

Sydney Secondary College Blackwattle Bay Campus

2019 Annual Report



8539

Introduction

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

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

School contact details

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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 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

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>

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

Improved attendance rate in every class

Pathways to Employment Program delivered in 2020

Professional Learning focussed on the 4C's is transferred and embedded in teaching and learning programs and learning environments.

Accommodations and adjustments are occurring for all students as required.

Progress towards achieving improvement measures

Process 1: Staff training to improve understanding of correct roll marking procedures.

All staff meet expectations of marking the roll every period.

Administrative processes in place identify unauthorised absences.

Evaluation	Funds Expended (Resources)
<p>It was difficult to organise Sentral to engage with conversations about the challenges the school was experiencing with flexible roll marking.</p> <p>Attendance Policy reviewed and included in the 2020 Staff Handbook.</p> <p>All staff mark rolls using PxP.</p> <p>Attendance data used regularly to monitor student attendance and shared via wellbeing meetings.</p>	<p>Sentral team</p> <p>HT Secondary Studies, HT Teaching and Learning, HT Wellbeing and Learning Support, Deputy Principals of each year, Administration support staff, Wellbeing Team.</p>

Process 2: Systems in place for the identification of suitable students.

Curriculum implemented to meet the needs of identified students.

Relationships with external agencies and work places support program delivery.

Evaluation	Funds Expended (Resources)
<p>Established a need to implement a program specifically targeting disengaged students for 2020. This pilot program to be called Pathways to Employment and a suitable teacher was identified and trained in the appropriate VET course. 2020 Timetable adjustments were put in place and the program was promoted and students identified through the subject section process with junior campuses. Interested students were interviewed with parents and a pilot class was formed to start the 2020 school year.</p>	<p>VET Training</p> <p>Teacher prepared to work with disengaged students and take on additional training</p> <p>Timetablers</p>

Process 3: Teachers design programs to include the 4Cs (communication, collaboration, critical thinking and creativity).

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The development and review of Stage 6 teaching and learning programs continues to embed opportunities for students to develop skills in communication, collaboration, critical thinking and creativity.

Teachers

Professional Learning Activities

Some areas of the school – including the library, foyer areas in A Block and B Block and the newly refurbished E Block provide improved learning environments for future focused learners.

New furniture (break out spaces, learning benches)

Process 4: Procedures are in place to support teachers consistent evidence based judgements and moderations of assessments.

Evaluation	Funds Expended (Resources)
<p>Teachers have a greater understanding and are able to make moderations to assessment tasks allowing access for all students to achieve learning outcomes.</p> <p>Extensive data has been collected on student learning through improved collaboration with junior campuses. This will allow a smoother transition to Stage 6 curriculum for many students.</p> <p>Teachers confidently use data, sourced from SCOUT and RAP packages to inform future learning.</p>	<p>NESA Liaison Officer</p> <p>Teachers</p> <p>Data packages RAP, Sentral, SCOUT</p>

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.

Improvement Measures

All staff engage in lesson observations.

Teachers will show evidence of formative assessment in their teaching and learning programs.

Student feedback will indicate effective teaching practice.

Improved HSC and Preliminary results reflect improved teaching practice.

Progress towards achieving improvement measures

Process 1: Effective teaching practice using a range of strategies continues across all Learning Areas. Feedback continues to drive improvements in student learning.

Evaluation	Funds Expended (Resources)
<p>All teachers evaluate their teaching and learning on a regular basis. The English and HSIE (Human Society and It's Environment) faculties participated in a college review of teaching and learning including an evaluation of teaching programs, lesson observations and interviews with teachers, parents and students. The results of both reviews were positive with some feedback on implementing more collaborative practices into teaching and learning.</p> <p>Staff have participated in professional learning to improve the quality of feedback given to students. There is evidence this is improving across all faculties areas.</p>	College funding

Process 2: Staff trained to use SCOUT to analyse HSC data

Evaluation	Funds Expended (Resources)
<p>All staff participated in training using the SCOUT data package. Staff would collaborate in cross faculty teams to use data from SCOUT and other sources to make judgement's against the Department of Education's School Excellence Framework. These presentations were shared with all staff and used to make final determinations of the school's progress against some of the elements in the School's Excellence framework.</p> <p>On an individual teacher level all staff used SCOUT data to prepare a detailed analysis of HSC results, these were shared within faculties and used to inform goal planning for individual Professional Development Plans for 2020.</p>	\$0

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.

Improvement Measures

Improved communication systems for students, staff and parents

Evidence of increase in student led initiatives.

Increased student engagement and rigour.

Systems in place to collect student and parent satisfaction data.

Progress towards achieving improvement measures

Process 1: Cross Faculty Professional Learning Teams continue to address school priorities.

Evaluation	Funds Expended (Resources)
The school continues to have cross faculty teams who meet on a regular basis. These teams include Student Wellbeing, Learning and Support, Professional Learning, Aboriginal Education, Assessment, Student Transition and Curriculum. Cross faculty teams, including student leaders, also meet to plan whole school events including Splendor at the Bay, Diversity Day and Special Assemblies.	\$0

Process 2: Investigate an online newsletter for implementation in 2020

Evaluation	Funds Expended (Resources)
The school did not change to a new online format for the newsletter in 2019. This milestone will be carried over to 2020.	\$0

Process 3: The leadership team encourages staff to creatively use the physical environment to enhance learning.

Evaluation	Funds Expended (Resources)
Significant changes were made to learning spaces. The Support Unit was relocated from A Block to the purpose built E Block which had been unoccupied for several years. Modern, multipurpose rooms were established and all teaching spaces were fitted with interactive whiteboards. Breakout spaces for students provided access to computers and basic kitchen facilities. The learning spaces open out onto an outdoor learning space which will be improved in 2020. Other breakout areas within the school were refurbished to promote collaborative learning. These included areas outside the Hospitality rooms, A Block and B Block.	\$35,000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$70,775	<p>An Aboriginal Learning and Support Teacher was employed three days a week to work directly with Aboriginal students in addition to one day a week an Aboriginal Learning and Support Officer.</p> <p>Four students attended a Microsoft Work Program ongoing over six weeks, providing students with careers guidance and opportunities post school.</p> <p>One student attended at the Aboriginal Art program at the Museum of Contemporary Art.</p> <p>Five students successfully completed the HSC and three students achieved entry to university and two students achieved entry to TAFE.</p> <p>The school engaged with the Aboriginal community through many cultural events including the creation of a mural celebrating indigenous culture and our local community.</p>
English language proficiency	\$130,600	<p>An EALD teacher was employed four days a week to deliver EALD English classes for Year 11 and Year 12 students. The EADL teacher is an active member of the Learning and Support Team providing additional learning support, as identified. Nine students received intensive support to achieve the minimum literacy and numeracy standard to be eligible for the HSC.</p>
Low level adjustment for disability	\$57,544	<p>The resource funding provides one Learning and Support Teacher for two days a week. These funds were combined with the socio-economic background funding and community funds to create an additional learning and support teacher position. This team collaborated with staff from the junior campuses to prepare learning plans to transition students to Stage 6. Ongoing support for students identified through the weekly learning and support meetings was provided.</p>
Socio-economic background	\$24,246	<p>The milestones and funding for the socio-economic background key initiative have been combined with low level adjustment for disability.</p>
Support for beginning teachers	\$84,090	<p>Resources were used to reduce the teaching allocation of beginning teachers to allow additional time for lesson preparation and mentoring. Some funds were used to release mentors and Head Teachers to provide support for beginning teachers through lesson observation and meetings. Some funds were used for professional development.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	391	416	441	501
Girls	251	257	277	275

Student attendance profile

School				
Year	2016	2017	2018	2019
11	90	90.7	90.9	90.2
12	90.6	91.9	91.3	91.3
All Years	90.2	91.2	91.1	90.7
State DoE				
Year	2016	2017	2018	2019
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.7	87.5

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	2	2
Employment	0	1	3
TAFE entry	0	2	17
University Entry	0	0	74
Other	0	2	0
Unknown	0	2	4

Year 12 students undertaking vocational or trade training

26.65% of Year 12 students at Sydney Secondary College Blackwattle Bay Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Sydney Secondary College Blackwattle Bay Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	16.48
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.

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	1,066,133
Revenue	10,946,686
Appropriation	9,924,646
Sale of Goods and Services	20,045
Grants and contributions	886,813
Investment income	12,857
Other revenue	102,325
Expenses	-10,619,690
Employee related	-9,281,542
Operating expenses	-1,338,147
Surplus / deficit for the year	326,996

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.

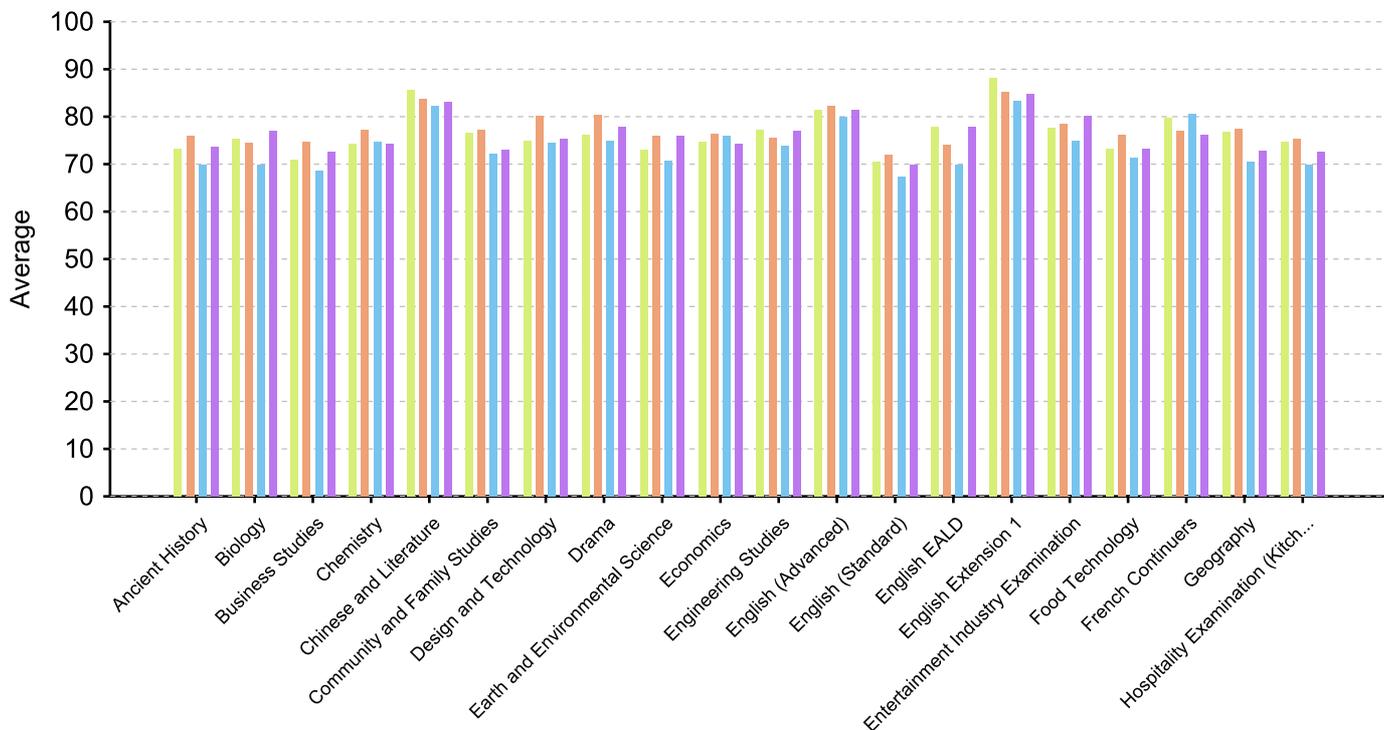
	2019 Approved SBA (\$)
Targeted Total	1,168,965
Equity Total	325,852
Equity - Aboriginal	70,775
Equity - Socio-economic	24,246
Equity - Language	130,600
Equity - Disability	100,230
Base Total	7,595,384
Base - Per Capita	173,360
Base - Location	0
Base - Other	7,422,024
Other Total	588,778
Grand Total	9,678,978

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.

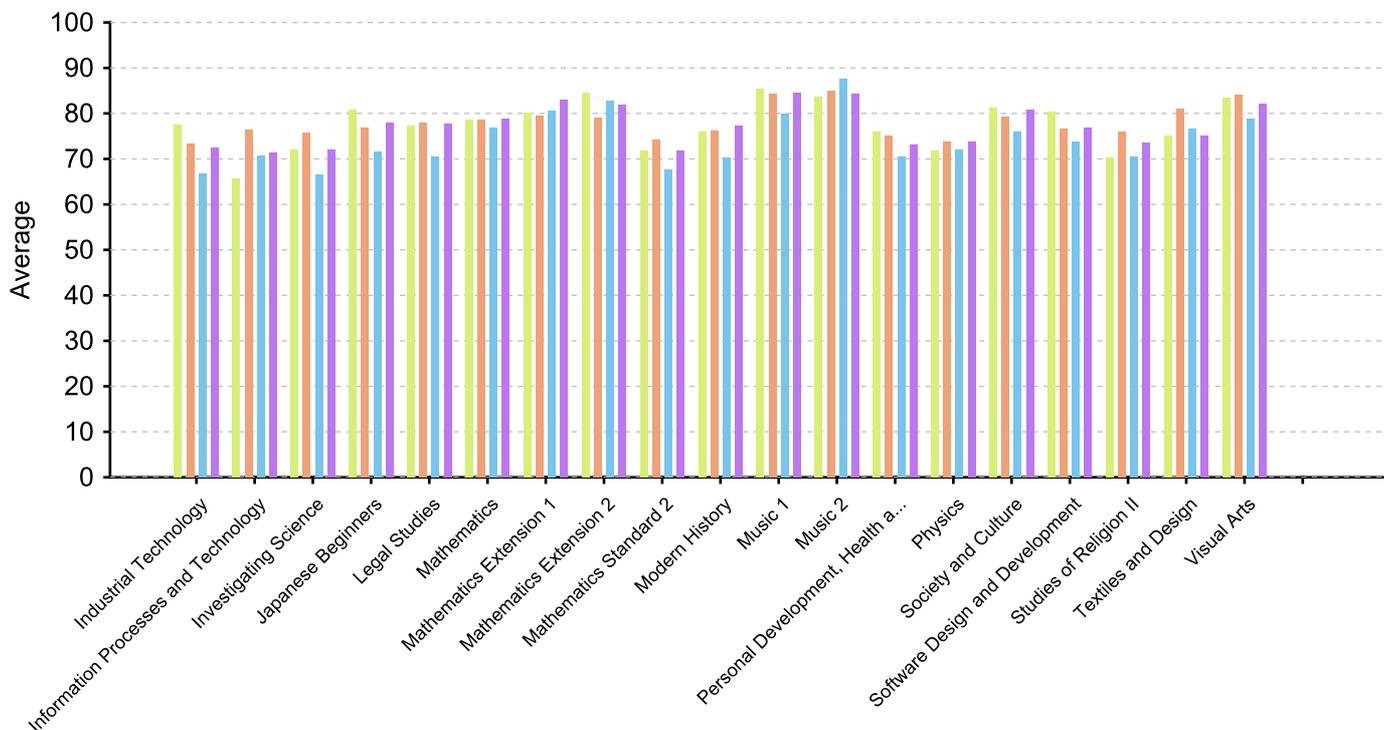
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (Green), SSSG Average 2019 (Orange), State Average 2019 (Blue), School Average 2015-2019 (Purple)



Legend: School 2019 (Green), SSSG Average 2019 (Orange), State Average 2019 (Blue), School Average 2015-2019 (Purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	73.2	76.0	69.9	73.7
Biology	75.3	74.4	69.9	76.9
Business Studies	71.0	74.8	68.6	72.6
Chemistry	74.2	77.2	74.7	74.3
Chinese and Literature	85.7	83.7	82.3	83.1
Community and Family Studies	76.7	77.2	72.2	73.0
Design and Technology	74.9	80.2	74.5	75.3
Drama	76.1	80.4	75.0	77.9
Earth and Environmental Science	73.1	76.0	70.6	76.0
Economics	74.7	76.4	75.9	74.2
Engineering Studies	77.3	75.5	73.9	77.1
English (Advanced)	81.4	82.2	80.0	81.5
English (Standard)	70.6	71.9	67.3	69.8
English EALD	77.9	74.1	70.0	77.9
English Extension 1	88.2	85.2	83.4	84.9
Entertainment Industry Examination	77.7	78.6	74.9	80.2
Food Technology	73.2	76.2	71.4	73.2
French Continuers	79.8	77.1	80.5	76.2
Geography	76.9	77.5	70.6	72.9
Hospitality Examination (Kitchen Operations and Cookery)	74.7	75.3	70.0	72.5
Industrial Technology	77.5	73.3	66.8	72.4
Information Processes and Technology	65.7	76.4	70.8	71.4
Investigating Science	72.0	75.8	66.5	72.0
Japanese Beginners	80.7	76.8	71.6	77.9
Legal Studies	77.3	78.0	70.6	77.7
Mathematics	78.7	78.6	76.9	78.9
Mathematics Extension 1	80.2	79.5	80.6	82.9
Mathematics Extension 2	84.5	79.0	82.7	81.9
Mathematics Standard 2	71.7	74.1	67.7	71.7
Modern History	75.9	76.3	70.2	77.3
Music 1	85.3	84.3	79.9	84.5
Music 2	83.7	85.0	87.5	84.2
Personal Development, Health and Physical Education	76.0	75.1	70.5	73.1
Physics	71.7	73.7	72.1	73.8
Society and Culture	81.3	79.2	75.9	80.9
Software Design and Development	80.4	76.6	73.8	76.9

Studies of Religion II	70.3	76.0	70.4	73.5
Textiles and Design	75.1	81.1	76.6	75.1
Visual Arts	83.4	84.0	78.8	82.2

Parent/caregiver, student, teacher satisfaction

In May 2019 all staff were surveyed during a staff meeting and parents were surveyed during a P&C meeting. The purpose of this survey was to identify priorities for the newly appointed Principal. Two key questions featured in the survey. These were 'What makes Sydney Secondary College Blackwattle Bay Campus a great school?' and 'What are the opportunities for improvement at the school?' The results were shared with the school community and gave direction to future planning.

Some of the positive aspects of the school were reported as

- having caring, dedicated and knowledgeable staff
- Diversity in staff, students and curriculum
- Strong sense of community
- Positive relationships between staff and students
- Extensive curriculum and pathway opportunities for all students

Areas identified as opportunities for improvement included

- Improve communication with the community
- Improve the school environment
- Students learning needs to be a priority for decision making
- Partnerships with universities

In 2020 the school will use the Tell Them from Me Surveys with all staff, students and Parents.

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.

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.

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.