2019, Faculty Reviews of the English and HSIE Key Learning Areas were conducted. These reviews focused on the quality of course delivery and student engagement. Online questionnaires were sent to parents, students and staff and interviews were also conducted with students and staff. The data collected from these reviews indicated that the large majority of students felt known valued and cared for by their teachers and parents also responded positively towards their respect for each of the faculties.
- Year 10 exit interviews: Exiting year 10 students reported that technology has been utilised effectively in learning at both Leichhardt and Balmain campuses. Students stated that discussions and creative tasks increased their engagement in teaching and learning activities and overall felt challenged and catered for as learners at Sydney Secondary College. The majority of students identified that individual staff consistently provided support and that Sydney Secondary College provided a safe and inclusive environment to learn. 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 or moved to be closer to their new place of residence, away from the local area.
- Parent wellbeing survey: The parent wellbeing information evening survey, identified that parents were satisfied with the overall content and information provided at the event. Their appreciation of the whole school wellbeing team and year advisors attending the event was noted. Wellbeing surveys across all campuses revealed a strong sense of parent and student connection to the school and confidence in the College's management and regard for prioritising student wellbeing.
- 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. The Sydney Secondary College Students Representative Council met at The Benevolent Society, Glebe to collaborate on the best ways to promote student voice and support for students. Students provided feedback to the college team and their campus.

Across the college and within each campus, feedback is also gathered from parents/caregivers, students and teachers through:

- Ongoing meetings with parents throughout the year at each campus and parent consultation groups have ensured open communication lines with our wider school community.
- 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, Twitter, Facebook, Edmodo, Google Classroom and school newsletters.
- 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 enrolments of over 250 students. The IMP Parental Advisory Group provides ongoing feedback and opportunities for consultation throughout the year.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Sydney Secondary 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. In 2019, the College Aboriginal Education Team continued to coordinate and further strengthen transition and wellbeing activities for our Aboriginal and Torres Strait Islander students across all three campuses. The junior campuses were involved in activities with partner primary schools that sought to strengthen community links. The College also continued to participate in the Glebe Connected initiative.

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 Pathways that identify the areas in which learners need additional support. Sydney Secondary College continues to demonstrate commitment to Aboriginal and Torres Strait Islander education through a variety of programs across the three campuses, including Young Mob, homework clubs, Pride Nights and welcome evenings and transition events for Aboriginal and Torres Strait Islander students.

The Glebe Pathways Project continued to engage students through project based learning programs whilst based at Glebe Youth Service. Glebe Pathways students participated in a number of learning and mentoring activities, including opportunities for work placements at the Sydney Opera House and Microsoft, and participation in programs at the Museum of Contemporary Art.

The 2020 Deadly Awards saw Sydney Secondary College students Leila Merrington and Lily Websdale–Sullivan (Balmain Campus), Gabriel Raad (Leichhardt Campus), Isaiah Ahmat (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards. Lachlan Barker Kennedy (Blackwattle Bay Campus) co-chaired the ceremony.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2019, each campus had high numbers of students from English as an Additional Language/Dialect (EAL/D) background with multiculturalism embedded as a significant part of the fabric uniting our college.

In 2019, the EAL/D teaching allocation was:

- Balmain Campus – 1.4 teachers
- Leichhardt Campus – 0.4 teachers
- Blackwattle Bay Campus – 0.8 teachers

The teachers support our students from diverse language backgrounds. In 2019, our EAL/D student composition was:

- Balmain Campus: In 2019 there were 190 EAL/D students enrolled.
- Leichhardt Campus: In 2019 there were 136 EAL/D students enrolled.
- Blackwattle Bay Campus: In 2019 there were 316 EAL/D students enrolled.

These students had a range of proficiencies relating to the English language (including beginning, emerging, developing, consolidating and proficient). Throughout the year, EAL/D support was given to students (with priority given to beginning, emerging and developing). When first meeting the students, EAL/D plans were created with specific English language goals to achieve by the end of the academic year. Support came in the form of in class assistance, team teaching, small group sessions and one-to-one assessment support. The EAL/D teacher consulted with classroom teachers to ensure assessment tasks and classwork were modified to meet the various needs of EAL/D students.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 the diversity of teachers, students and the wider community at both the Balmain and Leichhardt campuses.